



Port Neches-Groves Independent School District
Meeting of Board of Trustees
September 9, 2019 7:00 PM West Groves Education Center

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Items on the consent agenda will be enacted with one motion. There will be no separate discussion of consent items unless a Board member so requests, in which event the item will be removed from the consent agenda and considered as an item on the regular agenda.

1. Opening

- A. Call to Order and Establishment of Quorum
- B. Prayer and Pledges
- C. Patron Presentations

2. Consent Agenda

- A. Consider Approval of Minutes of August 2019 Meeting(s)
- B. Consider Approval of Disbursements
- C. Report: Budget - Bond, General Fund, Tax Report
- D. Consider Approval of School Health Advisory Council
- E. Consider Approval of 2019-20 District and Campus Improvement Plans
- F. Personnel (Information Only)
- G. Budget Transfer Information

3. Regular Agenda

- A. Consider Approval of Employment Recommendation for Vacant Principal Position (Groves Middle School)
- B. Consider Approval of Transactions that Cost \$25,000 or More
- C. Consider Approval of Cancellation of School Board Election (November 5, 2019)
 - 1. Order of Cancellation
 - 2. Certificate of Unopposed Candidates
- D. Superintendent Report
- E. Board Member Requests for Future Agenda Items
- F. Adjourn into Closed Session (No Public Discussion) Pursuant to Chapter 551 of the Texas Government Code
 - 1. Superintendent's Summative Evaluation
- G. Reconvene into Open Session and Take Action (if needed) on items discussed in Closed Session
- H. Adjournment

Closed Session

If, during the course of the meeting, discussion of any item on the agenda should be held in closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

To Call Meeting to Order

I call this meeting of the Port Neches-Groves Independent School District to order. Let the record show that a quorum of board members is present, that this meeting has been duly called, and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

AGENDA ITEM: Patron Presentations

You have five minutes to make your comments to the Board. The Board Secretary will keep your time and will indicate how much time you have left and when your time is up.

Please be aware that the Board will not entertain comments on individual personnel or students during patron presentations. In addition, the Board is not allowed to discuss or comment on issues brought up in open forum presentations.

Minutes of Called Meeting

The Board of Trustees Port Neches-Groves ISD

A Called Meeting of the Board of Trustees of Port Neches-Groves ISD was held Monday, August 5, 2019, beginning at 1:00 PM in the 620 Avenue C, Administration Building Conference Room.

1. Call to Order and Establishment of Quorum
Dr. Scott Bartlett called the meeting to order and the presence of a quorum was established.
Present: Scott Bartlett, Rusty Brittain, Jake Lefort, Eric Sullivan, Brandon Cropper, Dustin Marsh and Lana Parker
2. Consider Approval of Election Services Agreement with Jefferson County
Motion was made and seconded to approve the Election Services Agreement with Jefferson County. All were in favor. Motion passed (7-0)
3. Presentation by CBRE/HEERY, Project Manager
CBRE/Heery gave preliminary information regarding reducing six elementary campuses and a PreK center to four elementary campuses.
1 - PreK - 2nd grade in each city
1 - 3rd - 5th grade in each city (possible two story)

The preliminary sites are

- Current Woodcrest site
- Current Ridgewood site
- Current Groves Elementary Site
- Current WGEC site

Preliminary Start Dates (Including Design)

- 3rd - 5th grade campuses - January 2020
- PreK - 2nd grade campuses - January 2021

Preliminary Move In Dates

- 3rd - 5th grade campuses - Fall 2022
- PreK - 2nd grade campuses - Fall 2023

The preliminary bond total is \$130 million.

The board will determine if they will call for a November School Bond Election at the Monday, August 12th Board Meeting.

A copy of CBRE/HEERY's Bond Planning binder is on file at the Administration Office building.

4. Adjourn into Closed Session (No Public Discussion) Pursuant to Chapter 551 of the Texas Government Code - .071 Consultation with Attorney; .072 Real Property; .074 Personnel Matters

Dr. Bartlett adjourned the regular meeting into closed session at 1:50 p.m. for consultation with Bond Attorney, Lance Fox.

5. Reconvene into Regular Session - Discuss and Take Action, if any, on Items Discussed in Closed Session

The meeting was reconvened into regular session at 2:05 p.m. with no action taken on items discussed in closed session.

6. Adjournment – There being no further business to come before the Board, the meeting was adjourned.

Scott Bartlett, President

Eric Sullivan, Secretary

Minutes of Public Hearing

The Board of Trustees Port Neches-Groves ISD

A Public Hearing of the Board of Trustees of Port Neches-Groves ISD was held Monday, August 12, 2019, beginning at 7:00 PM in the West Groves Ed. Center, 5840 W. Jefferson, Groves, TX.

1. Call to Order and Establishment of Quorum (Public Hearing)
Dr. Scott Bartlett called the meeting to order and the presence of a quorum was established.
Present: Scott Bartlett, Rusty Brittain, Jake Lefort, Eric Sullivan, Brandon Cropper, Dustin Marsh and Lana Parker
2. Public Hearing on Budget and Proposed Tax Rate for 2019-20 School Year
Sheri Drawhorn presented the attached proposed budget and tax rate for the 2019-20 school year. She informed the Board that the rate that was published in the paper was rounded up (1.0684) but the actual figure that will be voted on is 1.06835.
Dr. Bartlett thanked Sheri for all her work leading up to presenting the budget/tax rate. The information and workshops held prior to tonight's presentation was very helpful.
3. Public Comments – There were no comments or questions from the Public.
4. Adjournment – Dr. Bartlett adjourned the public hearing at approximately 7:10 p.m.

Scott Bartlett, President

Eric Sullivan, Secretary

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

PROPOSED BUDGET

September 1, 2019 – August 31, 2020



Dr. Mike Gonzales, Superintendent

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
Port Neches, Texas

PROPOSED BUDGET

September 1, 2019 – August 31, 2020

Board of Trustees

Scott Bartlett, President

Brandon Cropper, Vice President

Eric Sullivan, Secretary

Rusty Brittain, Member

Dustin Marsh, Member

Jake Lefort, Member

Lana Parker, Member

Administration

Dr. Mike Gonzales, Superintendent of Schools

Julie Gauthier, Assistant Superintendent for Administrative Services

Dr. Brenda Duhon, Assistant Superintendent for Curriculum &
Instruction/Technology

Sheri Drawhorn, Business Manager

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
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GENERAL BUDGET INFORMATION

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 PROPOSED BUDGET
 FISCAL YEAR 2019-2020

August 12, 2019

| | <u>Operating Fund</u> | <u>Child Nutrition Fund</u> | <u>Debt Service Fund</u> | <u>Total</u> | <u>Total by Enrolled Student*</u> |
|---|---------------------------|-------------------------------------|----------------------------------|---------------------|---|
| Estimated Revenues | | | | | |
| Local Revenue | \$ 30,387,924 | \$ 1,074,400 | \$ 7,831,056 | \$ 39,293,380 | \$ 7,709 |
| State Revenue | 19,009,082 | 57,700 | | 19,066,782 | 3,741 |
| Federal Revenue | 530,000 | 1,215,649 | | 1,745,649 | 342 |
| Total Revenue | 49,927,006 | 2,347,749 | 7,831,056 | 60,105,811 | 11,792 |
| Appropriations | | | | | |
| 11 - Instruction | 26,985,572 | | | 26,985,572 | 5,294 |
| 12 - Library & Media Services | 666,412 | | | 666,412 | 131 |
| 13 - Curriculum/Instructional Staff Development | 1,226,440 | | | 1,226,440 | 241 |
| 23 - School Leadership | 2,450,328 | | | 2,450,328 | 481 |
| 31 - Guidance and Counseling | 1,720,535 | | | 1,720,535 | 338 |
| 32 - Attendance and Social Work | 69,705 | | | 69,705 | 14 |
| 33 - Health Services | 674,728 | | | 674,728 | 132 |
| 34 - Student Transportation | 1,703,184 | | | 1,703,184 | 334 |
| 35 - Child Nutrition | 0 | 2,891,904 | | 2,891,904 | 567 |
| 36 - Co-Curricular / Extra Curricular Activities | 2,460,925 | | | 2,460,925 | 483 |
| 41 - General Administration | 1,316,453 | | | 1,316,453 | 258 |
| 51 - Plant Maintenance & Operations | 7,329,161 | | | 7,329,161 | 1,438 |
| 52 - Security and Monitoring Services | 320,703 | | | 320,703 | 63 |
| 53 - Data Processing Services | 753,098 | | | 753,098 | 148 |
| 71 - Debt Service Principal | | | 4,491,000 | 4,491,000 | 881 |
| 72 - Debt Service Interest | | | 3,025,000 | 3,025,000 | 593 |
| 73 - Debt Service Fees | | | 10,000 | 10,000 | 2 |
| 81 - Facilities Acquisition & Construction | 400,000 | | | 400,000 | 78 |
| 91 - Contracted Instructional Services(recapture) | | | | 0 | 0 |
| 95 - Juvenile Justice Alternative Education Program | 36,000 | | | 36,000 | 7 |
| 99 - Other Intergovernmental Charges | 425,000 | | | 425,000 | 83 |
| Total Appropriations | 48,538,244 | 2,891,904 | 7,526,000 | 58,956,148 | 11,567 |
| Change in Fund Balance | \$ 1,388,762 | \$ (544,155) | \$ 305,056 | \$ 1,149,663 | |
| FUND BALANCE PROJECTED FOR 8/31/19 | 21,904,053 | 387,489 | 2,792,213 | 25,083,755 | |
| FUND BALANCE PROJECTED FOR 8/31/20 | 23,292,815 | (156,666) | 3,097,269 | 26,233,418 | |

* Based on 2019-2020 enrollment projection of 5,097 students.

Port Neches-Groves ISD
2019-2020 Budget Information

Tax Revenue

| | | |
|----|--------------------------|------------------|
| -- | Proposed Tax Rate: | |
| | Maintenance & Operations | \$1.06835 |
| | Interest & Sinking | <u>\$0.27440</u> |
| | <u>Total Tax Rate</u> | <u>\$1.34275</u> |
| -- | Certified Taxable Values | \$2,693,697,213 |

State Revenue

- Based on student population of 5,097
- Estimated new funding from HB3 - \$6,714,540
- Estimated funding from State for salaries - \$2,014,362

Payroll Costs

- 7.5% Raise for all employees
- \$1.25 / hour raise for non-contract employees
- Benefits increase by an estimated \$70,000 - health & insurance
- Christmas stipends of \$200 / employee included (\$140,000)

White Fleet Leased Vehicles

- Additional 8 vehicles budgeted for lease

Capital Expenditures

| | | |
|----|-------------------------------------|---------------------------|
| -- | One new route bus and 1 small bus | \$170,000 |
| -- | Protective structure for buses | \$275,000 |
| -- | Career & Technology equipment | \$28,300 |
| -- | Band Instruments | \$76,000 |
| -- | Technology Equipment | \$284,285 |
| -- | Maintenance Equipment | \$29,000 |
| -- | Athletic Department (uniforms) | \$30,000 |
| -- | Athletic Department (miscellaneous) | \$10,000 |
| -- | Administration building remodel | \$400,000 |
| -- | Football Field Jumbotron Screen | \$225,000 |
| -- | Golf Cart for Security Officer | \$9,200 |
| -- | High School Digital Sign | <u>\$20,000</u> |
| | Total Capital Budget | <u><u>\$1,556,785</u></u> |

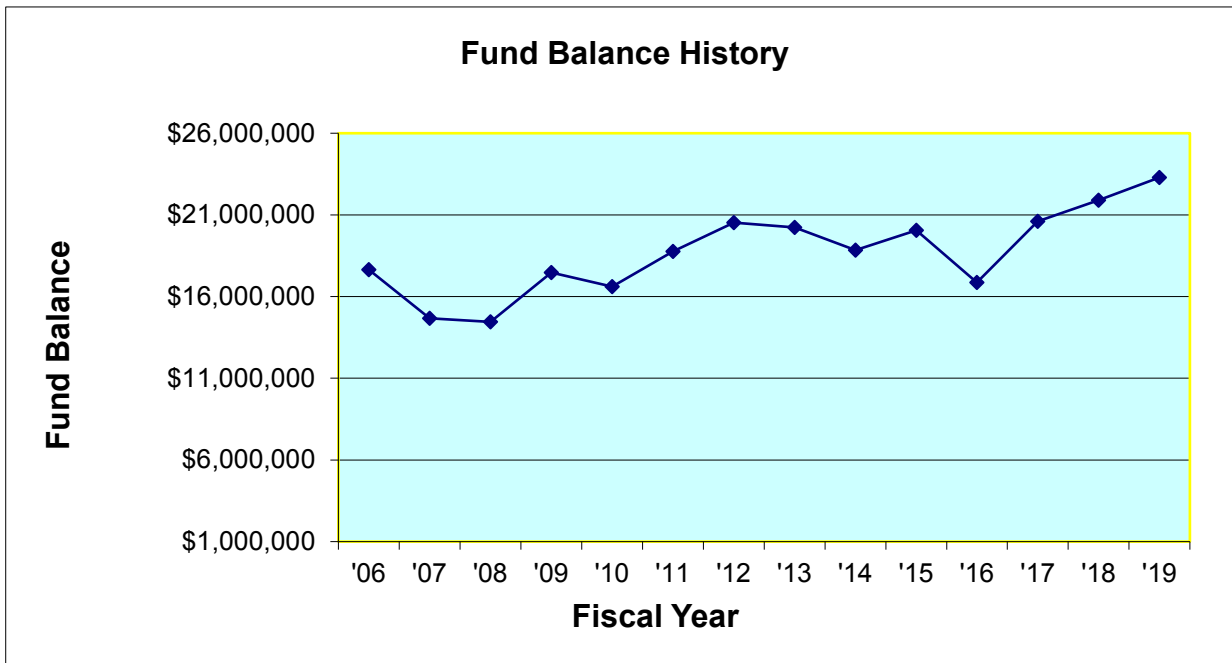
HISTORICAL INFORMATION

(Section A)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
FUND BALANCE HISTORY

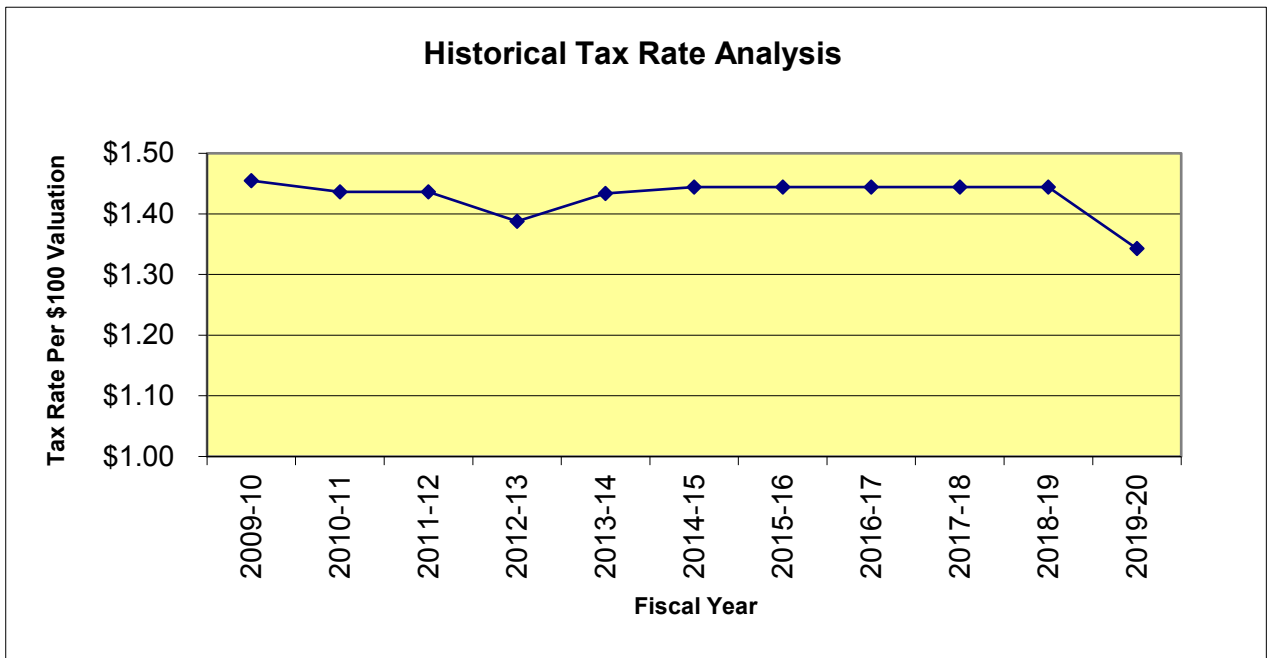
| | | Increase (Decrease) |
|-------------------|---------------|------------------------|
| September 1, 2007 | 17,648,465 | 17,648,465 |
| 2008 | 14,673,820 | (2,974,645) |
| 2009 | 14,450,509 | (223,311) |
| 2010 | 17,475,662 | 3,025,153 |
| 2011 | 16,599,684 | (875,978) |
| 2012 | 18,773,253 | 2,173,569 |
| 2013 | 20,520,309 | 1,747,056 |
| 2014 | 20,224,847 | (295,462) |
| 2015 | 18,844,649 | (1,380,198) |
| 2016 | 20,055,041 | 1,210,392 |
| 2017 | 16,871,289 | (3,183,752) |
| 2018 | 20,604,053 | 3,732,764 |
| 2019 | 21,904,053 ** | 1,300,000 |
| 2020 | 23,292,815 | 1,388,762 |

** Projected Fund Balance at 8/31/19



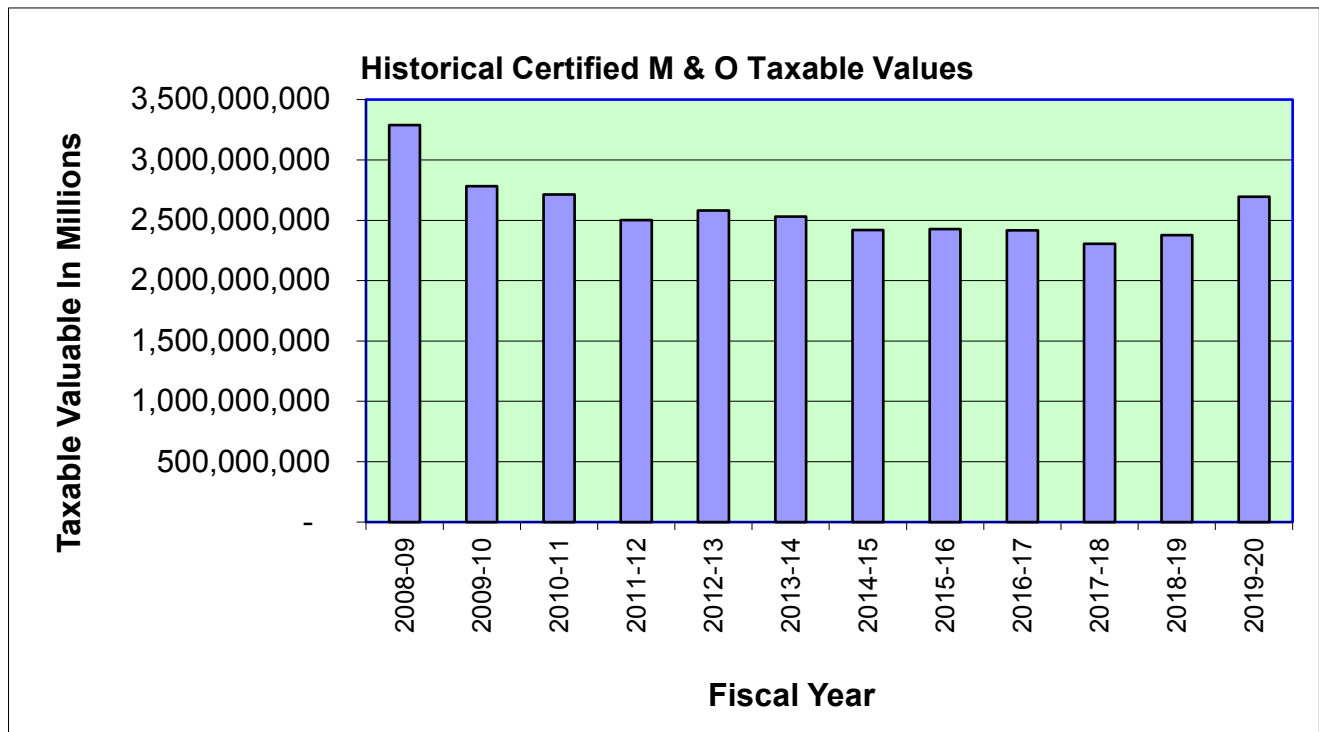
**PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
HISTORICAL TAX RATE ANALYSIS**

| School Year | Total Rate | Maintenance & Operation | Interest & Sinking |
|-------------|------------|----------------------------|--------------------|
| 2009-10 | 1.454950 | 1.04 | 0.414950 |
| 2010-11 | 1.436500 | 1.04 | 0.396500 |
| 2011-12 | 1.436500 | 1.04 | 0.396500 |
| 2012-13 | 1.388070 | 1.04 | 0.348070 |
| 2013-14 | 1.434000 | 1.04 | 0.394000 |
| 2014-15 | 1.444410 | 1.04 | 0.404410 |
| 2015-16 | 1.444410 | 1.04 | 0.404410 |
| 2016-17 | 1.444410 | 1.04 | 0.404410 |
| 2017-18 | 1.444410 | 1.17 | 0.274410 |
| 2018-19 | 1.444410 | 1.17 | 0.274410 |
| 2019-20 | 1.34275 | 1.06835 | 0.274400 |



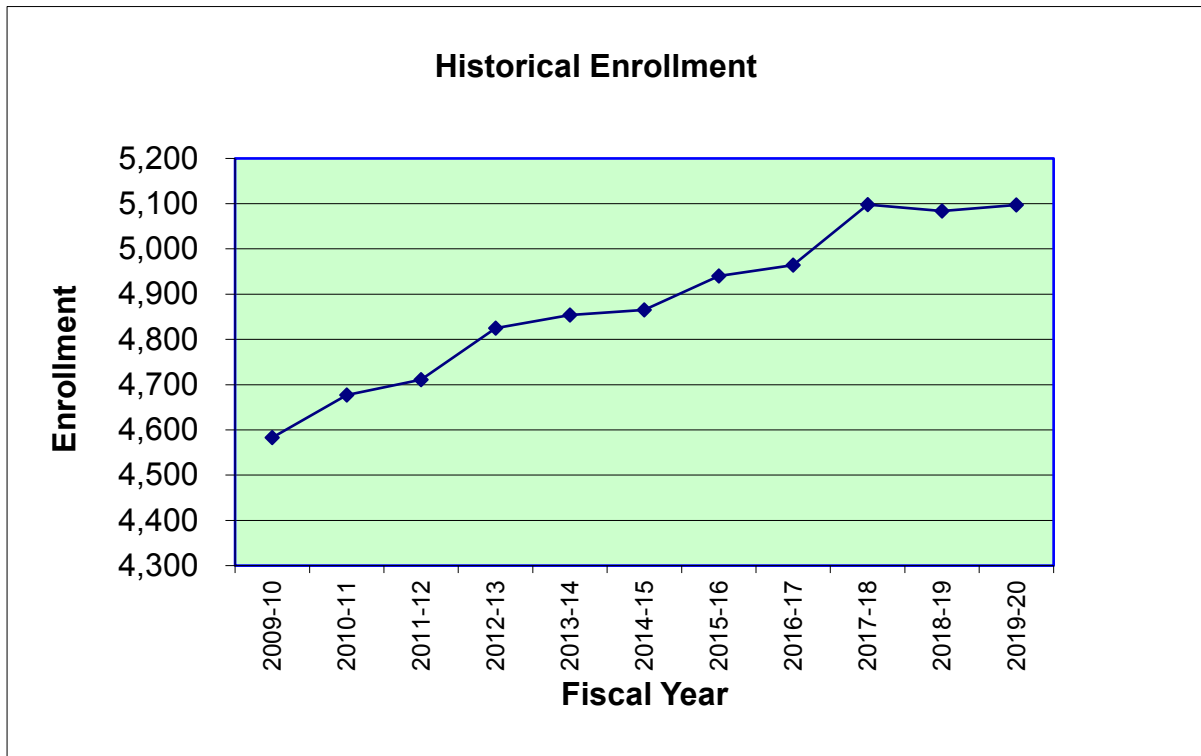
**PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
HISTORICAL CERTIFIED TAXABLE VALUES**

| <u>School Year</u> | <u>Maintenance & Operations Taxable Value</u> | <u>[M & O] Percentage Increase (Decrease)</u> | <u>Interest & Sinking Taxable Value</u> | <u>[I & S] Percentage Increase (Decrease)</u> |
|--------------------|---|---|---|---|
| 2008-09 | 3,289,967,073 | | 3,486,349,373 | |
| 2009-10 | 2,782,062,384 | -15.44% | 2,911,206,184 | -16.50% |
| 2010-11 | 2,713,301,162 | -2.47% | 2,789,541,462 | -4.18% |
| 2011-12 | 2,502,726,612 | -7.76% | 2,908,503,112 | 4.26% |
| 2012-13 | 2,581,923,916 | 3.16% | 3,138,060,256 | 7.89% |
| 2013-14 | 2,530,498,605 | -1.99% | 2,930,117,126 | -6.63% |
| 2014-15 | 2,418,194,992 | -4.44% | 2,720,173,972 | -7.17% |
| 2015-16 | 2,426,434,605 | 0.34% | 2,756,912,045 | 1.35% |
| 2016-17 | 2,415,326,770 | -0.46% | 2,685,833,000 | -2.58% |
| 2017-18 | 2,304,657,902 | -4.58% | 2,756,017,402 | 2.61% |
| 2018-19 | 2,377,446,401 | 3.16% | 2,830,087,201 | 2.69% |
| 2019-20 | 2,693,697,213 | 13.30% | 2,931,320,213 | 3.58% |



**PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
HISTORICAL ENROLLMENT**

| School Year | Enrollment | Percentage Increase/(Decrease) |
|-------------|------------|--------------------------------|
| 2009-10 | 4,583 | |
| 2010-11 | 4,677 | 2.1% |
| 2011-12 | 4,711 | 0.7% |
| 2012-13 | 4,825 | 2.4% |
| 2013-14 | 4,854 | 0.6% |
| 2014-15 | 4,865 | 0.2% |
| 2015-16 | 4,940 | 1.5% |
| 2016-17 | 4,964 | 0.5% |
| 2017-18 | 5,098 | 2.7% |
| 2018-19 | 5,084 | -0.3% |
| 2019-20 | 5,097 | 0.3% |



REVENUES

(Section B)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
BUDGETED REVENUES
SUMMARY BY FUND

| TYPE OF REVENUE | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|------------------------------|-----------------------------|------------------------------|
| 199 General Fund | \$ 46,373,473 | \$ 49,927,006 |
| 240 Child Nutrition Services | 2,334,617 | 2,347,749 |
| 599 Interest & Sinking | 7,735,974 | 7,831,056 |
| TOTAL ALL FUNDS | \$ 56,444,064 | \$ 60,105,811 |

EXPENDITURES

(Section C)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
BUDGETED EXPENDITURES
SUMMARY BY FUND

| Board Adopted Budgets | 2018-19 Amended Budget | 2019-20 Proposed Budget |
|------------------------------|---------------------------|----------------------------|
| 199 General Fund | \$ 46,152,139 | \$ 48,538,244 |
| 240 Child Nutrition Services | 2,819,756 | 2,891,904 |
| 599 Interest & Sinking | <u>8,120,000</u> | <u>7,526,000</u> |
| TOTAL ALL FUNDS | <u>\$ 57,091,895</u> | <u>\$ 58,956,148</u> |

GENERAL FUND
(Section D)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES

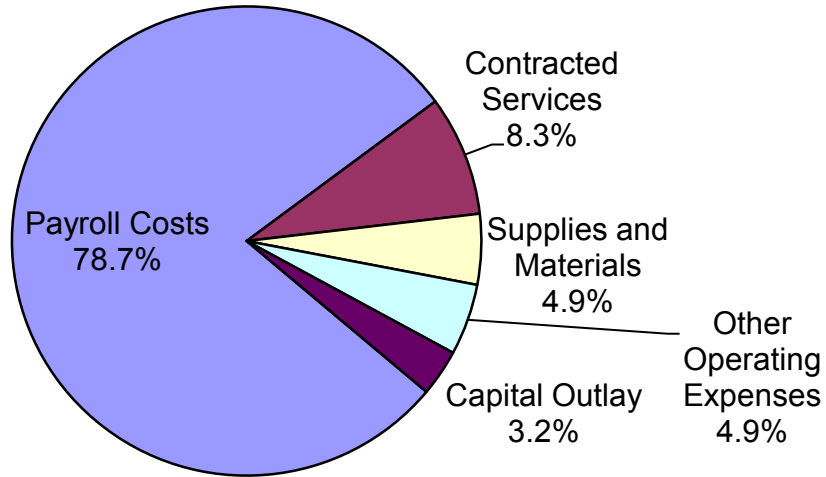
| | 2018-19 Revised Budget | 2019-20 Proposed Budget |
|---|------------------------------|-------------------------------|
| REVENUES | | |
| Local | 31,488,678 | 30,387,924 |
| State | 14,024,795 | 19,009,082 |
| Federal | 860,000 | 530,000 |
| Total Revenue | <u>46,373,473</u> | <u>49,927,006</u> |
| EXPENDITURES | | |
| Payroll Costs | 35,609,380 | 38,222,245 |
| Professional Services | 4,373,885 | 4,019,304 |
| Supplies & Materials | 2,312,175 | 2,358,399 |
| Other Operating Costs | 2,295,434 | 2,381,511 |
| Capital Outlay | 1,561,265 | 1,556,785 |
| Total Expenditures | <u>46,152,139</u> | <u>48,538,244</u> |
| Other Uses | - | |
| Excess (Deficiency) of Revenues & Other Sources Over Expenditures & Other Uses | 221,334 | 1,388,762 |
| Fund Balance - September 1 | 20,604,053 | 20,825,387 |
| Fund Balance - August 31 | <u>\$ 20,825,387</u> | <u>\$ 22,214,149</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
 DETAIL OF REVENUES

| REVENUES | 2018-19 Revised Budget | 2019-20 Proposed Budget |
|---|---------------------------------------|--|
| Local | | |
| 5711 Taxes, Current Year Levy | 26,515,786 | 27,393,424 |
| 5712 Taxes, Prior Years | 150,000 | 150,000 |
| 5719 Penalties & Interest and Other Tax Rev | 150,000 | 90,000 |
| 5735 Ineligible Transportation | - | - |
| 5736 Tuition/Fees - Summer School | 30,000 | 30,000 |
| 5738 Tuition/Fees - Indian Summer | 29,000 | 25,000 |
| 5742 Interest Temporary Investments | 75,000 | 100,000 |
| 5743 Rent | 6,000 | 2,000 |
| 5744 Gifts and Bequests | 500 | 500 |
| 5745 Insurance Recovery | - | - |
| 5749 Other Revenue - Local Source | 150,000 | 117,000 |
| 5749 Other Revenue - Foreign Trade Zone | 1,445,392 | 821,000 |
| 5749 Other Revenue - H.B. 1200 | 2,650,000 | 1,370,000 |
| 5752 Athletic Activities | 287,000 | 289,000 |
| 5761 Revenues from Successor | - | - |
| Total Local Revenues | 31,488,678 | 30,387,924 |
| State | | |
| 5811 Per Capita Apportionment | 2,168,376 | 1,206,987 |
| 5812 Foundation School Funds | 9,842,824 | 14,461,151 |
| 5812 Foundation - Transition Grant | - | 1,118,326 |
| 5826 PreK Supplemental Funds | 5,500 | 5,500 |
| 5831 TRS/TRS Care On-Behalf Payments | 2,008,095 | 2,217,118 |
| Total State Revenues | 14,024,795 | 19,009,082 |
| Federal | | |
| 5931 SHARS Reimbursement | 830,000 | 500,000 |
| 5949 E-Rate | 30,000 | 30,000 |
| Total Federal Revenues | 860,000 | 530,000 |
| Other | | |
| 7912 Sales of Assets | - | - |
| Total Other Revenue | - | - |
| Total Revenues | 46,373,473 | 49,927,006 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
SUMMARY OF EXPENDITURES BY OBJECT

| OBJECT | <u>2019-20 Proposed Budget</u> | <u>% of Budget</u> |
|---------------------------|------------------------------------|---------------------|
| Payroll Costs | 38,222,245 | 78.7 |
| Contracted Services | 4,019,304 | 8.3 |
| Supplies and Materials | 2,358,399 | 4.9 |
| Other Operating Expenses | 2,381,511 | 4.9 |
| Capital Outlay | 1,556,785 | 3.2 |
| Total Expenditures | <u><u>48,538,244</u></u> | <u><u>100.0</u></u> |



PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
SUMMARY OF EXPENDITURES BY FUNCTION AND OBJECT

| | 2018-19 Revised Budget | 2019-20 Proposed Budget |
|---|------------------------------|-------------------------------|
| Instructional | | |
| Payroll Costs | 23,096,250 | 24,934,401 |
| Professional Services | 861,505 | 783,012 |
| Supplies and Materials | 889,672 | 906,114 |
| Other Operating Costs | 19,810 | 19,510 |
| Capital Outlay | 301,735 | 342,535 |
| Total Instructional | <u>25,168,972</u> | <u>26,985,572</u> |
| Instructional Resources & Media Services | | |
| Payroll Costs | 541,101 | 604,612 |
| Contracted Services | 1,920 | 2,000 |
| Supplies and Materials | 55,508 | 56,100 |
| Other Operating Costs | 3,000 | 3,700 |
| Capital Outlay | - | - |
| Total Instructional Resources & Media Svcs | <u>601,529</u> | <u>666,412</u> |
| Curriculum Development & Instructional Staff Development | | |
| Payroll Costs | 887,382 | 970,570 |
| Professional Services | 61,980 | 65,200 |
| Supplies and Materials | 41,792 | 42,000 |
| Other Operating Costs | 140,678 | 148,670 |
| Total Curriculum Development & Instructional Staff Development | <u>1,131,832</u> | <u>1,226,440</u> |
| School Leadership | | |
| Payroll Costs | 2,297,545 | 2,378,239 |
| Supplies and Materials | 19,800 | 19,000 |
| Other Operating Costs | 21,557 | 23,400 |
| Capital Outlay | 28,292 | 29,689 |
| Total School Leadership | <u>2,367,194</u> | <u>2,450,328</u> |
| Guidance, Counseling & Evaluation Services | | |
| Payroll Costs | 1,524,015 | 1,645,168 |
| Professional Services | 51,280 | 51,380 |
| Supplies and Materials | 7,732 | 7,800 |
| Other Operating Costs | 15,118 | 16,187 |
| Total Guidance, Counseling & Evaluation Services | <u>1,598,145</u> | <u>1,720,535</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
SUMMARY OF EXPENDITURES BY FUNCTION AND OBJECT

| | 2018-19 Revised Budget | 2019-20 Proposed Budget |
|--|------------------------------|-------------------------------|
| Social Work | | |
| Payroll | 60,491 | 64,705 |
| Supplies and Materials | 5,000 | 5,000 |
| Total Social Work | <u>65,491</u> | <u>69,705</u> |
| Health Services | | |
| Payroll Costs | 604,687 | 642,978 |
| Contracted Services | 2,000 | 2,000 |
| Supplies and Materials | 24,150 | 24,305 |
| Other Operating Costs | 5,150 | 5,445 |
| Total Health Services | <u>635,987</u> | <u>674,728</u> |
| Student (Pupil) Transportation | | |
| Payroll Costs | 1,079,098 | 1,131,334 |
| Professional Services | 48,760 | 64,850 |
| Supplies and Materials | 265,500 | 262,500 |
| Other Operating Costs | (199,980) | (200,500) |
| Capital Outlay | 878,480 | 445,000 |
| Total Student (Pupil) Transportation | <u>2,071,858</u> | <u>1,703,184</u> |
| Cocurricular/Extracurricular Activities | | |
| Payroll Costs | 1,006,451 | 1,076,255 |
| Professional Services | 68,795 | 63,425 |
| Supplies and Materials | 246,203 | 229,680 |
| Other Operating Costs | 800,842 | 826,565 |
| Capital Outlay | 94,000 | 265,000 |
| Total Cocurricular/Extracurricular Activities | <u>2,216,291</u> | <u>2,460,925</u> |
| General Administration | | |
| Payroll Costs | 850,507 | 915,253 |
| Professional Services | 194,620 | 194,900 |
| Supplies and Materials | 38,500 | 39,000 |
| Other Operating Costs | 152,300 | 167,300 |
| Capital Outlay | - | - |
| Total General Administration | <u>1,235,927</u> | <u>1,316,453</u> |
| Plant Maintenance & Operations | | |
| Payroll Costs | 3,107,500 | 3,268,624 |
| Professional Services | 2,022,700 | 2,070,037 |
| Supplies and Materials | 588,150 | 622,500 |
| Other Operating Costs | 1,326,000 | 1,339,000 |
| Capital Outlay | 221,000 | 29,000 |
| Total Plant Maintenance & Operations | <u>7,265,350</u> | <u>7,329,161</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
SUMMARY OF EXPENDITURES BY FUNCTION AND OBJECT

| | 2018-19 Revised Budget | 2019-20 Proposed Budget |
|---|------------------------------|-------------------------------|
| Security & Monitoring Services | | |
| Payroll Costs | 31,609 | 30,558 |
| Professional Services | 216,710 | 225,500 |
| Supplies and Materials | 30,000 | 40,000 |
| Other Operating Expenses | 2,135 | 15,445 |
| Capital Outlay | - | - |
| Total Security & Monitoring Services | <u>280,454</u> | <u>320,703</u> |
| Data Processing Services | | |
| Payroll Costs | 522,744 | 559,548 |
| Professional Services | 17,000 | 17,000 |
| Supplies and Materials | 100,000 | 100,000 |
| Other Operating Costs | 500 | 10,500 |
| Capital Outlay | 66,050 | 66,050 |
| Total Data Processing Services | <u>706,294</u> | <u>753,098</u> |
| Debt Service | | |
| Lease Payment | - | - |
| Total Debt Service | <u>-</u> | <u>-</u> |
| Capital Acquisition | | |
| Asset Purchases | - | 400,000 |
| Total Capital Acquisition | <u>-</u> | <u>400,000</u> |
| Recapture to TEA | | |
| Professional Services | 345,815 | - |
| Total Recapture for Chapter 41 | <u>345,815</u> | <u>-</u> |
| Payment to Juvenile Justice Alt Ed | | |
| Professional Services | 36,000 | 36,000 |
| Total Payment to Juvenile Justice Alt Ed | <u>36,000</u> | <u>36,000</u> |
| Other Uses | | |
| Professional Services | 425,000 | 425,000 |
| Total Other Uses | <u>425,000</u> | <u>425,000</u> |
| TOTAL EXPENDITURES | <u><u>46,152,139</u></u> | <u><u>48,538,244</u></u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
EXPENDITURES
SCHOOL / DEPARTMENT SUMMARY

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--------------------------------|--------------------------------|---------------------------------|
| Port Neches-Groves High School | 9,697,615 | 10,371,674 |
| Alternative Education Center | 529,794 | 580,695 |
| Groves Middle School | 3,849,022 | 4,072,394 |
| Port Neches Middle School | 3,795,721 | 4,086,546 |
| Groves Elementary School | 2,183,904 | 2,413,031 |
| Port Neches Elementary School | 2,099,764 | 2,212,683 |
| Ridgewood Elementary School | 2,293,649 | 2,466,755 |
| Taft Elementary School | 2,112,723 | 2,414,250 |
| Van Buren Elementary School | 2,198,830 | 2,361,962 |
| Woodcrest Elementary School | 2,047,643 | 1,951,964 |
| West Groves Early Learning | 447,116 | 444,413 |
| Summer School | 150,410 | 148,435 |
| Administration | 1,238,227 | 1,318,253 |
| Athletics | 1,199,510 | 1,344,769 |
| Career & Technology | 159,843 | 169,535 |
| Curriculum | 826,860 | 868,840 |
| Special Education | 1,349,897 | 1,336,587 |
| Technology | 1,001,268 | 1,042,308 |
| Security | 258,454 | 277,603 |
| Maintenance | 5,456,666 | 5,466,612 |
| Transportation | 2,110,543 | 1,744,869 |
| Construction | - | - |
| District Wide | 1,144,680 | 1,444,066 |
| | <u>46,152,139</u> | <u>48,538,244</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 PORT NECHES-GROVES HIGH SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 7,025,588 | 7,598,186 |
| Instructional Resources & Media Services | 133,924 | 113,021 |
| Curriculum Development & Instructional Staff Development | 151,606 | 162,555 |
| School Leadership | 685,998 | 636,668 |
| Guidance, Counseling & Evaluation Services | 365,169 | 442,228 |
| Health Services | 107,389 | 114,854 |
| Cocurricular/Extracurricular Activities | 659,501 | 705,986 |
| Plant Maintenance & Operations | 422,615 | 436,217 |
| Security | - | 6,000 |
| Data Processing Services | 145,825 | 155,959 |
| | <u>9,697,615</u> | <u>10,371,674</u> |

| | | |
|------------------------|------------------|-------------------|
| By Object | | |
| Payroll Costs | 9,158,055 | 9,786,414 |
| Professional Services | 68,700 | 68,500 |
| Supplies and Materials | 199,360 | 202,760 |
| Other Operating Costs | 231,500 | 254,000 |
| Capital Outlay | 40,000 | 60,000 |
| | <u>9,697,615</u> | <u>10,371,674</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 ALTERNATIVE EDUCATION CENTER
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 406,090 | 449,107 |
| Instructional Resources & Media Services | 500 | 500 |
| Curriculum Development & Instructional Staff Development | 300 | 300 |
| School Leadership | 101,132 | 108,237 |
| Guidance, Counseling & Evaluation Services | 7,100 | 7,100 |
| Health Services | 100 | 100 |
| Plant Maintenance & Operations | 14,572 | 15,351 |
| | <u>529,794</u> | <u>580,695</u> |

By Object

| | | |
|------------------------|----------------|----------------|
| Payroll Costs | 507,894 | 558,795 |
| Professional Services | 10,000 | 10,000 |
| Supplies and Materials | 7,500 | 7,500 |
| Other Operating Costs | 4,400 | 4,400 |
| | <u>529,794</u> | <u>580,695</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 GROVES MIDDLE SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 2,859,463 | 3,033,905 |
| Instructional Resources & Media Services | 74,835 | 79,548 |
| Curriculum Development & Instructional Staff Development | 120,805 | 128,663 |
| School Leadership | 279,847 | 302,276 |
| Guidance, Counseling & Evaluation Services | 120,504 | 130,150 |
| Health Services | 55,520 | 59,692 |
| Cocurricular/Extracurricular Activities | 149,401 | 136,546 |
| Plant Maintenance & Operations | 183,147 | 196,114 |
| Security & Monitoring Services | 5,500 | 5,500 |
| | <u>3,849,022</u> | <u>4,072,394</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 3,653,556 | 3,874,934 |
| Professional Services | 34,645 | 35,225 |
| Supplies and Materials | 92,161 | 102,675 |
| Other Operating Costs | 56,660 | 47,560 |
| Capital Outlay | 12,000 | 12,000 |
| | <u>3,849,022</u> | <u>4,072,394</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 PORT NECHES MIDDLE SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 2,793,248 | 3,042,854 |
| Instructional Resources & Media Services | 82,769 | 88,762 |
| Curriculum Development & Instructional Staff Development | 105,867 | 113,539 |
| School Leadership | 282,623 | 311,558 |
| Guidance, Counseling & Evaluation Services | 110,023 | 118,021 |
| Health Services | 57,072 | 61,377 |
| Cocurricular/Extracurricular Activities | 146,887 | 143,061 |
| Plant Maintenance & Operations | 211,732 | 201,874 |
| Security & Monitoring Services | 5,500 | 5,500 |
| | <u>3,795,721</u> | <u>4,086,546</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 3,603,140 | 3,890,709 |
| Professional Services | 31,170 | 31,812 |
| Supplies and Materials | 91,491 | 99,825 |
| Other Operating Costs | 45,920 | 40,200 |
| Capital Outlay | 24,000 | 24,000 |
| | <u>3,795,721</u> | <u>4,086,546</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 GROVES ELEMENTARY SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 1,723,247 | 1,879,715 |
| Instructional Resources & Media Services | 11,922 | 43,465 |
| Curriculum Development & Instructional Staff Development | 4,208 | 5,000 |
| School Leadership | 167,637 | 183,215 |
| Guidance, Counseling & Evaluation Services | 88,135 | 94,091 |
| Health Services | 58,065 | 60,580 |
| Cocurricular/Extracurricular Activities | 13,277 | 15,484 |
| Plant Maintenance & Operations | 117,413 | 131,481 |
| | <u>2,183,904</u> | <u>2,413,031</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 2,104,778 | 2,334,231 |
| Professional Services | 12,500 | 12,500 |
| Supplies and Materials | 54,915 | 50,350 |
| Other Operating Costs | 11,711 | 15,950 |
| | <u>2,183,904</u> | <u>2,413,031</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 PORT NECHES ELEMENTARY SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 1,614,013 | 1,696,089 |
| Instructional Resources & Media Services | 11,621 | 36,329 |
| Curriculum Development & Instructional Staff Development | 4,300 | 5,000 |
| School Leadership | 146,454 | 152,058 |
| Guidance, Counseling & Evaluation Services | 110,904 | 117,788 |
| Health Services | 59,693 | 64,001 |
| Cocurricular/Extracurricular Activities | 18,004 | 16,711 |
| Plant Maintenance & Operations | 134,775 | 124,707 |
| | <u>2,099,764</u> | <u>2,212,683</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 2,025,050 | 2,135,698 |
| Professional Services | 12,650 | 12,650 |
| Supplies and Materials | 46,815 | 50,700 |
| Other Operating Costs | 15,249 | 13,635 |
| | <u>2,099,764</u> | <u>2,212,683</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 RIDGEWOOD ELEMENTARY SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 1,793,990 | 1,922,922 |
| Instructional Resources & Media Services | 69,258 | 74,153 |
| Curriculum Development & Instructional Staff Development | 2,500 | 2,500 |
| School Leadership | 163,915 | 176,375 |
| Guidance, Counseling & Evaluation Services | 93,287 | 99,633 |
| Health Services | 57,665 | 61,786 |
| Cocurricular/Extracurricular Activities | 6,329 | 6,327 |
| Plant Maintenance & Operations | 106,705 | 123,059 |
| | <u>2,293,649</u> | <u>2,466,755</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 2,217,270 | 2,385,730 |
| Professional Services | 13,000 | 13,000 |
| Supplies and Materials | 53,575 | 58,621 |
| Other Operating Costs | 9,804 | 9,404 |
| | <u>2,293,649</u> | <u>2,466,755</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 TAFT ELEMENTARY SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 1,613,392 | 1,892,068 |
| Instructional Resources & Media Services | 62,787 | 67,017 |
| Curriculum Development & Instructional Staff Development | 3,300 | 3,300 |
| School Leadership | 168,617 | 189,203 |
| Guidance, Counseling & Evaluation Services | 72,667 | 74,956 |
| Health Services | 56,572 | 60,577 |
| Cocurricular/Extracurricular Activities | 6,329 | 5,827 |
| Plant Maintenance & Operations | 129,059 | 121,302 |
| | <u>2,112,723</u> | <u>2,414,250</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 2,037,627 | 2,338,175 |
| Professional Services | 13,500 | 13,500 |
| Supplies and Materials | 50,921 | 52,100 |
| Other Operating Costs | 10,675 | 10,475 |
| Capital Outlay | - | - |
| | <u>2,112,723</u> | <u>2,414,250</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 VAN BUREN ELEMENTARY SCHOOL
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 1,692,648 | 1,838,486 |
| Instructional Resources & Media Services | 66,262 | 70,529 |
| Curriculum Development & Instructional Staff Development | 1,301 | 1,500 |
| School Leadership | 167,740 | 179,646 |
| Guidance, Counseling & Evaluation Services | 70,484 | 69,061 |
| Health Services | 54,220 | 58,174 |
| Cocurricular/Extracurricular Activities | 6,329 | 6,327 |
| Plant Maintenance & Operations | 139,846 | 138,239 |
| | <u>2,198,830</u> | <u>2,361,962</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 2,132,298 | 2,292,050 |
| Professional Services | 12,500 | 12,500 |
| Supplies and Materials | 43,819 | 47,000 |
| Other Operating Costs | 10,213 | 10,412 |
| | <u>2,198,830</u> | <u>2,361,962</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
WOODCREST ELEMENTARY SCHOOL
SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 1,572,881 | 1,474,695 |
| Instructional Resources & Media Services | 70,851 | 75,588 |
| Curriculum Development & Instructional Staff Development | 900 | 1,000 |
| School Leadership | 168,144 | 176,578 |
| Guidance, Counseling & Evaluation Services | 96,448 | 75,522 |
| Health Services | 53,333 | 52,550 |
| Cocurricular/Extracurricular Activities | 6,459 | 6,300 |
| Plant Maintenance & Operations | 78,627 | 89,731 |
| | <u>2,047,643</u> | <u>1,951,964</u> |

| | | |
|------------------------|------------------|------------------|
| By Object | | |
| Payroll Costs | 1,984,367 | 1,885,904 |
| Professional Services | 12,600 | 12,600 |
| Supplies and Materials | 42,557 | 44,560 |
| Other Operating Costs | 8,119 | 8,900 |
| | <u>2,047,643</u> | <u>1,951,964</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 WEST GROVES EARLY LEARNING
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 374,753 | 367,357 |
| Instructional Resources & Media Services | - | - |
| Curriculum Development & Instructional Staff Development | 1,000 | 1,000 |
| School Leadership | 9,115 | 9,129 |
| Guidance & Counseling | 30 | 30 |
| Health Services | 60,468 | 65,147 |
| Co-Curricular | 1,750 | 1,750 |
| | 447,116 | 444,413 |

| | | |
|------------------------|---------|---------|
| By Object | | |
| Payroll Costs | 430,866 | 428,163 |
| Professional Services | 2,000 | 2,000 |
| Supplies and Materials | 10,300 | 10,300 |
| Other Operating Costs | 3,950 | 3,950 |
| | 447,116 | 444,413 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
SUMMER SCHOOL
DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--------------------------------|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 123,045 | 121,470 |
| School Leadership | 15,785 | 15,385 |
| Transportation | 6,315 | 6,315 |
| Plant Maintenance & Operations | 5,265 | 5,265 |
| | 150,410 | 148,435 |

| | | |
|------------------------|---------|---------|
| By Object | | |
| Payroll Costs | 144,110 | 142,435 |
| Supplies and Materials | 5,800 | 6,000 |
| Travel & Subsistence | 500 | - |
| | 150,410 | 148,435 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
ADMINISTRATION
DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--------------------------------|--------------------------------|---------------------------------|
| Superintendent | 389,392 | 410,428 |
| Board of Trustees | 56,500 | 63,500 |
| Tax Office | 6,500 | 6,500 |
| Personnel | 307,502 | 330,803 |
| General Administration | 476,033 | 505,222 |
| Plant Maintenance & Operations | 2,300 | 1,800 |
| | 1,238,227 | 1,318,253 |

By Object

| | | |
|------------------------|-----------|-----------|
| Payroll Costs | 850,507 | 915,253 |
| Professional Services | 194,620 | 194,900 |
| Supplies and Materials | 40,800 | 40,800 |
| Other Operating Costs | 152,300 | 167,300 |
| Capital | | |
| | 1,238,227 | 1,318,253 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
ATHLETICS
DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--------------------------------|--------------------------------|---------------------------------|
| By Function | | |
| Co-Curricular Activities | 1,157,575 | 1,301,256 |
| Plant Maintenance & Operations | 41,935 | 43,513 |
| | 1,199,510 | 1,344,769 |

| | | |
|------------------------|-----------|-----------|
| By Object | | |
| Payroll Costs | 415,045 | 399,874 |
| Professional Services | 53,500 | 47,200 |
| Supplies and Materials | 186,853 | 172,330 |
| Other Operating Costs | 450,112 | 460,365 |
| Capital Outlay | 94,000 | 265,000 |
| | 1,199,510 | 1,344,769 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
CAREER & TECHNOLOGY
DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 99,200 | 90,814 |
| Curriculum Development & Instructional Staff Development | 35,793 | 47,371 |
| Cocurricular/Extracurricular Activities | 24,850 | 31,350 |
| | 159,843 | 169,535 |

| | | |
|------------------------|---------|---------|
| By Object | | |
| Payroll Costs | 31,168 | 44,496 |
| Professional Services | 20,800 | 18,800 |
| Supplies and Materials | 66,400 | 39,214 |
| Other Operating Costs | 33,975 | 38,725 |
| Capital | 7,500 | 28,300 |
| | 159,843 | 169,535 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
CURRICULUM
DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 276,959 | 285,691 |
| Curriculum Development & Instructional Staff Development | 465,580 | 496,125 |
| Guidance, Counseling & Evaluation Services | 40,780 | 40,780 |
| Plant Maintenance & Operations | 43,541 | 46,244 |
| | 826,860 | 868,840 |

| | | |
|------------------------|---------|---------|
| By Object | | |
| Payroll Costs | 431,800 | 470,510 |
| Professional Services | 92,110 | 94,930 |
| Supplies and Materials | 252,000 | 250,500 |
| Other Operating Costs | 50,950 | 52,900 |
| | 826,860 | 868,840 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION
 DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 771,150 | 711,280 |
| Curriculum Development & Instructional Staff Development | 175,496 | 194,132 |
| Guidance, Counseling & Evaluation Services | 403,251 | 431,175 |
| | 1,349,897 | 1,336,587 |

| | | |
|------------------------|-----------|-----------|
| By Object | | |
| Payroll Costs | 638,702 | 704,292 |
| Professional Services | 658,100 | 578,800 |
| Supplies and Materials | 36,000 | 33,700 |
| Other Operating Costs | 17,095 | 19,795 |
| | 1,349,897 | 1,336,587 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 TECHNOLOGY DEPARTMENT
 DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|---|--------------------------------|---------------------------------|
| By Function | | |
| Instructional | 358,914 | 368,914 |
| Curriculum Development & Instructional Staff Development | 29,085 | 23,455 |
| Plant Maintenance & Operations | 52,000 | 62,000 |
| Security | 6,000 | 6,000 |
| Data Processing Services | 555,269 | 581,939 |
| | 1,001,268 | 1,042,308 |

| | | |
|------------------------|-----------|-----------|
| By Object | | |
| Payroll Costs | 383,514 | 404,554 |
| Professional Services | 92,505 | 105,000 |
| Supplies and Materials | 228,164 | 235,669 |
| Other Operating Costs | 12,800 | 12,800 |
| Capital Outlay | 284,285 | 284,285 |
| | 1,001,268 | 1,042,308 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
SECURITY
 SCHOOL BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|-----------------------|--------------------------------|---------------------------------|
| By Function | | |
| Security & Monitoring | 258,454 | 277,603 |
| | 258,454 | 277,603 |

| | | |
|------------------------|---------|---------|
| By Object | | |
| Payroll Costs | 15,609 | 8,458 |
| Professional Services | 210,710 | 219,500 |
| Supplies and Materials | 30,000 | 40,000 |
| Other Operating Costs | 2,135 | 445 |
| Capital Outlay | - | 9,200 |
| | 258,454 | 277,603 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
 PLANT MAINTENANCE & OPERATIONS
 DEPARTMENT BUDGET

| 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--------------------------------|---------------------------------|
|--------------------------------|---------------------------------|

By Function

Plant Maintenance & Operations

| | |
|-----------|-----------|
| 5,456,666 | 5,466,612 |
| 5,456,666 | 5,466,612 |

By Object

Payroll Costs
 Professional Services
 Supplies and Materials
 Other Operating Costs
 Capital Outlay

| | |
|-----------|-----------|
| 1,532,966 | 1,650,575 |
| 1,970,700 | 2,008,037 |
| 408,411 | 442,000 |
| 1,323,589 | 1,337,000 |
| 221,000 | 29,000 |
| 5,456,666 | 5,466,612 |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
TRANSPORTATION
 DEPARTMENT BUDGET

| 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--------------------------------|---------------------------------|
|--------------------------------|---------------------------------|

By Function

| | | |
|--------------------------------|------------------|------------------|
| Transportation | 2,040,543 | 1,674,869 |
| Plant Maintenance & Operations | 70,000 | 70,000 |
| Debt Service - Vehicle Leases | - | - |
| | <u>2,110,543</u> | <u>1,744,869</u> |

By Object

| | | |
|------------------------|------------------|------------------|
| Payroll Costs | 1,047,783 | 1,103,019 |
| Professional Services | 48,760 | 64,850 |
| Supplies and Materials | 333,500 | 330,500 |
| Other Operating Costs | (197,980) | (198,500) |
| Lease Payment | - | - |
| Capital Outlay | 878,480 | 445,000 |
| | <u>2,110,543</u> | <u>1,744,869</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
DISTRICT WIDE - UNALLOCATED
DEPARTMENT BUDGET

| | 2018-2019 Amended Budget | 2019-2020 Proposed Budget |
|--|--------------------------------|---------------------------------|
| Payroll Contingency | 263,275 | 467,976 |
| Tax Appraisal (JCAD) | 425,000 | 425,000 |
| Payments to JJAEP | 36,000 | 36,000 |
| Student Attendance Credits (Chp 41 Pmts) | 345,815 | - |
| Misc Contracted Services | 5,000 | 5,000 |
| Supplies Contingency | 27,833 | 38,295 |
| Travel | 41,757 | 71,795 |
| Capital | - | 400,000 |
| | <u>1,144,680</u> | <u>1,444,066</u> |

CHILD NUTRITION SERVICES

(Section E)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
CHILD NUTRITION SERVICES FUND
SUMMARY OF REVENUES AND EXPENDITURES

| | 2018-19 Amended Budget | 2019-20 Proposed Budget |
|--|------------------------------|-------------------------------|
| REVENUES | | |
| Local | \$ 1,080,600 | \$ 1,074,400 |
| State | 56,450 | 57,700 |
| Federal | 1,197,567 | 1,215,649 |
| Total Revenues | <u>2,334,617</u> | <u>2,347,749</u> |
| EXPENDITURES | | |
| Payroll Costs | 1,407,589 | 1,528,155 |
| Contracted Service | 23,700 | 23,700 |
| Food and Non-Food Supplies | 1,340,767 | 1,301,849 |
| Other Operating Costs | 2,700 | 2,700 |
| Capital Outlay | 45,000 | 35,500 |
| Total Expenditures | <u>2,819,756</u> | <u>2,891,904</u> |
| Excess (Deficiency) of Revenues Over Expenditures | (485,139) | (544,155) |
| Fund Balance - September 1 | 368,348 | (116,791) |
| Fund Balance - August 31 | <u>\$ (116,791)</u> | <u>\$ (660,946)</u> |

DEBT SERVICE

(Section F)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND
SUMMARY OF REVENUES AND EXPENDITURES
2019-2020 BUDGET

| | 2018-19 Amended Budget | 2019-20 Proposed Budget |
|---|------------------------------|-------------------------------|
| REVENUES | | |
| Property Taxes - Current | \$ 7,436,244 | \$ 7,741,056 |
| Property Taxes - Delinquent | 40,000 | 40,000 |
| Interest and Penalties | 40,000 | 30,000 |
| Interest Earnings | 30,000 | 20,000 |
| State Revenue | 189,730 | - |
| Total Revenues | <u>7,735,974</u> | <u>7,831,056</u> |
| EXPENDITURES | | |
| Principal Payments | 4,520,000 | 4,491,000 |
| Interest Payments | 3,590,000 | 3,025,000 |
| Other Debt Service Fees | 10,000 | 10,000 |
| Total Expenditures | <u>8,120,000</u> | <u>7,526,000</u> |
| OTHER SOURCES AND USES | | |
| Sale of Bonds | | - |
| Premium on Issuance of Bonds | | - |
| Prepaid Interest | | - |
| Other Uses | | - |
| Total Expenditures | <u>-</u> | <u>-</u> |
| Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses | (384,026) | 305,056 |
| Fund Balance - September 1 | 3,202,213 | 2,818,187 ** |
| Fund Balance - August 31 | <u>\$ 2,818,187</u> | <u>\$ 3,123,243</u> |

** - Projected

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND
SUMMARY OF ANNUAL DEBT REQUIREMENTS
2019-2020 BUDGET

| Fiscal Year | Principal | Interest | Total |
|-------------|----------------------|----------------------|-----------------------|
| 2020 | 4,490,000 | 3,016,118 | 7,506,118 |
| 2021 | 4,710,000 | 2,811,243 | 7,521,243 |
| 2022 | 4,910,000 | 2,598,355 | 7,508,355 |
| 2023 | 5,130,000 | 2,379,018 | 7,509,018 |
| 2024 | 5,340,000 | 2,160,568 | 7,500,568 |
| 2025 | 5,570,000 | 1,938,705 | 7,508,705 |
| 2026 | 5,805,000 | 1,702,149 | 7,507,149 |
| 2027 | 6,060,000 | 1,452,899 | 7,512,899 |
| 2028 | 6,315,000 | 1,211,731 | 7,526,731 |
| 2029 | 6,530,000 | 1,000,545 | 7,530,545 |
| 2030 | 6,745,000 | 801,508 | 7,546,508 |
| 2031 | 6,945,000 | 594,620 | 7,539,620 |
| 2032 | 7,155,000 | 380,230 | 7,535,230 |
| 2033 | 6,320,000 | 176,020 | 6,496,020 |
| 2034 | 2,695,000 | 40,425 | 2,735,425 |
| | <u>\$ 84,720,000</u> | <u>\$ 22,264,131</u> | <u>\$ 106,984,131</u> |

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND
 SCHEDULE OF CURRENT DEBT REQUIREMENTS
 2019-2020 BUDGET

| Issue | Balance | Fiscal Year 2020 | | | Balance |
|---------------------------|-------------------------|---------------------|---------------------|---------------------|-------------------------|
| | Outstanding 08/31/19 | Principal | Interest | Total | Outstanding 08/31/20 |
| U/T Refunding Bonds 2009 | \$ - | | | | \$ - |
| U/T Refunding Bonds 2010 | - | | | | - |
| U/T Refunding Bonds 2013 | 6,360,000 | 525,000 | 219,738 | 744,738 | 5,835,000 |
| U/T Refunding Bonds 2014 | 5,155,000 | 530,000 | 154,950 | 684,950 | 4,625,000 |
| U/T Refunding Bonds 2015 | 7,985,000 | 540,000 | 249,055 | 789,055 | 7,445,000 |
| U/T Refunding Bonds 2016 | 33,510,000 | 1,390,000 | 1,167,100 | 2,557,100 | 32,120,000 |
| U/T Refunding Bonds 2016A | 31,710,000 | 1,505,000 | 1,225,275 | 2,730,275 | 30,205,000 |
| | <u>\$ 84,720,000</u> | <u>\$ 4,490,000</u> | <u>\$ 3,016,118</u> | <u>\$ 7,506,118</u> | <u>\$ 80,230,000</u> |

Legal Debt Limit

The statutes of the State of Texas prescribe a legal debt limit of 10% of the assessed valuation. The District is substantially below this legal limitation.

FEDERAL FUNDS
(Section G)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
FEDERAL REVENUES
SUMMARY BY FUND
(For Information Only)

| <u>Fund Number</u> | <u>Grant Description</u> | <u>2018-2019 Maximum Entitlement</u> | <u>2019-2020 Planning Amount</u> |
|--------------------|---|--|--------------------------------------|
| 211 | Title I, Part A - Accelerated Instruction | | |
| | Payroll Costs | 784,400 | 709,971 |
| | Professional Services | 14,505 | 13,568 |
| | Supplies and Materials | 15,990 | 12,000 |
| | Other Operating Costs | - | - |
| | | <u>814,895</u> | <u>735,539</u> |
| | | | |
| 255 | Title II, Part A - Training & Recruiting | | |
| | Payroll Costs | 145,119 | 111,851 |
| | Professional Services | 2,399 | 3,000 |
| | Supplies and Materials | 1 | 3,000 |
| | Other Operating Costs | - | - |
| | | <u>147,519</u> | <u>117,851</u> |
| | | | |
| 263 | Title III - Language Inst LEP | | |
| | Payroll Costs | - | - |
| | Professional Services | 4,481 | 4,330 |
| | Supplies and Materials | 27,757 | 17,218 |
| | Other Operating Costs | 6,500 | 5,000 |
| | | <u>38,738</u> | <u>26,548</u> |
| | | | |
| 224 | IDEA Part B, Formula | | |
| | Payroll Costs | 707,948 | 723,558 |
| | Professional Services | 209,601 | 185,053 |
| | Supplies and Materials | - | 1,000 |
| | Other Operating Costs | 340 | 2,000 |
| | | <u>917,889</u> | <u>911,611</u> |

| Fund Number | Grant Description | 2018-2019 Maximum Entitlement | 2019-2020 Planning Amount |
|-------------------------------------|--|--|--------------------------------------|
| 225 | IDEA Part B, Preschool | | |
| | Payroll Costs | 31,752 | 32,969 |
| | | <u>31,752</u> | <u>32,969</u> |
| 226 | IDEA Part B, Discretionary | | |
| | Professional Services - Residential | 356,914 | TBD |
| | Professional Services - High Cost | 59,656 | TBD |
| | | <u>416,570</u> | <u>TBD</u> |
| 244 | Title II, Part C - Carl Perkins | | |
| | Professional Services | 4,990 | 5,000 |
| | Supplies and Materials | 41,829 | 40,000 |
| | Other Operating Costs | 5,650 | 5,000 |
| | Capital Outlay | - | - |
| | | <u>52,469</u> | <u>50,000</u> |
| TOTAL FEDERAL FUNDS RECEIVED | | <u>\$ 2,419,832</u> | <u>\$ 1,874,518</u> |

Minutes of Regular Meeting - Immediately Following the Public Hearing

The Board of Trustees Port Neches-Groves ISD

A Regular Meeting - Immediately Following the Public Hearing of the Board of Trustees of Port Neches-Groves ISD was held Monday, August 12, 2019, beginning at 7:15 PM in the West Groves Ed. Center, 5840 W. Jefferson, Groves, TX.

1. Opening

A. Call to Order and Establishment of Quorum

Dr. Scott Bartlett called the meeting to order and the presence of a quorum was established.

Present: Scott Bartlett, Rusty Brittain, Jake Lefort, Eric Sullivan, Brandon Cropper, Dustin Marsh and Lana Parker

B. Prayer and Pledges

Dr. Bartlett led the prayer and pledges.

C. Patron Presentations - None

2. Consent Agenda

Brandon Cropper made a motion to approve the consent agenda as presented. Lana Parker seconded the motion. All were in favor. Motion passed (7-0)

A. Consider Approval of Minutes of July 2019

B. Consider Approval of Independent Auditor for 2018-19 School Year (tabled from July 8th meeting)

C. Consider Approval of 2019-20 Student Code of Conduct

D. Consider Approval of Disbursements

E. Consider Approval of Budget Amendment GF-3

F. Report: Budget - General Fund, Tax Report

G. Budget Transfer Information

H. Consider Approval of Resolution Committing Fund Balance in Accordance with GASB 54 Including Designations Thereto

I. Personnel

1. New Hires - Information Only

2. Consider Approval of New Positions

3. Regular Agenda

A. Superintendent's Report

Dr. Gonzales started by saying that the district is ready to get another school year started. Band started July 29; football started workouts; volleyball playing in tournaments; freshman orientation tonight.

He informed the Board about issues at Groves Elementary with AC. Maintenance is currently working on getting the problem repaired. He also told the Board that the district is no longer a chapter 41 school district, it is chapter 49. There is no more recapture for PNG (for now). That's a good thing for us. Dr. Gonzales continued by informing the Board that 301 new students were enrolled at the One Stop Registration day. That's a large number of NEW students.

- B. Delegate Nomination (TASA/TASB Convention) September 20-22, 2019
No action on this item. No board members attending.
- C. Consider Second Reading and Final Approval of LOCAL Policies in TASB
Localized Policy Manual Update 113
M-Brandon Cropper made a motion to approve the final reading of Update 113. Eric Sullivan seconded the motion. All were in favor. Motion passed (7-0)
- D. Consider Second Reading and Final Approval of Policy EIC (Local) Revision
M-Rusty Brittain made a motion to approve the final reading of the revision to Policy EIC (local). Dustin Marsh seconded the motion. All were in favor. Motion passed (7-0)
- E. Consider Approval of Resolution & Inter local Agreements for ESC Region 10 Retirement Asset Management Services (RAM)

A representative from TCG (Steve Orta) gave a brief explanation of the benefits of using the retirement asset management services through ESC Region 10.

There are currently 450 districts in the coop.

Benefits:

- 1) fees are drastically reduced
- 2) admin costs - none to district; employees pay less than 1% in fees
- 3) education & retirement - adding a lot of 457 accounts; funds overseen by professionals such as board members and administrators
- 4) ease of use - consolidate products offered currently
- 5) act as fiduciary
- 6) employees can log in to their account and move funds around themselves

After discussion, Eric Sullivan made a motion to approve the resolution & inter local agreements for ESC Region 10 Retirement Asset Management Services (RAM). The motion was seconded by Lana Parker. All were in favor. Motion passed (7-0)

- F. Consider Approval of Proposed Budget for Fiscal Year 2019-2020
Rusty Brittain made a motion to approve the proposed budget for the fiscal year 2019-20. Dustin Marsh seconded the motion. All were in favor. Motion passed (7-0)
- G. Consider Approval of Ordinance and Resolution Fixing and Levying School District Ad Valorem Taxes for Fiscal Year 2019-2020
M – Brandon Cropper made a motion to approve the ordinance and resolution fixing and levying school district ad valorem taxes for fiscal year 2019-20. Rusty Brittain seconded the motion. All were in favor. (motion passed (7-0))

H. Consider Approval of Purchases over \$25,000

M- Lana Parker made a motion to approve the purchases of \$25,000 as presented. Jake Lefort seconded the motion. All were in favor. Motion passed (7-0)

I. Consider Approval of Order Calling for Bond Election (November 5, 2019)

There was discussion regarding the bond with mostly positive comments supporting this endeavor. Dr. Gonzales reminded everyone that the bond has been a topic of discussion since 2015. He also stated that the district will try to education everyone as best as we can and ultimately the goal is to do what's best for the kids.

Jake Lefort made a motion to approve the order calling for a bond election on November 5, 2019. Dustin Marsh seconded the motion. All were in favor. Motion passed (7-0)

J. Board Member Requests for Future Agenda Items - None

K. Adjourn into Closed Session (No Public Discussion) Pursuant to Chapter 551 of the Texas Government Code - .074 Personnel (Superintendent Formative Evaluation) Dr. Bartlett adjourned the regular meeting into closed session at approximately 7:55 p.m.

L. Reconvene into Open Session and Take Action (if needed) on items discussed in Closed Session

Dr. Bartlett reconvened the regular meeting and no action was taken on items discussed in closed session.

M. Adjournment

There being no further business to come before the Board, the meeting was adjourned.

Scott Bartlett, President

Eric Sullivan, Secretary

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: September 9, 2019

AGENDA ITEM: Consider Approval of Disbursements

The monthly list of bills paid for the period August 1, 2019 to August 31, 2019 is detailed in the attachment. If members of the Board have questions regarding any of the disbursements, we would request that they contact our office prior to the Board meeting and list the check number and the payee for the item in question. We will pull the voucher and supporting documentation to give a detailed answer to any questions during the public Board meeting.

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District approve the disbursements for the period August 1, 2019 to August 31, 2019.

Resource Personnel: Sheri Drawhorn, Business Manager

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
|----------------------|-------------|------------|----------|--------------------------------|---|
| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| 3L PRINTING | 99195 | 08/09/2019 | 1,050.00 | 199 E 34 6399 00 937 0 99 0 00 | Bus rules and regulations |
| ACE GLASS & MIRROR I | 99394 | 08/30/2019 | 384.40 | 199 E 51 6299 00 936 0 99 0 00 | VB-DINING ROOM-2 WINDOW REPLACEMENTS |
| ACE GLASS & MIRROR I | 99394 | 08/30/2019 | 50.00 | 199 E 51 6315 00 937 0 99 0 00 | Windshield repair for F Series F150 2-door VIN:1FTMF1CB9JKC58039 |
| ACE GLASS & MIRROR I | 99394 | 08/30/2019 | 294.30 | 199 E 34 6315 00 937 0 23 0 00 | Windshield for bus 68 |
| ACE GLASS & MIRROR I | 99394 | 08/30/2019 | 303.26 | 199 E 51 6315 00 937 0 99 0 00 | Replace windshield on Car 39 |
| ACE GLASS & MIRROR I | 99482 | 08/30/2019 | 156.18 | 199 E 51 6299 00 936 0 99 0 00 | VB-CAFETERIA-REPLACE BROKEN WINDOW GLASS |
| ACE GLASS & MIRROR I | 99482 | 08/30/2019 | 270.29 | 199 E 51 6299 00 936 0 99 0 00 | WC-BROKEN WINDOW REPLACEMENT |
| ACE IMAGEWEAR | 99197 | 08/09/2019 | 48.28 | 199 E 34 6219 00 937 0 99 0 00 | cleaning of bus mechanics uniforms for the month of July 2019 |
| ACE IMAGEWEAR | 99197 | 08/09/2019 | 48.28 | 199 E 34 6219 00 937 0 99 0 00 | cleaning of bus mechanics uniforms for the month of July 2019 |
| ACE IMAGEWEAR | 99197 | 08/09/2019 | 48.28 | 199 E 34 6219 00 937 0 99 0 00 | cleaning of bus mechanics uniforms for the month of July 2019 |
| ACE IMAGEWEAR | 99197 | 08/09/2019 | 48.28 | 199 E 34 6219 00 937 0 99 0 00 | cleaning of bus mechanics uniforms for the month of July 2019 |
| ACME ARCHITECTURAL H | 99395 | 08/30/2019 | 111.84 | 199 E 51 6317 00 936 0 99 0 00 | PNE-FRONT DOOR REPAIRS |
| ACME ARCHITECTURAL H | 99483 | 08/30/2019 | 282.69 | 199 E 51 6317 00 936 0 99 0 00 | GE-DOOR CLOSURE AND CABINET LOCKS |
| ACME ARCHITECTURAL H | 99483 | 08/30/2019 | 167.50 | 199 E 51 6317 00 936 0 99 0 00 | MD-KEY SHOP-STOCK KEY BLANKS |
| ACTION OVERHEAD DOOR | 99340 | 08/23/2019 | 1,387.50 | 199 E 51 6299 00 936 0 99 0 00 | ARMORY-COMMERCIAL DOOR OPERATOR AND REMOTES |
| ALERT SERVICES, INC. | 99111 | 08/02/2019 | 3,014.90 | 199 E 36 6399 89 873 0 91 0 91 | pro team tables |
| ALERT SERVICES, INC. | 99341 | 08/23/2019 | 2,649.90 | 199 E 36 6399 89 873 0 91 0 91 | Boys Sports: Coil Cool Maxx |
| ALERT SERVICES, INC. | 99341 | 08/23/2019 | 1,238.97 | 199 E 36 6499 43 873 0 91 0 91 | tape, flex band, elastic strips, gloves, crutches, etc. |
| ALERT SERVICES, INC. | 99341 | 08/23/2019 | 47.40 | 199 E 36 6499 43 873 0 91 0 91 | tape, flex band, elastic strips, gloves, crutches, etc. |
| ALL INDUSTRIES INC | 99343 | 08/23/2019 | 1,595.01 | 199 E 51 6299 00 936 0 99 0 00 | BLANKET ACCOUNT |
| ALL PHASE ELECTRIC C | 99198 | 08/09/2019 | 120.00 | 199 E 51 6317 19 936 0 99 0 00 | PNMS-BULB SOCKETS |
| ALL PHASE ELECTRIC C | 99198 | 08/09/2019 | 43.00 | 199 E 51 6317 19 936 0 99 0 00 | DW-BULBS FOR OVEN LIGHTS |
| ALL PHASE ELECTRIC C | 99198 | 08/09/2019 | 61.50 | 199 E 51 6317 19 936 0 99 0 00 | PNE-OUTLET COVERS MD-PHONE CASE FOR JACKIE HAVARD |
| ALL PHASE ELECTRIC C | 99198 | 08/09/2019 | 301.50 | 199 E 51 6317 19 936 0 99 0 00 | HS-3 CASES OF LIGHT BULBS |
| ALL PHASE ELECTRIC C | 99198 | 08/09/2019 | 243.86 | 199 E 51 6317 19 936 0 99 0 00 | GE-EXIT LIGHT BULBS |
| ALL PHASE ELECTRIC C | 99342 | 08/23/2019 | 95.80 | 199 E 51 6317 19 936 0 99 0 00 | HS KITCHEN-VENT HOOD REPAIRS |
| ALL PHASE ELECTRIC C | 99397 | 08/30/2019 | 221.40 | 199 E 51 6317 19 936 0 99 0 00 | HS COMP GYM-OUTSIDE SECURITY LIGHT BULBS |
| ALL PHASE ELECTRIC C | 99397 | 08/30/2019 | 201.00 | 199 E 51 6317 19 936 0 99 0 00 | GMS-BULBS |
| ALL PHASE ELECTRIC C | 99397 | 08/30/2019 | 149.34 | 199 E 51 6317 19 936 0 99 0 00 | HS COMP GYM-LIGHT REPAIRS |
| ALL PHASE ELECTRIC C | 99397 | 08/30/2019 | 494.80 | 199 E 51 6317 19 936 0 99 0 00 | HS-BULBS FOR CAMPUS |
| ALL PHASE ELECTRIC C | 99397 | 08/30/2019 | 201.00 | 199 E 51 6317 19 936 0 99 0 00 | GMS-BULBS |
| ALL PHASE ELECTRIC C | 99397 | 08/30/2019 | 133.40 | 199 E 51 6317 19 936 0 99 0 00 | DW-BALLASTS-STOCK FOR TRUCK #205 |
| ALL PHASE ELECTRIC C | 99484 | 08/30/2019 | 43.43 | 199 E 51 6317 19 936 0 99 0 00 | MD-ELECTRICAL TAPE FOR TERRY |
| ALL PHASE ELECTRIC C | 99484 | 08/30/2019 | 102.62 | 199 E 51 6317 19 936 0 99 0 00 | MD-PANDUIT COVERS-STOCK |
| ALL PHASE ELECTRIC C | 99484 | 08/30/2019 | | | MD-ELECTRICAL TAPE FOR TERRY |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | INVOICE | DESCRIPTION |
|----------------------|-------------|------------|----------|--------------------------------|--|--|-------------|
| | NUMBER | DATE | | NUMBER | | | |
| ALL PHASE ELECTRIC C | 99484 | 08/30/2019 | 159.24 | 199 E 51 6317 16 936 0 99 0 00 | | MD-PANDUIT COVERS-STOCK | |
| ALL PHASE ELECTRIC C | 99484 | 08/30/2019 | 530.20 | 199 E 51 6317 19 936 0 99 0 00 | | HS KITCHEN-CONTRACTOR BLADES | |
| ALL PHASE ELECTRIC C | 99484 | 08/30/2019 | 20.95 | 199 E 51 6317 19 936 0 99 0 00 | | HS PARKING LOT LIGHT REPAIRS | |
| ALLIANT INSURANCE SE | 99199 | 08/09/2019 | 692.00 | 199 E 51 6429 00 936 0 99 0 00 | | HS-PARKING LOT LIGHTS | |
| AMAZON.COM | 99392 | 08/23/2019 | 2.31 | 199 E 11 6399 00 103 0 11 0 00 | | STORAGE TANK POLLUTION POLICY FEE | |
| AMAZON.COM | 99392 | 08/23/2019 | 247.64 | 499 E 11 6399 00 103 0 11 0 00 | | SPRING GRANT--HOLLY SARTIN | |
| AMAZON.COM | 99392 | 08/23/2019 | 74.07 | 199 E 11 6399 00 699 0 24 0 00 | | SPRING GRANT--HOLLY SARTIN | |
| AMAZON.COM | 99392 | 08/23/2019 | 27.91 | 199 E 13 6399 00 871 0 11 0 00 | | Curriculum Instructional & Office Supplies | |
| AMAZON.COM | 99392 | 08/23/2019 | 89.99 | 199 E 11 6399 00 871 0 11 0 00 | | Curriculum Instructional & Office Supplies | |
| AMAZON.COM | 99392 | 08/23/2019 | 200.07 | 199 E 11 6399 60 001 0 31 0 00 | | Curriculum Instructional & Office Supplies | |
| AMAZON.COM | 99392 | 08/23/2019 | 401.31 | 199 E 41 6411 00 720 0 99 0 00 | | Books for English teachers | |
| AMAZON.COM | 99392 | 08/23/2019 | 99.99 | 199 E 51 6317 17 936 0 99 0 00 | | Supplies for administrator retreat July 2019 | |
| AMAZON.COM | 99392 | 08/23/2019 | 21.99 | 199 E 11 6399 00 874 0 11 0 00 | | HS FOOTBALL STADIUM-WATER PRESSURE PUMP | |
| AMAZON.COM | 99392 | 08/23/2019 | 98.99 | 199 E 53 6399 00 874 0 99 0 00 | | battery, imaging drum | |
| AMAZON.COM | 99392 | 08/23/2019 | 89.44 | 199 E 11 6399 00 871 0 11 0 00 | | battery, imaging drum | |
| AMAZON.COM | 99392 | 08/23/2019 | 32.78 | 199 E 13 6399 00 871 0 11 0 00 | | Instructional Materials for PN-G ISD Guided Math Training on 6/24/2019 | |
| AMAZON.COM | 99392 | 08/23/2019 | 21.75 | 199 E 11 6399 00 871 0 11 0 00 | | Instructional Materials for PN-G ISD Guided Math Training on 6/24/2019 | |
| AMAZON.COM | 99392 | 08/23/2019 | 32.89 | 199 E 41 6399 25 750 0 99 0 00 | | Instructional Supplies | |
| AMAZON.COM | 99392 | 08/23/2019 | 30.08 | 199 E 51 6317 19 936 0 99 0 00 | | Instructional Supplies | |
| AMAZON.COM | 99392 | 08/23/2019 | 27.98 | 199 E 11 6399 00 871 0 11 0 00 | | Office Supplies for Admin/Business Office | |
| AMAZON.COM | 99392 | 08/23/2019 | -21.99 | 199 E 11 6399 00 871 0 11 0 00 | | HS FOOTBALL STADIUM-PRESS BOX CAMERA JOB | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 250.48 | 199 E 36 6412 52 001 0 99 0 00 | | Instructional Materials for PN-G ISD Guided Math Training on 6/24/2019 | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 361.85 | 199 E 41 6411 00 720 0 99 0 00 | | Instructional Materials for PN-G ISD Guided Math Training on 6/24/2019 | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 3,921.83 | 199 E 36 6411 18 873 0 91 0 91 | | AE PURCHASE AT HYATT | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 0.00 | 199 E 23 6411 00 102 0 99 0 00 | | Materials for administrative retreat | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 0.00 | 199 E 41 6498 00 750 0 99 0 00 | | Marriott Marquis Houston - THSCA Coaching School 2019 | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 27.90 | 199 E 41 6411 00 750 0 99 0 00 | | Training meal at Carlito's for S. Drawhorn & M. Olivier on 7/9/19 | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 29.10 | 199 E 13 6399 00 871 0 11 0 00 | | Training meal at Carlito's for S. Drawhorn & M. Olivier on 7/9/19 | |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 32.90 | 289 E 11 6399 79 871 9 11 0 00 | | Training meal at Carlito's for S. Drawhorn & M. Olivier on 7/9/19 | |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
|----------------------|-------------|------------|-----------|--------------------------------|--|
| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 25.99 | 199 E 13 6399 00 871 0 11 0 00 | Office Depot - Supplies for Administrator Notebooks and High School "School Supplies" |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 29.40 | 289 E 11 6399 79 871 9 11 0 00 | Office Depot - Supplies for Administrator Notebooks and High School "School Supplies" |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 7.35 | 199 E 11 6334 00 871 0 11 0 00 | USPS Postage for July CBE Exam |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 41.13 | 199 E 13 6499 00 871 0 11 0 00 | HEB Purchase of Supplies for Administrator Retreat |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 500.00 | 199 E 41 6411 00 720 0 99 0 00 | ADMINISTRATOR'S RETREAT LUNCHEON |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 79.98 | 199 E 11 6399 00 103 0 11 0 00 | AMAZON.COM ORDER 112-2341631-4397804 (7/18/2019) NEW SCHOOL YEAR THEME ITEMS FOR STAFF: FILLABLE LIGHT BULB CONTAINERS, 36 PACK (2) |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 561.20 | 199 E 11 6399 00 103 0 11 0 00 | AMAZON ORDER #112-5344450-0595413 BEGINNING OF THE SCHOOL YEAR TEACHER BOOKS |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 125.00 | 199 E 13 6495 00 872 0 23 0 00 | American Express .. Texas Council of Administrators of Special Education (TCASE) .. Administrator Dues .. |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 46.33 | 199 E 13 6399 00 872 0 23 0 00 | American Express .. HEB .. Purchase of snacks / drinks for Mediation meeting on 7/16/19 .. |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 99.99 | 199 E 11 6399 00 872 0 23 0 00 | Best Buy: Sony Digital Voice Recorder .. Diags .. |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 232.53 | 199 E 11 6399 00 105 0 11 0 00 | AMERICAN EXPRESS MONTHLY CREDIT CHARGES - PURCHASE FROM OFFICE DEPOT FOR PAPER FOLDING MACHINE |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 135.00 | 199 E 51 6317 00 936 0 99 0 00 | AMEX TO TASBO - ONLINE ANNUAL MEMBERSHIP RENEWAL FEE FOR MR. BERGERON |
| AMERICAN EXPRESS | 42368264 | 08/09/2019 | 79.99 | 199 E 53 6399 00 874 0 99 0 00 | Best Buy - Antenna for WGEC on 7-9-19 |
| AMERICAN HERITAGE CA | 31816 | 08/23/2019 | 99.36 | 863 L 00 2159 00 000 0 00 0 11 | Payroll accrual |
| AMERICAN UNITED LIFE | 31809 | 08/23/2019 | 175.00 | 863 L 00 2159 00 000 0 00 0 09 | Payroll accrual |
| ANTHONY, DONNA | 99398 | 08/30/2019 | 140.00 | 199 E 36 6499 49 873 0 91 0 91 | OFFICIATE VOLLEYBALL GAME ON 8/7/19 |
| ANTHONY, DONNA | 99398 | 08/30/2019 | 15.00 | 199 E 36 6499 49 873 0 91 0 91 | OFFICIATE VOLLEYBALL GAME ON 8/7/19 |
| ARBITRAGE COMPLIANCE | 5417 | 08/30/2019 | 2,750.00 | 619 E 81 6627 00 999 0 99 0 00 | Arbitrage Rebate Calculation 2014 Bonds |
| ARMORSHRED, L.P. | 99485 | 08/30/2019 | 875.73 | 199 E 41 6498 00 750 0 99 0 00 | SHREDDER SERVICE-15.5 Bins |
| AT&T | 99112 | 08/02/2019 | 6,851.46 | 199 E 51 6259 11 936 0 99 0 00 | MONTHLY LOCAL SERVICE, PHONE SERVICE FROM 07/19/19 - 08/18/19 |
| AT&T LONG DISTANCE | 99344 | 08/23/2019 | 379.43 | 199 E 51 6259 11 936 0 99 0 00 | AT&T LONG DISTANCE SERVICE FOR JUNE |
| ATHLETIC SUPPLY, INC | 99113 | 08/02/2019 | 11,755.00 | 199 E 36 6249 07 873 0 91 0 91 | HS helmet recon; gray and |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | INVOICE DESCRIPTION |
|----------------------|-------------|------------|-----------|--------------------------------|--|--|
| | NUMBER | DATE | | NUMBER | | |
| ATHLETIC SUPPLY, INC | 99271 | 08/16/2019 | 2,875.00 | 199 E 36 6249 07 873 0 91 0 91 | | white Equip: Shoulder Pads |
| AUDILET TRACTOR SALE | 99399 | 08/30/2019 | 260.00 | 199 E 51 6315 00 937 0 99 0 00 | | part for #500 white fleet |
| BAILEY-BUCHANAN MASO | 99486 | 08/30/2019 | 2,630.00 | 199 E 51 6299 00 936 0 99 0 00 | | ALT-BUILDING AND INSTALLING BRICK COLUMN IN FRONT OF CAMPUS |
| BAKER DISTRIBUTING C | 99200 | 08/09/2019 | 80.80 | 199 E 51 6317 16 936 0 99 0 00 | | HS AUDITORIUM-HVAC BELTS |
| BAKER DISTRIBUTING C | 99200 | 08/09/2019 | 28.17 | 199 E 51 6317 16 936 0 99 0 00 | | HS-FIELD HOUSE-A/C REPAIRS |
| BAKER DISTRIBUTING C | 99200 | 08/09/2019 | 61.55 | 199 E 51 6317 16 936 0 99 0 00 | | MD-STOCK FOR TRUCK #37 |
| BAKER DISTRIBUTING C | 99200 | 08/09/2019 | 810.00 | 199 E 51 6317 00 936 0 99 0 00 | | DW-ICE AND STEAM MACHINE FILTERS |
| BAKER DISTRIBUTING C | 99200 | 08/09/2019 | 429.00 | 199 E 51 6317 16 936 0 99 0 00 | | PNE-LIBRARY A/C REPAIRS DW-STOCK |
| BAKER DISTRIBUTING C | 99345 | 08/23/2019 | 858.00 | 199 E 51 6317 16 936 0 99 0 00 | | GE-AUDITORIUM-60 TON A/C REPAIRS |
| BAKER DISTRIBUTING C | 99400 | 08/30/2019 | 86.16 | 199 E 51 6317 16 936 0 99 0 00 | | WGEC-HVAC REPAIRS ROOM NUMBERS 104 & 105 |
| BAKER DISTRIBUTING C | 99400 | 08/30/2019 | 28.98 | 199 E 51 6317 16 936 0 99 0 00 | | GMS-KITCHEN-REFRIGERATION FOR PASS-THRU COOLERS |
| BAKER DISTRIBUTING C | 99487 | 08/30/2019 | 237.96 | 199 E 51 6317 16 936 0 99 0 00 | | ALTERNATIVE CAMPUS-HVAC REPAIRS |
| BALFOUR | 99346 | 08/23/2019 | 209.10 | 199 E 11 6399 00 001 0 11 0 00 | | DIPLOMA INSERTS |
| BAPTIST HOSPITALS OF | 99272 | 08/16/2019 | 36.00 | 199 E 23 6399 00 041 0 99 0 00 | | Heartsaver CPR Training at Groves Middle School 8/7/19 |
| BAREFOOT ATHLETICS | 99114 | 08/02/2019 | 7,539.93 | 199 E 36 6399 95 873 0 91 0 91 | | Indians Course Cloth order 2019 |
| BAYES ACHIEVEMENT CE | 99274 | 08/16/2019 | 19,828.22 | 226 E 11 6223 00 872 9 23 0 00 | | Bayes Achievement Center .. Residential services for Ryan Ramshur & Candice Vincent .. August |
| BAYES ACHIEVEMENT CE | 99274 | 08/16/2019 | 250.00 | 226 E 11 6223 00 872 9 23 0 00 | | Bayes Achievement Center .. Residential services for Ryan Ramshur & Candice Vincent .. August |
| BAYES ACHIEVEMENT CE | 99274 | 08/16/2019 | 19,660.20 | 226 E 11 6223 00 872 9 23 0 00 | | Bayes Achievement Center .. Residential services for Ryan Ramshur & Candice Vincent .. August |
| BAYES ACHIEVEMENT CE | 99274 | 08/16/2019 | 50.00 | 226 E 11 6223 00 872 9 23 0 00 | | Bayes Achievement Center .. Residential services for Ryan Ramshur & Candice Vincent .. August |
| BEAUMONT FREIGHTLINE | 99201 | 08/09/2019 | 195.93 | 199 E 34 6315 00 937 0 23 0 00 | | Repairs on buses 68 & 59 |
| BEAUMONT FREIGHTLINE | 99201 | 08/09/2019 | 1,428.58 | 199 E 34 6315 00 937 0 23 0 00 | | Repairs on buses 68 & 59 |
| BEAUMONT FREIGHTLINE | 99488 | 08/30/2019 | 1,997.50 | 199 E 34 6315 00 937 0 99 0 00 | | Painting for buses 86 and 87 |
| BEAUMONT FREIGHTLINE | 99488 | 08/30/2019 | 1,997.50 | 199 E 34 6315 00 937 0 99 0 00 | | Painting for buses 86 and 87 |
| BELL FENCE MANUFACTU | 99401 | 08/30/2019 | 393.75 | 199 E 51 6317 00 936 0 99 0 00 | | HS BASEBALL FIELD-FENCING AROUND RESTROOMS |
| BOOKER, JAMES | 99402 | 08/30/2019 | 140.00 | 199 E 36 6499 49 873 0 91 0 91 | | OFFICIATE VOLLEYBALL GAME ON 8/6/19 |
| BOOKER, JAMES | 99402 | 08/30/2019 | 15.00 | 199 E 36 6499 49 873 0 91 0 91 | | OFFICIATE VOLLEYBALL GAME ON 8/6/19 |
| BRADLEY, KENDAL | 99115 | 08/02/2019 | 49.26 | 244 E 11 6399 00 001 9 22 0 00 | | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS |
| BRITTAIN, CHRISTOPHE | 98876 | 08/01/2019 | -480.00 | 499 E 61 6498 00 999 0 99 0 00 | | SUMMER REC WORKER 6/3-6/27 |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | INVOICE |
|----------------------|-------------|------------|----------|---------------|----|----------|------|--|--|---|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | DESCRIPTION |
| BRITAIN, CHRISTOPHE | 99187 | 08/01/2019 | 480.00 | 499 E 61 6498 | 00 | 999 0 99 | 0 00 | | | SUMMER REC WORKER 6/3-6/27 |
| BUMPER TO BUMPER AUT | 99116 | 08/02/2019 | 6.36 | 199 E 34 6315 | 00 | 937 0 99 | 0 00 | | | Lawn equipment & shop tools |
| BUMPER TO BUMPER AUT | 99116 | 08/02/2019 | 6.90 | 199 E 51 6315 | 00 | 937 0 99 | 0 00 | | | Lawn equipment & shop tools |
| BUMPER TO BUMPER AUT | 99116 | 08/02/2019 | 5.88 | 199 E 34 6315 | 00 | 937 0 99 | 0 00 | | | Lawn equipment & shop tools |
| BUMPER TO BUMPER AUT | 99116 | 08/02/2019 | 6.36 | 199 E 51 6315 | 00 | 937 0 99 | 0 00 | | | Lawn equipment & shop tools |
| BUMPER TO BUMPER AUT | 99202 | 08/09/2019 | 7.36 | 199 E 34 6315 | 00 | 937 0 99 | 0 00 | | | O ring for bus #90 |
| BUMPER TO BUMPER AUT | 99275 | 08/16/2019 | 13.18 | 199 E 51 6315 | 00 | 937 0 99 | 0 00 | | | White fleet parts |
| BUMPER TO BUMPER AUT | 99489 | 08/30/2019 | 5.45 | 199 E 34 6315 | 00 | 937 0 23 | 0 00 | | | Parts for regular bus and sp. ed. bus |
| BUMPER TO BUMPER AUT | 99489 | 08/30/2019 | 0.99 | 199 E 34 6315 | 00 | 937 0 99 | 0 00 | | | Parts for regular bus and sp. ed. bus |
| CARL JOHNSEN WHOLESA | 99295 | 08/16/2019 | 15.50 | 199 E 11 6399 | 00 | 001 0 11 | 0 00 | | | PLANT RENTAL |
| CARTER'S EDUCATIONAL | 99203 | 08/09/2019 | 6,510.00 | 224 E 11 6219 | 00 | 872 9 23 | 0 00 | | | Carter's Educational Training Services, Inc .. In-Home Parent Training .. LS students .. |
| CARTER, SAMUEL | 99403 | 08/30/2019 | 61.00 | 199 E 51 6498 | 33 | 937 0 99 | 0 00 | | | To reimburse Scott Carter for CDL renewal |
| CDW GOVERNMENT | 99117 | 08/02/2019 | 764.30 | 199 E 11 6399 | 00 | 874 0 11 | 0 00 | | | projector bulbs |
| CDW GOVERNMENT | 99117 | 08/02/2019 | 302.09 | 199 E 11 6399 | 00 | 871 0 11 | 0 00 | | | Chromebook for Dyslexia Specialists |
| CDW GOVERNMENT | 99117 | 08/02/2019 | 345.39 | 199 E 13 6399 | 00 | 872 0 23 | 0 00 | | | CDW-G .. Printer Ink for Diagnosticians.. |
| CDW GOVERNMENT | 99276 | 08/16/2019 | 274.78 | 240 E 35 6399 | 00 | 938 0 99 | 0 00 | | | printer cartridges CN office |
| CDW GOVERNMENT | 99276 | 08/16/2019 | 359.92 | 199 E 13 6399 | 00 | 872 0 23 | 0 00 | | | CDW-G .. Printer Ink for Diagnosticians.. |
| CDW GOVERNMENT | 99276 | 08/16/2019 | 115.13 | 199 E 13 6399 | 00 | 872 0 23 | 0 00 | | | CDW-G .. Printer Ink for Diagnosticians.. |
| CDW GOVERNMENT | 99347 | 08/23/2019 | 151.01 | 240 E 35 6399 | 00 | 938 0 99 | 0 00 | | | printer cartridge, PNE mgr printer |
| CDW GOVERNMENT | 99347 | 08/23/2019 | 1,376.54 | 199 E 53 6399 | 00 | 001 0 99 | 0 00 | | | HP PRINTER |
| CDW GOVERNMENT | 99347 | 08/23/2019 | 255.85 | 199 E 53 6399 | 00 | 001 0 99 | 0 00 | | | HP PRINTER |
| CDW GOVERNMENT | 99404 | 08/30/2019 | 171.55 | 199 E 41 6399 | 25 | 750 0 99 | 0 00 | | | LASER PRINTER FOR BUSINESS OFFICE |
| CDW GOVERNMENT | 99404 | 08/30/2019 | 1,390.03 | 199 E 41 6399 | 25 | 750 0 99 | 0 00 | | | LASER PRINTER FOR BUSINESS OFFICE |
| CDW GOVERNMENT | 99404 | 08/30/2019 | 1,387.05 | 199 E 11 6399 | 00 | 105 0 11 | 0 00 | | | CHARGING CART FOR IPADS AVERCHARGE E36C & CASES |
| CHICK-FIL-A MIDCOUNT | 98998 | 08/01/2019 | -376.50 | 199 E 13 6499 | 00 | 871 0 11 | 0 00 | | | New Teacher Breakfast 8/2/2019 |
| CHICK-FIL-A MIDCOUNT | 99185 | 08/01/2019 | 301.00 | 199 E 13 6499 | 00 | 871 0 11 | 0 00 | | | New Teacher Breakfast 8/2/2019 |
| CLASSIC FORMS AND PR | 99118 | 08/02/2019 | 208.50 | 199 E 11 6399 | 00 | 107 0 11 | 0 00 | | | IMPRINTED ENVELOPES - WOODCREST - 1500 |
| CLEMMONS, CASON | 99119 | 08/02/2019 | 49.26 | 244 E 11 6399 | 00 | 001 9 22 | 0 00 | | | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS |
| COACHCOMM, LLC | 99277 | 08/16/2019 | 1,804.18 | 199 E 36 6399 | 89 | 873 0 91 | 0 91 | | | headsets |
| COASTAL WELDING SUPP | 99120 | 08/02/2019 | 52.50 | 199 E 11 6399 | 00 | 870 0 22 | 0 00 | | | COASTAL WELDING TANK LEASE |
| COASTAL WELDING SUPP | 99278 | 08/16/2019 | 54.25 | 199 E 11 6399 | 00 | 870 0 22 | 0 00 | | | CYLINDER RENTAL WELDING - GORDON |
| COASTAL WELDING SUPP | 99348 | 08/23/2019 | 32.55 | 199 E 51 6317 | 00 | 936 0 99 | 0 00 | | | MD WELDING SHOP-CYLINDER RENTALS |
| COASTAL WELDING SUPP | 99490 | 08/30/2019 | 18.15 | 199 E 51 6317 | 00 | 936 0 99 | 0 00 | | | DW-PROPANE FOR WELDING SHOP |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 104.36 | 199 E 51 6317 | 17 | 936 0 99 | 0 00 | | | ALTERNATIVE CAMPUS-KITCHEN FAUCET |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | | | | INVOICE |
|----------------------|-------------|------------|----------|--------------------------------|--|--|--|--|--|--|--|--|---|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | | | | DESCRIPTION |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 180.60 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | | | | WC-PLAYGROUND REPAIRS-SWING SET SUPPORT |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 294.13 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | RW-3RD GRADE BOY'S RR-INSTALLING NEW SINK |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 15.91 | 199 E 51 6317 16 936 0 99 0 00 | | | | | | | | | WGEC-WATER HEATER PAN FOR TERRY TASSIN |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 222.50 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS FOOTBALL STADIUM-BACK-FLOW REPAIR PARTS |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 169.75 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | DW-STOCK-FAUCET PARTS |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 256.40 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS-OLD GYM-STORAGE TANK REPAIRS |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 1,394.82 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | PNMS-KITCHEN DOMESTIC HOT WATER RETURN PUMP |
| COBURN SUPPLY COMPAN | 99205 | 08/09/2019 | 51.75 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS-BACK-FLOW REPAIR PARTS |
| COBURN SUPPLY COMPAN | 99349 | 08/23/2019 | 63.64 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | PNE-INSULATING LINES IN CAFETERIA |
| COBURN SUPPLY COMPAN | 99349 | 08/23/2019 | 239.92 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | VB-LIFE SKILLS RESTROOM REPAIRS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 1,274.00 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS-"A-WING"-BACK FLOW REPAIR PARTS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | -860.67 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS-"A-WING"-BACK FLOW REPAIR PARTS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 860.67 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS-"A-WING"-BACK FLOW REPAIR PARTS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 9.40 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | DW-PLUMBING SUPPLIES-STOCK FOR CASEY AND CHAD |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 126.60 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | DW-PLUMBING SUPPLIES-STOCK FOR CASEY AND CHAD |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 942.91 | 199 E 51 6317 16 936 0 99 0 00 | | | | | | | | | VB-GYM A/C REPAIRS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 428.47 | 199 E 51 6317 16 936 0 99 0 00 | | | | | | | | | WGEC-A/C REPAIRS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 107.76 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | HS KITCHEN-DISH MACHINE REPAIRS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 62.41 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | GE-4TH GRADE HALL URINAL REPAIRS |
| COBURN SUPPLY COMPAN | 99407 | 08/30/2019 | 63.60 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | GE-KITCHEN STEAMER REPAIRS |
| COBURN SUPPLY COMPAN | 99491 | 08/30/2019 | 1,680.83 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | GE-COOLING TOWER PIPING |
| COBURN SUPPLY COMPAN | 99491 | 08/30/2019 | 43.42 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | GE-COOLING TOWER PIPING |
| COBURN SUPPLY COMPAN | 99491 | 08/30/2019 | 39.72 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | GE-URINAL REPAIRS |
| COBURN SUPPLY COMPAN | 99491 | 08/30/2019 | 12.40 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | GE-URINAL REPAIRS |
| COBURN SUPPLY COMPAN | 99491 | 08/30/2019 | 115.06 | 199 E 51 6317 17 936 0 99 0 00 | | | | | | | | | VB-PARTS FOR PRESSURE ASSISTED TOILET |
| COKER'S DOORS & MOUL | 99350 | 08/23/2019 | 475.00 | 199 E 51 6317 18 936 0 99 0 00 | | | | | | | | | GE-INSTALLING COMPUTER LAB DOOR **FIRE MARSHALL'S LIST** |
| COMMON SENSE COMMUNI | 99121 | 08/02/2019 | 4,625.00 | 199 E 41 6299 28 720 0 99 0 00 | | | | | | | | | Payment for convocation speaker |
| COMPLETE ATHLETE | 99122 | 08/02/2019 | 2,577.65 | 199 E 36 6399 22 873 0 91 0 91 | | | | | | | | | volleyballs, socks, active ankles, knee pads, etc. |
| COMPLETE ATHLETE | 99122 | 08/02/2019 | 1,352.10 | 199 E 36 6399 32 873 0 91 0 91 | | | | | | | | | golf pull cart, golf balls, shirts, etc. |
| COMPLETE ATHLETE | 99351 | 08/23/2019 | 1,999.00 | 199 E 36 6399 69 042 0 91 0 91 | | | | | | | | | jump box, pants, jackets, shorts, scorebooks, etc. |
| COMPLETE ATHLETE | 99351 | 08/23/2019 | 2,948.44 | 199 E 36 6399 69 041 0 91 0 91 | | | | | | | | | GMS: volleyballs, active ankles, ball bags, scoreboards, etc. |
| COMPLETE ATHLETE | 99408 | 08/30/2019 | 782.55 | 199 E 36 6399 40 873 0 91 0 91 | | | | | | | | | powerlifting shirts, shorts |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | | | | | | | | | INVOICE |
|----------------------|-------------|------------|----------|---------|---|----|------|----|-----|---|----|---|----|---|
| | NUMBER | DATE | | NUMBER | | | | | | | | | | |
| COMPLETE ATHLETE | 99408 | 08/30/2019 | 4,703.92 | 199 | E | 36 | 6399 | 69 | 042 | 0 | 91 | 0 | 91 | PNMS: scorebooks, shoes, shirts |
| CONNER, SHERESSE | 99123 | 08/02/2019 | 64.90 | 240 | R | 00 | 5751 | 00 | 103 | 0 | 00 | 0 | 00 | REIMBURSE STUDENT CAFE BALANCE |
| CREATIVE EDUCATION I | 99279 | 08/16/2019 | 3,500.00 | 199 | E | 11 | 6299 | 00 | 872 | 0 | 23 | 0 | 00 | CEI .. Professional Development and Support Agreement .. Cindy Gale @ PNMS ELS... |
| CURETON & SON | 99409 | 08/30/2019 | 77.00 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | TAFT-ROOM #101-FLOOR SCRAPING MACHINE RENTAL |
| D LOWE'S TOOLS | 99492 | 08/30/2019 | 208.95 | 199 | E | 51 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | Tool for white fleet |
| DAIKIN APPLIED AMERI | 99493 | 08/30/2019 | 448.00 | 199 | E | 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | GE-A/C REPAIRS-CHILLER PARTS |
| DELCAMBRE, AMANDA | 99410 | 08/30/2019 | 28.72 | 199 | E | 36 | 6499 | 48 | 873 | 0 | 91 | 0 | 91 | reimburse for 3-ring binders |
| DELL CORP. | 99124 | 08/02/2019 | 1,405.88 | 199 | E | 53 | 6644 | 00 | 874 | 0 | 99 | 0 | 00 | computers |
| DELL CORP. | 99352 | 08/23/2019 | 166.29 | 199 | E | 11 | 6396 | 18 | 871 | 0 | 22 | 0 | 00 | Ink |
| DELL CORP. | 99411 | 08/30/2019 | 4,396.85 | 199 | E | 11 | 6396 | 18 | 871 | 0 | 22 | 0 | 00 | Ink Inventory for teachers |
| DEPARTMENT OF INFORM | 99353 | 08/23/2019 | 306.60 | 199 | E | 51 | 6259 | 11 | 936 | 0 | 99 | 0 | 00 | Telecommunication Services from 07/01-07/31/19 |
| DICKEY'S BARBECUE PI | 99354 | 08/23/2019 | 990.00 | 199 | E | 36 | 6412 | 20 | 873 | 0 | 91 | 0 | 91 | Varsity and JV Meals 8/16 |
| DICKEY'S BARBECUE PI | 99412 | 08/30/2019 | 990.00 | 199 | E | 36 | 6412 | 20 | 873 | 0 | 91 | 0 | 91 | football meals 8/22 |
| DOMINION FORMS, INC | 99125 | 08/02/2019 | 603.53 | 199 | E | 41 | 6399 | 00 | 720 | 0 | 99 | 0 | 00 | New hire supplies |
| DORIAN BUSINESS SYST | 99280 | 08/16/2019 | 599.00 | 199 | E | 36 | 6399 | 64 | 042 | 0 | 99 | 0 | 00 | 3 year subscription for Charms |
| DORIAN BUSINESS SYST | 99355 | 08/23/2019 | 145.00 | 199 | E | 36 | 6412 | 52 | 001 | 0 | 99 | 0 | 00 | SOLO & ENSEMBLE STATE FEES |
| DRAGO'S COPY & PRINT | 99281 | 08/16/2019 | 39.00 | 199 | E | 41 | 6399 | 25 | 750 | 0 | 99 | 0 | 00 | Business cards for Sheri Drawhorn, Business Manager |
| DRAWHORN, SHERI - PE | 99356 | 08/23/2019 | 44.13 | 199 | E | 41 | 6399 | 25 | 750 | 0 | 99 | 0 | 00 | Petty Cash |
| DRAWHORN, SHERI - PE | 99356 | 08/23/2019 | 349.59 | 199 | E | 34 | 6219 | 00 | 937 | 0 | 99 | 0 | 00 | Reimbursement-Sheri Drawhorn Petty Cash |
| DRAWHORN, SHERI - PE | 99356 | 08/23/2019 | 40.41 | 199 | E | 41 | 6411 | 00 | 750 | 0 | 99 | 0 | 00 | Reimbursement-Sheri Drawhorn Petty Cash |
| DRAWHORN, SHERI - PE | 99356 | 08/23/2019 | 40.41 | 199 | E | 41 | 6411 | 00 | 750 | 0 | 99 | 0 | 00 | Reimbursement-Sheri Drawhorn Petty Cash |
| E-RATE ELITE SERVICE | 99282 | 08/16/2019 | 2,000.00 | 199 | E | 53 | 6299 | 00 | 874 | 0 | 99 | 0 | 00 | E-Rate management services |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 117.00 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 395.01 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 156.00 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 200.28 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 117.00 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 96.75 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Medlock rental 6/7-8 |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 198.00 | 199 | E | 13 | 6411 | 00 | 871 | 0 | 11 | 0 | 00 | Rental Vehicles for Scholastic Book Fairs Conference |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 198.00 | 199 | E | 13 | 6411 | 00 | 871 | 0 | 11 | 0 | 00 | Rental Vehicles for Scholastic Book Fairs Conference |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 198.00 | 199 | E | 13 | 6411 | 00 | 871 | 0 | 11 | 0 | 00 | Rental Vehicles for Scholastic Book Fairs Conference |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 198.00 | 199 | E | 13 | 6411 | 00 | 871 | 0 | 11 | 0 | 00 | Rental Vehicles for Scholastic Book Fairs Conference |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 267.00 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 234.00 | 199 | E | 13 | 6411 | 00 | 870 | 0 | 22 | 0 | 00 | RENTAL CAR FOR 2019 TIVA |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | INVOICE DESCRIPTION |
|----------------------|--------|------------|-----------|--------------------------------|--|--|
| | NUMBER | DATE | | NUMBER | | |
| EAN HOLDINGS, LLC | 99129 | 08/02/2019 | 78.00 | 199 E 13 6411 00 870 0 22 0 00 | | SUMMER CONFERENCE JULY 13-19 - MILLS RENTAL CAR FOR CTAT CONFERENCE JULY 16-19 - DR. DUHON |
| EAN HOLDINGS, LLC | 99206 | 08/09/2019 | 74.00 | 199 E 13 6411 00 104 0 11 0 00 | | RENTAL CAR FOR NURSE CONFERENCE |
| EAN HOLDINGS, LLC | 99206 | 08/09/2019 | 396.00 | 199 E 36 6411 18 873 0 91 0 91 | | Coaching School rental vehicles |
| EAN HOLDINGS, LLC | 99283 | 08/16/2019 | 170.61 | 199 E 23 6411 00 103 0 99 0 00 | | ENTERPRISE CAR RENTAL--KEVIN SCHEXNAIDER JUN 11-JUN 14, 2019 TEPASA SUMMER CONFERENCE |
| EAN HOLDINGS, LLC | 99283 | 08/16/2019 | 260.00 | 199 E 23 6411 00 041 0 99 0 00 | | Car rental for James Arnett & Greg Sims - TASSP Conference |
| EAN HOLDINGS, LLC | 99283 | 08/16/2019 | 185.00 | 199 E 13 6411 60 001 0 31 0 00 | | Rental car-Neeb |
| EASTEX RUBBER & GASK | 99413 | 08/30/2019 | 49.86 | 199 E 51 6315 00 937 0 99 0 00 | | Part for white fleet #527 |
| EMERY CARPET | 99207 | 08/09/2019 | 2,757.00 | 199 E 51 6317 00 936 0 99 0 00 | | TAFT-ROOM #102-FLOOR REPAIR |
| EMERY CARPET | 99207 | 08/09/2019 | 209.98 | 199 E 51 6317 00 936 0 99 0 00 | | TAFT RM #101-FLOORING REPAIR |
| EMERY CARPET | 99494 | 08/30/2019 | 127.43 | 199 E 51 6317 00 936 0 99 0 00 | | HS-AUDITORIUM REMODEL-CARPET |
| ENERGY RENTAL SOLUTI | 99495 | 08/30/2019 | -1,428.36 | 199 E 51 6299 00 936 0 99 0 00 | | GE-TEMPORARY AIR CONDITIONING FOR ENTIRE CAMPUS |
| ENERGY RENTAL SOLUTI | 99495 | 08/30/2019 | 18,877.44 | 199 E 51 6299 00 936 0 99 0 00 | | GE-TEMPORARY AIR CONDITIONING FOR ENTIRE CAMPUS |
| ENTERGY | 99130 | 08/02/2019 | 31,052.30 | 199 E 51 6259 12 936 0 99 0 00 | | Electrical service for PNGISD Account Number 133941385 from 06/07/19-07/16/19 Collective Bill |
| ENTERGY | 99284 | 08/16/2019 | 18.87 | 199 E 51 6259 12 936 0 99 0 00 | | Electrical service for PNGISD Account Number 137557443 from 07/02/19-08/02/19 |
| ENTERGY | 99284 | 08/16/2019 | 583.56 | 199 E 51 6259 12 936 0 99 0 00 | | Electrical service for PNGISD Account Number 141937649 from 07/10/19-08/09/19 |
| ENTERGY | 99357 | 08/23/2019 | 74,979.50 | 199 E 51 6259 12 936 0 99 0 00 | | Electrical service for PNGISD Account Number 133941377 from 07/02/19-08/06/19 Collective Bill |
| ENTERGY | 99414 | 08/30/2019 | 32,325.40 | 199 E 51 6259 12 936 0 99 0 00 | | Electrical service for PNGISD Account Number 133941385 from 07/09/19-08/17/19 Collective Bill |
| ENTERPRISE FM TRUST | 99268 | 08/14/2019 | 6,910.11 | 199 E 51 6269 00 936 0 99 0 00 | | LEASE VEHICLES FOR 08/01-08/31/19 - Consolidated Invoice |
| ENTERPRISE FM TRUST | 99268 | 08/14/2019 | 2,458.56 | 199 E 34 6269 00 937 0 99 0 00 | | LEASE VEHICLES FOR 08/01-08/31/19 - Consolidated Invoice |
| ENTERPRISE FM TRUST | 99268 | 08/14/2019 | 906.20 | 199 E 53 6269 00 874 0 99 0 00 | | LEASE VEHICLES FOR 08/01-08/31/19 - Consolidated Invoice |
| ETC LITE, LLC | 99208 | 08/09/2019 | 771.08 | 199 E 41 6219 00 720 0 99 0 00 | | CODE DETERMINATION & CONSULTING (MONTHLY RATE) |
| FAIRCLOTH, BRANDON | 99474 | 08/30/2019 | 33.61 | 199 E 36 6411 18 873 0 91 0 91 | | Reimbursement for Gas=\$33.61, THSCA Coaching School in Austin, TX on 7/21-23/19 |
| FASTENAL COMPANY | 99496 | 08/30/2019 | 266.84 | 199 E 51 6317 00 936 0 99 0 00 | | MD-GATORADE FOR EMPLOYEES |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | | | | INVOICE |
|----------------------|-------------|------------|-----------|--------------------------------|--|--|--|--|--|--|--|---|---------|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | | | DESCRIPTION | |
| FASTENAL COMPANY | 99496 | 08/30/2019 | 32.92 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | | | PNMS-KITCHEN DRAIN REPAIRS AND STOCK SUPPLIES | |
| FASTENAL COMPANY | 99496 | 08/30/2019 | -18.00 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | | | BLANKET ACCOUNT | |
| FBS | 201800043 | 08/23/2019 | 284.56 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 797.41 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 181.20 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 6,764.01 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 1,592.90 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 1,348.49 | 863 L 00 2159 45 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 1,479.60 | 863 L 00 2159 45 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 4,695.30 | 863 L 00 2159 45 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 842.45 | 863 L 00 2159 45 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 183.04 | 863 L 00 2159 45 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 378.08 | 863 L 00 2159 45 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 1,989.01 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 43.33 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 51.99 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 26.00 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 34.67 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 17.33 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 34.67 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 117.80 | 863 L 00 2159 41 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 1,333.00 | 863 L 00 2159 43 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 216.90 | 863 L 00 2159 40 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 17,791.24 | 863 L 00 2159 00 000 0 00 0 06 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 5,005.72 | 863 L 00 2159 40 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 894.06 | 863 L 00 2159 40 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 3,269.12 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 7,271.88 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 579.12 | 863 L 00 2159 40 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 4,916.24 | 863 L 00 2159 44 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 12,031.04 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 786.67 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FBS | 201800043 | 08/23/2019 | 3,145.00 | 863 L 00 2159 47 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| FERGUSON, ROXANNE | 99285 | 08/16/2019 | 176.79 | 199 E 11 6399 00 871 0 11 0 00 | | | | | | | | Reimbursement to Roxanne Ferguson for Amazon Order of Instructional Materials for Staff Development | |
| FERRELL, ALEX | 99415 | 08/30/2019 | 320.00 | 199 E 52 6219 01 877 0 99 0 00 | | | | | | | | SRO ON 8/20/19 | |
| FONTENOT, DALE PETTY | 99416 | 08/30/2019 | 103.81 | 199 E 53 6399 00 874 0 99 0 00 | | | | | | | | petty cash reimbursement | |
| FRANKLIN, VICTORIA | 99131 | 08/02/2019 | 49.26 | 244 E 11 6399 00 001 9 22 0 00 | | | | | | | | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS | |
| FRED MILLER'S | 99132 | 08/02/2019 | 170.87 | 199 E 51 6315 00 937 0 99 0 00 | | | | | | | | Lawn equipment | |
| FRED MILLER'S | 99132 | 08/02/2019 | 19.75 | 199 E 51 6315 00 937 0 99 0 00 | | | | | | | | Lawn equipment | |
| FRED MILLER'S | 99132 | 08/02/2019 | 490.22 | 199 E 51 6315 00 937 0 99 0 00 | | | | | | | | Lawn equipment | |
| FRED MILLER'S | 99286 | 08/16/2019 | 47.85 | 199 E 51 6315 00 937 0 99 0 00 | | | | | | | | Lawn equipment | |
| FRUGE, BRITTANY | 99191 | 08/07/2019 | 356.00 | 199 E 36 6412 22 873 0 91 0 91 | | | | | | | | Meals=\$356.00 (40 Students w/1 meal ea, 3 Coaches w/1 meal ea), Volleyball Tournament in Tarkington, TX on 8/20/19 | |
| FRUGE, BRITTANY | 99192 | 08/07/2019 | 356.00 | 199 E 36 6412 22 873 0 91 0 91 | | | | | | | | Meals=\$356.00 (40 Students w/1 meal ea, 3 Coaches w/1 meal ea), Volleyball Tournament in Livingston, TX | |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
|----------------------|-------------|------------|----------|--------------------------------|---|
| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| FRUGE, BRITTANY | 99193 | 08/07/2019 | 936.00 | 199 E 36 6412 22 873 0 91 0 91 | on 8/23/19 Meals=\$936.00 (15 Students w/6 meals ea, 3 Coaches w/6 meals ea) Volleyball Tournament in Santa Fe' on 8/29/19 & 8/31/19 |
| FRUGE, BRITTANY | 99393 | 08/28/2019 | 356.00 | 199 E 36 6412 22 873 0 91 0 91 | Meals=\$356.00 (40 Students w/1 meal ea, 3 Coaches w/1 meal ea), Volleyball in Texas City, TX on 9/3/19 |
| GENWORTH LIFE INSURA | 31817 | 08/23/2019 | 38.19 | 863 L 00 2159 00 000 0 00 0 00 | Payroll accrual |
| GHX INDUSTRIAL LLC | 99497 | 08/30/2019 | 79.80 | 199 E 51 6317 16 936 0 99 0 00 | GE-CHILLER REPAIRS (HVAC) |
| GILMAN GEAR | 99358 | 08/23/2019 | 416.10 | 199 E 36 6399 20 873 0 91 0 91 | Football: Chute Screen |
| GOLDEN CROISSANT | 99287 | 08/16/2019 | 56.00 | 199 E 11 6399 60 001 0 31 0 00 | Cookie tray for Mentor meet & greet |
| GONZALES, MIKE | 99359 | 08/23/2019 | 588.90 | 199 E 41 6498 00 750 0 99 0 00 | Reimbursement for Superintendent's required annual physical |
| GONZALEZ OFFICE PROD | 99133 | 08/02/2019 | 504.99 | 199 E 13 6399 00 872 0 23 0 00 | Gonzalez Office Products .. SpEd office supplies .. |
| GONZALEZ OFFICE PROD | 99209 | 08/09/2019 | 195.30 | 199 E 13 6399 00 872 0 23 0 00 | Gonzalez Office Products .. Office Supplies .. |
| GONZALEZ OFFICE PROD | 99209 | 08/09/2019 | 1,122.72 | 199 E 11 6399 00 107 0 11 0 00 | SUPPLY ORDER - OFFICE/TEACHERS |
| GONZALEZ OFFICE PROD | 99209 | 08/09/2019 | 156.18 | 199 E 11 6399 00 102 0 11 0 00 | OFFICE SUPPLIES |
| GOPHER SPORTS | 99134 | 08/02/2019 | 4,510.76 | 199 E 36 6399 89 873 0 91 0 91 | plates, plate tree |
| GOPHER SPORTS | 99210 | 08/09/2019 | 737.50 | 199 E 36 6399 20 873 0 91 0 91 | JV locker room combination locks |
| GOPHER SPORTS | 99210 | 08/09/2019 | 2,349.36 | 199 E 36 6399 89 873 0 91 0 91 | plates, plate tree |
| GOPHER SPORTS | 99210 | 08/09/2019 | 31.59 | 199 E 36 6399 20 873 0 91 0 91 | JV locker room combination locks |
| GRAINGER | 99211 | 08/09/2019 | 455.78 | 199 E 51 6317 00 936 0 99 0 00 | DW-DUCT LIFT WINCH |
| GRAINGER | 99417 | 08/30/2019 | 295.11 | 199 E 51 6317 16 936 0 99 0 00 | HS KITCHEN-STEAMER REPAIRS |
| GRANGER, BAMBI | 99418 | 08/30/2019 | 140.00 | 199 E 36 6499 49 873 0 91 0 91 | OFFICIATE VOLLEYBALL GAME ON 8/6/19 |
| GRANGER, BAMBI | 99418 | 08/30/2019 | 15.00 | 199 E 36 6499 49 873 0 91 0 91 | OFFICIATE VOLLEYBALL GAME ON 8/6/19 |
| GREATAMERICA FINANCI | 99288 | 08/16/2019 | 788.62 | 199 E 11 6269 00 870 0 22 0 00 | Standard payment for Kyocera TASKalfa 8052ci Copier System |
| GROVES, CITY OF | 99419 | 08/30/2019 | 2,487.69 | 199 E 51 6259 10 936 0 99 0 00 | WATER UTILITIES, 07/15/19-08/13/19 |
| GUERRERO, JOHN | 99212 | 08/09/2019 | 45.47 | 199 E 11 6399 00 870 0 22 0 00 | RITTER LUMBER PAINT ITEM FOR AUTO SHOP - GUERRERO |
| HARRELL, AARON | 99420 | 08/30/2019 | 640.00 | 199 E 52 6219 01 877 0 99 0 00 | SRO ON 8/21 AND 8/22/19 |
| HAWKINS, JENNA | 99135 | 08/02/2019 | 49.26 | 244 E 11 6399 00 001 9 22 0 00 | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS |
| HEAVY DUTY BUS PARTS | 99136 | 08/02/2019 | 66.01 | 199 E 34 6315 00 937 0 23 0 00 | Bus parts for all buses |
| HEAVY DUTY BUS PARTS | 99136 | 08/02/2019 | 66.01 | 199 E 34 6315 00 937 0 99 0 00 | Bus parts for all buses |
| HEAVY DUTY BUS PARTS | 99136 | 08/02/2019 | 65.80 | 199 E 34 6315 00 937 0 23 0 00 | Bus parts for all buses |
| HEAVY DUTY BUS PARTS | 99136 | 08/02/2019 | 65.80 | 199 E 34 6315 00 937 0 99 0 00 | Bus parts for all buses |
| HELLAS CONSTRUCTION, | 99137 | 08/02/2019 | 3,750.00 | 199 E 36 6249 07 873 0 91 0 91 | Football field sweep services |
| HERNANDEZ OFFICE SOL | 99138 | 08/02/2019 | 498.96 | 199 E 11 6396 18 871 0 22 0 00 | Ink inventory for teachers |
| HERNANDEZ OFFICE SOL | 99138 | 08/02/2019 | 1,390.99 | 199 E 11 6396 18 871 0 22 0 00 | Ink inventory for teachers |
| HERNANDEZ OFFICE SOL | 99138 | 08/02/2019 | 70.07 | 199 E 11 6399 00 103 0 11 0 00 | TEACHER LESSON PLAN BOOKS/GRADE BOOKS/CLASSROOM |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE DESCRIPTION |
|----------------------|-------------|------------|----------|--------------------------------|---|
| | NUMBER | DATE | AMOUNT | NUMBER | |
| HERNANDEZ OFFICE SOL | 99138 | 08/02/2019 | 649.00 | 199 E 11 6399 00 102 0 11 0 00 | PRINTER INK |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 324.50 | 199 E 41 6399 25 750 0 99 0 00 | PAPER Copy Paper, LTR, 20#, 92 BRIGHT |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 10.70 | 199 E 11 6399 00 103 0 11 0 00 | MISC OFFICE SUPPLIES |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 22.19 | 199 E 23 6399 00 103 0 99 0 00 | MISC OFFICE SUPPLIES |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 24.35 | 199 E 11 6399 00 103 0 11 0 00 | MISC OFFICE SUPPLIES |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 50.53 | 199 E 23 6399 00 103 0 99 0 00 | MISC OFFICE SUPPLIES |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 1,070.85 | 199 E 23 6399 00 104 0 99 0 00 | Copy paper |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 3,245.00 | 199 E 11 6399 00 001 0 11 0 00 | COPY PAPER |
| HERNANDEZ OFFICE SOL | 99213 | 08/09/2019 | 973.50 | 199 E 11 6399 00 041 0 11 0 00 | Copy paper |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 1,722.33 | 199 E 11 6269 00 001 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 11 6269 00 002 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 765.48 | 199 E 11 6269 00 041 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 765.48 | 199 E 11 6269 00 042 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 382.74 | 199 E 11 6269 00 101 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 382.74 | 199 E 11 6269 00 102 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 382.74 | 199 E 11 6269 00 103 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 382.74 | 199 E 11 6269 00 104 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 382.74 | 199 E 11 6269 00 105 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 382.74 | 199 E 11 6269 00 107 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 7.77 | 240 E 35 6269 00 938 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 7.77 | 199 E 36 6269 00 873 0 91 0 91 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 16.92 | 199 E 41 6269 00 750 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 041 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 042 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 101 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 102 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 103 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 104 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 105 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 23 6269 00 107 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 13 6269 00 001 0 11 0 00 | CONTRACT BASE RATE CHARGE FOR 08/01-08/31/19 |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 34.92 | 199 E 31 6269 00 001 0 99 0 00 | CONTRACT BASE RATE CHARGE FOR |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | INVOICE DESCRIPTION |
|----------------------|--------|------------|------------|--------------------------------|----------------|-------------------------------|
| | NUMBER | DATE | | NUMBER | | |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 16.92 | 199 E 23 6269 00 001 0 99 0 00 | 08/01-08/31/19 | CONTRACT BASE RATE CHARGE FOR |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 16.77 | 199 E 13 6269 00 872 0 23 0 00 | 08/01-08/31/19 | CONTRACT BASE RATE CHARGE FOR |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 80.97 | 199 E 11 6321 60 001 0 31 0 00 | 08/01-08/31/19 | Dry erase board kits-Neeb |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 1,947.00 | 199 E 11 6399 00 042 0 11 0 00 | | copy paper |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 1,181.44 | 199 E 11 6399 00 107 0 11 0 00 | | PAPER (26 BOXES), COLORED |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 24.51 | 199 E 11 6399 00 103 0 11 0 00 | | PAPER REAMS, LAMINATING FILM |
| HERNANDEZ OFFICE SOL | 99290 | 08/16/2019 | 474.30 | 199 E 11 6399 00 103 0 11 0 00 | | CAMPUS INK |
| HERNANDEZ OFFICE SOL | 99360 | 08/23/2019 | 228.32 | 199 E 11 6399 00 107 0 11 0 00 | | CAMPUS INK |
| HERNANDEZ OFFICE SOL | 99360 | 08/23/2019 | 189.48 | 199 E 11 6399 60 001 0 31 0 00 | | LAMINATING ROLLS (HEAT) 3MIL |
| HERNANDEZ OFFICE SOL | 99360 | 08/23/2019 | 189.48 | 199 E 11 6395 53 001 0 11 0 00 | | Whiteboards |
| HERNANDEZ OFFICE SOL | 99360 | 08/23/2019 | 163.98 | 199 E 11 6321 60 001 0 31 0 00 | | White Board kits |
| HERNANDEZ OFFICE SOL | 99360 | 08/23/2019 | 82.81 | 199 E 11 6321 60 001 0 31 0 00 | | Ink |
| HERNANDEZ OFFICE SOL | 99360 | 08/23/2019 | 174.30 | 199 E 23 6399 00 001 0 99 0 00 | | Ink |
| HERNANDEZ OFFICE SOL | 99421 | 08/30/2019 | 973.50 | 199 E 11 6399 00 041 0 11 0 00 | | CHAIR |
| HERNANDEZ, VELSANA | 99139 | 08/02/2019 | 49.26 | 199 E 11 6399 00 001 9 22 0 00 | | copy paper |
| | | | | | | REIMBURSE PEER TUTOR STUDENT |
| | | | | | | FOR FINGERPRINTING SERVICE |
| | | | | | | FOR CLASSROOM SUBS |
| HIGGINS, MISTY | 99291 | 08/16/2019 | 18.00 | 199 E 13 6499 00 872 0 23 0 00 | | Misty Higgins .. Donuts from |
| | | | | | | Daylight Donuts for IEP |
| | | | | | | training @ WGEC on 8-08-19 |
| | | | | | | .. |
| HOLLIER, DEAN | 99422 | 08/30/2019 | 12,100.00 | 199 E 51 6318 22 936 0 99 0 00 | | HS-INSIDE FOOTBALL FIELD |
| | | | | | | COMPLEX ALONG TRACK BY EXIT |
| | | | | | | DOORS-POURING CONCRETE |
| HOME ELEVATOR OF TEX | 99423 | 08/30/2019 | 25,882.00 | 199 E 51 6299 00 936 0 99 0 00 | | Repair Groves Elementary |
| | | | | | | elevator |
| HOME ELEVATOR OF TEX | 99423 | 08/30/2019 | 945.00 | 199 E 51 6299 00 936 0 99 0 00 | | Repair Groves Elementary |
| | | | | | | elevator |
| HOME ELEVATOR OF TEX | 99423 | 08/30/2019 | 385.00 | 199 E 51 6299 00 936 0 99 0 00 | | GE-STATE INSPECTION ON SMALL |
| | | | | | | LIFT |
| HOME ELEVATOR OF TEX | 99498 | 08/30/2019 | 695.00 | 199 E 51 6299 00 936 0 99 0 00 | | GE-VERTICAL LIFT REPAIRS |
| HOUGHTON MIFFLIN COM | 99361 | 08/23/2019 | 1,804.00 | 199 E 11 6321 00 871 0 11 0 00 | | ELAR Adoption Materials for |
| | | | | | | 1st, 4th, and 6th Grades |
| HOUGHTON MIFFLIN COM | 99361 | 08/23/2019 | 7,100.00 | 199 E 11 6321 00 871 0 11 0 00 | | ELAR Adoption Materials for |
| | | | | | | 1st, 4th, and 6th Grades |
| HOUGHTON MIFFLIN HAR | 99140 | 08/02/2019 | 200.00 | 199 E 11 6399 00 871 0 11 0 00 | | Purchase of HMH Into Reading |
| | | | | | | K-5 TX 2020 for SPED and |
| | | | | | | Title Teachers |
| HOUGHTON MIFFLIN HAR | 99140 | 08/02/2019 | 10,990.65 | 199 E 11 6399 00 871 0 11 0 00 | | Purchase of HMH Into Reading |
| | | | | | | K-5 TX 2020 for SPED and |
| | | | | | | Title Teachers |
| HOUGHTON MIFFLIN HAR | 99140 | 08/02/2019 | 458,250.00 | 410 E 11 6321 00 999 0 11 0 00 | | ELAR Adoption K-8 |
| HOUGHTON MIFFLIN HAR | 99140 | 08/02/2019 | 213,503.40 | 410 E 11 6321 00 999 0 11 0 00 | | ELAR Adoption K-8 |
| HOUGHTON MIFFLIN HAR | 99214 | 08/09/2019 | 1,818.75 | 199 E 11 6399 00 871 0 11 0 00 | | Purchase of HMH Into Reading |
| | | | | | | K-5 TX 2020 for SPED and |
| | | | | | | Title Teachers |
| HOWELL, LALA | 99424 | 08/30/2019 | 140.00 | 199 E 36 6499 49 873 0 91 0 91 | | OFFICIATE VOLLEYBALL GAME ON |
| | | | | | | 8/7/19 |
| HOWELL, LALA | 99424 | 08/30/2019 | 15.00 | 199 E 36 6499 49 873 0 91 0 91 | | OFFICIATE VOLLEYBALL GAME ON |
| | | | | | | 8/7/19 |
| HUDSON, BETH | 99362 | 08/23/2019 | 450.00 | 224 E 11 6219 00 872 9 23 0 00 | | Beth Hudson, M.Ed, .. |
| | | | | | | In-Home Training services .. |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | | | | | | | | | | INVOICE | | | | | | | | | |
|----------------------|-------------|------------|------------|---------|---|----|------|----|-----|---|----|---|----|--|---------|-------------|--|--|--|--|--|--|--|--|
| | NUMBER | DATE | | NUMBER | | | | | | | | | | | | DESCRIPTION | | | | | | | | |
| HUNTON DISTRIBUTION | 99215 | 08/09/2019 | 360.02 | 199 | E | 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | July 29-31, 2019 HS-FIELD HOUSE-COACH'S OFFICE A/C REPAIRS | | | | | | | | | | |
| IMAGE MAKER 4U, INC. | 99292 | 08/16/2019 | 197.00 | 199 | E | 36 | 6399 | 20 | 873 | 0 | 91 | 0 | 91 | Football: locker inserts | | | | | | | | | | |
| INFINITY CONNECTIONS | 99293 | 08/16/2019 | 1,452.47 | 199 | E | 11 | 6249 | 00 | 874 | 0 | 11 | 0 | 00 | classroom set up | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | -10.96 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 0.00 | 863 | L | 00 | 2151 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | -10.96 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 11.10 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 0.00 | 863 | L | 00 | 2151 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 11.10 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 35,540.22 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 199,248.56 | 863 | L | 00 | 2151 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 9,376.49 | 863 | L | 00 | 2151 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 35,540.22 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 0.87 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 0.00 | 863 | L | 00 | 2151 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 0.87 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 14.44 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 60.46 | 863 | L | 00 | 2151 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERNAL REVENUE | 0 | 08/26/2019 | 14.44 | 863 | L | 00 | 2152 | 00 | 000 | 0 | 00 | 0 | 00 | Payroll accrual | | | | | | | | | | |
| INTERSTATE BATTERY O | 99425 | 08/30/2019 | 574.75 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | batteries for yellow fleet | | | | | | | | | | |
| INTERSTATE BATTERY O | 99425 | 08/30/2019 | 231.90 | 199 | E | 51 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | batteries for yellow fleet | | | | | | | | | | |
| INTERSTATE BATTERY O | 99425 | 08/30/2019 | 96.95 | 199 | E | 51 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | battery for #528 white fleet | | | | | | | | | | |
| INTERSTATE BILLING S | 99426 | 08/30/2019 | 143.74 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 23 | 0 | 00 | parts for bus fleet | | | | | | | | | | |
| INTERSTATE BILLING S | 99426 | 08/30/2019 | 5,165.88 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | parts for bus fleet | | | | | | | | | | |
| INTERSTATE BILLING S | 99426 | 08/30/2019 | 293.08 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | Parts for bus 87 and stock | | | | | | | | | | |
| INTERSTATE BILLING S | 99473 | 08/30/2019 | 935.00 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | Repairs on bus 112 | | | | | | | | | | |
| ISI COMMERCIAL REFRI | 99216 | 08/09/2019 | 14,370.00 | 240 | E | 35 | 6639 | 00 | 938 | 0 | 99 | 0 | 00 | convection oven gas - Taft cafeteria | | | | | | | | | | |
| JAM INDUSTRIES USA L | 99294 | 08/16/2019 | 293.50 | 499 | E | 11 | 6399 | 00 | 107 | 0 | 11 | 0 | 00 | MUSIC INSTRUMENTS - PTA DONATION - | | | | | | | | | | |
| JARRELL, MARY | 99217 | 08/09/2019 | 42.00 | 199 | E | 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | REIMBURSEMENT FOR NEW TEACHER IN-SERVICE BREAKFAST | | | | | | | | | | |
| JOHNSON CONTROLS | 99427 | 08/30/2019 | 3,842.00 | 199 | E | 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | HS-CATE BUILDING CHILLER #2 PARTS | | | | | | | | | | |
| JOHNSON CONTROLS | 99427 | 08/30/2019 | 537.46 | 199 | E | 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | HS-CATE BUILDING HVAC REPAIRS | | | | | | | | | | |
| JOHNSON CONTROLS | 99499 | 08/30/2019 | 832.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | HS-CATE BUILDING CHILLER #2 SERVICE REPAIR | | | | | | | | | | |
| JOHNSON CONTROLS | 99499 | 08/30/2019 | 3,236.27 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | GE-CAMPUS A/C REPAIRS | | | | | | | | | | |
| JOHNSON CONTROLS FIR | 99500 | 08/30/2019 | 443.10 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | VB-FIRE ALARM DEVICES | | | | | | | | | | |
| JOHNSON SUPPLY | 99428 | 08/30/2019 | 387.66 | 199 | E | 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | GE-HVAC REPAIRS-CHILLER PARTS | | | | | | | | | | |
| JOHNSON, DARREN | 99218 | 08/09/2019 | 283.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | HS AUDITORIUM REMODEL-CARPET INSTALL | | | | | | | | | | |
| JOHNSON, DARREN | 99218 | 08/09/2019 | 1,636.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | HS AUDITORIUM REMODEL-CARPET INSTALL | | | | | | | | | | |
| JOHNSON, NIKOLAY | 99219 | 08/09/2019 | 15.65 | 240 | R | 00 | 5751 | 00 | 001 | 0 | 00 | 0 | 00 | REIMBURSEMENT FOR CAFETERIA BALANCE | | | | | | | | | | |
| JOHNSON, NIKOLAY | 99219 | 08/09/2019 | 84.80 | 240 | R | 00 | 5751 | 00 | 042 | 0 | 00 | 0 | 00 | REIMBURSEMENT FOR CAFETERIA BALANCE | | | | | | | | | | |
| JOHNSON, NIKOLAY | 99219 | 08/09/2019 | 11.65 | 240 | R | 00 | 5751 | 00 | 102 | 0 | 00 | 0 | 00 | REIMBURSEMENT FOR CAFETERIA BALANCE | | | | | | | | | | |
| JOHNSON, NIKOLAY | 99219 | 08/09/2019 | 5.25 | 240 | R | 00 | 5751 | 00 | 107 | 0 | 00 | 0 | 00 | REIMBURSEMENT FOR CAFETERIA BALANCE | | | | | | | | | | |
| JOURDAN, CHERYL | 99220 | 08/09/2019 | 16.56 | 199 | E | 41 | 6499 | 00 | 701 | 0 | 99 | 0 | 00 | REIMBURSEMENT FOR REFRESHMENTS FOR SUB | | | | | | | | | | |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
|----------------------|-------------|------------|-----------|--------------------------------|--|
| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| JUNIOR LIBRARY GUILD | 99501 | 08/30/2019 | 1,308.70 | 199 E 12 6329 00 102 0 11 0 00 | ORIENTATION Book Subscripton |
| KADUCEUS HOLDINGS, I | 99221 | 08/09/2019 | 1,850.00 | 199 E 11 6399 00 870 0 22 0 00 | KADUCEUS PHARMACY TECHNICIAN (PT) EXECUTIVE PACKAGE PROGRAM |
| KARCZEWSKI BRADSHAW | 99222 | 08/09/2019 | 1,125.00 | 199 E 41 6211 09 701 0 99 0 00 | Legal Matters - March 2019 Invoice #13381 |
| KARCZEWSKI BRADSHAW | 99429 | 08/30/2019 | 2,058.38 | 199 E 41 6211 09 701 0 99 0 00 | Legal Matters - July 2019 Invoice #14262 |
| KOMMERCIAL KITCHENS | 99141 | 08/02/2019 | 10,965.00 | 240 E 35 6649 00 938 0 99 0 00 | heat holding/transport institutional cabinets, 2 @ GE cafeteria, 1 @ VB cafeteria |
| KONE INC | 99502 | 08/30/2019 | 1,510.47 | 199 E 51 6299 00 936 0 99 0 00 | BLANKET ACCOUNT |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 1,292.85 | 199 E 11 6269 00 001 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 71.43 | 199 E 11 6269 00 002 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 735.72 | 199 E 11 6269 00 041 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 735.72 | 199 E 11 6269 00 042 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 385.71 | 199 E 11 6269 00 101 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 385.71 | 199 E 11 6269 00 102 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 385.71 | 199 E 11 6269 00 103 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 385.71 | 199 E 11 6269 00 104 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 385.71 | 199 E 11 6269 00 105 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 385.71 | 199 E 11 6269 00 107 0 11 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 71.43 | 199 E 51 6269 00 936 0 99 0 00 | 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |

| VENDOR | CHECK | | ACCOUNT | | INVOICE DESCRIPTION |
|----------------------|--------|------------|---------|--------------------------------|--|
| | NUMBER | DATE | AMOUNT | NUMBER | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 85.72 | 240 E 35 6269 00 938 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 85.72 | 199 E 41 6269 00 701 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 164.28 | 199 E 13 6269 00 871 0 11 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 64.28 | 199 E 36 6269 00 873 0 91 0 91 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 107.15 | 199 E 41 6269 00 720 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 214.28 | 199 E 41 6269 00 750 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 041 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 042 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 101 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 102 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 103 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 104 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 105 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 23 6269 00 107 0 99 0 00 | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 6 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | INVOICE | DESCRIPTION |
|----------------------|--------|------------|--------|--------------------------------|--|--|-------------|
| | NUMBER | DATE | | NUMBER | | | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 71.43 | 199 E 13 6269 00 001 0 11 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 71.43 | 199 E 31 6269 00 001 0 99 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 78.58 | 199 E 34 6269 00 937 0 99 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 142.85 | 199 E 23 6269 00 001 0 99 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 121.43 | 199 E 13 6269 00 872 0 23 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 | |
| KYOCERA DOCUMENT SOL | 99224 | 08/09/2019 | 85.71 | 199 E 12 6269 00 041 0 11 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers 16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 | |
| LAMAR STATE COLLEGE | 99430 | 08/30/2019 | 175.00 | 199 E 34 6315 00 937 0 23 0 00 | | TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers Driving test preparation class & commercial driving examination | |
| LAMAR STATE COLLEGE | 99430 | 08/30/2019 | 175.00 | 199 E 34 6315 00 937 0 99 0 00 | | Driving test preparation class & commercial driving examination | |
| LEARNING WITHOUT TEA | 99296 | 08/16/2019 | 559.80 | 199 E 11 6399 00 111 0 32 0 00 | | PREK INSTRUCTIONAL SUPPLIES | |
| LEBLANC, MATTHEW | 99225 | 08/09/2019 | 450.36 | 199 E 36 6399 64 042 0 99 0 00 | | reimbursement for binders for band students | |
| LINA | 31818 | 08/23/2019 | 13.93 | 863 L 00 2159 00 000 0 00 0 00 | | Payroll accrual | |
| LOWE'S | 99226 | 08/09/2019 | 50.24 | 199 E 51 6317 00 936 0 99 0 00 | | PNE-BACKPACK HOOKS FOR CLASSROOMS | |
| LOWE'S | 99226 | 08/09/2019 | 198.55 | 199 E 51 6317 00 936 0 99 0 00 | | DW-6" ROLLING SCAFFOLD | |
| LOWE'S | 99226 | 08/09/2019 | 35.98 | 199 E 51 6317 00 936 0 99 0 00 | | RW-MATERIALS FOR INSTALLING FLOOR TILES AND MOVING WHITE BOARDS | |
| LOWE'S | 99226 | 08/09/2019 | 283.60 | 199 E 51 6317 00 936 0 99 0 00 | | RW-MATERIALS FOR INSTALLING FLOOR TILES AND MOVING WHITE BOARDS | |
| LOWE'S | 99504 | 08/30/2019 | 407.55 | 199 E 51 6317 18 936 0 99 0 00 | | REPAIRING RESIDENT'S FRONT DOOR-BROKEN BY LAWN MOWER NEAR PNMS | |
| LOWE'S | 99504 | 08/30/2019 | 21.82 | 199 E 51 6317 19 936 0 99 0 00 | | HS-AUDITORIUM REMODEL PARTS | |
| LOWE'S | 99504 | 08/30/2019 | 11.99 | 199 E 51 6317 19 936 0 99 0 00 | | HS-PARKING LOT LIGHTS | |
| LOWE'S | 99504 | 08/30/2019 | 21.38 | 199 E 51 6317 00 936 0 99 0 00 | | TAFT-SUPPLIES FOR DYLAN NOYOLA TO INSTALL CEILING TILES | |
| LOWE'S | 99504 | 08/30/2019 | 61.14 | 199 E 51 6317 18 936 0 99 0 00 | | PNMS-BUILDING AND INSTALLING BACKPACK HOOKS FOR CLASS ROOMS | |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | | | | INVOICE |
|----------------------|-------------|------------|-----------|--------------------------------|--|--|--|--|--|--|--|--|--|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | | | | DESCRIPTION |
| MARKET BASKET #17 | 99227 | 08/09/2019 | 54.90 | 199 E 13 6499 00 871 0 11 0 00 | | | | | | | | | Open Purchase Order for Meeting Supplies |
| MARKET BASKET #17 | 99297 | 08/16/2019 | 15.17 | 199 E 41 6499 00 701 0 99 0 00 | | | | | | | | | Refreshments for Staff Leadership Meeting (August 1, 2019) |
| MARKET BASKET #17 | 99297 | 08/16/2019 | 23.45 | 199 E 41 6499 00 702 0 99 0 00 | | | | | | | | | Refreshments for Board meeting (July 8, 2019) |
| MATERA PAPER COMPANY | 99142 | 08/02/2019 | 852.69 | 199 E 51 6316 00 001 0 99 0 00 | | | | | | | | | CUSTODIAL SUPPLIES |
| MATERA PAPER COMPANY | 99229 | 08/09/2019 | -437.82 | 199 E 51 6316 00 871 0 99 0 00 | | | | | | | | | WGEC-JANITORIAL SUPPLIES ** INVOICE H432617 ** |
| MATERA PAPER COMPANY | 99229 | 08/09/2019 | -87.54 | 199 E 51 6316 00 699 0 99 0 00 | | | | | | | | | PNE, WGEC-SUMMER SCHOOL CUSTODIAL SUPPLIES QUOTE QH17902 |
| MATERA PAPER COMPANY | 99229 | 08/09/2019 | 40.50 | 199 E 51 6316 00 103 0 99 0 00 | | | | | | | | | RW-CUSTODIAL SUPPLIES QUOTE QH18109 |
| MATERA PAPER COMPANY | 99229 | 08/09/2019 | 257.96 | 199 E 51 6316 00 102 0 99 0 00 | | | | | | | | | PNE-CUSTODIAL SUPPLIES QUOTE QH18264 |
| MATERA PAPER COMPANY | 99229 | 08/09/2019 | 163.14 | 199 E 51 6316 00 103 0 99 0 00 | | | | | | | | | RW-CUSTODIAL SUPPLIES QUOTE QH18343 |
| MATERA PAPER COMPANY | 99229 | 08/09/2019 | 1,138.14 | 199 E 51 6316 00 104 0 99 0 00 | | | | | | | | | TAFT-CUSTODIAL SUPPLIES QUOTE QH18579 |
| MATERA PAPER COMPANY | 99363 | 08/23/2019 | 9.62 | 199 E 51 6316 00 103 0 99 0 00 | | | | | | | | | RW, SUMMER SCHOOL-CUSTODIAL SUPPLIES QUOTE QH18847 |
| MATERA PAPER COMPANY | 99363 | 08/23/2019 | 274.58 | 199 E 51 6316 00 699 0 99 0 00 | | | | | | | | | RW, SUMMER SCHOOL-CUSTODIAL SUPPLIES QUOTE QH18847 |
| MATERA PAPER COMPANY | 99363 | 08/23/2019 | 44.52 | 199 E 51 6316 00 041 0 99 0 00 | | | | | | | | | Janitorial Supplies |
| MATERA PAPER COMPANY | 99363 | 08/23/2019 | -142.50 | 199 E 51 6316 00 041 0 99 0 00 | | | | | | | | | Janitorial Supplies for campus |
| MATERA PAPER COMPANY | 99432 | 08/30/2019 | 437.82 | 199 E 51 6316 00 871 0 99 0 00 | | | | | | | | | WGEC-JANITORIAL SUPPLIES ** INVOICE H432617 ** |
| MATERA PAPER COMPANY | 99432 | 08/30/2019 | 2,062.70 | 199 E 51 6639 00 936 0 99 0 00 | | | | | | | | | DW-MULTI-PURPOSE PRESSURE WASHER QUOTE QH17836 |
| MATERA PAPER COMPANY | 99432 | 08/30/2019 | 339.50 | 199 E 51 6316 00 104 0 99 0 00 | | | | | | | | | TAFT-CUSTODIAL SUPPLIES QUOTE QH18963 |
| MATERA PAPER COMPANY | 99432 | 08/30/2019 | 194.00 | 199 E 51 6316 00 105 0 99 0 00 | | | | | | | | | VB-CUSTODIAL SUPPLIES QUOTE QH18964 |
| MATERA PAPER COMPANY | 99432 | 08/30/2019 | 99.04 | 199 E 36 6499 48 873 0 91 0 91 | | | | | | | | | Misc: Bleach, laundry detergent |
| MATERA PAPER COMPANY | 99505 | 08/30/2019 | -13.40 | 199 E 51 6316 00 104 0 99 0 00 | | | | | | | | | TAFT/DW-JANITORIAL SUPPLIES |
| MATERA PAPER COMPANY | 99505 | 08/30/2019 | 13.40 | 199 E 51 6316 00 104 0 99 0 00 | | | | | | | | | TAFT/DW-JANITORIAL SUPPLIES |
| MATERA PAPER COMPANY | 99505 | 08/30/2019 | 1.17 | 199 E 51 6316 00 002 0 99 0 00 | | | | | | | | | ADMINISTRATION BUILDING-CUSTODIAL SUPPLIES QUOTE QH18962 |
| MATERA PAPER COMPANY | 99505 | 08/30/2019 | 483.83 | 199 E 51 6316 00 935 0 99 0 00 | | | | | | | | | ADMINISTRATION BUILDING-CUSTODIAL SUPPLIES QUOTE QH18962 |
| MEDIA SUPPORT GROUP, | 99143 | 08/02/2019 | 33,500.00 | 199 E 36 6639 00 873 0 91 0 91 | | | | | | | | | Gold video production package for Football field Jumbotron per quote dated 3/15/19 |
| MFAC, LLC | 99144 | 08/02/2019 | 4,112.50 | 199 E 36 6399 89 873 0 91 0 91 | | | | | | | | | vinyl pit cover |
| MIRE, DAVID | 99475 | 08/30/2019 | 145.00 | 199 E 36 6411 18 873 0 91 0 91 | | | | | | | | | Reimbursement for Registration/Entry Fee=\$145.00, THSCA Coaching School in Austin, TX on 7/21-23/19 |
| MORRELL, BRANDON | 99230 | 08/09/2019 | 55.00 | 199 E 34 6239 00 937 0 99 0 00 | | | | | | | | | To reimburse for 8 hour bus |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | INVOICE | DESCRIPTION |
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| | NUMBER | DATE | | NUMBER | | | |
| | | | | | | | certification class on 7/12/19 |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 18,531.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 268.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 2,345.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 1,550.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 2,145.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 50.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 2,179.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 1,585.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 1,975.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 650.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 210.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 500.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 1,750.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NATIONAL BENEFIT SER | 201800044 | 08/23/2019 | 300.00 | 863 L 00 2159 00 000 0 00 0 09 | | | Payroll accrual |
| NCS PEARSON, INC. | 99231 | 08/09/2019 | 614.24 | 199 E 11 6334 00 872 0 23 0 00 | | | Pearson .. Diagnosticians Testing Materials .. |
| NCS PEARSON, INC. | 99231 | 08/09/2019 | 263.96 | 199 E 11 6334 00 872 0 23 0 00 | | | Pearson Clinical .. SLP testing materials .. |
| NCS PEARSON, INC. | 99364 | 08/23/2019 | 1,350.00 | 199 E 11 6399 00 872 0 23 0 00 | | | Pearson Clinical Assessment .. Q-Global testing reports .. |
| NEW, NELSON | 99266 | 08/08/2019 | 100.00 | 199 R 00 5738 95 000 0 00 0 91 | | | Reimbursement for Indians Course-Lando New |
| NEW, NELSON | 99267 | 08/08/2019 | 25.00 | 199 R 00 5738 95 000 0 00 0 91 | | | Remainder of the Reimbursement for 2019 Indians Course-Lando New |
| NICHOLS, CLINT | 99433 | 08/30/2019 | 220.00 | 199 E 52 6219 02 877 0 99 0 00 | | | WORK SECURITY FOR PNG VS WESTBROOK |
| NOBLES, ROB | 99365 | 08/23/2019 | 44.00 | 199 E 51 6498 33 937 0 99 0 00 | | | REIMBURSEMENT FOR CDL RENEWAL |
| NORTH SHORE SUPPLY C | 99145 | 08/02/2019 | 50.00 | 199 E 11 6399 00 870 0 22 0 00 | | | NORTH SHORE STEEL PIPE FOR WELDING BOOTHS - GORDON |
| NUNNELLY, MELISSA | 99146 | 08/02/2019 | 1,060.00 | 240 A 00 1108 00 000 0 00 0 00 | | | STARTING CASH FOR CAMPUS CAFETERIAS |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -2.30 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -12.27 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -8.43 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 4.78 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 25.51 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 17.54 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -4.00 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -21.32 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -14.66 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 49.01 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 261.40 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 179.71 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 4.83 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 25.75 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 17.70 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 0.71 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 3.81 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 2.62 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 0.57 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 3.05 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 2.10 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |

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| | NUMBER | DATE | AMOUNT | NUMBER | | | DESCRIPTION |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 14.26 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 76.05 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 52.29 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -14.26 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -76.05 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -52.29 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 10.19 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 54.37 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 37.38 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 6.69 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 35.70 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 24.54 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 13.86 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 73.91 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 50.81 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 3.42 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 18.23 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 12.53 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 1.85 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 9.86 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 6.77 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 3.82 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 20.37 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 14.00 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 2.99 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 15.97 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | 10.98 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -3.82 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -20.37 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -14.00 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -90.94 | 199 E 34 6315 00 937 0 23 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -485.00 | 199 E 34 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99302 | 08/16/2019 | -333.44 | 199 E 51 6315 00 937 0 99 0 00 | | | Blanket PO |
| O'REILLY AUTO PARTS | 99506 | 08/30/2019 | 9.54 | 199 E 34 6315 00 937 0 99 0 00 | | | Hose splicer for bus fleet |
| OCCUPATIONAL MEDICAL | 99147 | 08/02/2019 | 650.00 | 199 E 34 6219 00 937 0 99 0 00 | | | DOT physicals for school year 2019-2020-Abel, Patrick/Billeaud, Tracie/Dixon, Sondra/Fondren, Mary Kissel, Alexandra/Louviere, Bobbi/Lovejoy, Lauren/Lowrance, Beverly/Sanford, Jacob/Segura, Kyler |
| OCCUPATIONAL MEDICAL | 99303 | 08/16/2019 | 910.00 | 199 E 34 6219 00 937 0 99 0 00 | | | DOT physicals for school year 2019-2020 Cxadi Angus/Blake Austin/Michael Ballew/Scott Carter Traci Cates/Melissa Euton/Collin Gizzi/David Kendrick Mona Phillips/Jeff Smith/Robert Smith/Dustin Templin Julie Tentrup/Tish Toups |
| OCCUPATIONAL MEDICAL | 99303 | 08/16/2019 | 0.00 | 199 E 34 6239 00 937 0 99 0 00 | | | DOT physicals for school year 2019-2020 Cxadi Angus/Blake Austin/Michael Ballew/Scott |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
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| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| | | | | | Carter Traci Cates/Melissa Euton/Collin Gizzi/David Kendrick Mona Phillips/Jeff Smith/Robert Smith/Dustin Templin Julie Tentrup/Tish Toups |
| OCCUPATIONAL MEDICAL | 99434 | 08/30/2019 | 130.00 | 199 E 34 6219 00 937 0 99 0 00 | DOT physicals-Jerry Honza/Lidia Johnson |
| OCCUPATIONAL MEDICAL | 99434 | 08/30/2019 | 65.00 | 199 E 34 6239 00 937 0 99 0 00 | DOT physical-Kyle Segura |
| OCCUPATIONAL MEDICAL | 99434 | 08/30/2019 | 65.00 | 199 E 34 6219 00 937 0 99 0 00 | DOT physical-Eugene May |
| ON THE RUN, INC | 99304 | 08/16/2019 | 112.39 | 199 E 36 6399 35 873 0 91 0 91 | Cross country: lights |
| ON THE RUN, INC | 99304 | 08/16/2019 | 112.38 | 199 E 36 6399 36 873 0 91 0 91 | Cross country: lights |
| PAX SUPPLY | 99068 | 08/01/2019 | -364.00 | 199 E 51 6317 00 936 0 99 0 00 | HS GYM-BLEACHER POWER ASSISTANT |
| PAX SUPPLY | 99068 | 08/01/2019 | -530.00 | 199 E 51 6317 16 936 0 99 0 00 | GE-HVAC CHILLER PARTS |
| PAX SUPPLY | 99068 | 08/01/2019 | -109.58 | 199 E 51 6317 16 936 0 99 0 00 | ALTERNATIVE CAMPUS-SUMP PUMPS |
| PAX SUPPLY | 99068 | 08/01/2019 | -54.79 | 199 E 51 6317 16 936 0 99 0 00 | ALTERNATIVE CAMPUS-HVAC REPAIRS |
| PAX SUPPLY | 99186 | 08/01/2019 | 530.00 | 199 E 51 6317 16 936 0 99 0 00 | GE-HVAC CHILLER PARTS |
| PAX SUPPLY | 99186 | 08/01/2019 | 109.58 | 199 E 51 6317 16 936 0 99 0 00 | ALTERNATIVE CAMPUS-SUMP PUMPS |
| PAX SUPPLY | 99186 | 08/01/2019 | 364.00 | 199 E 51 6317 00 936 0 99 0 00 | HS GYM-BLEACHER POWER ASSISTANT |
| PAX SUPPLY | 99232 | 08/09/2019 | 120.00 | 199 E 51 6317 16 936 0 99 0 00 | WC-PORTABLE BUILDING A/C REPAIRS |
| PAX SUPPLY | 99435 | 08/30/2019 | 75.65 | 199 E 34 6315 00 937 0 23 0 00 | Freon for white and yellow fleet |
| PAX SUPPLY | 99435 | 08/30/2019 | 73.43 | 199 E 34 6315 00 937 0 99 0 00 | Freon for white and yellow fleet |
| PAX SUPPLY | 99435 | 08/30/2019 | 73.42 | 199 E 51 6315 00 937 0 99 0 00 | Freon for white and yellow fleet |
| PEARSON EDUCATION | 99233 | 08/09/2019 | 3,329.10 | 199 E 11 6321 00 871 0 11 0 00 | Principles of Arts, Audio & Video - High School |
| PHELAN HEARING CENTE | 99305 | 08/16/2019 | 925.00 | 199 E 33 6399 00 999 0 99 0 99 | Audiometer for Woodcrest |
| PHELAN HEARING CENTE | 99305 | 08/16/2019 | 765.00 | 199 E 33 6299 00 999 0 99 0 99 | Annual calibration of district audiometerse |
| PHILPOTT MOTORS LTD | 99436 | 08/30/2019 | 569.20 | 199 E 51 6315 00 937 0 99 0 00 | Fuel sending unit for #110 |
| PIPPIN, TYLER | 99148 | 08/02/2019 | 49.26 | 244 E 11 6399 00 001 9 22 0 00 | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS |
| PNGISD - VERIZON REI | 31810 | 08/23/2019 | 1,139.70 | 863 L 00 2159 48 000 0 00 0 00 | Payroll accrual |
| PORT ARTHUR, CITY OF | 99234 | 08/09/2019 | 732.65 | 199 E 51 6259 10 936 0 99 0 00 | Water Utilities, Acct. #51951-89776, 6/7/19-7/9/19 |
| PORT ARTHUR, CITY OF | 99507 | 08/30/2019 | 732.65 | 199 E 51 6259 10 936 0 99 0 00 | Water Utilities, Acct. #51951-89776, 7/9/19-8/9/19 |
| PORT NECHES MIDDLE S | 99236 | 08/09/2019 | 190.96 | 199 E 11 6399 00 042 0 11 0 00 | reimbursement for beginning of year mail outs to student |
| PORT NECHES MIDDLE S | 99437 | 08/30/2019 | 30.00 | 199 E 13 6411 00 042 0 11 0 00 | reimbursement for Unlicensed Diabetic Care Training for Mire |
| PORT NECHES, CITY OF | 99235 | 08/09/2019 | 1,617.76 | 199 E 51 6259 10 936 0 99 0 00 | WATER UTILITIES, 06/14/19-07/15/19 |
| PORT NECHES, CITY OF | 99306 | 08/16/2019 | 527.28 | 199 E 51 6259 10 936 0 99 0 00 | WATER UTILITIES, 06/24/19-07/24/19 |
| PORT NECHES, CITY OF | 99366 | 08/23/2019 | 236.12 | 199 E 51 6259 10 936 0 99 0 00 | WATER UTILITIES, 07/05/19-08/04/19 |
| PORT NECHES, CITY OF | 99508 | 08/30/2019 | 1,799.07 | 199 E 51 6259 10 936 0 99 0 00 | WATER UTILITIES, |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | INVOICE | DESCRIPTION |
|----------------------|--------|------------|----------|--------------------------------|--|---------|--|
| | NUMBER | DATE | | NUMBER | | | |
| | | | | | | | 07/15/19-08/14/19 |
| PORT NECHES-GROVES I | 31811 | 08/23/2019 | 29.87 | 863 L 00 2159 00 000 0 00 0 00 | | | Payroll accrual |
| PORT NECHES-GROVES I | 99438 | 08/30/2019 | 1,621.65 | 199 E 41 6499 00 702 0 99 0 00 | | | 2019 Convocation breakfast |
| POWELL, YOUNGBLOOD & | 99237 | 08/09/2019 | 2,593.50 | 199 E 41 6211 09 701 0 99 0 00 | | | legal services for June, 2019 (invoice #561) |
| POWELL, YOUNGBLOOD & | 99237 | 08/09/2019 | 3,273.50 | 199 E 41 6211 09 701 0 99 0 00 | | | legal services for June 2019 (invoice #560) Special Education |
| POWELL, YOUNGBLOOD & | 99439 | 08/30/2019 | 7,502.78 | 199 E 41 6211 09 701 0 99 0 00 | | | legal services for July 2019 (invoice #696) Special Education |
| POWELL, YOUNGBLOOD & | 99439 | 08/30/2019 | 3,891.00 | 199 E 41 6211 09 701 0 99 0 00 | | | legal services for July 2019 (invoice #697) General Matters |
| PRIDGEN, JONATHAN | 99194 | 08/07/2019 | 143.16 | 199 E 36 6411 64 041 0 99 0 00 | | | Reimbursement for hotel=\$143.16, Texas Band Masters in San Antonio, TX on 7/24-27/19 |
| PRO-ED, INC. | 99440 | 08/30/2019 | 38.50 | 199 E 11 6399 00 872 0 23 0 00 | | | Pro-Ed, Inc .. Diagnosticians' Student Testing Materials .. HS |
| PURCHASE POWER / PIT | 99307 | 08/16/2019 | 1,020.99 | 199 E 41 6399 26 750 0 99 0 00 | | | POSTAGE - Refill Postage Meter 07/29/19 |
| QUILL LLC | 99149 | 08/02/2019 | 152.70 | 199 E 34 6399 00 937 0 99 0 00 | | | Office supplies |
| QUILL LLC | 99308 | 08/16/2019 | 124.72 | 199 E 11 6399 00 042 0 11 0 00 | | | school supplies |
| QUILL LLC | 99367 | 08/23/2019 | 37.66 | 199 E 11 6399 00 042 0 11 0 00 | | | ink for secretary's printer |
| QUILL LLC | 99367 | 08/23/2019 | 190.00 | 199 E 23 6399 00 042 0 99 0 00 | | | ink for secretary's printer |
| QUILL LLC | 99441 | 08/30/2019 | 136.31 | 199 E 34 6399 00 937 0 99 0 00 | | | Office supplies |
| R C SERVICES | 99442 | 08/30/2019 | 297.20 | 199 E 51 6639 00 936 0 99 0 00 | | | HS AUDITORIUM-INSTALLING SOUND PANELS |
| R C SERVICES | 99442 | 08/30/2019 | 90.93 | 199 E 51 6317 18 936 0 99 0 00 | | | GE-DRILL BITS |
| RAMSHUR, STEPHANIE | 99368 | 08/23/2019 | 451.26 | 199 E 13 6419 10 872 0 23 0 00 | | | Stephanie Ramshur .. Travel expense to Bayes Achievement Center to visit Ryan Ramshur .. June-August 2019 .. |
| RATCLIFF, GRAESON | 99150 | 08/02/2019 | 48.25 | 244 E 11 6399 00 001 9 22 0 00 | | | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS |
| REALLY GOOD STUFF | 99309 | 08/16/2019 | 345.52 | 199 E 11 6399 00 103 0 11 0 00 | | | CLASSROOM PRIVACY SHIELDS |
| REGION 5 ESC | 99154 | 08/02/2019 | 100.00 | 199 E 41 6419 00 702 0 99 0 00 | | | Region 5 ESC School Board Conference |
| REGION 5 ESC | 99154 | 08/02/2019 | 65.00 | 199 E 11 6321 60 001 0 31 0 00 | | | Workshop-Werkheiser/Holmes |
| REGION 5 ESC | 99154 | 08/02/2019 | 65.00 | 199 E 11 6321 60 001 0 31 0 00 | | | Workshop-Werkheiser/Holmes |
| REGION 5 ESC | 99154 | 08/02/2019 | 55.00 | 199 E 34 6239 00 937 0 99 0 00 | | | Register David Kendrick, new coach for 2019-20 school year for 8 hour bus recertification on July 12, 2019 WS #263853 Register-Taylor Harvill & Jessi Farmer-New coaches 2019-20 school year for 20 hour bus certification WS #263855 on July 29, 30, 31, 2019 |
| REGION 5 ESC | 99154 | 08/02/2019 | 55.00 | 199 E 34 6239 00 937 0 99 0 00 | | | 8 hour bus recertification class-June 11, 2019-#263063 |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | INVOICE |
|--------------|-------------|------------|---------|--------------------------------|--|--|--|--|--|--|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | DESCRIPTION |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 55.00 | 199 E 34 6239 00 937 0 99 0 00 | | | | | | 8 hour bus certification class #270414-Brian Richardson-August 3, 2019 |
| REGION 5 ESC | 99325 | 08/16/2019 | 675.00 | 199 E 13 6411 00 042 0 11 0 00 | | | | | | Dyslexia workshop for Nina Jones |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | | | | | | Summer workshop, all employees |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | INVOICE DESCRIPTION |
|--------------|--------|------------|--------|--------------------------------|--|---------------------|
| | NUMBER | DATE | | NUMBER | | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 30.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 20.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 20.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | employees Summer workshop, all employees | |
| REGION 5 ESC | 99325 | 08/16/2019 | 105.00 | 199 E 34 6239 00 937 0 99 0 00 | Register David Kendrick, new coach for 2019-20 school year for 8 hour bus recertification on July 12, 2019 WS #263853 Register-Taylor Harvill & Jessi Farmer-New coaches 2019-20 school year for 20 hour bus certification WS #263855 on July 29, 30, 31, 2019 | |
| REGION 5 ESC | 99325 | 08/16/2019 | 105.00 | 199 E 34 6239 00 937 0 99 0 00 | Register David Kendrick, new coach for 2019-20 school year for 8 hour bus recertification on July 12, 2019 WS #263853 Register-Taylor Harvill & Jessi Farmer-New coaches 2019-20 school year for 20 hour bus certification WS #263855 on July 29, 30, 31, 2019 | |
| REGION 5 ESC | 99325 | 08/16/2019 | 105.00 | 199 E 34 6239 00 937 0 99 0 00 | 8 hour bus recertification | |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
|----------------------|-------------|------------|----------|--------------------------------|--|
| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| REGION 5 ESC | 99325 | 08/16/2019 | 105.00 | 199 E 34 6239 00 937 0 99 0 00 | class-June 11, 2019-WS #263063 Scott Carter/Ashley Corcoran/Becky Hebert 20 hour bus certification-July 29, 30, 31, 2019-Aaron Easley |
| REGION 5 ESC | 99325 | 08/16/2019 | 105.00 | 199 E 34 6239 00 937 0 99 0 00 | RegisterRegan Mayfield-new coach for 2019-20/20 hour bus certification class #263855 on July 29, 30, 31, 2019 |
| REGION 5 ESC | 99371 | 08/23/2019 | 10.00 | 240 E 35 6411 00 938 0 99 0 00 | Summer workshop, all employees |
| REGION 5 ESC | 99371 | 08/23/2019 | 15.00 | 240 E 35 6411 00 938 0 99 0 00 | Summer workshop, all employees |
| REGION 5 ESC | 99371 | 08/23/2019 | 60.00 | 240 E 35 6411 00 938 0 99 0 00 | Summer workshop, all employees |
| REGION 5 ESC | 99371 | 08/23/2019 | 50.00 | 199 E 13 6411 00 872 0 23 0 00 | Region 5 #257397 .. Evaluation Kickoff with Dr. Gail Cheramie .. |
| REGION 5 ESC | 99371 | 08/23/2019 | 50.00 | 199 E 13 6411 00 872 0 23 0 00 | Region 5 #257397 .. Evaluation Kickoff with Dr. Gail Cheramie .. |
| REGION 5 ESC | 99371 | 08/23/2019 | 50.00 | 199 E 13 6411 00 872 0 23 0 00 | Region 5 #257397 .. Evaluation Kickoff with Dr. Gail Cheramie .. |
| REGION 5 ESC | 99371 | 08/23/2019 | 50.00 | 199 E 13 6411 00 872 0 23 0 00 | Region 5 #257397 .. Evaluation Kickoff with Dr. Gail Cheramie .. |
| REGION 5 ESC | 99371 | 08/23/2019 | 50.00 | 199 E 13 6411 00 872 0 23 0 00 | Region 5 #257397 .. Evaluation Kickoff with Dr. Gail Cheramie .. |
| REGION 5 ESC | 99371 | 08/23/2019 | 50.00 | 199 E 13 6411 00 872 0 23 0 00 | Region 5 #257397 .. Evaluation Kickoff with Dr. Gail Cheramie .. |
| REGION IV EDUCATION | 99151 | 08/02/2019 | 35.00 | 199 E 11 6399 00 103 0 11 0 00 | KINDERGARTEN INCLUSION CONFERENCE |
| REGION IV EDUCATION | 99151 | 08/02/2019 | 70.00 | 199 E 11 6399 00 103 0 11 0 00 | REGISTRATION--STEPHANIE COLE EARLY CHILDHOOD INCLUSION CONFERENCE REGISTRATION--MARY MURDOCK & BRENDA HOLMES |
| REGION VII ESC | 99155 | 08/02/2019 | 250.00 | 199 E 13 6411 00 041 0 11 0 00 | Bard & Breakfast Educator Workshop 2019 - Victoria LeBlanc |
| REPUBLIC SERVICES #8 | 99372 | 08/23/2019 | 350.75 | 199 E 51 6299 00 936 0 99 0 00 | ARMORY-40 YD. DUMPSTER |
| RESPONSIVE LEARNING, | 99241 | 08/09/2019 | 2,415.00 | 199 E 13 6299 00 871 0 11 0 00 | Training Session For 2019-2020 New Teachers on T-TESS Cube |
| REYNOLDS UNIFORMS | 99373 | 08/23/2019 | 3,637.50 | 199 E 36 6399 00 001 0 99 0 00 | INDIANETTE UNIFORMS |
| REYNOLDS UNIFORMS | 99373 | 08/23/2019 | 4,365.00 | 199 E 36 6399 00 001 0 99 0 00 | INDIANETTE UNIFORMS |
| REYNOLDS UNIFORMS | 99373 | 08/23/2019 | 136.00 | 199 E 36 6399 00 001 0 99 0 00 | INDIANETTE UNIFORMS |
| RIDDELL/ALL AMERICAN | 99374 | 08/23/2019 | 1,069.62 | 199 E 36 6399 89 873 0 91 0 91 | football helmet decals |
| RILEY, ROBERT | 99443 | 08/30/2019 | 320.00 | 199 E 52 6219 01 877 0 99 0 00 | SRO ON 8/23/19 |
| RITTER LUMBER | 99156 | 08/02/2019 | 23.37 | 199 E 11 6399 00 870 0 22 0 00 | RITTER LUMBER ORDER FOR BUILDING WELDING BOOTHS - GORDON |
| RITTER LUMBER | 99242 | 08/09/2019 | 18.48 | 199 E 51 6317 00 936 0 99 0 00 | WC-GUTTER REPAIRS FOR |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | | | | | | | INVOICE | | |
|----------------------|--------|------------|----------|---------|---|----|------|----|-----|---|----|---------|-------------|--|
| | NUMBER | DATE | | NUMBER | | | | | | | | | DESCRIPTION | |
| RITTER LUMBER | 99242 | 08/09/2019 | 57.94 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | PORTABLE BUILDINGS |
| RITTER LUMBER | 99242 | 08/09/2019 | 9.28 | 199 | E | 51 | 6317 | 18 | 936 | 0 | 99 | 0 | 00 | HS-MATERIALS TO MARK BAND FIELDS |
| RITTER LUMBER | 99375 | 08/23/2019 | 79.83 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | GE-CABINET DOOR REPAIR FOR LIFE SKILLS ROOM |
| RITTER LUMBER | 99375 | 08/23/2019 | 364.16 | 199 | E | 51 | 6498 | 34 | 936 | 0 | 99 | 0 | 00 | WC-PAINT FOR SWINGS HS AUDITORIUM-BRACKETS |
| RITTER LUMBER | 99375 | 08/23/2019 | 195.84 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | DW-PEST CONTROL REPELENTS AND SUPPLIES |
| RITTER LUMBER | 99444 | 08/30/2019 | 6.99 | 199 | E | 51 | 6317 | 19 | 936 | 0 | 99 | 0 | 00 | MD-BATTERIES FOR DISTRICT WIDE USE |
| RITTER LUMBER | 99444 | 08/30/2019 | 33.20 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | ALT-PHONE WIRE REPAIRS |
| RITTER LUMBER | 99444 | 08/30/2019 | 33.78 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | WC-INSTALLING SPED PLAYGROUND EQUIPMENT` |
| RITTER LUMBER | 99509 | 08/30/2019 | 22.98 | 199 | E | 51 | 6317 | 18 | 936 | 0 | 99 | 0 | 00 | PNMS-GUTTERS FOR SKILLS FOR LIVING BUILDING |
| RIVERSIDE INSIGHTS | 99326 | 08/16/2019 | 299.28 | 199 | E | 11 | 6334 | 00 | 872 | 0 | 23 | 0 | 00 | WC-NEW FASCIA FOR PORTABLE BUILDING |
| ROBERT BOSCH TOOL CO | 99157 | 08/02/2019 | 59.99 | 199 | E | 11 | 6399 | 00 | 870 | 0 | 22 | 0 | 00 | Houghton Mifflin Harcourt .. Diagnosticians Testing Materials .. |
| ROBINSON, ASHLEN | 99158 | 08/02/2019 | 49.26 | 244 | E | 11 | 6399 | 00 | 001 | 9 | 22 | 0 | 00 | 3D PRINTER PART - BOUCHER |
| ROCCAFORTE, JULIE | 99445 | 08/30/2019 | 52.00 | 199 | E | 36 | 6499 | 49 | 873 | 0 | 91 | 0 | 91 | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS |
| ROESSLER EQUIPMENT C | 99243 | 08/09/2019 | 465.00 | 199 | E | 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | SCORER FOR VOLLEYBALL GAME ON 8/7/19 |
| ROTARY CLUB | 99244 | 08/09/2019 | 240.00 | 199 | E | 41 | 6495 | 00 | 701 | 0 | 99 | 0 | 00 | PNE-ROOM #509-A/C REPAIRS |
| RUSH BUS CENTER - DA | 99446 | 08/30/2019 | 935.00 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | Quarterly Rotary Dues for 7/1/19 - 9/30/19 (Mike Gonzales) |
| RUSH BUS CENTER - DA | 99446 | 08/29/2019 | -935.00 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | Repairs on bus 112 |
| RYDIN DECAL | 99159 | 08/02/2019 | 917.50 | 199 | E | 52 | 6399 | 00 | 877 | 0 | 99 | 0 | 00 | Repairs on bus 112 |
| S & S SPRINKLER COMP | 99245 | 08/09/2019 | 4,005.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | parking tags |
| S & S SPRINKLER COMP | 99447 | 08/30/2019 | 260.00 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | BLANKET ACCOUNT |
| S & S SPRINKLER COMP | 99447 | 08/30/2019 | 70.66 | 199 | E | 51 | 6639 | 00 | 936 | 0 | 99 | 0 | 00 | PNE-SPARE SMOKE DETECTORS |
| SAFETY KLEEN SYSTEMS | 99448 | 08/30/2019 | 236.54 | 199 | E | 11 | 6249 | 00 | 870 | 0 | 22 | 0 | 00 | VB-BATTERIES FOR FIRE PANEL |
| SAFETY-KLEEN | 99160 | 08/02/2019 | 88.56 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 23 | 0 | 00 | BLANKET PO FOR MAINTENANCE |
| SAFETY-KLEEN | 99160 | 08/02/2019 | 88.56 | 199 | E | 34 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | AUTO SHOP JOHN GUERRERO |
| SAFETY-KLEEN | 99160 | 08/02/2019 | 91.25 | 199 | E | 51 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | SAFETY KLEEN |
| SAMARITANS COUNSELIN | 99376 | 08/23/2019 | 800.00 | 289 | E | 31 | 6219 | 01 | 871 | 8 | 11 | 0 | 00 | Service parts washer |
| SAMARITANS COUNSELIN | 99449 | 08/30/2019 | 500.00 | 199 | E | 13 | 6411 | 00 | 101 | 0 | 11 | 0 | 00 | Service parts washer |
| SANCHEZ, SABRINA | 99510 | 08/30/2019 | 140.00 | 199 | E | 36 | 6499 | 49 | 873 | 0 | 91 | 0 | 91 | Service parts washer |
| SANCHEZ, SABRINA | 99510 | 08/30/2019 | 15.00 | 199 | E | 36 | 6499 | 49 | 873 | 0 | 91 | 0 | 91 | Samaritan Counseling for July/August |
| SANFORD, JACOB | 99476 | 08/30/2019 | 76.00 | 199 | E | 36 | 6411 | 18 | 873 | 0 | 91 | 0 | 91 | Professional Development for Groves Elem. |
| SANITARY SUPPLY CO, | 99246 | 08/09/2019 | 360.93 | 199 | E | 51 | 6639 | 00 | 936 | 0 | 99 | 0 | 00 | OFFICIATE VOLLEYBALL GAME ON 8/13/19 PNG VS GALVESTON BALL |
| | | | | | | | | | | | | | | OFFICIATE VOLLEYBALL GAME ON 8/13/19 PNG VS GALVESTON BALL |
| | | | | | | | | | | | | | | Reimbursement for Parking=\$76.00, THSCA Coaching School in Austin, TX on 7/21-23/19 |
| | | | | | | | | | | | | | | PNE-NEW VACUUM CLEANER |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | INVOICE |
|----------------------|-------------|------------|----------|--------------------------------|--|--|--|--|--|--|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | DESCRIPTION |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 132.19 | 240 E 35 6342 00 001 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 34.65 | 240 E 35 6342 00 042 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 84.13 | 240 E 35 6342 00 001 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 22.06 | 240 E 35 6342 00 042 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 69.55 | 240 E 35 6342 00 001 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 18.24 | 240 E 35 6342 00 042 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 44.34 | 240 E 35 6342 00 001 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 11.62 | 240 E 35 6342 00 042 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 360.93 | 199 E 51 6639 00 936 0 99 0 00 | | | | | | GMS-NEW VACUUM CLEANER |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 4.65 | 240 E 35 6342 00 001 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SANITARY SUPPLY CO, | 99451 | 08/30/2019 | 1.22 | 240 E 35 6342 00 042 0 99 0 00 | | | | | | non food purchases, August 2019 |
| SCHINDLER ELEVATOR C | 99247 | 08/09/2019 | 3,489.12 | 199 E 51 6299 00 936 0 99 0 00 | | | | | | BLANKET ACCOUNT |
| SCHOOL MATE | 99248 | 08/09/2019 | 1,423.75 | 199 E 11 6399 00 102 0 11 0 00 | | | | | | AGENDA BOOKS |
| SEBCO BOOKS | 99161 | 08/02/2019 | 135.60 | 199 E 11 6325 00 042 0 25 0 00 | | | | | | Award Winners |
| SEBCO BOOKS | 99161 | 08/02/2019 | 38.54 | 199 E 11 6325 00 042 0 11 0 00 | | | | | | Fiction |
| SEBCO BOOKS | 99452 | 08/30/2019 | 175.41 | 199 E 12 6399 00 102 0 11 0 00 | | | | | | Fiction |
| SECURITY BENEFIT LIF | 31812 | 08/23/2019 | 4,514.33 | 863 L 00 2159 00 000 0 00 0 09 | | | | | | Payroll accrual |
| SELMAN, PEGGY | 99327 | 08/16/2019 | 17.00 | 199 E 11 6399 60 001 0 31 0 00 | | | | | | Reimburse Donuts for meetings |
| SETZER HARDWARE | 99377 | 08/23/2019 | 8.54 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | MD-WELDING SHOP SUPPLIES |
| SETZER HARDWARE | 99377 | 08/23/2019 | 12.04 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | GMS-LOCKER ROOM-MOSQUITO SPRAY |
| SHERWIN WILLIAMS CO | 99250 | 08/09/2019 | 85.21 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | HS-FIELD HOUSE-COACH'S OFFICE-PAINT & SUPPLIES |
| SHERWIN WILLIAMS CO | 99250 | 08/09/2019 | 567.80 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | HS FIELD HOUSE-PAINT AND SUPPLIES |
| SHERWIN WILLIAMS CO | 99250 | 08/09/2019 | 258.57 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | VB-PAINT FOR METAL BEAMS IN FRONT OF CAMPUS |
| SHERWIN WILLIAMS CO | 99250 | 08/09/2019 | 42.04 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | HS FIELD HOUSE PAINT & SUPPLIES |
| SHERWIN WILLIAMS CO | 99250 | 08/09/2019 | 98.27 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | HS FIELD HOUSE-PAINT & SUPPLIES |
| SHERWIN WILLIAMS CO | 99378 | 08/23/2019 | 65.38 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | GMS-PAINT AND SUPPLIES |
| SHERWIN WILLIAMS CO | 99378 | 08/23/2019 | 54.71 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | WC PLAYGROUND-PAINT FOR SWING SET FRAME |
| SHERWIN WILLIAMS CO | 99453 | 08/30/2019 | 250.91 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | HS-ROOM #1315 & AUDITORIUM GRILLS-PAINT AND SUPPLIES |
| SHERWIN WILLIAMS CO | 99453 | 08/30/2019 | 51.15 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | HS-ROOM #1315 & AUDITORIUM GRILLS-PAINT AND SUPPLIES |
| SHERWIN WILLIAMS CO | 99453 | 08/30/2019 | 131.23 | 199 E 51 6317 00 936 0 99 0 00 | | | | | | ALTERNATIVE CAMPUS-PRIMER FOR JAMES BOURQUE |
| SIAU, TISH | 99162 | 08/02/2019 | 65.53 | 199 E 13 6411 00 870 0 22 0 00 | | | | | | REIMBURSE TISH SIAU FOR HOTEL, GAS, FOOD EXPENSES FOR TEACHER CONFERENCE (SPLIT BETWEEN PERKINS AND LOCAL) |
| SIAU, TISH | 99162 | 08/02/2019 | 121.34 | 244 E 13 6411 00 001 9 22 0 00 | | | | | | REIMBURSE TISH SIAU FOR HOTEL, GAS, FOOD EXPENSES FOR |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | INVOICE DESCRIPTION |
|----------------------|-------------|------------|----------|--------------------------------|--|---|
| | NUMBER | DATE | | NUMBER | | |
| SIERRA SPRING WATER | 99163 | 08/02/2019 | 44.50 | 199 E 41 6399 25 750 0 99 0 00 | | TEACHER CONFERENCE (SPLIT BETWEEN PERKINS AND LOCAL) Water Service-Open PO |
| SIERRA SPRING WATER | 99454 | 08/30/2019 | 44.47 | 199 E 41 6399 25 750 0 99 0 00 | | Water Service-Open PO |
| SIGN DOCTOR, INC. | 99251 | 08/09/2019 | 450.00 | 199 E 51 6639 00 936 0 99 0 00 | | ALTERNATIVE CAMPUS-CRANE TO TAKE DOWN BEAM |
| SIMON, COURTNEY | 99455 | 08/30/2019 | 2,443.00 | 199 E 11 6219 21 872 0 23 0 00 | | Courtney Simon, OTR .. OT billing for student services .. 8/12/19-8/23/19 |
| SIMS, GREGORY | 99164 | 08/02/2019 | 133.14 | 199 E 23 6411 00 041 0 99 0 00 | | Parking paid by Greg Sims while attending the Law Conference in Austin, Tx. 6/13/19 |
| SIMS, GREGORY | 99164 | 08/01/2019 | -133.14 | 199 E 23 6411 00 041 0 99 0 00 | | Parking paid by Greg Sims while attending the Law Conference in Austin, Tx. 6/13/19 |
| SIMS, GREGORY | 99188 | 08/01/2019 | 123.11 | 199 E 23 6411 00 041 0 99 0 00 | | Parking paid by Greg Sims while attending the Law Conference in Austin, Tx. 6/13/19 |
| SIMS, GREGORY | 99270 | 08/14/2019 | 49.45 | 199 E 23 6411 00 041 0 99 0 00 | | Reimbursement for Gas=\$49.45, TASSP Summer Workshop/Legal Digest in Austin, TX on 6/10-14/19 |
| SKINNER, KARA | 99456 | 08/30/2019 | 52.00 | 199 E 36 6499 49 873 0 91 0 91 | | SCORER FOR VOLLEYBALL GAME ON 8/7/19 |
| SMART'S TRUCK & TRAI | 99165 | 08/02/2019 | 320.74 | 199 E 34 6315 00 937 0 23 0 00 | | Bus parts |
| SMART'S TRUCK & TRAI | 99457 | 08/30/2019 | 19.28 | 199 E 34 6315 00 937 0 23 0 00 | | parts for bus 41 |
| SMART'S TRUCK & TRAI | 99457 | 08/30/2019 | 12.16 | 199 E 51 6315 00 937 0 99 0 00 | | part for white fleet |
| SMITH, CHRIS | 99477 | 08/30/2019 | 106.00 | 199 E 36 6411 18 873 0 91 0 91 | | Meals=\$106.00, THSCA Coaching School in Austin, TX on 7/21-23/19 |
| SMITH, CHRISTIAN | 98947 | 08/30/2019 | -106.00 | 199 E 36 6411 18 873 0 91 0 91 | | Meals=\$106.00, THSCA Coaching School in Austin, TX on 7/21-23/19 |
| SMITH, HEITH | 99458 | 08/30/2019 | 640.00 | 199 E 52 6219 01 877 0 99 0 00 | | SRO ON 8/20 AND 8/22/19 |
| SOUTHEAST TEXAS STAR | 99252 | 08/09/2019 | 63.17 | 199 E 36 6249 07 873 0 91 0 91 | | golf cart charger repair |
| SPECIALIZED ASSESME | 99328 | 08/16/2019 | 340.00 | 224 E 11 6219 00 872 9 23 0 00 | | Specialized Assessment & Consulting .. Speech Therapy Eval requested..cancelled..but not notified.. |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 438.98 | 199 E 34 6311 00 937 0 23 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 2,048.59 | 199 E 34 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 438.99 | 199 E 51 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 506.06 | 199 E 34 6311 00 937 0 23 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 2,361.62 | 199 E 34 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 506.06 | 199 E 51 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 496.43 | 199 E 34 6311 00 937 0 23 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 2,316.69 | 199 E 34 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 496.44 | 199 E 51 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 912.54 | 199 E 34 6311 00 937 0 23 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 4,258.52 | 199 E 34 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 912.54 | 199 E 51 6311 00 937 0 99 0 00 | | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 629.97 | 199 E 34 6311 00 937 0 23 0 00 | | Gasoline & diesel fuel |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | | | | | | | | | INVOICE |
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| | NUMBER | DATE | | NUMBER | | | | | | | | | | |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 2,939.86 | 199 | E | 34 | 6311 | 00 | 937 | 0 | 99 | 0 | 00 | Gasoline & diesel fuel |
| SPIDLE & SPIDLE, INC | 99460 | 08/30/2019 | 629.97 | 199 | E | 51 | 6311 | 00 | 937 | 0 | 99 | 0 | 00 | Gasoline & diesel fuel |
| STAR2STAR COMMUNICAT | 99380 | 08/23/2019 | 789.35 | 199 | E | 51 | 6259 | 11 | 936 | 0 | 99 | 0 | 00 | FIBER OPTIC/COMMUNICATION SERVICES HIGH SCHOOL FROM 08/16-09/15/19 PNMS FROM 08/13-09/12/19 GMS FROM 08/11-09/10/19 |
| STAR2STAR COMMUNICAT | 99380 | 08/23/2019 | 300.95 | 199 | E | 51 | 6259 | 11 | 936 | 0 | 99 | 0 | 00 | FIBER OPTIC/COMMUNICATION SERVICES HIGH SCHOOL FROM 08/16-09/15/19 PNMS FROM 08/13-09/12/19 GMS FROM 08/11-09/10/19 |
| STAR2STAR COMMUNICAT | 99380 | 08/23/2019 | 493.55 | 199 | E | 51 | 6259 | 11 | 936 | 0 | 99 | 0 | 00 | FIBER OPTIC/COMMUNICATION SERVICES HIGH SCHOOL FROM 08/16-09/15/19 PNMS FROM 08/13-09/12/19 GMS FROM 08/11-09/10/19 |
| STILLEY ENTERPRISES, | 99253 | 08/09/2019 | 5,918.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | HS AUDITORIUM-PAINTING WALLS |
| STILLEY ENTERPRISES, | 99253 | 08/09/2019 | 280.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | HS AUDITORIUM REMODEL-PAINTING WALLS |
| SUPERIOR LAWN MAINTEN | 99511 | 08/30/2019 | 6,180.00 | 199 | E | 51 | 6299 | 00 | 936 | 0 | 99 | 0 | 00 | VB, PNE, PNMS, GMS-AUGUST LAWN MAINTENANCE |
| SUPERIOR SUPPLY & ST | 99254 | 08/09/2019 | 207.90 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | WC-SPED PLAYGROUND INSTALL |
| SUPERIOR SUPPLY & ST | 99254 | 08/09/2019 | 20.00 | 199 | E | 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | WC-SPED PLAYGROUND INSTALL |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 275.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 150.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 175.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 150.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 195.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 175.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | | | | | | | | | INVOICE DESCRIPTION |
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| | NUMBER | DATE | | NUMBER | | | | | | | | | | |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 110.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 185.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 185.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 145.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 185.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 185.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 185.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 95.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 150.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 125.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 95.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99173 | 08/02/2019 | 125.00 | 199 | E | 11 | 6249 | 64 | 042 | 0 | 11 | 0 | 00 | instrument repair and maintenance |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 195.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 95.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 245.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 195.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 195.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 195.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 65.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 245.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 110.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 150.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 65.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 225.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 195.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 125.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 110.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 150.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 110.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 110.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 110.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 250.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 15.00 | 199 | E | 11 | 6249 | 64 | 001 | 0 | 11 | 0 | 00 | BAND REPAIRS |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | | | | INVOICE |
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| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | | | DESCRIPTION | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 495.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 505.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 730.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 110.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 515.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 475.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SWICEGOOD MUSIC COMP | 99333 | 08/16/2019 | 515.00 | 199 E 11 6249 64 001 0 11 0 00 | | | | | | | | BAND REPAIRS | |
| SYSTEMS DESIGN | 99174 | 08/02/2019 | 2,036.50 | 240 R 00 5749 94 000 0 00 0 00 | | | | | | | | LUNCH MONEY NOW PROCESSING THROUGH JUNE 2019 | |
| TANNER, JOSHUA | 99337 | 08/21/2019 | 414.00 | 199 E 36 6412 36 873 0 91 0 91 | | | | | | | | Meals=\$414.00 (30 Students w/1 meal ea, 2 Coaches w/1 meal ea), Registration Fee=\$150.00, HS Cross Country at Claiborne Park, Vidor, TX on 8/24/19 | |
| TANNER, JOSHUA | 99338 | 08/21/2019 | 414.00 | 199 E 36 6412 36 873 0 91 0 91 | | | | | | | | Meals=\$414.00 (30 Students w/1 meal ea, 2 Coaches w/1 meal ea), Registration Fee=\$150.00, HS Cross Country at Claiborne Park, Vidor, TX on 8/31/19 | |
| TASA | 99461 | 08/30/2019 | 646.40 | 199 E 41 6495 00 701 0 99 0 00 | | | | | | | | TASA Membership Dues (2019-20) for Mike Gonzales | |
| TASB INC | 99255 | 08/09/2019 | 225.96 | 199 E 41 6499 00 701 0 99 0 00 | | | | | | | | local district update Base Version Policy Changes AF, DEC, FFAC | |
| TASB RISK MANAGEMENT | 99175 | 08/02/2019 | 1,000.00 | 199 E 34 6315 00 937 0 99 0 00 | | | | | | | | Deductible for claim filed on 4/4/19 incident | |
| TASBO | 99269 | 08/14/2019 | 295.00 | 199 E 41 6411 00 750 0 99 0 00 | | | | | | | | Registration Fee= \$295 for TASBO 2019 Synergy Conference in San Marcos,TX on 10/8-9/19 | |
| TASSP | 99381 | 08/23/2019 | 240.00 | 199 E 23 6495 00 002 0 99 0 00 | | | | | | | | TASSP Membership Renewal Brian Waguespack through August 31, 2020 | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 17,573.97 | 863 L 00 2155 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 208,184.44 | 863 L 00 2155 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 27,409.00 | 863 L 00 2159 00 000 0 00 0 10 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 20,016.00 | 863 L 00 2159 00 000 0 00 0 10 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 51,562.00 | 863 L 00 2159 00 000 0 00 0 10 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 934.00 | 863 L 00 2159 00 000 0 00 0 10 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 20,277.82 | 863 L 00 2159 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 178,729.00 | 863 L 00 2159 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 6.38 | 863 L 00 2155 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 75.58 | 863 L 00 2155 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 7.36 | 863 L 00 2159 00 000 0 00 0 00 | | | | | | | | Payroll accrual | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 61,663.71 | 199 L 00 2155 00 000 0 00 0 00 | | | | | | | | TRS matching -- from JE Batch Number ZT190701 | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 4,598.75 | 211 L 00 2155 00 000 0 00 0 00 | | | | | | | | TRS matching -- from JE Batch Number ZT190701 | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 4,455.98 | 224 L 00 2155 00 000 0 00 0 00 | | | | | | | | TRS matching -- from JE Batch Number ZT190701 | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 200.65 | 225 L 00 2155 00 000 0 00 0 00 | | | | | | | | TRS matching -- from JE Batch Number ZT190701 | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 7,848.37 | 240 L 00 2155 00 000 0 00 0 00 | | | | | | | | TRS matching -- from JE Batch Number ZT190701 | |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 679.77 | 255 L 00 2155 00 000 0 00 0 00 | | | | | | | | TRS matching -- from JE Batch | |

| VENDOR | CHECK CHECK | | ACCOUNT | | INVOICE |
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| | NUMBER | DATE | AMOUNT | NUMBER | DESCRIPTION |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 177.88 | 499 L 00 2155 00 000 0 00 0 00 | Number ZT190701 TRS matching -- from JE Batch |
| TEACHER RETIREMENT S | 0 | 08/06/2019 | 314.86 | 289 L 00 2155 00 000 0 00 0 00 | Number ZT190701 TRS matching -- from JE Batch |
| TEMPLIN, DUSTIN | 99382 | 08/23/2019 | 61.00 | 199 E 51 6498 33 937 0 99 0 00 | Number ZT190701 REIMBURSEMENT FOR CDL RENEWAL |
| TEPSA | 99176 | 08/02/2019 | 374.00 | 199 E 23 6411 00 102 0 99 0 00 | PRINCIPAL CONFERENCE |
| TEPSA | 99176 | 08/02/2019 | 259.00 | 199 E 23 6399 00 103 0 99 0 00 | TEPSA MEMBERSHIP KEVIN SCHEXNAIDER |
| TEPSA | 99176 | 08/02/2019 | 130.00 | 199 E 23 6495 00 103 0 99 0 00 | TEPSA MEMBERSHIP KEVIN SCHEXNAIDER |
| TEPSA | 99176 | 08/02/2019 | 374.00 | 199 E 41 6411 00 701 0 99 0 00 | TEPSA Summer Conference Registration |
| TERRELL, DARREN | 99462 | 08/30/2019 | 320.00 | 199 E 52 6219 01 877 0 99 0 00 | SRO ON 8/21/19 |
| TEXAS AIR DUCT SYSTE | 99257 | 08/09/2019 | 3,300.00 | 199 E 51 6299 00 936 0 99 0 00 | WGEC-BOARD ROOM A/C REPAIRS |
| TEXAS CORRECTIONAL I | 99384 | 08/23/2019 | 412.00 | 199 E 51 6316 00 042 0 99 0 00 | stripper and wax for summer cleaning |
| TEXAS DEPT OF LICENS | 99463 | 08/30/2019 | 40.00 | 199 E 51 6317 00 936 0 99 0 00 | GE-2 STAIR LIFT INSPECTION FILING FEES |
| TEXAS GAS SERVICE | 99334 | 08/16/2019 | 973.44 | 199 E 51 6259 13 936 0 99 0 00 | GAS SERVICE, 06/26/19-07/29/19 |
| TEXAS GAS SERVICE | 99334 | 08/16/2019 | 1,905.95 | 199 E 51 6259 13 936 0 99 0 00 | GAS SERVICE, 07/01/19-07/31/19 |
| TEXAS GAS SERVICE | 99334 | 08/16/2019 | 179.12 | 199 E 51 6259 13 936 0 99 0 00 | GAS SERVICE, 07/08/19-08/05/19 |
| TEXAS GUARANTEED | 31813 | 08/23/2019 | 129.90 | 863 L 00 2159 00 000 0 00 0 00 | Payroll accrual |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 200.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 120.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 200.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 120.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 440.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 280.00 | 199 E 36 6497 52 001 0 99 0 00 | LETTER JACKETS |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 40.00 | 199 E 36 6497 52 001 0 99 0 00 | LETTER JACKETS |
| TEXAS LETTER JACKETS | 99178 | 08/02/2019 | 600.00 | 199 E 36 6497 52 001 0 99 0 00 | LETTER JACKETS |
| TEXAS LETTER JACKETS | 99256 | 08/09/2019 | 40.00 | 199 E 36 6497 52 001 0 99 0 00 | LETTER JACKETS |
| TEXAS LETTER JACKETS | 99256 | 08/09/2019 | 40.00 | 199 E 36 6497 52 001 0 99 0 00 | LETTER JACKETS |
| TEXAS LETTER JACKETS | 99383 | 08/23/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99383 | 08/23/2019 | 40.00 | 199 E 36 6499 44 873 0 91 0 91 | athletic letterjackets |
| TEXAS LETTER JACKETS | 99383 | 08/23/2019 | 40.00 | 199 E 36 6497 52 001 0 99 0 00 | LETTER JACKETS |
| TEXAS MUSIC EDUCATOR | 99385 | 08/23/2019 | 110.00 | 199 E 36 6495 64 001 0 99 0 00 | MEMBERSHIP DUES |
| TEXAS STATE BILLING | 99335 | 08/16/2019 | 621.84 | 199 E 11 6219 21 872 0 23 0 00 | Texas State Billing Services, Inc .. Billing services for student services covered by Medicaid .. Inv#20241 |
| THE LITTLE SIGN COMP | 99258 | 08/09/2019 | 140.00 | 199 E 11 6399 00 103 0 11 0 00 | CAR RIDER VISOR TAGS |
| THERADAT, LLC | 99259 | 08/09/2019 | 27.00 | 199 E 11 6399 00 872 0 23 0 00 | TheraDat .. SLP testing materials .. |
| THREADS | 99260 | 08/09/2019 | 399.00 | 199 E 11 6399 00 107 0 11 0 00 | WOODCREST FACULTY SHIRTS 2019 |
| THREADS | 99386 | 08/23/2019 | 5,133.50 | 499 E 11 6399 00 871 0 11 0 00 | August, 2019 T-Shirts for PNGISD |
| THREADS | 99386 | 08/23/2019 | 136.00 | 499 E 11 6399 00 871 0 11 0 00 | August, 2019 T-Shirts for |

| VENDOR | CHECK CHECK | | AMOUNT | ACCOUNT | | INVOICE | DESCRIPTION |
|----------------------|-------------|------------|----------|--------------------------------|--|---|-------------|
| | NUMBER | DATE | | NUMBER | | | |
| TIME WARNER CABLE | 99179 | 08/02/2019 | 129.98 | 199 E 51 6259 00 874 0 99 0 00 | | PNGISD BUSINESS INTERNET FROM 7/27-8/26/19, 1810 PORT NECHES AVE. (AEC) | |
| TIME WARNER CABLE | 99179 | 08/02/2019 | 2,278.60 | 199 E 51 6259 00 874 0 99 0 00 | | BUSINESS INTERNET FROM 07/20-08/19/19, 5840 W. Jefferson St. | |
| TIME WARNER CABLE | 99464 | 08/30/2019 | 2,278.60 | 199 E 51 6259 00 874 0 99 0 00 | | BUSINESS INTERNET FROM 08/20-09/19/19, 5840 W. Jefferson St. | |
| TIME WARNER CABLE | 99464 | 08/30/2019 | 81.73 | 199 E 51 6259 00 874 0 99 0 00 | | BUSINESS INTERNET FROM 08/05/19-09/04/19, 606 Avenue C, Armory, Port Neches | |
| TIME WARNER CABLE | 99464 | 08/30/2019 | 11.57 | 199 E 51 6259 00 874 0 99 0 00 | | BUSINESS INTERNET FROM 08/19/19-09/18/19, 1606 Park St. | |
| TOLBERT, DAWN | 99512 | 08/30/2019 | 140.00 | 199 E 36 6499 49 873 0 91 0 91 | | OFFICIATE VOLLEYBALL GAME ON 8/13/19 PNG VS GALVESTON BALL | |
| TOLBERT, DAWN | 99512 | 08/30/2019 | 15.00 | 199 E 36 6499 49 873 0 91 0 91 | | OFFICIATE VOLLEYBALL GAME ON 8/13/19 PNG VS GALVESTON BALL | |
| TORRES, ISABELLA | 99180 | 08/02/2019 | 49.26 | 244 E 11 6399 00 001 9 22 0 00 | | REIMBURSE PEER TUTOR STUDENT FOR FINGERPRINTING SERVICE FOR CLASSROOM SUBS | |
| TRI CITY COFFEE SERV | 99181 | 08/02/2019 | 15.35 | 199 E 13 6499 00 871 0 11 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99181 | 08/02/2019 | 15.35 | 240 E 35 6399 00 938 0 99 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99181 | 08/02/2019 | 15.35 | 199 E 53 6499 00 874 0 99 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99181 | 08/02/2019 | 15.35 | 199 E 13 6399 00 872 0 23 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99261 | 08/09/2019 | 61.25 | 199 E 41 6399 25 750 0 99 0 00 | | coffee service-Open PO | |
| TRI CITY COFFEE SERV | 99261 | 08/09/2019 | 52.40 | 199 E 51 6317 00 936 0 99 0 00 | | MD-BREAK ROOM SUPPLIES | |
| TRI CITY COFFEE SERV | 99387 | 08/23/2019 | 88.80 | 199 E 51 6299 00 936 0 99 0 00 | | MD-BREAK ROOM SUPPLIES | |
| TRI CITY COFFEE SERV | 99387 | 08/23/2019 | 28.00 | 199 E 41 6399 25 750 0 99 0 00 | | coffee service-Open PO | |
| TRI CITY COFFEE SERV | 99465 | 08/30/2019 | 16.95 | 199 E 41 6399 25 750 0 99 0 00 | | coffee service-Open PO | |
| TRI CITY COFFEE SERV | 99465 | 08/30/2019 | 64.80 | 199 E 51 6317 00 936 0 99 0 00 | | MD-BREAK ROOM SUPPLIES | |
| TRI CITY COFFEE SERV | 99465 | 08/30/2019 | 8.73 | 199 E 13 6499 00 871 0 11 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99465 | 08/30/2019 | 8.73 | 240 E 35 6399 00 938 0 99 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99465 | 08/30/2019 | 8.73 | 199 E 53 6499 00 874 0 99 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99465 | 08/30/2019 | 8.71 | 199 E 13 6399 00 872 0 23 0 00 | | Tri-City Coffee Purchase Order | |
| TRI CITY COFFEE SERV | 99513 | 08/30/2019 | 61.75 | 199 E 41 6399 25 750 0 99 0 00 | | coffee service-Open PO | |
| TRIANGLE METALS, INC | 99388 | 08/23/2019 | 20.00 | 199 E 51 6317 00 936 0 99 0 00 | | WC-SPECIAL EDUCATION PLAYGROUND EQUIPMENT INSTALL | |
| TRIANGLE METALS, INC | 99388 | 08/23/2019 | 3,458.00 | 199 E 51 6317 00 936 0 99 0 00 | | HS AUDITORIUM REMODEL-BUILDING GRILLS FOR A/C DUCTS | |
| TRIANGLE METALS, INC | 99388 | 08/23/2019 | 70.00 | 199 E 51 6317 00 936 0 99 0 00 | | WC-SPED PLAYGROUND INSTALL | |
| TRIANGLE METALS, INC | 99388 | 08/23/2019 | 210.00 | 199 E 51 6317 16 936 0 99 0 00 | | HS-AUDITORIUM-MATERIALS TO BUILD A/C GRILLS | |
| TRONITECH DOCUMENT M | 99336 | 08/16/2019 | 216.89 | 199 E 41 6299 28 720 0 99 0 00 | | Document storage fee for old personnel and student records | |

| VENDOR | CHECK CHECK | | ACCOUNT | | | | | | | | | | INVOICE |
|----------------------|-------------|------------|----------|----------|------|----|-----|---|----|---|----|----|--|
| | NUMBER | DATE | AMOUNT | NUMBER | | | | | | | | | DESCRIPTION |
| TSTA | 31814 | 08/23/2019 | 221.55 | 863 L 00 | 2159 | 00 | 000 | 0 | 00 | 0 | 00 | 00 | Payroll accrual |
| TX CHILD SUPPORT SDU | 0 | 08/23/2019 | 2,969.33 | 863 L 00 | 2159 | 00 | 000 | 0 | 00 | 0 | 00 | 00 | Payroll accrual |
| TX DEPT OF PUBLIC SA | 99182 | 08/02/2019 | 26.00 | 199 E 41 | 6299 | 28 | 720 | 0 | 99 | 0 | 00 | 00 | Clearinghouse record retrievals |
| TXTAG | 99466 | 08/30/2019 | 8.53 | 199 E 51 | 6315 | 00 | 937 | 0 | 99 | 0 | 00 | 00 | Toll charges-TX-1015017 license plate |
| U-HAUL INTERNATIONAL | 99389 | 08/23/2019 | 106.22 | 199 E 36 | 6412 | 20 | 873 | 0 | 91 | 0 | 00 | 00 | U-Haul Rentals for August 2019 |
| U-HAUL INTERNATIONAL | 99467 | 08/30/2019 | 83.41 | 199 E 36 | 6412 | 20 | 873 | 0 | 91 | 0 | 00 | 00 | U-Haul Rentals for August 2019 |
| U.S. BANK PARS ACCT | 31815 | 08/23/2019 | 660.00 | 863 L 00 | 2159 | 00 | 000 | 0 | 00 | 0 | 00 | 08 | Payroll accrual |
| U.S. BANK PARS ACCT | 31819 | 08/23/2019 | 74.70 | 863 L 00 | 2159 | 00 | 000 | 0 | 00 | 0 | 00 | 08 | Payroll accrual |
| ULINE, INC. | 99262 | 08/09/2019 | 388.35 | 199 E 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | 00 | HS AUDITORIUM-STUFFING FOR SOUND PANELS |
| UNITED REFRIGERATION | 99468 | 08/30/2019 | 36.75 | 199 E 51 | 6317 | 16 | 936 | 0 | 99 | 0 | 00 | 00 | HS KITCHEN-VENT HOOD PARTS |
| UNITED REFRIGERATION | 99514 | 08/30/2019 | 1,283.04 | 199 E 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | 00 | PNE-COOLER REPAIRS |
| USCUTTER INC | 99515 | 08/30/2019 | 769.98 | 199 E 51 | 6317 | 00 | 936 | 0 | 99 | 0 | 00 | 00 | DW-VINYL FOR SIGNS, NAME PLATES, ETC |
| VACUUM CITY & UNIQUE | 99263 | 08/09/2019 | 139.95 | 199 E 51 | 6639 | 00 | 936 | 0 | 99 | 0 | 00 | 00 | WC, TAFT-VACUUM CLEANER PARTS |
| VACUUM CITY & UNIQUE | 99469 | 08/30/2019 | 899.85 | 199 E 51 | 6639 | 00 | 936 | 0 | 99 | 0 | 00 | 00 | GMS-NEW VACUUM CLEANERS |
| VERIZON WIRELESS | 99264 | 08/09/2019 | 2,926.89 | 199 E 51 | 6259 | 11 | 936 | 0 | 99 | 0 | 00 | 00 | VERIZON CELL PHONE CHARGES-06/22/19-07/21/19 |
| VERIZON WIRELESS | 99264 | 08/09/2019 | 1,139.70 | 199 A 00 | 1290 | 48 | 000 | 0 | 00 | 0 | 00 | 00 | VERIZON MI-FI CHARGES - 06/22/19-07/21/19 |
| VERIZON WIRELESS | 99516 | 08/30/2019 | 1,037.98 | 199 A 00 | 1290 | 48 | 000 | 0 | 00 | 0 | 00 | 00 | VERIZON MI-FI CHARGES - 07/22/19-08/21/19 |
| VERIZON WIRELESS | 99516 | 08/30/2019 | 3,480.56 | 199 E 51 | 6259 | 11 | 936 | 0 | 99 | 0 | 00 | 00 | VERIZON CELL PHONE CHARGES-07/22/19-08/21/19 |
| WAL-MART COMMUNITY | 99190 | 08/02/2019 | 6.29 | 199 E 11 | 6399 | 00 | 699 | 0 | 25 | 0 | 00 | 00 | ESL Summer School Supplies PreK-K |
| WAL-MART COMMUNITY | 99190 | 08/02/2019 | 17.68 | 199 E 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Staff Development/Career Day Supplies |
| WAL-MART COMMUNITY | 99190 | 08/02/2019 | -13.88 | 199 E 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Staff Development/Career Day Supplies |
| WAL-MART COMMUNITY | 99190 | 08/02/2019 | 38.32 | 289 E 11 | 6399 | 79 | 871 | 9 | 11 | 0 | 00 | 00 | School Supplies for the TX Hurricane Homeless Children/Youth Grant |
| WAL-MART COMMUNITY | 99190 | 08/02/2019 | 71.93 | 199 E 41 | 6498 | 00 | 750 | 0 | 99 | 0 | 00 | 00 | Admin Kitchen Supplies |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 89.92 | 199 E 11 | 6399 | 60 | 001 | 0 | 31 | 0 | 00 | 00 | Department Head supplies |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 176.63 | 199 E 11 | 6399 | 60 | 001 | 0 | 31 | 0 | 00 | 00 | Drinks for meeting |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 11.94 | 199 E 11 | 6399 | 00 | 002 | 0 | 11 | 0 | 00 | 00 | Walmart Blanket PO |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 56.00 | 199 E 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Staff Development/Career Day Supplies |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 40.38 | 199 E 13 | 6399 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Supplies for August Staff Development |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 29.90 | 199 E 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Supplies for August Staff Development |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 66.83 | 199 E 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Supplies for August Administrative Retreat |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 30.46 | 199 E 13 | 6499 | 00 | 871 | 0 | 11 | 0 | 00 | 00 | Supplies for 2019 New Teacher Inservice |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 76.83 | 199 E 13 | 6499 | 00 | 872 | 0 | 23 | 0 | 00 | 00 | Walmart .. Treats for IEP meeting on 8-8-19 .. |
| WAL-MART COMMUNITY | 99479 | 08/30/2019 | 55.85 | 240 E 35 | 6342 | 00 | 001 | 0 | 99 | 0 | 00 | 00 | FOOD/NONFOOD PURCHASES, OPEN PURCHASE ORDER |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | 48.26 | 199 E 13 | 6499 | 00 | 870 | 0 | 22 | 0 | 00 | 00 | CTE OFFICE COFFEE, CUPS, DISH |

| VENDOR | CHECK | | AMOUNT | ACCOUNT | | INVOICE DESCRIPTION |
|--|----------------|--------------------------|----------------|--|--|--|
| | NUMBER | DATE | | NUMBER | | |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | -82.51 | 199 E 11 6399 00 870 0 22 0 00 | | SOAP, CANDY, ETC BLANKET PO FOR CTE OFFICE & CLASSROOM SUPPLIES |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | 76.22 | 199 E 11 6399 00 870 0 22 0 00 | | BLANKET PO FOR CTE OFFICE & CLASSROOM SUPPLIES |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | 8.04 | 199 E 11 6399 00 870 0 22 0 00 | | BLANKET PO FOR CTE OFFICE & CLASSROOM SUPPLIES |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | 47.90 | 199 E 11 6399 00 870 0 22 0 00 | | BLANKET PO FOR CTE SUPPLIES AND CLASSROOM SUPPLIES |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | 103.90 | 199 E 11 6399 00 870 0 22 0 00 | | BLANKET PO FOR CTE SUPPLIES AND CLASSROOM SUPPLIES |
| WAL-MART COMMUNITY | 99481 | 08/30/2019 | 82.51 | 199 E 11 6399 00 870 0 22 0 00 | | BLANKET PO FOR CTE OFFICE & CLASSROOM SUPPLIES |
| WALKER, JENNIFER | 99470 | 08/30/2019 | 52.00 | 199 E 36 6499 49 873 0 91 0 91 | | OPERATE CLOCK FOR VOLLEYBALL GAME ON 8/7/19 |
| WALSH, GALLEGOS TREV | 99183 | 08/02/2019 | 75.00 | 199 E 23 6495 00 002 0 99 0 00 | | Walsh Gallegos Trevino Russo & Kyle P.C. Law Dawg Individual Subscription Brian Waguespack |
| WASTEWATER TRANSPORT | 99265 | 08/09/2019 | 345.00 | 199 E 51 6299 00 936 0 99 0 00 | | BLANKET ACCOUNT TAFT KITCHEN-GREASE TRAP CLEANING |
| WATERBOY GRAPHICS LL | 99184 | 08/02/2019 | 5,847.00 | 199 E 36 6399 89 873 0 91 0 91 | | field house door wraps, competition gym exterior wrap |
| WELLS, CRYSTAL | 99339 | 08/21/2019 | 288.00 | 199 E 13 6411 00 001 0 11 0 00 | | Reimbursement for Meals=\$158.00, Registration Fee=\$130.00, Texas Choral Directors in San Antonio, TX on 7/24-27/19 |
| WES VICE HARDWARE & WINFIELD SOLUTIONS, | 99471 99472 | 08/30/2019 08/30/2019 | 6.25 460.88 | 199 E 51 6317 18 936 0 99 0 00 199 E 51 6498 34 936 0 99 0 00 | | PNE-MUSIC ROOM DESK REPAIRS DW-ROACH AND WEED KILLER |
| Totals for checks | | | 2,414,233.94 | | | |

FUND SUMMARY

| <u>FUND</u> | <u>DESCRIPTION</u> | <u>BALANCE SHEET</u> | <u>REVENUE</u> | <u>EXPENSE</u> | <u>TOTAL</u> |
|-------------|-------------------------------|----------------------|----------------|----------------|--------------|
| 199 | GENERAL FUND | 63,841.39 | 125.00 | 645,890.84 | 709,857.23 |
| 211 | TITLE I, PART A | 4,598.75 | 0.00 | 0.00 | 4,598.75 |
| 224 | IDEA- PART B-FORMULA | 4,455.98 | 0.00 | 7,300.00 | 11,755.98 |
| 225 | IDEA- PART B-PRESCHOOL | 200.65 | 0.00 | 0.00 | 200.65 |
| 226 | IDEA PART B DISCRETIONARY | 0.00 | 0.00 | 39,788.42 | 39,788.42 |
| 240 | CHILD NUTRITION FUND | 8,908.37 | 2,218.75 | 27,176.86 | 38,303.98 |
| 244 | VOC. ED.-BASIC GRANT | 0.00 | 0.00 | 563.67 | 563.67 |
| 255 | TITLE II, PART A - TPTR | 679.77 | 0.00 | 0.00 | 679.77 |
| 289 | TITLE IV, PT. A | 314.86 | 0.00 | 900.62 | 1,215.48 |
| 410 | STATE INSTRUCTIONAL MATERIALS | 0.00 | 0.00 | 671,753.40 | 671,753.40 |
| 499 | LOCAL GRANTS | 177.88 | 0.00 | 5,810.64 | 5,988.52 |
| 619 | CAPITAL PROJECTS 2009 | 0.00 | 0.00 | 2,750.00 | 2,750.00 |
| 863 | PAYROLL CLEARING | 926,778.09 | 0.00 | 0.00 | 926,778.09 |
| *** | Fund Summary Totals *** | 1,009,955.74 | 2,343.75 | 1,401,934.45 | 2,414,233.94 |

***** End of report *****

Port Neches-Groves Independent School District Board Document

MEETING DATE: September 9, 2019

AGENDA ITEM: Report: Budget

The following report is attached:

- Income Summary – General Fund
- Tax Office Report

Recommendation: No Recommendation. Report Only.

Resource Personnel: Sheri Drawhorn, Business Manager

| Fn | Obj | 2018-19 | 2018-19 | 2018-19 | Encumbered | Unencumbered |
|----|--------------------------------|-----------------|----------------|---------------|------------|----------------|
| | | Original Budget | Revised Budget | FYTD Activity | Amount | Balance - FY A |
| 00 | LOCAL REVENUE | 31,488,678.00 | 31,488,678.00 | 31,992,233.36 | 0.00 | -503,555.36 |
| 00 | STATE REVENUE | 14,024,795.00 | 14,524,795.00 | 14,607,312.71 | 0.00 | -82,517.71 |
| 00 | FEDERAL REVENUE | 860,000.00 | 1,260,000.00 | 1,247,518.39 | 0.00 | 12,481.61 |
| 00 | OTHER RESOURCES | 151,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 00 | . | 46,524,473.00 | 47,273,473.00 | 47,847,064.46 | 0.00 | -573,591.46 |
| 11 | PAYROLL COST | 23,326,600.00 | 23,614,450.00 | 23,490,144.68 | 0.00 | 124,305.32 |
| 11 | CONTRACTED SERVICES | 670,000.00 | 763,142.00 | 539,923.36 | 5,101.25 | 218,117.39 |
| 11 | SUPPLIES & MATERIALS | 871,227.00 | 890,835.00 | 808,779.66 | 15,136.63 | 66,918.71 |
| 11 | OTHER OPERATING EXPENSES | 16,910.00 | 18,810.00 | 17,018.99 | 0.00 | 1,791.01 |
| 11 | CAPITAL OUTLAY | 284,235.00 | 301,735.00 | 299,571.03 | 0.00 | 2,163.97 |
| 11 | INSTRUCTION | 25,168,972.00 | 25,588,972.00 | 25,155,437.72 | 20,237.88 | 413,296.40 |
| 12 | PAYROLL COST | 541,101.00 | 591,101.00 | 580,455.24 | 0.00 | 10,645.76 |
| 12 | CONTRACTED SERVICES | 1,920.00 | 1,920.00 | 1,028.52 | 0.00 | 891.48 |
| 12 | SUPPLIES & MATERIALS | 56,308.00 | 55,508.00 | 50,759.05 | 0.00 | 4,748.95 |
| 12 | OTHER OPERATING EXPENSES | 2,200.00 | 3,000.00 | 50.56 | 0.00 | 2,949.44 |
| 12 | INST. RESOURCES & MEDIA SVCS | 601,529.00 | 651,529.00 | 632,293.37 | 0.00 | 19,235.63 |
| 13 | PAYROLL COST | 894,832.00 | 900,382.00 | 893,065.21 | 0.00 | 7,316.79 |
| 13 | CONTRACTED SERVICES | 53,980.00 | 66,380.00 | 50,942.50 | 0.00 | 15,437.50 |
| 13 | SUPPLIES & MATERIALS | 39,000.00 | 41,692.00 | 36,584.29 | 762.67 | 4,345.04 |
| 13 | OTHER OPERATING EXPENSES | 144,020.00 | 136,378.00 | 99,907.69 | 1,423.77 | 35,046.54 |
| 13 | CURRICULUM DEV. & INST.STF DEV | 1,131,832.00 | 1,144,832.00 | 1,080,499.69 | 2,186.44 | 62,145.87 |
| 23 | PAYROLL COST | 2,297,545.00 | 2,317,545.00 | 2,295,550.32 | 0.00 | 21,994.68 |
| 23 | CONTRACTED SERVICES | 19,800.00 | 19,800.00 | 13,744.51 | 0.00 | 6,055.49 |
| 23 | SUPPLIES & MATERIALS | 22,400.00 | 22,482.00 | 13,113.79 | 0.00 | 9,368.21 |
| 23 | OTHER OPERATING EXPENSES | 27,449.00 | 27,367.00 | 21,238.23 | 0.00 | 6,128.77 |
| 23 | SCHOOL LEADERSHIP | 2,367,194.00 | 2,387,194.00 | 2,343,646.85 | 0.00 | 43,547.15 |
| 31 | PAYROLL COST | 1,524,015.00 | 1,535,015.00 | 1,529,376.70 | 0.00 | 5,638.30 |
| 31 | CONTRACTED SERVICES | 51,955.00 | 51,280.00 | 38,812.75 | 0.00 | 12,467.25 |
| 31 | SUPPLIES & MATERIALS | 7,800.00 | 7,732.00 | 7,157.17 | 0.00 | 574.83 |
| 31 | OTHER OPERATING EXPENSES | 14,375.00 | 15,118.00 | 6,237.11 | 0.00 | 8,880.89 |
| 31 | GUIDANCE & COUNSELING | 1,598,145.00 | 1,609,145.00 | 1,581,583.73 | 0.00 | 27,561.27 |
| 32 | PAYROLL COST | 60,491.00 | 60,491.00 | 58,948.43 | 0.00 | 1,542.57 |
| 32 | SUPPLIES & MATERIALS | 5,000.00 | 5,000.00 | 0.00 | 0.00 | 5,000.00 |
| 32 | SOCIAL WORK SERVICES | 65,491.00 | 65,491.00 | 58,948.43 | 0.00 | 6,542.57 |
| 33 | PAYROLL COST | 604,687.00 | 614,687.00 | 590,656.72 | 0.00 | 24,030.28 |
| 33 | CONTRACTED SERVICES | 2,000.00 | 2,000.00 | 765.00 | 0.00 | 1,235.00 |
| 33 | SUPPLIES & MATERIALS | 23,755.00 | 24,150.00 | 23,231.81 | 0.00 | 918.19 |
| 33 | OTHER OPERATING EXPENSES | 5,545.00 | 5,150.00 | 2,406.31 | 0.00 | 2,743.69 |
| 33 | HEALTH SERVICES | 635,987.00 | 645,987.00 | 617,059.84 | 0.00 | 28,927.16 |
| 34 | PAYROLL COST | 1,079,098.00 | 1,083,598.00 | 1,077,757.98 | 0.00 | 5,840.02 |
| 34 | CONTRACTED SERVICES | 28,760.00 | 48,760.00 | 35,695.72 | 130.00 | 12,934.28 |
| 34 | SUPPLIES & MATERIALS | 227,500.00 | 275,500.00 | 254,019.07 | 4,509.17 | 16,971.76 |
| 34 | OTHER OPERATING EXPENSES | -207,000.00 | -199,980.00 | -223,677.89 | 0.00 | 23,697.89 |
| 34 | CAPITAL OUTLAY | 1,250,000.00 | 568,480.00 | 471,505.00 | 0.00 | 96,975.00 |
| 34 | PUPIL TRANSPORTATION | 2,378,358.00 | 1,776,358.00 | 1,615,299.88 | 4,639.17 | 156,418.95 |
| 36 | PAYROLL COST | 1,024,451.00 | 1,097,451.00 | 1,097,182.69 | 0.00 | 268.31 |
| 36 | CONTRACTED SERVICES | 58,725.00 | 63,795.00 | 55,984.17 | 2,092.95 | 5,717.88 |
| 36 | SUPPLIES & MATERIALS | 215,680.00 | 250,703.00 | 199,749.27 | 34,481.78 | 16,471.95 |

| Fn | Obj | 2018-19 Original Budget | 2018-19 Revised Budget | 2018-19 FYTD Activity | Encumbered Amount | Unencumbered Balance - FY A |
|----------------------|--------------------------------|----------------------------|---------------------------|--------------------------|----------------------|--------------------------------|
| 36 | OTHER OPERATING EXPENSES | 820,935.00 | 796,342.00 | 766,203.20 | 8,665.36 | 21,473.44 |
| 36 | CAPITAL OUTLAY | 10,000.00 | 94,000.00 | 90,332.41 | 0.00 | 3,667.59 |
| 36 | COCURR./EXTRACURR.ACTIVITIES | 2,129,791.00 | 2,302,291.00 | 2,209,451.74 | 45,240.09 | 47,599.17 |
| 41 | PAYROLL COST | 860,507.00 | 863,507.00 | 842,915.42 | 0.00 | 20,591.58 |
| 41 | CONTRACTED SERVICES | 166,820.00 | 197,620.00 | 175,740.71 | 426.03 | 21,453.26 |
| 41 | SUPPLIES & MATERIALS | 42,300.00 | 38,500.00 | 32,839.75 | 622.55 | 5,037.70 |
| 41 | OTHER OPERATING EXPENSES | 166,300.00 | 149,300.00 | 129,270.54 | 1,654.54 | 18,374.92 |
| 41 | GENERAL ADMINISTRATION | 1,235,927.00 | 1,248,927.00 | 1,180,766.42 | 2,703.12 | 65,457.46 |
| 51 | PAYROLL COST | 3,107,500.00 | 3,082,500.00 | 2,807,080.20 | 0.00 | 275,419.80 |
| 51 | CONTRACTED SERVICES | 1,871,700.00 | 2,057,800.00 | 1,847,104.82 | 4,754.00 | 205,941.18 |
| 51 | SUPPLIES & MATERIALS | 622,150.00 | 565,561.00 | 520,741.75 | 13,040.20 | 31,779.05 |
| 51 | OTHER OPERATING EXPENSES | 1,326,000.00 | 1,245,589.00 | 1,142,461.95 | 0.00 | 103,127.05 |
| 51 | CAPITAL OUTLAY | 157,000.00 | 213,900.00 | 213,802.18 | 0.00 | 97.82 |
| 51 | PLANT MAINTENANCE & OPERATIONS | 7,084,350.00 | 7,165,350.00 | 6,531,190.90 | 17,794.20 | 616,364.90 |
| 52 | PAYROLL COST | 31,609.00 | 36,609.00 | 22,416.53 | 0.00 | 14,192.47 |
| 52 | CONTRACTED SERVICES | 215,500.00 | 221,710.00 | 82,033.47 | 0.00 | 139,676.53 |
| 52 | SUPPLIES & MATERIALS | 30,000.00 | 30,000.00 | 29,468.40 | 0.00 | 531.60 |
| 52 | OTHER OPERATING EXPENSES | 3,345.00 | 2,135.00 | 1,968.51 | 0.00 | 166.49 |
| 52 | SECURITY & MONITORING SERVICES | 280,454.00 | 290,454.00 | 135,886.91 | 0.00 | 154,567.09 |
| 53 | PAYROLL COST | 522,744.00 | 530,944.00 | 512,198.31 | 0.00 | 18,745.69 |
| 53 | CONTRACTED SERVICES | 5,000.00 | 20,000.00 | 13,051.35 | 0.00 | 6,948.65 |
| 53 | SUPPLIES & MATERIALS | 100,000.00 | 101,800.00 | 100,657.16 | 236.94 | 905.90 |
| 53 | OTHER OPERATING EXPENSES | 500.00 | 500.00 | 382.59 | 0.00 | 117.41 |
| 53 | CAPITAL OUTLAY | 66,050.00 | 73,050.00 | 65,241.23 | 0.00 | 7,808.77 |
| 53 | DATA PROCESSING SERVICES | 694,294.00 | 726,294.00 | 691,530.64 | 236.94 | 34,526.42 |
| 71 | DEBT SERVICES | 124,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 71 | DEBT SERVICES | 124,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 91 | CONTRACTED SERVICES | 345,815.00 | 345,815.00 | 303,844.00 | 0.00 | 41,971.00 |
| 91 | CONT.INST.SVCS.\PUBLIC SCHLS | 345,815.00 | 345,815.00 | 303,844.00 | 0.00 | 41,971.00 |
| 95 | CONTRACTED SERVICES | 36,000.00 | 36,000.00 | 36,000.00 | 0.00 | 0.00 |
| 95 | PYMTS.TO JJAEP PROGRAMS | 36,000.00 | 36,000.00 | 36,000.00 | 0.00 | 0.00 |
| 99 | CONTRACTED SERVICES | 425,000.00 | 365,000.00 | 341,656.13 | 0.00 | 23,343.87 |
| 99 | OPERATING TRANSFERS OUT | 425,000.00 | 365,000.00 | 341,656.13 | 0.00 | 23,343.87 |
| Grand Revenue Totals | | 46,524,473.00 | 47,273,473.00 | 47,847,064.46 | 0.00 | -573,591.46 |
| Grand Expense Totals | | 46,303,139.00 | 46,349,639.00 | 44,515,096.25 | 93,037.84 | 1,741,504.91 |
| Grand Totals | | 221,334.00 | 923,834.00 | 3,331,968.21 | 93,037.84 | 2,315,096.37 |
| | | Profit | Profit | Profit | Loss | Loss |

Number of Accounts: 2502

***** End of report *****

ALLISON NATHAN GETZ
TAX ASSESSOR-COLLECTOR



TERRY WUENSCHEL
CHIEF DEPUTY

STATE OF TEXAS
COUNTY OF JEFFERSON

I, Allison Nathan Getz, P.C.C., the Tax Assessor-Collector of Jefferson County, Texas and also, by contract or statute, the Tax Assessor-Collector for **PORT NECHES-GROVES ISD**, affirm, under oath, that this amount **\$38,592.60**, represents all taxes collected for **PORT NECHES-GROVES ISD** during the month of August 2019.

A handwritten signature in cursive script that reads "Allison Nathan Getz".

Allison Nathan Getz, P.C.C.

TAX COLLECTION SYSTEM
TAX COLLECTOR MONTHLY REPORT
FROM 08/01/2019 TO 08/31/2019

FISCAL START: 09/01/2018 END: 08/31/2019 JURISDICTION: 0011 PT NECHES-GROVES ISD

| | CERT TAXABLE VALUE | ADJUSTMENTS | ADJ TAX VALUE | TAX RATE | TAX LEVY | PAID ACCTS |
|--------------|--------------------|-------------|---------------|-----------|---------------|------------|
| CURRENT YEAR | 2,377,446,401 | 9,765,530- | 2,367,680,871 | 01.444410 | 32,751,795.82 | 14,260 |

| YEAR | TAXES DUE | MONTH ADJ | ADJUSTMENT YTD | LEVY PAID | PAID YTD | BALANCE | COLL % | YTD UNCOLL |
|------|---------------|-----------|----------------|-----------|---------------|--------------|--------|------------|
| 2018 | 33,247,343.38 | .00 | 495,547.56- | 22,025.63 | 32,170,859.82 | 580,936.00 | 98.23 | 0.51- |
| 2017 | 315,579.49 | .00 | 52,263.72- | 3,991.03 | 96,741.63 | 166,574.14 | 36.74 | 0.51- |
| 2016 | 173,810.13 | .00 | 16,980.22- | 2,168.06 | 39,396.88 | 117,433.03 | 25.12 | 0.51- |
| 2015 | 128,751.55 | .00 | 0.51- | 1,978.85 | 35,239.58 | 93,511.46 | 27.37 | 0.51- |
| 2014 | 98,731.45 | .00 | 0.51- | 415.81 | 26,957.68 | 71,773.26 | 27.30 | 0.51- |
| 2013 | 51,759.45 | .00 | 0.47- | 240.15 | 15,708.17 | 36,050.81 | 30.35 | 0.47- |
| 2012 | 51,026.96 | .00 | 0.00 | 59.25 | 11,600.63 | 39,426.33 | 22.73 | 0.00 |
| 2011 | 33,191.08 | .00 | 0.00 | 0.00 | 2,351.11 | 30,839.97 | 7.08 | 0.00 |
| 2010 | 28,585.98 | .00 | 0.00 | 0.00 | 1,742.49 | 26,843.49 | 6.10 | 0.00 |
| 2009 | 25,478.19 | .00 | 0.00 | 0.00 | 1,759.16 | 23,719.03 | 6.90 | 0.00 |
| 2008 | 21,615.24 | .00 | 6,176.88- | 165.45 | 920.35 | 14,518.01 | 5.96 | 0.00 |
| 2007 | 12,999.95 | .00 | 0.00 | 0.00 | 851.96 | 12,147.99 | 6.55 | 0.00 |
| 2006 | 15,716.74 | .00 | 0.00 | 0.00 | 1,134.60 | 14,582.14 | 7.22 | 0.00 |
| 2005 | 14,521.17 | .00 | 256.27- | 0.00 | 72.83 | 14,192.07 | .51 | 0.00 |
| 2004 | 15,744.99 | .00 | 507.54- | 124.07 | 124.07 | 15,113.38 | .81 | 0.00 |
| 2003 | 14,984.03 | .00 | 1,737.58- | 93.46 | 163.60 | 13,082.85 | 1.24 | 0.00 |
| 2002 | 14,003.97 | .00 | 2,013.31- | 0.00 | 14.33 | 11,976.33 | .12 | 0.00 |
| 2001 | 11,141.46 | .00 | 526.63- | 0.00 | 0.00 | 10,614.83 | | 0.00 |
| 2000 | 10,526.16 | .00 | 1,063.21- | 0.00 | 0.00 | 9,462.95 | | 0.00 |
| 1999 | 11,303.68 | .00 | 772.50- | 0.00 | 0.00 | 10,531.18 | | 0.00 |
| 1998 | 9,509.17 | .00 | 5,495.52- | 0.00 | 0.00 | 4,013.65 | | 0.00 |
| 1997 | 37,984.71 | .00 | 2,484.63- | 0.00 | 0.00 | 35,500.08 | | 0.00 |
| **** | 34,344,308.93 | .00 | 585,827.06- | 31,261.76 | 32,405,638.89 | 1,352,842.98 | | 3.02- |

TAX COLLECTION SYSTEM
 TAX COLLECTOR MONTHLY REPORT
 FROM 08/01/2019 TO 08/31/2019

FISCAL START: 09/01/2018 END: 08/31/2019 JURISDICTION: 0012 PT NECHES-GROVES ISD HB 1200

| | CERT TAXABLE VALUE | ADJUSTMENTS | ADJ TAX VALUE | TAX RATE | TAX LEVY | PAID ACCTS |
|--------------|--------------------|-------------|---------------|-----------|--------------|------------|
| | ----- | ----- | ----- | ----- | ----- | ----- |
| CURRENT YEAR | 452,640,800 | 0 | 452,640,800 | 00.274410 | 1,242,091.62 | 3 |
| | ----- | ----- | ----- | ----- | ----- | ----- |

| YEAR | TAXES DUE | MONTH ADJ | ADJUSTMENT YTD | LEVY PAID | PAID YTD | BALANCE | COLL % | YTD UNCOLL |
|-------|--------------|-----------|----------------|-----------|--------------|---------|--------|------------|
| ----- | | | | | | | | |
| 2018 | 1,242,091.62 | .00 | 0.00 | 0.00 | 1,242,091.62 | 0.00 | | 0.00 |
| 2017 | 0.00 | .00 | 0.00 | 0.00 | 0.00 | 0.00 | | 0.00 |
| 2016 | 0.00 | .00 | 0.00 | 0.00 | 0.00 | 0.00 | | 0.00 |
| **** | 1,242,091.62 | .00 | 0.00 | 0.00 | 1,242,091.62 | 0.00 | | 0.00 |

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 TC298-D SELECTION: DEPOSIT
 RECEIPT DATE: ALL
 LOCATION: ALL

TAX COLLECTION SYSTEM
 DEPOSIT DISTRIBUTION
 FROM: 08/01/2019 THRU 08/31/2019
 JURISDICTION: 0011 PT NECHES-GROVES ISD

| YEAR | FUND | TAX RATE | LEVY PAID | DISCOUNT GIVEN | PENALTY INTEREST | TIF AMOUNT | DISBURSE TOTAL | ATTORNEY | OTHER FEES | REFUND AMOUNT | PAYMENT AMOUNT |
|------|-------|----------|-----------|----------------|------------------|------------|----------------|----------|------------|---------------|----------------|
| 2018 | M & O | 1.170000 | 17,841.19 | .00 | 2,365.83 | .00 | 20,207.02 | 3,175.21 | .00 | .00 | 23,382.23 |
| | I & S | .274410 | 4,184.44 | .00 | 554.90 | .00 | 4,739.34 | .00 | .00 | .00 | 4,739.34 |
| | TOTAL | 1.444410 | 22,025.63 | .00 | 2,920.73 | .00 | 24,946.36 | 3,175.21 | .00 | .00 | 28,121.57 |
| 2017 | M & O | 1.170000 | 3,232.82 | .00 | 994.87 | .00 | 4,227.69 | 1,043.85 | .00 | .00 | 5,271.54 |
| | I & S | .274410 | 758.21 | .00 | 233.35 | .00 | 991.56 | .00 | .00 | .00 | 991.56 |
| | TOTAL | 1.444410 | 3,991.03 | .00 | 1,228.22 | .00 | 5,219.25 | 1,043.85 | .00 | .00 | 6,263.10 |
| 2016 | M & O | 1.040000 | 1,561.04 | .00 | 670.04 | .00 | 2,231.08 | 619.55 | .00 | .00 | 2,850.63 |
| | I & S | .404410 | 607.02 | .00 | 260.56 | .00 | 867.58 | .00 | .00 | .00 | 867.58 |
| | TOTAL | 1.444410 | 2,168.06 | .00 | 930.60 | .00 | 3,098.66 | 619.55 | .00 | .00 | 3,718.21 |
| 2015 | M & O | 1.040000 | 1,424.81 | .00 | 783.21 | .00 | 2,208.02 | 613.32 | .00 | .00 | 2,821.34 |
| | I & S | .404410 | 554.04 | .00 | 304.55 | .00 | 858.59 | .00 | .00 | .00 | 858.59 |
| | TOTAL | 1.444410 | 1,978.85 | .00 | 1,087.76 | .00 | 3,066.61 | 613.32 | .00 | .00 | 3,679.93 |
| 2014 | M & O | 1.040000 | 299.38 | .00 | 199.45 | .00 | 498.83 | 138.56 | .00 | .00 | 637.39 |
| | I & S | .404410 | 116.43 | .00 | 77.55 | .00 | 193.98 | .00 | .00 | .00 | 193.98 |
| | TOTAL | 1.444410 | 415.81 | .00 | 277.00 | .00 | 692.81 | 138.56 | .00 | .00 | 831.37 |
| 2013 | M & O | 1.040000 | 174.16 | .00 | 137.60 | .00 | 311.76 | 85.97 | .00 | .00 | 397.73 |
| | I & S | .394000 | 65.99 | .00 | 52.12 | .00 | 118.11 | .00 | .00 | .00 | 118.11 |
| | TOTAL | 1.434000 | 240.15 | .00 | 189.72 | .00 | 429.87 | 85.97 | .00 | .00 | 515.84 |
| 2012 | M & O | 1.040000 | 44.39 | .00 | 40.40 | .00 | 84.79 | 22.63 | .00 | .00 | 107.42 |
| | I & S | .348070 | 14.86 | .00 | 13.52 | .00 | 28.38 | .00 | .00 | .00 | 28.38 |
| | TOTAL | 1.388070 | 59.25 | .00 | 53.92 | .00 | 113.17 | 22.63 | .00 | .00 | 135.80 |
| 2008 | M & O | 1.040000 | 134.01 | .00 | 186.26 | .00 | 320.27 | 79.08 | .00 | .00 | 399.35 |
| | I & S | .244000 | 31.44 | .00 | 43.70 | .00 | 75.14 | .00 | .00 | .00 | 75.14 |
| | TOTAL | 1.284000 | 165.45 | .00 | 229.96 | .00 | 395.41 | 79.08 | .00 | .00 | 474.49 |
| 2004 | M & O | 1.500000 | 114.33 | .00 | 211.13 | .00 | 325.46 | 70.23 | .00 | .00 | 395.69 |
| | I & S | .127792 | 9.74 | .00 | 17.99 | .00 | 27.73 | .00 | .00 | .00 | 27.73 |
| | TOTAL | 1.627792 | 124.07 | .00 | 229.12 | .00 | 353.19 | 70.23 | .00 | .00 | 423.42 |
| 2003 | M & O | 1.500000 | 85.83 | .00 | 168.81 | .00 | 254.64 | 41.36 | .00 | .00 | 296.00 |
| | I & S | .133300 | 7.63 | .00 | 15.00 | .00 | 22.63 | .00 | .00 | .00 | 22.63 |
| | TOTAL | 1.633300 | 93.46 | .00 | 183.81 | .00 | 277.27 | 41.36 | .00 | .00 | 318.63 |
| ALL | M & O | | 24,911.96 | .00 | 5,757.60 | .00 | 30,669.56 | 5,889.76 | .00 | .00 | 36,559.32 |
| ALL | I & S | | 6,349.80 | .00 | 1,573.24 | .00 | 7,923.04 | .00 | .00 | .00 | 7,923.04 |
| ALL | TOTAL | | 31,261.76 | .00 | 7,330.84 | .00 | 38,592.60 | 5,889.76 | .00 | .00 | 44,482.36 |

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 TC298-D SELECTION: DEPOSIT
 RECEIPT DATE: ALL
 LOCATION: ALL

TAX COLLECTION SYSTEM
 DEPOSIT DISTRIBUTION
 FROM: 08/01/2019 THRU 08/31/2019
 JURISDICTION: 0011 PT NECHES-GROVES ISD

PAGE: 13
 INCLUDES AG ROLLBACK

| YEAR | FUND | TAX RATE | LEVY PAID | DISCOUNT GIVEN | PENALTY INTEREST | TIF AMOUNT | DISBURSE TOTAL | ATTORNEY | OTHER FEES | REFUND AMOUNT | PAYMENT AMOUNT |
|------|-------|----------|-----------|----------------|------------------|------------|----------------|----------|------------|---------------|----------------|
| DLQ | M & O | | 7,070.77 | .00 | 3,391.77 | .00 | 10,462.54 | 2,714.55 | .00 | .00 | 13,177.09 |
| DLQ | I & S | | 2,165.36 | .00 | 1,018.34 | .00 | 3,183.70 | .00 | .00 | .00 | 3,183.70 |
| DLQ | TOTAL | | 9,236.13 | .00 | 4,410.11 | .00 | 13,646.24 | 2,714.55 | .00 | .00 | 16,360.79 |
| CURR | M & O | | 17,841.19 | .00 | 2,365.83 | .00 | 20,207.02 | 3,175.21 | .00 | .00 | 23,382.23 |
| CURR | I & S | | 4,184.44 | .00 | 554.90 | .00 | 4,739.34 | .00 | .00 | .00 | 4,739.34 |
| CURR | TOTAL | | 22,025.63 | .00 | 2,920.73 | .00 | 24,946.36 | 3,175.21 | .00 | .00 | 28,121.57 |

Port Neches-Groves Independent School District

Board Document

MEETING DATE: September 9, 2019

AGENDA ITEM: Consider Approval of School Health Advisory Council

According to board policy, the Board shall appoint at least five members to the council. A majority of the members must be parents of students enrolled in the District and must not be employed by the District. It is recommended that the Board appoint the listed members to serve on the School Health Advisory Council for the 2019-2020 school year.

| Name | PNGISD Personnel | Community Member | Representation |
|--------------------|------------------|------------------|------------------------------------|
| Crystal Werkheiser | X | | High School Curriculum Coordinator |
| Melissa Nunnally | X | | Director of Child Nutrition |
| Staci Guarnera | X | | PNE Nurse |
| Britni Hidalgo | X | | GE Nurse |
| Adriann Martin | X | | PNMS P.E. Teacher |
| Lannah Barbosa | | X | PN-GHS Student |
| Raegan Hudspeth | | X | PN-GHS Student |
| Stacy Eberhardt | | X | Parent/PNE |
| Priscilla Garcia | | X | Parent Taft |
| *Kim Hall | | X | Parent/PNMS/HS |
| *Kimberly Hoyt | | X | Parent/GMS |
| Amy Howard | | X | Parent/ RW |
| *Whitney Howard | | X | Parent VB |
| Heather Landry | | X | Parent/VB |
| Ryan McLeod | | X | Parent/ GE |
| *Christine Marsh | | X | Parent/ PN-GHS |
| *Echo Sullivan | | X | Parent/WC & HS |
| Darla Daigle | | X | Crisis Center of SETX |

*Board Nominated Member

Recommendation: It is recommended that the Board of Trustees approve the appointment of the School Health Advisory Council for 2019-2020

Resource Personnel: Crystal Werkheiser, High School Curriculum Coordinator

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: September 9, 2019

AGENDA ITEM: Consider Approval of 2019-2020 District and Campus Improvement Plans

BQ (LEGAL) states that “the Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans: (1) are mutually supportive to accomplish the identified objectives; and (2) at a minimum, support the state goals and objectives under Education Code Chapter 4.”

To more effectively implement the planning and decision-making process, individual campus plans and the district education improvement plan are submitted in the fall. It is possible that minor revisions may need to be made through a formative review process without bringing it back for approval every time a minor revision is made.

Recommendation: It is recommended that the Board of Trustees approve the 2019-2020 District and Campus Improvement Plans and authorize the Superintendent to approve minor revisions to the plans through a formative review process.

Resource Personnel: Dr. Brenda Duhon, Assistant Superintendent for Curriculum and Instruction/Technology

Port Neches-Groves Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

Vision

Our students will model academic success and integrity in all endeavors. Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

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| Goals | 32 |
| Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success. | 32 |
| Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance. | 49 |
| Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel. | 51 |
| Goal 4: All PN-GISD teachers will be provided high-quality professional development. | 58 |
| Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals. | 61 |
| Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers. | 65 |
| Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning. | 72 |
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Comprehensive Needs Assessment

Needs Assessment Overview

The District Education Improvement Committee met on May 6, 2019, to work on the Comprehensive Needs Assessment and district improvement plan in the areas of Demographics, Student Achievement, District Processes and Programs, and Perceptions. The District Education Improvement Committee will meet again in early fall to review and finalize the plan. Even with increasingly varied demographics, PN-GISD and all campuses continue to strive for academic achievement improvement and closing achievement gaps across the district in all subjects. To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting servie to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

Note: The committee decided to utilize redirected Title IV funds at Port Neches Elementary to cover 100% of the salary of an instructional personnel unit for allowable Title I activities.

Demographics

Demographics Summary

Port Neches-Groves Independent School District is located in Jefferson County, Texas. Nestled in the "Golden Triangle" of southeast Texas, the suburban communities of Port Neches and Groves are proudly served by the PN-G Independent School District. Serving a K-12 school population of approximately 5100 students, the district strives to provide excellence in education through the combined efforts of staff, students, parents, and community.

Templeton Demographics performed a demographic study of Port Neches and Groves communities in March 2014 and updated it in Fall 2015. The following development conditions were consistently noted in both communities:

- Cities are approximately 98% built-out.
- Cities are experiencing very limited “in-fill” growth.
- Limited multi-family development due to limited land availability.
- Limited commercial development

The following information was provided by each City Manager (April 2019 data):

Port Neches

- For the past couple of years, the City has experienced an increase in new home construction with an annual average of 40. For the current year, it is anticipated that 50 home starts will occur. Much of this construction takes place within established neighborhoods on vacant lots or properties on which the original structure has been removed. Additionally, a portion of City-owned riverfront property is slated for single-family residential development. The City will attempt to sell this 37-acre tract in the very near future.
- The City continues to pursue commercial development of a 13-acre tract of riverfront property. The City has obtained a commitment from one (1) restaurant and is currently in negotiations with several other interested parties. Likewise, construction will soon begin on necessary infrastructure improvements to facilitate ingress/egress and to provide utilities to this area.
- The downtown Port Neches area has continued to experience enhanced business activity involving a variety of stores/services. In addition to a popular microbrewery located on Port Neches Avenue, a new café has recently opened and renovation work is on-going for an entertainment venue and an event center.
- The Port Neches Economic Development Corporation continues to provide incentive funding to businesses expanding in or relocating to Port Neches.

Groves

- From 3-1-18 to 3-1-19 there have been 50 new homes built in Groves.
- Sales tax is reported at an all-time high for fiscal 2018 \$2,239,000 which is \$150,000,000 worth of taxable goods and services sold in Groves for fiscal 2018.

- Super KMart was sold to Fertitta for an industrial warehouse and laydown yard. New owner placed \$2,000,000 of improvements into building and property. Looks better now than when it was K Mart.
- Wachovia bank sold to retail investors and will be torn down.
- Nearly all structures damaged by flooding are now repaired.
- City is back on removing empty and dangerous structures (16 set for demo this summer).
- Customer count at 6400 which is up from 6357 on last report.
- Heritage Point, Amber Estates and KL Butler all completed and built out. (60 new homes)
- Indian Springs Phase I sold out.

Enrollment Projections: (Templeton Demographics)

5-Year Enrollment Information

- 5-year elementary enrollment growth (2016-17 to 2020-21) = 135 students
- 5-year total enrollment growth = 344 students

10-Year Enrollment Information

- Elementary enrollment growth = 171 students
- Middle school growth = 270 students
- High school growth = 193 students
- District enrollment growth = 608 students
- Average growth rate during next 10 years = 1.15%

The Templeton Fall 2015 report noted the following:

- Port Neches-Groves has added more than 300 students in the last 5 years, making it the second fastest growing district in Region 5.
- The district is anticipated to reach 5,000 students by Fall 2016. (This projection was met. As of 4/1/17, 5027 students were enrolled.)
- Five-year enrollment growth of 344 students with Fall 2020 enrollment = 5,331.
- Ten-year enrollment growth of 609 students with Fall 2025 enrollment = 5,596.

Proposed Bond Election for New Elementary Schools

During the 2015-2016 school year, a community bond committee investigated the current state of elementary buildings in the district and determined that new elementary schools were needed throughout the district. The decision was made to reduce the number of elementary schools from six schools to four schools with two schools in each community. However, the district's bond capacity did not allow a bond issue at that time. In February, 2019, the bond committee reconvened and, based upon new district bond capacity data, they voted to move forward with making a proposal to the school board to move forward with a bond issue for four new elementary schools. The bond proposal was presented to the school board on March 18, 2019, and the board unanimously approved the motion to move forward with a bond issue in November, 2019.

Race/Ethnicity and Economically Disadvantaged

The following information is found in the district's *Texas Academic Performance Reports (TAPR)*:

| Year | AA | Hispanic | AI/AN | Asian | White | 2+ Races | Nat. HI/Other Pac. Isld. | ECOD. | ELL | AT RISK |
|-----------|------|----------|-------|-------|-------|----------|--------------------------|-------|------|---------|
| 2012/2013 | 2.2% | 17.2% | .6% | 5.6% | 72.9% | 1.3% | .1% | 34.25 | 3.8% | 33.7% |
| 2013/2014 | 2.6% | 18.43% | .6% | 5.6% | 70.6% | 2.2% | 0% | 40.3% | 3.8% | 40.1% |
| 2014/2015 | 2.5% | 20.7% | .3% | 5.6% | 68.1% | 2.8% | 0% | 38.6% | 3.6% | 35.1% |
| 2015-2016 | 2.7% | 22.2% | .2% | 5.5% | 66.5% | 2.8% | 0% | 33.5% | 4.0% | 40.6% |
| 2016-2017 | 3.0% | 23.3% | .2% | 5.7% | 64.9% | 2.8% | 0% | 33.7% | 4.7% | 34% |
| 2017-2018 | 2.9% | 25.2% | .2% | 5.6% | 63.7% | 2.5% | 0% | 38.1% | 5.3% | 41.7% |

Student group percentages continue to fluctuate as reflected in the above TAPR data. Although District percentages are lower than state averages, Hispanic, Economically Disadvantaged, and ELL groups show consistent increases in the District. At this time, official TELPAS scores have not been released from the state. They are expected to be released in May.

Port Neches-Groves ISD participates in a Shared Services Agreement with Region 5 Educational Service Center to best meet the needs of any identified migrant students in the district.

The District coordinates and integrates programs and services by providing meals to all campuses through the Texas Department of Agriculture's National School Lunch and Breakfast programs. Currently, the School Breakfast Program serves approximately 915 reimbursable breakfasts daily and 3200 reimbursable lunches daily while 42% of our enrollment is approved for free or reduced-price meals.

Jefferson County has several high education institutions that serve as resources for PN-GISD employees and students: Lamar University, Lamar Institute of Technology in Beaumont, Lamar State College Port Arthur, and Lamar State College Orange. Lamar University provides opportunities for PN-GISD personnel to earn master's degrees in teaching and education and a doctorate in educational leadership. Lamar University partners with PN-GISD to offer a variety of dual academic credit courses for PN-GISD high school students through the LEAP program. Lamar State College Port Arthur partners with the PN-GISD to offer criminal justice, anatomy and physiology, English, and process technology dual credit courses. Lamar State College Port Arthur and the PN-G CTE Department have articulated credit opportunities in automotive technology, digital interactive media, touch system data entry, health science, accounting, business information management, law enforcement, and cosmetology.

It seems that the borders between districts are disappearing as more and more laws are being rewritten and established processes are disappearing (Power of Attorneys, Grandparent Clause, McKinney-Vento). In the interest of uniformity, the Executive Director for Student Services has meet with enrollment personnel at each campus to answer any questions ensuring everyone is on the same page regarding the proper procedure for parents on enrollment. Checklists and procedures are in place and have been provided to each a campus with instructions on how to collect materials. All irregularities are

submitted to the Executive Director's office immediately. #OneStop registration provides an opportunity for special registration circumstances to be handled on an individual basis before registration is complete. We are making progress in this area and with continuous evaluation, adjustments will be made to ensure continued progress.

A growing concern at Port Neches-Groves ISD is recent school shootings in the United States. School safety concerns have caused PNGISD to review our effectiveness in ensuring student safety.

Demographics Strengths

- Executive Director of Student Services manages residency and truancy and serves as district homeless liaison.
- The Child Nutrition Department uses the Direct Certification and Contracting Entity match reports from the TX-UNPS database to help identify eligible students for free and reduced priced meals.
- Our attendance rate seems to have recovered after Hurricane Harvey hit in 2017-2018 school year. Our ADA for 2018-2019 was 96.3% as compared to 95.76% the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student group percentages continue to fluctuate as reflected in district Texas Academic Performance Report (TAPR) data. **Root Cause:** Although District percentages are lower than state averages, Hispanic (25.2%), Eco Disadvantaged (38.1%), and ELL (5.3%) groups show consistent increases in the District.

Problem Statement 2: The current ADA for PN-GISD is 96.3%. **Root Cause:** Our district ADA reached its PreHarvey rate of 96.3%, but we continue to strive for higher attendance.

Problem Statement 3: We need more teachers who are ESL certified. **Root Cause:** Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase.

Student Academic Achievement

Student Academic Achievement Summary

Since the inception of the new accountability system, Port Neches-Groves ISD and every campus continues to meet the required standards in student achievement, student progress, closing performance gaps, and postsecondary readiness thus receiving the "Met Standard" rating. For the 2018-2019 academic school year, Port Neches-Groves ISD earned the A accountability rating. District and campus accountability ratings are as follows:

| | |
|---------------------------|----------|
| PNGISD | A |
| PNG High School | B |
| Port Neches Middle School | C |
| Groves Middle School | C |
| Port Neches Elementary | B |
| Groves Elementary | B |
| Ridgewood | B |
| Taft | B |
| Van Buren | A |
| Woodcrest | B |

Now that the state has changed the descriptors of the four levels of proficiency on STAAR/EOC to *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level*, a new level of awareness has arisen as to how it describes the performance of students on these assessments. Historically, our focus has been on students passing the STAAR/EOC, but now “passing” (*Approaches Grade Level*) means that the child showed some knowledge of the material but didn’t show an understanding of some of the most important parts. It also means that the child will need extra help in the next grade level. As a district, we need to include in our focus, emphasis on helping our students reach *Meets Grade Level* and *Masters Grade Level*.

Distinction Designations for 2019-2020 include:

- PNGHS: Postsecondary Readiness
- Groves Elementary: Academic Achievement in Mathematics; Academic Achievement in ELA/Reading; Top 25% Comparative Closing the Gaps; Postsecondary Readiness
- Port Neches Elementary: Academic Achievement in Science
- Van Buren: Top 25% Comparative Closing the Gaps; Postsecondary Readiness
- Taft: Top 25% Comparative Closing the Gaps; Academic Achievement in ELA/Reading; Postsecondary Readiness
- Woodcrest: Academic Achievement in ELA/Reading; Top 25% Caomparative Closing the Gaps; Postsecondary Readiness

Sections of Advanced Courses Remains Steady: Port Neches–Groves High School offered 58 sections of Pre AP, AP and dual credit classes which is an increase from the previous year.

We added supplemental instructional staff (teachers and paraprofessionals) at grades PK-5 to focus on closing educational achievement gaps in core academic subject areas among all disaggregated student groups and improve percentage of students performing at grade level in Reading and Math.

Continuous data analysis is a driving force at Port Neches-Groves ISD. DMAC offers a variety of data analysis reports and used regularly by administrators including principals and curriculum coordinators. Teachers have access to DMAC and many run their own instructional analysis reports to better understand the needs of their students.

A STAAR Practice Plan was implemented in 2013-2014 with a primary purpose of gathering data to support teachers in their areas of need. The plan is adjusted yearly to best meet district needs.

Student Academic Achievement Strengths

Elementary Strengths:

- 3rd and 4th grade Reading performance showed an increase at all levels--approaches, meets, and masters district wide.
- 3rd - 5th grad Math scores continue to increase across the district.
- 5th grade Science scores had a 3% increase in the "Meets" and "Masters" levels across the district.

Areas of Concern:

- Grades 3-5 student performance is lowest in Reporting Category 3 "The student will demonstrate an ability to understand and analyze information text."
- In 4th grade Writing across the district, student performance in Reporting Category 1 "The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization, sufficient development; and effective use of language and conventions." continues to see a decrease.

Middle School Improvements Made:

- 8th grade Social Studies "approaches" improved by 4% and still above Region 5 average
- 8th grade Social Studies "meets" improved by 9% and is now above Region 5 average
- 8th grade Social Studies "masters" improved from 8% to 16% and is now above the Region 5 average
- All middle school tests have improved in the "approaches" category from 2018-2019
- 7th grade Reading and Math improved in all categories

- 8th grade Science and Social Studies improved in all categories

Areas of Concern:

- 7th grade Math and Writing scores are below state in "meets" and "masters" levels
- Continuous improvement is needed on 8th grade Social Studies at all levels
- 6th grade Math and Reading scores have fallen at the Meets level

High School Strengths:

- PNGHS students exceed Region 5 passing percentages in all five tested subjects for Approaches Grade Level, Meets Grade Level, and Masters Grade Level, with the exception of the percentage for Biology & English I Masters. PNGHS students exceeded the State passing percentages in all five tested subjects for Approaches Grade Level & Meets Grade Level.
- PNGHS now offers all grade-level core courses through inclusion in order to better assist our diverse student population.
- PNGHS continues to provide semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.
- PNGHS is in the second year of having a special education teacher in charge of our SPED Vocational Work Period. We are looking to provide more opportunities for transition to career and work readiness.

High School Areas of Concern:

- Special Education students are not showing knowledge of grade level concepts in core courses.
- English Learner students are not showing knowledge of grade level concepts in core courses.
- The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.
- Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia--to help them reach expected growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause:** We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause:** As state standards have increased, there is more emphasis on individual student growth.

Problem Statement 3: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in

core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause:** Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

District Processes & Programs

District Processes & Programs Summary

Staff Quality, Recruitment, & Retention

Port Neches-Groves ISD has a long-standing reputation of recruiting, hiring and retaining exceptionally talented and capable employees. Campus administrators along with campus-based hiring teams conduct intensive screening and interviewing processes to ensure that all new employees meet the high standards that the district requires and that our community expects. A District of Innovation (DOI) plan was submitted to TEA for implementation beginning with the 2017-2018 school year with a component to allow the District flexibility to create local certification requirements for qualification and training for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in hard-to-fill positions. In addition, the DOI plan also allows certified secondary teachers the ability to teach subject(s) out of their certified area for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in question. Teachers new to the district are assigned a mentor teacher. Both new teachers and mentors are given clearly defined roles and responsibilities and resources are provided to help them during their first year in the district. Mentors and new teachers are required to submit monitoring reports to their curriculum coordinator every other six weeks.

Professional development for employees at all levels is a high priority. The District Education Improvement Committee provides input into the overall staff development plan and campuses plan as much campus-based staff development as possible to address campus training needs. Professional development transcripts are provided for teachers and staff through an online system (PDExpress) and online transcripts of professional development are readily available for staff. In addition, all staff are given opportunities to evaluate professional development through the online system.

PN-GISD believes in offering opportunities for local faculty who are interested in becoming administrators to receive mentoring and/or on-the-job training. Current faculty are informed of opportunities for certification and training and are given opportunities to “fill-in” as administrators when possible.

Title I funds will continue to be used for teacher and paraprofessional salaries at Title I campuses as well as for supplies. Title IV funds will be redirected to Title I to also be used for an additional teacher salary. Title teachers will implement effective instructional strategies in core subjects at the elementary school level to improve the academic achievement of diverse learners and close the identified achievement gaps.

The following table shows PN-GISD teachers based upon the highest degree held (**Texas Academic Performance Reports**):

| | No Degree Held | Bachelor's | Master's | Doctorate |
|------------------|-----------------------|-------------------|-----------------|------------------|
| 2012-2013 | 1.2% | 80.3% | 18.5% | 0% |
| 2013-2014 | 1.2% | 82.1% | 16.8% | 0% |
| 2014-2015 | 1.2% | 84.5% | 14.4% | 0% |
| 2015-2016 | 1.1% | 82.5% | 16.3% | 0% |
| 2016-2017 | 1.4% | 82.6% | 16.0% | 0% |

| | No Degree Held | Bachelor's | Master's | Doctorate |
|------------------|----------------|------------|----------|-----------|
| 2017-2018 | 1.2% | 82.0% | 16.9% | 0% |

The following table shows district teachers' years of experience (**Texas Academic Performance Reports**)

| | Beg. | 1-5 Years | 6-10 Years | 11-20 Years | Over 20 Years |
|------------------|------|-----------|------------|-------------|---------------|
| 2012-2013 | 2.4% | 16.7% | 18.0% | 30.4% | 32.5% |
| 2013-2014 | 3.2% | 19.7% | 18.8% | 29.4% | 28.8% |
| 2014-2015 | 3.2% | 18.2% | 19.8% | 30.5% | 28.3% |
| 2015-2016 | 0.6% | 21.6% | 19.1% | 31.2% | 27.5% |
| 2016-2017 | 2.2% | 18.8% | 19.1% | 31.2% | 28.8% |
| 2017-2018 | 1.7% | 18.8% | 21.9% | 30.3% | 27.3% |

Technology

Port Neches-Groves ISD Technology Department consists of the Assistant Superintendent for Curriculum and Instruction/Technology, Director of Information Services and Security, Network Administrator, three technicians, a department secretary, and a Help Desk position. Elementary campuses each employ a Technology Aide. Both middle schools have a certified teacher who serves as the Campus Technology Specialist. At the high school, the High School Curriculum Coordinator serves in this capacity.

Port Neches-Groves ISD has made a commitment to improve the quality and value of education in the district through the passage of a \$123 million bond issue in 2008, of which \$6,951,113 was dedicated to technology.

The technology package included the following components at Grades 6-12: dedicated teacher laptops, student laptops, administrator PCs, library PCs for grades 6-8, lab PCs, mobile distance learning equipment, video distribution system 6-12, 42" flat panel TVs for all instructional rooms, and new IP phone system. The technology package included the following components at Grades K-12 (all instructional classrooms): Document cameras, Mimio (interactive white boards), Ceiling-mounted projectors, and teacher microphone systems.

The infrastructure portion of the bond was to wire for one-to-one computing. Each student desk in grades 6-12 has a data pull as well as wireless access allow for mobile computing. Two middle schools and two elementary schools have received increased bandwidth.

The technical/infrastructure portion of the technology plan is reviewed and evaluated once a year by the Director of Information Services, the Network Supervisor, and the technical staff. Bandwidth is monitored daily and formal bandwidth test reports are generated each semester. Infiltration logs are continually evaluated for breeches of security of data systems. District materials database and maintenance/repairs database are maintained daily.

The Port Neches–Groves ISD interconnects 9 campuses, 1 Administrative Building, 1 Alternative Campus, and 1 Maintenance Building to a centralized network center housed at the West Groves Education Center which also houses aour Early Learning Center. Each location has at least two servers. One server houses a campuses' specific needs and the other operates a software server. The Maintenance Department is connected to the high school by fiber. The Administration/Transportation building is connected to the High School by fiber and the High School is connected to West Groves Education Center by a 1 gig fiber provided by Spectrum which may be expanded, as needed. All our campuses are connected to the West Groves Education Center via fiber. Our bandwidth to the Internet is 500MB up and 500MB down. We are also connected to our regional center via a T1. The Region 5 Service Center provides us with DS3 lines. We maintain an individual LAN at every location. We maintain both a wired and wireless network at all locations. We have instituted "Bring Your Own Device" in the district. To handle the ever-increasing wireless traffic, we continue to build up our district wireless network. We have also converted laptops which were purchased during the 2008 bond to Chromebooks.

We currently maintain approximately 5400 computer/laptop systems. Current bandwidth is as follows: Groves Middle School – 1 GB to central hub; Van Buren Elementary – 1 GB to central hub; Port Neches Middle School – 1 GB to HS 1 GB to central hub; and Port Neches Elementary – 1 GB to HS shared 1 GB to central hub. Currently, our high school has two general purpose labs, five Business Information Management labs. In addition, we currently run a thin client setup at the high school LRC. Both middle schools house one general-purposes computer lab. For business applications, we utilize an online purchase order entry and tracking system throughout the district with servers located at the West Groves Education Center (the district hub).

Along with data systems, the Technology Department is responsible for installation and maintenance of a video, security, and phone systems. Video is delivered to all classrooms throughout the district. PowerPoint, cable, and satellite are distributed over the video system. The video system is also used for general announcements.

We are constantly analyzing and updating our data network to meet the needs of our district. This is done through constant vigilance of network usage through logs and real-time monitoring. We implemented a firewall in 2002 and changed all our systems behind the firewall, to a private IP naming convention which allowed for better network security. A network filter has been in operation since 1999. We also run a network virus protection software package.

Career & Technology

The PN-GISD Career and Technical Education Department is dedicated to preparing students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education by providing coherent and rigorous content aligned with challenging standards and relevant knowledge and skills.

A vital component of PN-GISD CTE is participation in CTE student organizations. Students enrolled in a CTE course have the opportunity to participate in a student organization appropriate to the course in which he/she is enrolled. CTE student organizations promote leadership and job skill training and provides scholarship opportunities.

The District has implemented HB5 and will continue to refine its high school course offerings based upon student needs. Adjustments have been made to better prepare 8th graders for choosing their endorsement to begin their 9th grade year.

Courses are offered in the following areas: Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Career Development; Education & Training; Finance; Health Science, Hospitality & Tourism; Human Services; Information Technology;

Law, Public Safety, Corrections and Security; Manufacturing; STEM, and Transportation. Students are provided access to Kuder assessments to help guide them in choosing a career. Efforts have been made to add business partnerships to programs to provide real-world opportunities to our students.

An extensive CTE program evaluation plan was implemented in 2017-2018. Federal Carl Perkins funds are spent to help close key skills gaps so students are better prepared to enter the workforce. A CTE Advisory Committee meets twice a year and provides guidance for CTE program offerings. A formal comprehensive needs assessment will be conducted during the 2019-2020 school year in preparation for 2019-2020. Currently, there is a need to provide Chromebooks for CTE programs because district laptops are so old they are unreliable.

Gifted and Talented

The focus of instruction in K-12 is to enhance students' individual talents and promote divergent thinking skills. The district's G/T program is broadened to include an emphasis on specific subject matter and higher-order thinking skills. Development and enhancement of leadership abilities are an integral part of the program. In PN-GISD, students are identified and served by a GT certified teacher. Special instructional strategies/arrangements for GT students include enrichment activities provided within the regular classroom, enriched classes, accelerated advancement, credit by exam, and Distinguished Achievement Program options such as a College Board Pre-AP, AP classes, and high school/college concurrent enrollment.

Curriculum and Instruction

PN-GISD will continue to use the TEKS Resource System as a curriculum resource. The district has a board-approved Curriculum Management Plan.

Special Education

Special Education continues to experience an increase in the number of students with approximately 121 over last year. Currently, we have received 34 transfers from other districts, states, and countries. There have been 106 referrals from parents, campuses and through our Child Find Program. Of the 106, 87 qualified to receive Special Education services and 19 of those did not qualify for services. The Special Education Department continually monitors the numbers and qualifying conditions of students receiving services within the district to ensure that the individual needs of each student are being met.

PreK/PPCD

Total West Groves Early Learning Center enrollment for 2018-2019 was 98 students (18 PPCD and 80 PreK) with 20 of these students being Bilingual or ESL students. Services provided include: speech, OT, PT, visually impaired consult. WGELC employs 2 PreK teachers, 1 bilingual teacher, 2 PPCD teachers, 5 paraprofessionals, 1 speech therapist, and 1 secretary/nurse. We will continue to keep both the Pre-K and PPCD classes smaller in order to meet the needs of our preschool-aged children. Currently, the WGELC hold a morning session (8:15 – 11:30 a.m.) and an afternoon session (12:15 – 3:30 p.m.).

The Pre-K classes have benefited greatly from additional funding after being awarded the "High Quality Prekindergarten Grant." Funds were used to enhance classroom instruction, add additional technology to the classrooms, provide professional development, and create a physical education program for the PreK students.

General Education - Section 504 and RtI

With the addition of the district Program Support Specialist, Section 504 and RtI processes and procedures were streamlined. Beginning in 2018-2019, the campus principal oversee Section 504 and RtI at his/her campus with SuccessEd as a resource. The District 504 Coordinator is the Assistant Superintendent for Administrative Services. Section 504 is currently tracked through SuccessEd software.

Dyslexia

A consistent district-wide dyslexia curriculum was implemented in 2014-2015 and continues to be used at all grade levels. During the 2018-2019 school year:

- 51 students were tested for dyslexia and 27 were identified
- 44 K-3 students received interventions; 14 4-5 students received interventions, and 14 6-8 students received interventions
- Of the 92 students in grades K-6 with Star Renaissance Reading scores, 86% made progress whereas 63% met the progress goal of 50 or more.

A district Dyslexia Specialist oversee the district's dyslexia program and a Dyslexia Interventionist is being added for the 2019-2020 school year for additional dyslexia support.

Bilingual Program

Beginning with the 2017-2018 school year PNGISD, started phase one of our transitional bilingual early exit model bilingual education program for our Spanish speaking PreK students. This model serves students identified with limited English proficiency in both English and Spanish and transfers them to English-only instruction. In 2018-2019, a waiver was obtained to cover our bilingual kindergarten class with an ESL certified kindergarten and first grade teachers along with support from a bilingual paraprofessional to help meet the needs of our students. We currently do not have enough bilingual certified teachers to serve our increasing population. We continue to attempt to find certified bilingual teachers; however, are currently serving them under an exception using the ESL model with support from Spanish-speaking paraprofessionals.

ESL Program

PN-GISD has a continuous upward trend in the number of English Learners. The ESL program serves students identified as English Learners by providing an ESL certified teacher who provides English Language Arts instruction exclusively, while the student remains in regular educational mainstream instruction or the student is pulled out by one of our district ESL Specialists who works with the student to become proficient in the English language. Our district continues to address the needs of English Language students by increasing the number of ESL Specialists and certified ESL ELAR teachers available to campuses to serve students and support teachers. By continuing to add support over the years, currently we are able to have specialists assigned to Taft, Ridgewood, Van Buren, Port Neches Middle School, Groves Middle School, Groves Elementary, and PN-G High School.

Translation Services

Beginning with the 2018-2019 school year, PNGISD has contracted with RTT mobile Interpretations for translating services to better communicate with our English learner parents. This service provides us with access to over 180 different languages at our fingertip to help bridge relationships with our increasing

ESL/bilingual parents.

Alternative Education Center

The AEC provides credit recovery, disciplinary alternative education placement, and homebound instruction programs. Fully certified instructional staff provides students with TEKS-based curriculum, special education services, social skills enhancement, and counseling services.

Counseling Program

The PNGISD district counseling program implements a counseling program following the guidelines of the Texas Comprehensive, Developmental Guidance and Counseling Program Model from the Texas Education Agency. Within this program structure there are four components which include the following:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

The purpose of the guidance curriculum component is to help all students develop basic life skills. This is the foundation of a developmental guidance program. Several areas have been identified within the curriculum component. PNGISD strives to incorporate character education within all areas of the curriculum. Counselors may deliver the curriculum component in a variety of settings depending on the grade level.

Responsive services includes addressing the immediate concerns of students. These concerns may be academic, school-related, relationship, abuse, grief/loss, substance abuse, family issues, harassment issues, coping with stress and suicide prevention. The purpose of this component is two- fold: prevention and intervention.

Individual planning assists students in monitoring and understanding their own development. Areas to address include educational, career and personal-social. Counselors may assist students on an individual basis with their planning. Group settings may also assist students in learning about opportunities that are available.

System support includes program and staff support activities and services. Counselors are needed to help communicate in a variety of ways and areas including parent education, teacher/administrator consultation, staff development, counselor's professional development and public relations. Our school counselors are Master's level professionals who provide leadership and assistance in the above named areas.

The Port Neches Groves ISD philosophy of counseling includes the following:

It is the philosophy of the Port Neches-Groves Independent School District to assist each pupil in the understanding and acceptance of himself as an individual of inherent worth and to allow each pupil the opportunity to explore and attain to the limit of his potential.

The district recognizes the school counselor as a professional possessing skills and competencies allowing him or her to contribute directly to both the specific and broad purposes of education. The counselor must be able to develop and maintain effective individual and group relationships and to provide assistance with educational, career, and personal needs and concerns. The results of the counselor's efforts should facilitate the learning process for every pupil.

Homeless

A district Homeless Liaison oversees our services for homeless students. The district reserves funds for homeless support through the ESSA grant application.

Data Security

Data security is at the forefront of technology responsibilities. Attacks on our data systems are increasing at an alarming rate. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Consulting Services

Supplemental contracted services are utilized to enhance, expand, increase, and extend the efficiency of the federal programs by providing technical assistance to support administrative staff in the implementation of programs for fiscal and programmatic compliance and effectiveness.

District Processes & Programs Strengths

- 57.6% of teachers have 11+ years of teaching experience.
- Average years of experience of teachers is 14.6.
- The district teacher turnover rate is 9.6% which is 7% less than the state average (16.6%).
- Continue expanded job postings to Region 5 and TASA job postings website.
- Aspiring Administrators initiative provides on-the-job training for future administrators.
- Both administrators and teachers are offered professional development opportunities to stay abreast with the constant changes within public education in Texas.
- District continues to allocate local technology funding on an annual basis to support technology.
- Continue to research alternative means in which to supplement our technology costs through eRate funding and Title II Part A funds for staff development.
- Interactive classrooms across the district.
- Middle school and high school personnel continue to work collaboratively to inform parents and students of HB5 components.
- PN-GISD continues to maintain valuable partnerships with local businesses and industry.
- Stronger post-secondary partnership with LSCPA.

- Regular assessment of students to evaluate GT placement, teacher training to earn and update GT certifications, and opportunities for GT services in all academic areas.
- Continue TSI assessment plan to provide post-secondary opportunities for students
- Curriculum coordinators conduct grade level/department meetings to provide teachers with the most up-to-date information in the areas of curriculum, instruction, and assessment.
- Teachers are provided an abundant amount of technology resources to strengthen their instruction. (Ex. iPads, Chrome Books, mimio boards, document cameras, etc.)
- Teachers are provided with supplemental programs and website subscriptions to use during both whole group instruction and intervention.
- Continuing PreK and PPCD at West Groves affords the following strengths:
 - Larger space and additional personnel that ensures a safer and more effective learning environment.
 - Smaller class sizes enable more individualized instruction.
 - Additional technology learning opportunities are available to PreK and PPCD students.
 - Intervention opportunities are more specific to students' areas of need.
- The addition of a Dylexia Interventionist.
- AEC teachers stay in constant communication with the main campuses in regard to student needs, strengths, academic progress, and curriculum. The alternative campus staff meets frequently to review students' Individualized Education Plans and/or Behavior Intervention Plans, when applicable, to ensure a smooth transition for the students back to their main campus.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands. **Root Cause:** The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually

Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). **Root Cause:** Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.

Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause:** Professional development is essential or all staff to efforts to improve our schools.

Problem Statement 4: Continue to increase the quality of the CTE program at Port Neches-Groves ISD. **Root Cause:** Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students.

Problem Statement 5: The district needs to further develop an integrated approach to writing. **Root Cause:** Research shows that there is direct correlation among students who develop their writing skills and literacy through an integrated approach. A focus on authentic writing across all content areas will help students reach a deeper level of understanding, generate new ideas and thinking, enhance critical thinking, and will help retain learning in all content areas.

Problem Statement 6: Students in grades K-8 at all campuses need additional counseling services including children who are at risk of academic failure, dropping out of school, involved in the justice system, or show evidence of drug use and/or abuse. **Root Cause:** The increased complexity of personal and social issues students face along with the added stress from Hurricane Harvey combined with required administrative duties of the school counselor, current counseling services are not sufficient to meet the social and emotional needs of our K-8 students.

Problem Statement 7: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions. **Root Cause:** Yearly changes in staffing requires an annual review of certifications and updates.

Problem Statement 8: Attacks on our data systems are increasing at an alarming rate. **Root Cause:** The selling and distributing of an institution data has become a lucrative endeavor. Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Perceptions

Perceptions Summary

There is a special school spirit that infuses the two communities of Port Neches and Groves. With it comes a shared sense of purpose and values among staff members, board members, parents, and students. PN-GISD is a community that cares about one another and makes you feel part of something bigger than yourself. There is a sense of community, family, commitment, responsibility, cooperation, and pride.

In Spring, 2014, Gallagher Construction Services performed a facilities study of the district and identified strengths and needs in reference to our campus buildings. With regard to building security, HVAC/electrical systems, and educational functional and energy efficiencies, the secondary campuses did not have any deficiencies noted in the report. However, the following problems were identified: (1) building security should be addressed at all elementary campuses; (2) HVAC and electrical systems should be assessed and upgraded/replaced at all elementary campuses and at the Alternative Education Center; (3) the age of the elementary campuses and Alternative Education Center contributes to several educational functional and energy inefficiencies. As a result of this Gallagher study, a community bond committee was formed during the 2014-2015 school year to investigate the current state of our elementary buildings, AEC, and WGEC. The bond committee recommended that new elementary schools (and updates to AEC and WGEC) be made as soon as the district was in a position to propose a bond election. Update: In February, 2019, the bond committee reconvened and, based upon new district bond capacity data, voted to move forward with a proposal to the school board for a bond election. The bond proposal was unanimously approved by the school board on March 18, 2019. Target date for the bond election is November, 2019.

With the Sandy Hook Elementary shootings in December, 2012, there emerged an increased sense of urgency to review safety procedures in PN-GISD. The district's decision to lock campuses and implement safety procedures for non-school personnel to enter campuses along with positioning city police officers randomly at campuses was positively received by teachers and parents. In addition, the August 2013 training of district personnel in Armed Intruder training by Safariland Group was extremely beneficial in an effort to better prepare ourselves for an unspeakable incident such as this. In addition, security audits have been performed at each campus to identify areas of weakness. In August, 2018, we will provide district-wide security training from a group partnership between the District, the Sheriff's Office, Groves Police Department, Port Neches Police Department, and our newly employed, School Resource Officer. Security efforts will continue in 2019-2020 and beyond.

Parent and family engagement is important at PNGISD. The district Family Engagement Surveys are now being developed by campuses rather than a one-size-fits-all survey from the district. Title I funds continue to provide for parent and family engagement activities at Title I campuses.

The motto "Tradition of Excellence" permeates into all aspects of our district culture. Port Neches-Groves ISD is an exceptional school district; a school district where every child is important. Our goal is to meet the needs of every student in every aspect of their lives. Tradition, pride, and success are common themes among the patrons of PN-GISD.

A custodian in our district summed it up by saying, "Nowhere will anyone ever find a more dedicated group of teachers who seem to love and care about our children's well-being. Nowhere will anyone find the heart, spirit, and love for their school district as those here at PN-G--from the community as a

whole, businesses, and parents!”

Perceptions Strengths

- Newly constructed buildings for Groves Middle School, Port Neches Middle School, and PN-G High School.
- Security measures including staff training, locked campuses, local police presence, and security audits.
- Widespread student participation in clubs and activities at the high school. In 2018-2019, 63% of the high school students participated in extra-curricular academic activities, 31% participated in extracurricular music activities, and 51% participated in extracurricular athletic activities.
- The district’s special culture is evidenced by widespread participation of faculty and students in serving children and families through such programs as HEB Read 3 campaign, Backpack Buddies, food drives, Christmas outreach programs, collections for Rainbow Room, Christmas cards and care packages for the troops, Pennies for the Garth House, and recycling plastic bags for sleeping mats for the homeless, and Indian's Give community-wide service day, to name a few.
- PN-GISD pride is evident by the massive number of persons who proudly sport their “purple” attire on Friday! When a district’s kindergarten students can recite the school’s fight song, you know that school pride is a vital part of its culture and history.
- District calendar that supports parent teacher conferences in the fall and spring for elementary teachers/parents.
- RTT Mobile translators are provided for various parent meetings, when needed.
- District information is communicated through the use of Channel 7 information system and the district/campus website that allows for the translation of information into eight languages other than English.
- Promoting positive district and campus activities through social media.
- There were no discipline records in 2018-2019 for firearms used, exhibited, or possessed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Building security (all elementary campuses), HVAC and electrical systems (all elementary campuses and the Alternative Education Center), and educational functional and energy inefficiencies (all elementary campuses and the Alternative Education Center) are all deficient by today's standards. In addition, the district's newer facilities need to be continually evaluated to ensure maximum efficiency **Root Cause:** The age of the elementary campuses and the Alternative Education Center contributes to the educational functional and energy inefficiencies.

Problem Statement 2: The District needs to further develop a culture of collaboration and professional growth among its educational professionals. **Root Cause:** Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLC's continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities

Problem Statement 3: Timely communication from teachers/campuses can be a struggle for teachers/campuses. **Root Cause:** Generally speaking, people today want things now rather than later with a growing need for instant gratification, especially through online connections. (<http://www.bucknell.edu/>

communications/bucknell-magazine/instant-gratification-and-its-dark-side.html). Parents want graded work returned more quickly, grades posted faster, instant communication with teachers and schools, etc.

Priority Problem Statements

Problem Statement 1: Student group percentages continue to fluctuate as reflected in district Texas Academic Performance Report (TAPR) data.

Root Cause 1: Although District percentages are lower than state averages, Hispanic (25.2%), Eco Disadvantaged (38.1%), and ELL (5.3%) groups show consistent increases in the District.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The current ADA for PN-GISD is 96.3%.

Root Cause 2: Our district ADA reached its PreHarvey rate of 96.3%, but we continue to strive for higher attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Building security (all elementary campuses), HVAC and electrical systems (all elementary campuses and the Alternative Education Center), and educational functional and energy inefficiencies (all elementary campuses and the Alternative Education Center) are all deficient by today's standards. In addition, the district's newer facilities need to be continually evaluated to ensure maximum efficiency.

Root Cause 3: The age of the elementary campuses and the Alternative Education Center contributes to the educational functional and energy inefficiencies.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The District needs to further develop a culture of collaboration and professional growth among its educational professionals.

Root Cause 4: Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Timely communication from teachers/campuses can be a struggle for teachers/campuses.

Root Cause 5: Generally speaking, people today want things now rather than later with a growing need for instant gratification, especially through online connections. (<http://www.bucknell.edu/communications/bucknell-magazine/instant-gratification-and-its-dark-side.html>). Parents want graded work returned more quickly, grades posted faster, instant communication with teachers and schools, etc.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands.

Root Cause 6: The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing).

Root Cause 7: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Teachers, administrators, and instructional aides need continual opportunities for staff development.

Root Cause 8: Professional development is essential for all staff to efforts to improve our schools.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 10: Continue to increase the quality of the CTE program at Port Neches-Groves ISD.

Root Cause 10: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: The district needs to further develop an integrated approach to writing.

Root Cause 11: Research shows that there is direct correlation among students who develop their writing skills and literacy through an integrated approach. A focus on authentic writing across all content areas will help students reach a deeper level of understanding, generate new ideas and thinking, enhance critical thinking, and will help retain learning in all content areas.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Students in grades K-8 at all campuses need additional counseling services including children who are at risk of academic failure, dropping out of school, involved in the justice system, or show evidence of drug use and/or abuse.

Root Cause 12: The increased complexity of personal and social issues students face along with the added stress from Hurricane Harvey combined with required administrative duties of the school counselor, current counseling services are not sufficient to meet the social and emotional needs of our K-8 students.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions.

Root Cause 13: Yearly changes in staffing requires an annual review of certifications and updates.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.

Root Cause 14: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth.

Root Cause 15: As state standards have increased, there is more emphasis on individual student growth.

Problem Statement 15 Areas: Student Academic Achievement

Problem Statement 16: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math.

Root Cause 16: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

Problem Statement 16 Areas: Student Academic Achievement

Problem Statement 18: We need more teachers who are ESL certified.

Root Cause 18: Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase.

Problem Statement 18 Areas: Demographics

Problem Statement 19: Attacks on our data systems are increasing at an alarming rate.

Root Cause 19: The selling and distributing of an institution data has become a lucrative endeavor. Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Problem Statement 19 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

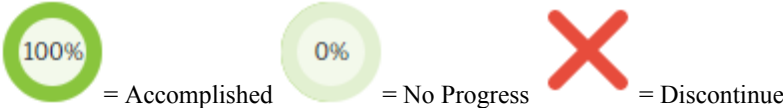
Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: Student groups will score at or above the state and region averages as measured by STAAR/EOC in all subjects and grades tested.

Evaluation Data Source(s) 1: STAAR data, TELPAS results, PBMAS

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------------|---|--|-----|-----|
| | | | Nov | Feb | May |
| 1) In accordance with the prioritized needs assessment, the campuses will implement effective instructional strategies in core subjects at the elementary level to improve the academic achievement of diverse learners and close the identified achievement gaps. | Campus Principals | In grades 3-5, the percentage of All Students/All Tests who reach Approaches Grade Level will increase from 81% to 82% by May 2018. | | | |
| | | | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 - Title I-A - 0.00, Title IV redirected to Title I - 0.00, 255 - Title II-A/TPTR - 0.00 | | |
| 2) Continue to contract with outside counseling professionals to provide supplemental counseling services to students who were impacted by the flooding that occurred as a result of Hurricane Harvey in August 2017. | Asst. Supt, C&I/Technology | Extra counseling services will lead to increased student success. Evidence: Invoices documenting students served. | | | |
| | | | Problem Statements: School Processes & Programs 6 Funding Sources: SERV Grant Funds - 9915.00 | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 3) Teachers will ensure mastery of TEKS in all subjects through effective lesson planning. -- Utilize TEKS Resource System as district scope and sequence for applicable subjects --Continue the development of critical thinking skills and academic vocabulary at all grade levels. --Continue utilizing district STAAR practice testing data to plan for instruction. | Campus Principals; Curriculum Coordinators | State and district assessment data; teacher feedback; lesson plans, walk-through documentation; | | | |
| | | | | | |
| 4) Provide accelerated instruction to all students who do not meet the standard on STAAR/EOC assessments. | Campus Principals | Accelerated instruction will lead to increased student success. Evidence: State data; benchmark data; screening and progress monitoring data | | | |
| | | | | | |
| 5) Provide training for K-12 teachers in implementing a variety of effective teaching strategies. --K-12 grade level/department meetings with curriculum coordinators --Continue the district writing alignment plan. --Sheltered Instruction through Seidlitz | Asst. Supt, C&I/Technology | Curriculum support for teachers will lead to increased student success. Evidence: Curriculum meeting agendas, sign-in sheets | | | |
| | | | | | |
| 6) Maintain writing concepts and skills through continued use of writing portfolios in Grades K-12. | Campus Principals | Writing portfolios will lead to increased student success in writing. Evidence: Writing portfolios; principal verification. | | | |
| | | | | | |
| 7) Provide teaching supplies to support Title I campuses as well as teachers of ESL students and immigrant students. | Asst. Supt for C&I/Tech | Improved academic performance | | | |
| | | | | | |
|  | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|---|
| Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. Root Cause 1: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content. |

Student Academic Achievement

Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause 2:** As state standards have increased, there is more emphasis on individual student growth.

Problem Statement 3: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause 3:** Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

School Processes & Programs

Problem Statement 6: Students in grades K-8 at all campuses need additional counseling services including children who are at risk of academic failure, dropping out of school, involved in the justice system, or show evidence of drug use and/or abuse. **Root Cause 6:** The increased complexity of personal and social issues students face along with the added stress from Hurricane Harvey combined with required administrative duties of the school counselor, current counseling services are not sufficient to meet the social and emotional needs of our K-8 students.

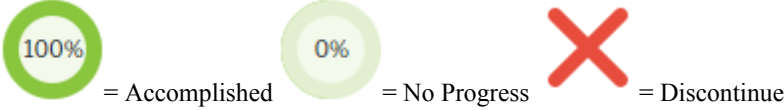
Problem Statement 5: The district needs to further develop an integrated approach to writing. **Root Cause 5:** Research shows that there is direct correlation among students who develop their writing skills and literacy through an integrated approach. A focus on authentic writing across all content areas will help students reach a deeper level of understanding, generate new ideas and thinking, enhance critical thinking, and will help retain learning in all content areas.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: At least 25% of students will score at or above criterion scores on the SAT.

Evaluation Data Source(s) 2: AEIS, College Bound Seniors Report

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Teachers will incorporate test-taking strategies in core curriculum classes in grades 9-12. --Continue vocabulary program with emphasis on SAT words. | High School Curriculum Coordinator | SAT performance will increase. Evidence: Teacher feedback; SAT/ACT test scores | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | |
| 2) Provide teacher resources to promote students' critical thinking skills. | High School Curriculum Coordinator; High School Principal | SAT performance will increase. Evidence: Teacher feedback; SAT/ACT test scores | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | |
| 3) Provide opportunities designed to enhance awareness and test-taking skills for students. --PSAT/SAT information will be provided to students through core curriculum classes and to students and parents at an evening workshop. | High School Curriculum Coordinator; High School Principal; Counselors | SAT performance will increase. Evidence: Student/parent feedback; test participation; PSAT/SAT/ACT test scores | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | |
|  | | | | | |

Performance Objective 2 Problem Statements:

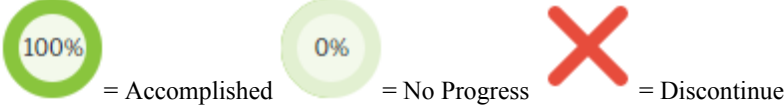
| Student Academic Achievement |
|---|
| Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. Root Cause 1: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content. |

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: Maintain the elementary and secondary Gifted/Talented program and the district G/T participation percentage at the 5% target percentage.

Evaluation Data Source(s) 3: AEIS, PEIMS G/T Report

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hours of update training for trained G/T teachers. | Asst. Supt, C&I/Technology | Enriched instructional strategies will lead to increased G/T student success. Evidence: Sign-in sheets; evaluations | | | |
| 2) Continue to develop and maintain aligned curriculum that provides appropriately challenging learning experiences for identified gifted/talented students in the four core curriculum areas. | Curriculum Coordinators; Campus Principals | Lesson plans; teacher feedback | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Continue to provide appropriately challenging enriched, dual credit, OnRamps, Pre-AP, AP, and LEAP classes and electives and inform parents of opportunities, benefits, and requirements. | Campus Principals; Curriculum Coordinators | Challenging, enriched classes will positively impact college readiness. Evidence: Class enrollment; student assessment; teacher feedback; parent feedback | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | |
| 4) Review matrices and qualification criteria used to identify gifted/talented students and revise as appropriate. | Curriculum Coordinators | Maximized G/T student identification. Evidence: Minutes of meetings; class enrollment; parent feedback | | | |
| 5) Administer a parent survey for evaluation purposes. | Asst. Supt, C&I/Technology | Parent survey data will help guide district decisions. Evidence: Parent Engagement Survey Report | | | |
|  | | | | | |

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause 1:** We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review, and Dismissal (ARD) Committee meetings and will demonstrate success on their IEP's.

Evaluation Data Source(s) 4: Six-weeks progress reports, PBMAS LRE indicator, IEPs

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Access to the general education curriculum will be provided to Special Ed students at all grade levels based on their placement in the least restrictive environment. (Co-teaching, Inclusion, Resource) | Director of Special Education; Principals; Diagnosticians; ARD Committee; Counselor; Curriculum Coordinator; Teachers; Paraprofessional | Placement of Special Ed students in the least restrictive environment will lead to increased student success. Evidence: Instructional arrangement data; state and district assessment data | | | |
| | | | | | |
| 2) Placement will be determined by the student's strength and weaknesses as established in the current IEP. | Director of Special Education; Diagnosticians, ARD Committee, Teachers; Counselor | Correct placement of Special Ed students as established in the current IEP will lead to increased student success. Evidence: Student IEP's; instructional arrangement data; state and district assessment data | | | |
| | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 3) Training will be made available to all teachers as needed to implement effective teaching strategies. | Director of Special Education; Campus Principals | Effective teaching strategies will lead to increased student success. Evidence: Sign-in sheets; evaluation forms; certificates | | | |
| | Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3 Funding Sources: 224 - IDEA - 0.00, 199 - General Fund - 0.00 | | | | |
| 4) Training will be available to all EOC level teachers as needed to implement effective teaching strategies in all core subject areas. | Sp. Ed. Director; Campus Principals | Effective teaching strategies will lead to increased student success. Evidence: Sign in sheets; evaluation forms; certificates | | | |
| | Problem Statements: Student Academic Achievement 2 Funding Sources: 224 - IDEA - 0.00 | | | | |
| 5) Enhance access to the curriculum using technology through assistive technology computer programs and apps. | Director of Special Education; Principals | Assistive technology will increase Special Ed students' success. Evidence: Student IEPs, instructional arrangement data, state and district assessment data | | | |
| | Funding Sources: 224 - IDEA - 0.00 | | | | |
| 6) SHARS participation to obtain reimbursement for all allowable services by providers will continue by ensuring effective billing practices. | Director of Special Education; Diagnosticians; Teachers; Paraprofessionals | Efficient and effective SHARS participation increases reimbursements. Evidence: Sign-in sheets, TSBS documents, IEPs | | | |
| | Funding Sources: 224 - IDEA - 0.00 | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 4 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. Root Cause 2: As state standards have increased, there is more emphasis on individual student growth. |

School Processes & Programs

Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3:** Professional development is essential or all staff to efforts to improve our schools.




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: 100% of secondary students will receive guidance to acquire knowledge, skills, and competencies necessary for a broad range of college and career opportunities.

Evaluation Data Source(s) 5: 4-year plans; course selection guide, Perkins evaluation

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) With implementation of HB5, career awareness will continue in the eighth grade at both middle schools. Kuder will continue to be used to support students in the development of their four-year plans. | Campus Principals; Counselors | Eighth grade students will make informed HB5 endorsement decisions. Evidence: Counselor semester reports | | | |
| | Problem Statements: School Processes & Programs 4 Funding Sources: 244 - Perkins - 1335.00 | | | | |
| 2) Maintain articulation and dual credit agreements with institutions of higher learning, as appropriate. | Asst. Supt, C&I/Technology | Articulation agreements with local institutions of higher learning will lead to increased college readiness. Evidence: Articulation agreements | | | |
| | Problem Statements: School Processes & Programs 4 | | | | |
| 3) Maintain focus on safety in CTE job-skill courses. | Asst. Supt, C&I/Technology; Teachers | A focus on safety will help ensure safety in our CTE shops. | | | |
| | Problem Statements: School Processes & Programs 4 | | | | |
| 4) Continue to explore CTE courses through local partnerships. | Asst. Supt. C&I/Technology | Student participation through local industry partnerships provides valuable real-world work experiences. Evidence: Master Schedule | | | |
| | Problem Statements: School Processes & Programs 4 | | | | |
| 5) Secondary counselors will continue to shift current roles and responsibilities to reflect the individualized college and career counseling needed to help students select an appropriate endorsement area and monitor course taking progress annually through the use of personalized graduation plans. | High School Curriculum Coordinator; Secondary counselors | Individualized college and career counseling will enable student to be college, career, or military ready. Evidence: Personalized graduation plans. | | | |
| | Problem Statements: School Processes & Programs 4 | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 6) Continue to explore CTE, advanced courses, or dual credit courses to support endorsement and distinguished graduation plans. | | Providing a variety of CTE, advanced courses, or dual credit courses supports college and career readiness. Evidence: Course selection guide. | | | |
| Problem Statements: School Processes & Programs 4 | | | | | |
| 7) Provide an opportunity for district eighth graders will attend a career fair and high school sophomores to attend the Southeast Texas Workforce event. | Middle School Curriculum Coordinator; High School counselors; Principals | These events support HB5 and college readiness. Evidence: Field Trip | | | |
| Problem Statements: School Processes & Programs 4 | | | | | |
| 8) Administer the TSI to interested 10th graders. | High School Curriculum Coordinator | TSI testing supports college and career readiness. Evidence: TSI registrations | | | |
| Problem Statements: School Processes & Programs 4 | | | | | |
| Funding Sources: Other Grant Funds - 4000.00 | | | | | |
| 9) Provide instruction to district grade 8 students to better prepare them for high school, college, and a career (HB18). | Middle School Coordinator; Middle School Principals; Middle School Counselors | HB18 instruction contributes to college, career, and military readiness. Evidence: 2018-2019 middle school master schedules Endorsement Showcase | | | |
| Problem Statements: School Processes & Programs 4 | | | | | |
| 10) Provide students in Grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test during normal school hours and at a time that limits conflicts with extracurricular activities. | High School Curriculum Coor. | Identified student aptitudes. ASVAB Registrations | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 5 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 4: Continue to increase the quality of the CTE program at Port Neches-Groves ISD. Root Cause 4: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students. |


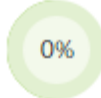



Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: 60% or more of the ELL population will reach or exceed the accountability system safeguard passing requirement in both math and reading.

Evaluation Data Source(s) 6: STAAR Reports, System Safeguard Report

Summative Evaluation 6:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Incorporate Title III goals and objectives at the campus level. --Educators who serve second-language learners will be provided professional development opportunities. --Teachers will provide on-going individual student assessment to guide instruction. --Provide teachers and parents with resources and information to support their English Language Learners. | ESL Coordinator | Professional development for teachers, on-going individual student assessment to guide instruction, and the use of the ESL teacher will lead to increased student success of English Learners. Evidence: Sign-in sheets; evaluations; lesson plans; documentation of parent attendance at Parent Academies; student assessment data; contact between ESL and Regular Ed teachers | | | |
| | Problem Statements: Demographics 1 Funding Sources: 263 - Title III - 0.00 | | | | |
| 2) Provide additional ELPS, ESL certification training, and/or Sheltered Instruction training, as needed. | ESL Coordinator | ELPS, ESL Certification training, and Sheltered Instruction training will help equip teachers with necessary tools to improve the English Learner's success. Evaluation: Sign-in sheets, evaluations | | | |
| | Problem Statements: Demographics 1, 3 - Student Academic Achievement 2 - School Processes & Programs 3 Funding Sources: 263 - Title III - 0.00 | | | | |
| 3) Provide traveling ESL teachers with appropriate STAAR practice materials. | ESL Coordinator | The use of STAAR practice materials will increase the English Learner's success. Evidence: STAAR practice materials; Report Cards, Testing Data | | | |
| 4) Utilize data from district screeners, STAAR assessment data, and other curriculum-related assessments to monitor and adjust instruction for ESL students. | ESL Coordinator | Utilizing data from various resources to continually monitor and adjust instruction for English Learners will lead to student success. Evidence: Benchmark scores | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 2 | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|---|---|-----|
| | | | Nov | Feb | May |
| 5) Encourage campuses to serve ELL students in the Title, at-risk, or lab classes who did not score "Level II: Satisfactory" on a reading and/or math STAAR test. | ESL Coordinator, Campus Principals | Serving EL students in Title, at-risk, or lab classes will lead to student success. Evidence: Student Schedules | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | |
| 6) Continue to use the iPads as an interactive instructional resource to reach struggling ELL students. | ESL District Specialists, ESL Coordinator | Interactive instructional resources will lead to student success for the English Learner. Evidence: Lesson Plans | | | |
| 7) Encourage teachers to become ESL certified. | ESL Coordinator | ESL certified teachers can help meet the needs of English Learners. Evidence: Certification records | | | |
| 8) Review the ESL program to ensure equal opportunities for ESL students across the district. | ESL Coordinator, campus principals | Equal opportunities for ESL students will lead to student success. Evidence: ESL schedules | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | |
| 9) Continue participation in migrant Shared Services Agreement with Region 5. | ESL Coordinator | Migrant Shared Services Agreement provides services to the migrant population. Evidence: SSA agreement; invoice | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | |
| 10) Utilize Imagine Learning with K-5 students whose English is very limited to help with language acquisition. | ESL Coordinator, ESL District Specialists | Improved language acquisition |  |  | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 6 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Student group percentages continue to fluctuate as reflected in district Texas Academic Performance Report (TAPR) data. Root Cause 1: Although District percentages are lower than state averages, Hispanic (25.2%), Eco Disadvantaged (38.1%), and ELL (5.3%) groups show consistent increases in the District. |
| Problem Statement 3: We need more teachers who are ESL certified. Root Cause 3: Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase. |
| Student Academic Achievement |
| Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. Root Cause 2: As state standards have increased, there is more emphasis on individual student growth. |

School Processes & Programs




Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3:** Professional development is essential or all staff to efforts to improve our schools.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 7: The District's general ed programs will provide needed services and support for programs such as Section 504, dyslexia, and RtI.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide District Dyslexia Specialist and District Dyslexia Interventionist. | Asst. Supt. Admin. Services | The district Dyslexia personnel will help ensure that the dyslexia program and policies are being followed with fidelity. Evidence: Payroll, Dyslexia Handbook, Dysgraphia Handbook | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | |
| 2) Continue refinement of necessary procedures for district-wide implementation and consistency of Section 504, dyslexia, and RtI. | Asst. Supt. C&I/Technology, Asst. Supt. Adm. Svcs. | Consistent 504, dyslexia, and RtI district procedures will lead to student success. Evidence: Procedure Manuals; district dyslexia program (Dyslexia Intervention Program); district forms | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | |
| 3) Provide ongoing support to campus personnel for students identified as struggling learners based on special ed assessment, dyslexia students, and Section 504 students. | Program Support Specialist | Providing ongoing support to personnel for struggling learners will lead to student success. Evidence: Meeting notes, semester reports | | | |
| Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 7 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. Root Cause 2: As state standards have increased, there is more emphasis on individual student growth. |

School Processes & Programs

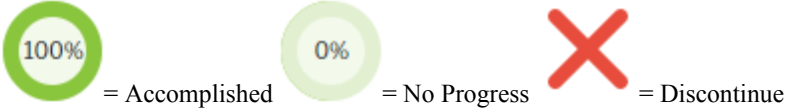
Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3:** Professional development is essential or all staff to efforts to improve our schools.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 8: The District's creation of the West Groves Early Learning Center for PreK and PPCD students will provide a safer and more effective learning environment.

Evaluation Data Source(s) 8: Classroom and teacher observations, report cards, and additional data from screeners and curriculum assessments.

Summative Evaluation 8:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide adequate services to special education students in PPCD and provide high-quality teachers and paraprofessionals for these specialized classes. | WGELC Principal | High-quality teachers and paraprofessional in conjunction with adequate services will lead to student success. Evidence: Payroll | | | |
| 2) Continue to provide a permanent aide per class to assist with classroom routines and structure in order to maximize instructional time. | WGELC Principal | Paraprofessional support will lead to student success. Evidence: Lesson plans, classroom observations | | | |
| 3) Provide a location for intervention time for students who are significantly struggling in a particular area. | WGELC Principal | Intervention time activities will lead to student success for struggling students. Evidence: Classroom and teacher observations; report cards; additional data from screeners, curriculum assessments, and feedback from parents. | | | |
|  | | | | | |

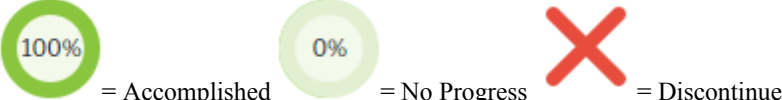
Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: The attendance rate for all students will be 96.5%.

Evaluation Data Source(s) 1: AEIS, PEIMS Summer Submission Report

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) All campuses will continue to promote campus attendance initiatives. | Campus Principals | Campus attendance initiatives will lead to increased student attendance. Evidence: Student attendance data; documentation of parent contacts | | | |
| | | | | | |
| 2) All campuses will maintain close communication with parents to stress and encourage higher attendance through phone calls and attendance letters. | Campus Principals | Communication with parents is critical to student success. Evidence: Student attendance data; phone logs; attendance letters | | | |
| | | | | | |
| 3) Utilize the court system to enforce student attendance laws. | Principals; Assistant Principals; Student Attendance Coordinator | Enforcing student attendance laws will lead to increased student attendance. Evidence: Student attendance data; documentation of court filings | | | |
| | | | | | |
| 4) Maintain a high school semester/final exemption plan with stated criteria that does not adversely affect attendance reporting. | Campus Principals | Not losing instructional days because of exemptions will help sustain daily ADA at the high school. Evidence: Semester/final exam schedules | | | |
| | | | | | |
| 5) Develop/refine truancy procedures and practices to reduce truancy. | Assistant Superintendent for Student Services | Effective truancy procedures and practices will reduce truancy. Evidence: Truancy records | | | |
| | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--------------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 6) Support campus efforts to reduce overuse of discipline practices that remove students from the classroom. | Asst. Supt. Admin. Services | Less loss of instructional time for discipline reasons. | | | |
|  | | | | | |

Performance Objective 1 Problem Statements:

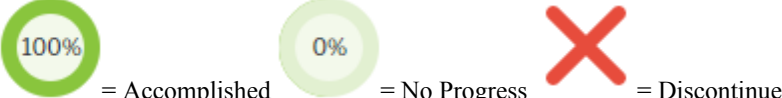
| Demographics |
|---|
| Problem Statement 2: The current ADA for PN-GISD is 96.3%. Root Cause 2: Our district ADA reached its PreHarvey rate of 96.3%, but we continue to strive for higher attendance. |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: PN-GISD faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDExpress evaluations, attendance rosters, security audits

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Continue district-wide "safety and security" training yearly at the campus level. | Campus Principals | Teacher and staff familiarity with campus safety protocols. Evidence: Sign-in sheets and evaluations | | | |
| Problem Statements: Perceptions 1 | | | | | |
| 2) Use appropriate technology to monitor safety on campuses and buses. | Campus Principals; Asst. Supt. for Admin. Services; Director of Information Services and Security | Cameras on campuses and on buses will help investigations. Evidence: Videos | | | |
| Problem Statements: School Processes & Programs 1 - Perceptions 1 | | | | | |
| 3) Utilize information from campus security audits to make necessary changes at campuses. | Superintendent | Information from safety audits will guide the district i providing safer campuses. Evidence: Security audits | | | |
| Problem Statements: Perceptions 1 | | | | | |
| 4) Provide anonymous online reporting system for campus safety concerns. | Director of Information Services and Security | An online reporting system will provide stakeholders with a way to anonymous report campus safety concerns. | | | |
| 5) Implement safety procedures at the football stadium for home football games. | Asst. Supt. Admin. Services | Increased safety during football games. | | | |
|  | | | | | |

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands. **Root Cause 1:** The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually

Perceptions

Problem Statement 1: Building security (all elementary campuses), HVAC and electrical systems (all elementary campuses and the Alternative Education Center), and educational functional and energy inefficiencies (all elementary campuses and the Alternative Education Center) are all deficient by today's standards. In addition, the district's newer facilities need to be continually evaluated to ensure maximum efficiency. **Root Cause 1:** The age of the elementary campuses and the Alternative Education Center contributes to the educational functional and energy inefficiencies.

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

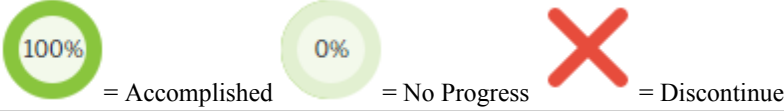
Performance Objective 2: Administration and staff will establish and consistently enforce school and district rules.

Evaluation Data Source(s) 2: PDExpress evaluations, sign-in sheets, Student Code of Conduct, Skyward Discipline Reports

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide district personnel rules and procedures for managing student behavior. --Continue training in crisis prevention/interventions; --Provide adequate counseling for affected students. | Campus Principals; Asst. Supt. Admin. Services | Students will continue to exhibit good behavior and achieve academic success. Evidence: Skyward discipline reports; training sign-in sheets; documentation of counseling services provided | | | |
| 2) Continue targeting drug prevention. | Campus Principals; Counselors | Drug prevention awareness is critical to help students make good choices. Evidence: Campus improvement plans; drug prevention events | | | |
| 3) Communicate rules and procedures to students, parents, and community. | Campus Principals | Student handbooks posted to campus websites; Student Code of Conduct parent receipt forms | | | |
| 4) Students will participate in Internet Safety/Cyberbullying prevention activities through a designated Internet Safety Week. | Campus Principals;Asst. Supt, C&I/Technology; Director of Information Services and Safety | Students will practice digital citizenship. Evidence: Learning.com lessons/grade sheets; web page postings; e-mails to faculty | | | |
| 5) In accordance with board policy FFI (Local), monitor campus bullying incidents and maintain an online anonymous bullying report system. | Campus Principals; Assistant Principals Asst. Supt. for C&I/Tech. | All bullying incidents/reports will be investigated. Evidence: Skyward Discipline Reports; Google Sheet for Anonymous reports | | | |
| 6) Conduct random drug testing for students in grades 9-12 who drive a car to school or participate in extracurricular activities. | High School Principal; Assistant Principals | Random drug testing will help deter incidences of drug use. Evidence: Skyward Discipline Reports | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 7) Each campus counselor will serve as liaison for the purpose of identifying students who may be at risk of committing suicide. | Campus Principals | Counselors will actively identify students who may be at risk of committing suicide. Evidence: Counselor documentation | | | |
| 8) Review/implement procedures to ensure residency requirements are met for incoming students and identify current students who are not legal residents of the district and enforce through #OneStop registration day. | Assistant Superintendent for Student Services | Enforcing residency requirements will reduce instances of non-residents trying to enroll in the district. Evidence: Residency records, affidavits | | | |



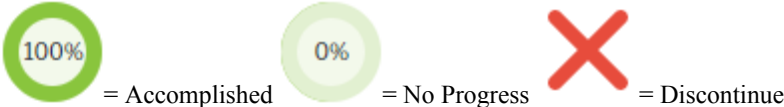
100% = Accomplished
 0% = No Progress
 X = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 3: By September 1 of the current school year, 100% of employees working in specific designated assignments will receive current CPR, AED, and concussion training.

Evaluation Data Source(s) 3: PDExpress attendance rosters

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------------|--|---|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide CPR training to principals, assistant principals, coaches, athletic trainers, PE teachers and aides, band directors, music teachers, choir directors, Special Education teachers, instructional aides, CTE teachers, life skills teachers, cheer sponsors, and drill team sponsors. | Asst. Supt, C&I/Technology | CPR training for identified personnel is critical to loss of life. Evidence: Sign-in sheets and evaluations | | | |
| | | | Problem Statements: School Processes & Programs 7 Funding Sources: 199 - General Fund - 500.00 | | |
| 2) Provide concussion training to all athletic coaches, cheer and drill team sponsors, and nurses on a yearly basis, as needed. | Asst. Supt, C&I/Technology | Concussion training to key personnel is vital to the health and well-being of our students . Evidence: Sign-in sheets and evaluations | | | |
| | | | Problem Statements: School Processes & Programs 7 | | |
|  | | | | | |

Performance Objective 3 Problem Statements:

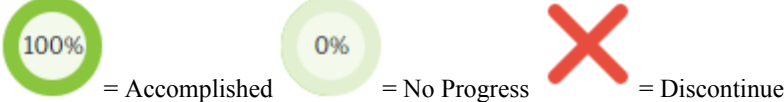
| School Processes & Programs |
|--|
| Problem Statement 7: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions. Root Cause 7: Yearly changes in staffing requires an annual review of certifications and updates. |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 4: By the end of the school year, 100% nurses will be trained to teach CPR and trained in the use of EpiPens.

Evaluation Data Source(s) 4: Certification records

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide CPR instructor certification to newly hired campus nurses, athletic trainers, and nurses needing updates. | Asst. Supt, C&I/Technology | Nurses and athletic trainers must be instructor certified so they can provide CPR updates to necessary personnel. Evidence: Sign-in sheets and evaluations | | | |
| Problem Statements: School Processes & Programs 7 | | | | | |
|  | | | | | |

Performance Objective 4 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 7: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions. Root Cause 7: Yearly changes in staffing requires an annual review of certifications and updates. |

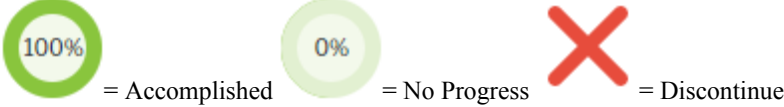
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 5: PN-GISD will maintain the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 5: Sign-in sheets; minutes of meetings; board agenda

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|------------------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) SHAC membership recommendations and proposed discussion topics will be presented to the school board during the September board meeting each year. | High School Curriculum Coordinator | SHAC committee will be recommendations to the district. Evidence: Sign-in sheets; minutes of meetings; board agenda | | | |
| 2) SHAC will meet 4 times a year. | High School Curriculum Coordinator | SHAC will provide health guidance to the district. Sign-in sheets; minutes of meetings | | | |



100% = Accomplished 0% = No Progress X = Discontinue






Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Instructional technology professional development opportunities will be provided to teachers, staff, and administrators. Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, Mobile Mania, TCEA, & Tots for Technology and/or ipadpalooza. | Asst. Supt, C&I/Technology | Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills. Evidence: PDExpress attendance reports; sign-in sheets and evaluations | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 2) Leadership professional development will be encouraged for all administrators. --Encourage participation at TEPSA and TASSP events. --Region 5 Parent Involvement workshops/speakers --Lead4Ward workshops --GROW Conference --Principal Leadership with Region 5 | Asst. Supt, C&I/Technology Asst. Supt, Prof. Svcs. | Leadership professional development will enable instructional leaders to more effectively mentor teachers. Evidence: Sign-in sheets and evaluations | | | |
| Problem Statements: School Processes & Programs 3 Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Provide teachers with instructional professional development opportunities through Responsive Learning, conferences, Region 5 ESC, outside consultants, speakers, etc.,as funds allow. | Asst. Supt, C&I/Technology | Technology staff development equips teachers with instructional technology strategies to use in their instruction. Evidence: Sign-in sheets | | | |
| Problem Statements: School Processes & Programs 3 Funding Sources: 255 - Title II-A/TPTR - 0.00 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|---|-----|
| | | | Nov | Feb | May |
| 4) Promote Professional Learning Communities via social media to empower professional staff to take charge of their own professional development. | Asst. Supt, C&I/Technology | Professional learning communities fosters teacher growth. Evidence: Sign-in sheets, contract | | | |
| Problem Statements: Perceptions 2 | | | | | |
| 5) Provide yearly trainings/updates, as needed, in the areas of CPI/Handle With Care/Behavior Training, Positive Behavior Supports, Bloodborne Pathogens, Mental Health & Education; Dating Violence, Child Abuse & Other Maltreatment of Children, Sexual Harassment, Suicide Prevention, and Social Media & Educators | Campus Principals; Counselors | Suicide prevention training equips staff with basic knowledge to identify a student in crisis. Evidence: Professional Development Schedules; Sign-In Sheets | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 6) Provide teachers with updated TEKS Resource System training. | Asst. Supt. C&I/Technology; Curriculum Coordinators | TEKS Resource Training will give teachers curriculum tools to ensure student success. Evidence: Sign-in sheets; log in history in TEKS Resource System | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 7) Provide technology overview training for new personnel during August new teacher inservice in the areas of Skyward EAPLUS, Skyward ERMA, PDEExpress, Blackboard webpages, Google, and TEKS Resource System. | Asst. Supt. C&I/Tech. | Introductory knowledge of district electronic programs. | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 8) Provide ELAR training with new textbook and resources. | Curriculum Coordinators | Teacher familiarity with new ELAR TEKS, new textbooks, and resources. |  |  | |
| Problem Statements: School Processes & Programs 3 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. Root Cause 3: Professional development is essential or all staff to efforts to improve our schools. |

Perceptions

Problem Statement 2: The District needs to further develop a culture of collaboration and professional growth among its educational professionals. **Root Cause 2:** Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities








Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Increase parental engagement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Webpages, Remind texts, parent involvement survey

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Maintain systems of regular communication with parents at the district and campus levels: campus web pages, Remind, newsletters, etc. | Campus Principal; Asst. Supt, C&I/Technology; Superintendent | Regular, varied modes of communication with parents will foster positive parent perceptions. Evidence: District and campus webpages; texts from principals | | | |
| Problem Statements: Perceptions 3 | | | | | |
| 2) Maintain teacher/classroom web pages to foster and increase communication with parents and the community. | Campus Principals | Updated teacher webpages will foster positive parent perceptions of the district. Evidence: Teacher/classroom webpages | | | |
| 3) Involve Title I parents in the review and revision of district and campus Title I parent and family engagement policies. | Campus Principals; Asst. Supt, C&I/Technology | Parent engagement in review and revision of Title I parent engagement policies will foster the parent-school relationship. Evidence: District and Campus Parent Involvement Policies; meeting sign-in sheets; minutes of meetings | | | |
| Problem Statements: Perceptions 3 | | | | | |
| 4) Build capacity for innovative parent engagement activities/family literacy activities at all Title campuses. | Asst. Supt, C&I/Technology, Campus Principals | Innovative parent engagement activities/family literacy activities will foster positive parent perceptions. Evidence: Purchase Orders | | | |
| Problem Statements: Perceptions 3 | | | | | |
| Funding Sources: 211 - Title I-A - 0.00 | | | | | |
| 5) Provide translated documents both at the district and campus levels into Spanish. | Asst. Supt. C&I/Technology; Campus Principals | Translated information to parents enables parents to understand the information. Evidence: Translated documents | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|-----|
| | | | Nov | Feb | May |
| 6) Provide translation services for communicating with non-English speaking parents. | ESL Coordinator | RTT Mobile phone logs |  |  | |
| 7) Provide support to parents through innovative parent engagement activities at all Title campuses. | Asst. Supt. C&I/Technology, Title I Campus Principals | Improved capacity for building relationships with parents and the school. |  |  | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|--|
| <p>Problem Statement 3: Timely communication from teachers/campuses can be a struggle for teachers/campuses. Root Cause 3: Generally speaking, people today want things now rather than later with a growing need for instant gratification, especially through online connections. (http://www.bucknell.edu/communications/bucknell-magazine/instant-gratification-and-its-dark-side.html). Parents want graded work returned more quickly, grades posted faster, instant communication with teachers and schools, etc.</p> |




Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: Increase the number of school/business partnerships.

Evaluation Data Source(s) 2: Documented partnership activities, ESSA PNP Report

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) All administrators will seek and encourage business partnerships with schools to enhance the education of students. | Superintendent | Business partnerships allow schools to provide services/events to students that may otherwise not have been provided. Evidence: Business partnership activities | | | |
| 2) Continue to partner with local industry in efforts to provide real-world work opportunities to CTE students supported by the Carl Perkins grant. | Asst. Supt, C&I/Technology | Partnerships will provide more real-world work experiences for our students. Evidence: Business partnership activities | | | |
| 3) Maintain ongoing consultation with Title I, Part A participating private non-profit schools regarding services being provided, if applicable. | Asst. Supt, C&I/Technology | Create an open line of communication between the district and PNPs. Evidence: PNP Letter | | | |

 = Accomplished
  = No Progress
  = Discontinue

Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 3: District and campus committees will meet the required number of times during the year.

Evaluation Data Source(s) 3: Sign-in sheets; minutes of meetings; websites

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--------------------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Title campuses will hold fall and spring parent meetings to plan and evaluate Title I activities. | Title I Schoolwide Campus Principals | Increased parent participation in planning Title I activities. Evidence: Sign-in sheets; minutes of meetings | | | |
| 2) SHAC council membership will be updated and approved by the board of trustees. A report will be provided to the board in September. | High School Curriculum Coordinator | Active SHAC committee. Evidence: Board agenda | | | |
| 3) The Title I District Committee will meet twice a year: once in the fall and once in the spring. | Asst. Supt, C&I/Technology | Increased Title I parent participation. Evidence: Sign-in sheets; minutes of meetings | | | |
| 4) The District Education Improvement Committee will meet a minimum of four times during the year. | Asst. Supt. for Admin. Services | Multiple opportunities for committee participation in an advisory capacity. Evidence: Sign-in sheets; agendas; minutes of meetings | | | |
| 5) Campus Improvement Committees will meet a minimum of three times a year. | Campus Principals | Sign-in sheets; agendas; minutes of meetings | | | |
| 6) The CTE Advisory Committee will meet twice a year and will provide advice and assistance to the teachers and administrators of the program with local and Perkins funding initiatives. | Asst. Supt, C&I/Technology | Valuable industry input will be provided through this committee. Evidence: Sign-in sheets; agenda; minutes of meetings | | | |
|  | | | | | |




Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: During the current school year, 100% of campuses and the district will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Source(s) 1: Campus and district CIC/DEIC minutes, sign-in sheets, Plan4Learning

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Campus Improvement Committees and the District Education Improvement Committee will meet regularly and representatives will report to their campuses or representative groups. | Campus Principals; Asst. Supt, C&I/Technology | Improved communicated from the district committee to campuses. Evidence: Minutes of meetings | | | |
| 2) Site-based committees will receive annual training in the roles and responsibilities of the committee in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. | Asst. Supt, C&I/Technology | Training will provide knowledge of the roles and responsibilities of the site-based committee. Evidence: Training PowerPoint; sign-in sheets; agenda | | | |
| 3) DEIC will provide input and make recommendations in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization. | Asst. Supt, C&I/Technology | DEIC will provide necessary input in the ares of planning, budgeting, curriculum, staffing patterns, and staff development and school organization. Evidence: Minutes of meetings | | | |
| 4) DEIC will provide for broad-based community participation in the development and evaluation of the district improvement plan. | Asst. Supt, C&I/Technology | Community input. Evidence: Minutes of meetings | | | |
| 5) The district improvement plan will be aligned to each campus that addresses the particular needs of the school and community. | Campus Principals | Campus and district planning alignment. Evidence: Campus plans approved by the board of trustees | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 6) Every two years (odd years, Spring 2015, 2017, etc.) the site-based committees will evaluate their SBDM experience with respect to policies, procedures, and staff development activities related to the district and campus decision making to ensure they are effectively structured to positively impact student achievement. | Asst. Supt. for Admin. Services; Asst. Supt, C&I/Technology | Survey data will be used to monitor and adjust district procedures related to site-based decision making committees. Evidence: Survey results | | | |
| 7) District and campuses will conduct yearly Comprehensive Needs Assessment and report results in Plan4Learning web-based planning system. | Principals Asst. Supt. for Curr. & Inst/Tech. | Comprehensive needs assessments will drive all campus and district planning. Evidence: Completed CNA in all plans. | | | |
| 8) To best meet the needs of the district as identified in the comprehensive needs assessment, ensure coordination among federal, state, and local services and programs. | Superintendent Asst. Supt. Curr & Inst/Tech Business Manager | Coordination of federal, state, and local services and programs. Evidence: Skyward reports | | | |
| 9) In accordance with Port Neches-Groves ISD's comprehensive needs assessment and CFR-200 (Sec. 200.459), the district will contract for professional and consultant services with SAFE Services LLC to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance. | Asst. Supt. C&I/Tech | Efficiency and compliance related to specified federal programs. | | | |
| | Funding Sources: 211 - Title I-A - 0.00, 255 - Title II-A/TPTR - 0.00, 263 - Title III - 0.00, 263 - Immigrant - 0.00, Title IV redirected to Title I - 0.00 | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

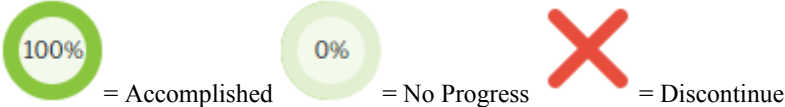
Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 2: During the current school year, PN-GISD will recruit, retain, and develop a 100% qualified staff in the academic core subject areas that proactively engages students for success.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Maintain a district website that reflects an accurate depiction of the Port Neches-Groves ISD--traditions, accountability, available services, etc.--in an effort to attract quality staff to the district. | Asst. Supt. for C&I/Technology | The district website will accurately depict PN-GISD and provide necessary information to attract quality staff. Evidence: Accurate, up-to-date information on district website. | | | |
| 2) Expand recruitment activities to ensure 100% of personnel are qualified in all positions, especially at the secondary level in critical teacher shortage areas: job fairs, posting vacancies through online software, and maintaining active employment webpage. | Asst. Supt. for Admin. Services; Campus Principals | Expanded recruitment activities will attract qualified personnel. Evidence: Number of online applications completed; active/updated employment page | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 3) Maintain an effective teacher mentoring system to retain qualified staff. Teachers with 0-2 years experience will be given the book, The First Years Teacher Survival Guide, by Julia G. Thompson, which provides ready-to-use strategies, tools, and activities for meeting the challenges of each school day. | Asst. Supt, C&I/Technology; Curriculum Coordinators | Provide adequate support to new teachers. Evidence: Mentor assignments; mentor conference logs; mentor evaluations | | | |
| 4) Analyze new hires and reassignments with regard to certifications, testing, staff development, and service records. | Asst. Supt. for Admin. Services; Campus Principals | All new hires and reassignment decisions will be made with regard to certifications, testing, staff development, and service records. Evidence: Personnel files; professional development records; teacher interviews | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 5) Assist teachers in maintaining or attaining certification through alternative programs, coursework, and TExES testing. | Asst. Supt. for Admin. Services; Campus Principals | Certified teachers will be hired. Evidence: Personnel files; professional development records | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 6) Provide professional development for instructional aides, as needed. | Asst. Supt. for Admin. Services; Campus Principals | Professional development for paraprofessionals will give them the skills necessary to adequately carry out their job duties. Evidence: Professional development records | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 7) Conduct new employee orientation and training. | Asst. Supt. for Admin. Services; Asst. Supt, C&I/Technology | New employees will receive all necessary training during employee orientation. Evidence: New teacher orientation sign-in sheets; agenda | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| 8) Fully implement T-TESS with the student growth component. | Superintendent; Asst. Supt. for Admin. Services; Asst. Supt. for C&I/Technology; Campus Principals; Asst. Principals | T-TESS evaluations will be used as an opportunity to coach/mentor teachers. Evidence: Walkthroughs, evaluation rubrics, documentation provided to TEA; portal logins; T-TESS Cube Registration/Certificates | | | |
| Problem Statements: School Processes & Programs 3 | | | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | |

Performance Objective 2 Problem Statements:

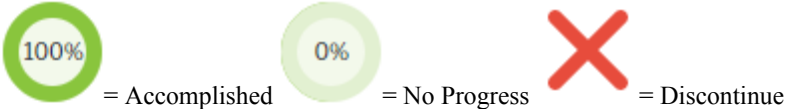
| School Processes & Programs |
|--|
| Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. Root Cause 3: Professional development is essential or all staff to efforts to improve our schools. |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 3: During the current school year, PN-GISD will provide meals to all campuses through the Texas Department of Agriculture's National School Lunch and Breakfast programs.

Evaluation Data Source(s) 3: Monthly free and reduced percentage reports

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|-----------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Use the Direct Certification and Contracting Entity match reports from the TX-UNPS database to identify additional students who may qualify for free and reduced-price meals. | Director of Child Nutrition | Increased identification in number of students who qualify for free and reduced-price meals. Evidence: Monthly free and reduced percentage records | | | |
| 2) 100% Child Nutrition staff will attend trainings that will enable us to stay informed of the current regulations within our program so that we can better serve the district. | Director of Child Nutrition | Current regulations in the Child Nutrition program will be implemented to better serve the students. Evidence: Sign-in sheets | | | |
|  | | | | | |




Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 4: District has and will continue to strive to be an advocate for all foster children and homeless children of the district and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|-------------------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Designate a district PN-GISD point-of-contact person whose responsibilities will include ensuring streamlined communication and collaboration with the child welfare point of contact; the smooth implementation of the provisions of the Every Student Succeeds Act, and if a school change is warranted, smooth transitions of children by connecting them with their new school communities. | Superintendent | Foster children will have necessary resources to be successful. Evidence: Employment Contract | | | |
| 2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin. | Assistant Supt. Student Services | Each foster child's case will be evaluated on its own merit. Evidence: On-going evaluation of Foster Care cases that are identified by the district. | | | |
| 3) Consider the following factors in determining the foster child's best interest: preferences of the child, child's parents and/or education decision-maker; the safety of the foster child; the child's attachment to the school of origin; the placement of siblings; the special needs of the foster child; the history of school transfers and district transfer policy, and the effect of the commute on the child's well-being and education. | Assistant Supt. Student Services | All decisions made on behalf of the foster child will be made in the child's best interest. Evidence: On-going evaluation of Foster Care cases that are identified by the district. | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 4) Fully collaborate with the state and/or local child welfare agency to develop and implement clearly written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded. | Assistant Supt. Student Services | Transportation for foster children will be provided, arranged, and funded. Evidence: Certificate of attendance at yearly Foster Care & Student Success Collaboration Meeting at Region 5. District Foster Care Notification Letter | | | |
| 5) Determination of additional transportation costs to transport a student shall be made at least on the following factors: the district's student transportation policy; whether the student in foster care is eligible for transportation from the district for some other reason, such as a disability; the district's calculation of a standard cost of transportation for students who are not otherwise eligible for transportation; the district's estimated administrative costs involved in the logistics of providing transportation. | Assistant Supt. Student Services | Clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin will be provided, arranged, and funded. Yearly Foster Care assurance letter submitted in eGrants. | | | |
| 6) In accordance with ESSA, Section 1113(c)(3) (A), PN-GISD will provide services to homeless students with Title I, Part A funds to support the enrollment, attendance, and success of homeless children and youth at campuses not serviced by Title I, Part A. Such services will be comparable to those provided to children in schools funded by Title I, Part A funds. | Asst. Supt. C&I/Technology | Homeless students' instructional needs met. | | | |
| | Funding Sources: 211 - Title I-A - 500.00 | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |






Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: During the current school year, the district will provide technology services required to implement all district initiatives.

Evaluation Data Source(s) 1: Service/ticket database, minutes of BYOD meetings, network reports, TTF agendas and meeting minutes.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide technical assistance to all PN-GISD staff in a timely and efficient manner. | Director of Information Services, Asst. Supt, C&I/Technology | Technical assistance provided in a timely and efficient manner. Evidence: Service "ticket" database reports; ERate funding | | | |
| Problem Statements: School Processes & Programs 1, 2 | | | | | |
| 2) Continue to increase coverage and bandwidth of the district wireless capabilities. | Director of Information Services | The district's bandwidth will adequately meet the wireless needs of the district. Evidence: Network reports on bandwidth usage | | | |
| Problem Statements: School Processes & Programs 1 | | | | | |
| 3) Document services of the Help Desk position to assist teachers and staff with technology issues. | Director of Information Services | The technology Help Desk will resolve technology issues, as requested. Evidence: Service "ticket" database reports | | | |
| 4) Manage original 1:1 laptop program for grades 6-12. | Director of Information Services; Campus Principals | The aging laptop program ad grades 6-12 will be maintained. Evidence: Teacher, student, parent feedback; district database records | | | |
| Problem Statements: School Processes & Programs 2 | | | | | |
| 5) Re-evaluate and upgrade video distribution. | Director, Information Services | Adequate video distribution will be maintained. Evidence: Administrator, teacher, and student feedback | | | |
| Problem Statements: School Processes & Programs 2 | | | | | |
| 6) Upgrade bell systems on all campuses. | Director, Information Services | Bell systems will be upgraded, as needed. Evidence: Administrator, teacher, and student feedback | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|---|-----|
| | | | Nov | Feb | May |
| 7) Implement new procedures necessary to protect our sensitive data including, but not limited to, network logins, user account security, and monitor data access. | Dir. Information Services, Network Mgr. | Lessened data system attacks. |  |  | |
| Problem Statements: School Processes & Programs 8 | | | | | |
| 8) Add Chromebooks to CTE programs giving preference to industry-based certification opportunities through Perkins grant funds. | Asst. Supt/ Curr & Inst/Techn. | Providing current technology for certification attainment. | | | |
| Problem Statements: School Processes & Programs 4 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands. Root Cause 1: The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually |
| Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). Root Cause 2: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators. |
| Problem Statement 8: Attacks on our data systems are increasing at an alarming rate. Root Cause 8: The selling and distributing of an institution data has become a lucrative endeavor. Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas. |
| Problem Statement 4: Continue to increase the quality of the CTE program at Port Neches-Groves ISD. Root Cause 4: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students. |




Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: PN-GISD students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 2: K-5 technology booklets submitted by teachers, STaR Chart data, course selection guide, Learning.com reports (K-8).

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Demonstrate mastery of Technology Applications TEKS at all grade levels. --Continue use of Learning.com for K-8 campuses. --Continue technology assessment for 8th graders each spring. | Asst. Supt, C&I/Technology | Students will demonstrate proficiency of TA TEKS. Evidence: EasyTech grade reports | | | |
| Problem Statements: School Processes & Programs 2 | | | | | |
| 2) Prepare high school students for their future with a background in using multiple software applications for numerous learning purposes. --Yearly evaluation of high school technology applications courses and curriculum. --Encourage recruitment of technology courses when feasible. | High School Principal; High School Curriculum Coordinator | Relevant software applications, and technology applications courses will be available for students. Evidence: Course selection guide | | | |
| 3) Participate in Internet Safety and Cyber bullying prevention activities. --Promote and participate in an Internet Safety week across the district. --Yearly review of Internet Safety/Cyberbullying curriculum. | Asst. Supt, C&I/Technology | Students will participate in Internet Safety and Cyberbullying prevention activities. Evidence: Lesson plans; K-5 technology booklets | | | |
| 4) Provide Gale Group research database at all campuses. | Asst. Supt, C&I/Technology, Campus Librarians | Increased technology research tools for students. Evidence: Database | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|------------------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 5) Purchase additional iPads and Chromebooks for student use as funds allow. | Assistant Superintendent for C&I/T | Increased opportunities for students to access mobile devices. Evidence: Inventory records | | | |
| Problem Statements: School Processes & Programs 2 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). Root Cause 2: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.</p> |




Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: PN-GISD faculty, staff, and administration will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 3: Sign-in sheets of training

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|--|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide opportunities for teacher collaboration and preparation. --Continue to provide support to elementary technology aides and secondary technology specialists. --Encourage development and/or creation of interdisciplinary web-based projects with technology integration facilitated by the campus technology specialist (Grades 6-12). | Asst. Supt. for Admin. Services; Asst. Supt, C&I/Technology | Faculty, staff, and administrators who demonstrate mastery of technology proficients will lead/teach by example with the daily use of these skills. Evidence: Personnel; lesson plans | | | |
| | | | Problem Statements: School Processes & Programs 2 - Perceptions 2 | | |
| 2) Continue use of technology hardware and software provided by the district. --Encourage updated classroom web pages. --Integrate bond technology hardware into classroom instruction. --Continue to use data disaggregation software (DMAC) to make data-driven decisions. --Continue to use district software and applications: iStation, Think Through Math, Brain Pop, Star Reading, Star Math, etc. | Campus Principals | The use of technology hardware and software will positively impact student success and parent perceptions. Evidence: Teacher webpages; lesson plans; DMAC reports | | | |
| | | | Problem Statements: School Processes & Programs 2 | | |
| 3) Encourage technology certification through State Board of Educator Certification. | Campus Principals; Curriculum Coordinators | Encouraging technology certification results in teachers being better equipped to meet the technology needs of their students. Evidence: SBEC documentation | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 4) Purchase additional iPads for teachers at Title campuses if funds allow. | Technology Director | Additional Ipads allows for additional use of technology in learning. Evidence: Invoices | | | |
| | Problem Statements: School Processes & Programs 2 | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). Root Cause 2: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators. |
| Perceptions |
| Problem Statement 2: The District needs to further develop a culture of collaboration and professional growth among its educational professionals. Root Cause 2: Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities |

District Education Improvement Committee

| Committee Role | Name | Position |
|--------------------------|-----------------|--------------------------------------|
| Classroom Teacher | Annette Meier | High School Teacher |
| Classroom Teacher | Brnady Roy | High School Teacher |
| Classroom Teacher | Laura Haycock | High School Teacher |
| Classroom Teacher | Julie Latiolais | AEC Teacher |
| Classroom Teacher | Lauren Lovejoy | GMS Teacher |
| Classroom Teacher | Becky Wilson | PNMS Teacher |
| Classroom Teacher | Brittany Novich | GE Teacher |
| Classroom Teacher | Denise White | PNE Teacher |
| Classroom Teacher | Angie Melancon | Ridgewood Teacher |
| Classroom Teacher | Donna Cole | Taft Teacher |
| Classroom Teacher | Andrea Miller | Van Buren Teacher |
| Classroom Teacher | Charlene Cobb | Woodcrest Teacher |
| Special Populations | Kristi Abshire | Elementary Special Populations |
| Special Populations | Cindy Gale | Middle School Special Populations |
| Special Populations | Lisa Seaux | High School Special Populations |
| Administrator | Staci Gary | Elementary Principal |
| Administrator | Greg Sims | Middle School Administrator |
| Administrator | Jon Deckert | High School Administrator |
| Support Professional | Paisley Ware | Elementary Counselor |
| Support Professional | Amber Comeaux | Middle School Support - Nurse |
| Support Professional | Irene Baize | HS Support Professional - Nurse |
| Community Representative | Morgan Jones | Port Neches Community Representative |

| Committee Role | Name | Position |
|--------------------------|--------------------|---------------------------------|
| Community Representative | Damaso Sosa | Groves Community Representative |
| Business Representative | Mike Spencer | Business Member |
| Business Representative | Charity Cavazos | Business Representative |
| Parent | Jennifer Sabatelli | Area Council PTA - Port Neches |
| Parent | Heather Abshire | Area Council PTA - Groves |
| Parent | Deedra Young | WGELC Parent |
| Parent | Lindsey Bishop | Taft Parent |
| Parent | Randi Kilkinney | Van Buren Parent |
| Parent | Chrissey Clark | Ridgewood Parent |
| Parent | Sabrina Faulk | Woodcrest Parent |
| Parent | Katrina Brent | Port Neches Elementary Parent |
| Parent | Kelly Barrett | Groves Elementary Parent |
| Parent | Misty Ferguson | PNMS Parent |
| Parent | Nola Hall | GMS Parent |
| Parent | Brett Reeves | PNGHS Parent |

District Funding Summary

| 199 - General Fund | | | | | |
|------------------------------|-----------|----------|------------------|--------------|-----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 3 | 3 | 1 | | | \$500.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 5 | | | \$0.00 |
| 6 | 2 | 8 | | | \$0.00 |
| 7 | 1 | 6 | | | \$0.00 |
| Sub-Total | | | | | \$500.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 7 | | | \$0.00 |
| 5 | 1 | 4 | | | \$0.00 |
| 6 | 1 | 9 | | | \$0.00 |
| 6 | 4 | 6 | | | \$500.00 |
| Sub-Total | | | | | \$500.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 3 | | | \$0.00 |

| 255 - Title II-A/TPTR | | | | | |
|------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 1 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | | | \$0.00 |
| 1 | 6 | 1 | | | \$0.00 |
| 1 | 6 | 2 | | | \$0.00 |
| 6 | 1 | 9 | | | \$0.00 |
| 6 | 1 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 224 - IDEA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | | | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 1 | 4 | 4 | | | \$0.00 |
| 1 | 4 | 5 | | | \$0.00 |
| 1 | 4 | 6 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 244 - Perkins | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | | | \$1,335.00 |
| Sub-Total | | | | | \$1,335.00 |

| Other Grant Funds | | | | | |
|---------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 8 | | | \$4,000.00 |
| Sub-Total | | | | | \$4,000.00 |
| Title IV redirected to Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 6 | 1 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| SERV Grant Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$9,915.00 |
| Sub-Total | | | | | \$9,915.00 |
| 263 - Immigrant | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | | | \$0.00 |
| 6 | 1 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$16,250.00 |

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

The Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority for Service (PFS) §1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary

| RECENT QUALIFYING MOVE | | |
|--|--|--|
| Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period); | | |
| + | | |
| FAILING OR MOST AT RISK OF FAILING | | |
| Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school. | | |
| Grade Level | Grade Level | Grade Level |
| K-3 | 3-12 and UG | 7-12, OS, UG |
| Must have at least one of the following designations: <ul style="list-style-type: none"> - LEP/EL - Over age - Retained | Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested | Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line. |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

| |
|--|
| School District: Port Neches-Groves ISD |
| Region: 05 |

Priority for Service (PFS) Action Plan

| |
|---------------------------------------|
| Filled Out By: Brenda Thompson |
| Date: 8/01/2019 |

School Year: 2019 - 2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

| | |
|--|---|
| <p>Goal(s): To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.</p> | <p>Objective(s): To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.</p> |
|--|---|

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|-------------|---------------------------------|--|
| Monitor the progress of MEP students who are on PFS. | | | |
| <ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. | Monthly | ESC MEP Staff | NGS Priority for Service Report |
| <ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. | August 2019 | ESC MEP Staff | LEA PFS Action Plans |
| Additional Activities | | | |
| <ul style="list-style-type: none"> ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need. | Monthly | ESC MEP Staff / LEA MEP Contact | NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review |

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|---------------------------|---------------------------------|--|
| Communicate the progress and determine needs of PFS migrant students. | | | |
| <ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. | Aug.2019 – June 2020 | ESC MEP Staff | LEA PFS Requirement Acknowledgement Form/Email/PFS Criteria/NGS PFS Report |
| <ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. | Aug. 2019 – June 2020 | ESC MEP Staff | ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review |
| <ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. | Aug. 2019 – June 2020 | ESC MEP Staff | ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review |
| Additional Activities | | | |
| <ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide information on the Priority for Service criteria to parents at one of three Regional PAC Meetings held during the academic year. | Fall Regional PAC Meeting | ESC MEP Staff | Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet |
| Provide services to PFS migrant students. | | | |
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. | Aug. 2019 – June 2020 | ESC MEP Staff / LEA MEP Contact | NGS PFS Report / Individual PFS Progress Review |

| | | | |
|---|-----------------------|-------------------------------------|---|
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. | Aug. 2019 – June 2020 | ESC MEP Staff / LEA MEP Contact | NGS PFS Report / Individual PFS Progress Review |
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. | Aug 2019 – Aug 2020 | ESC MEP Staff / LEA MEP Contact | Individual PFS Progress Review / ESC MEP Directory |
| Additional Activities | | | |
| <ul style="list-style-type: none"> Identified OSY will receive priority access to services, social workers and community social services/agencies as required per identified need. | Year-round | ESC MEP OSY Staff / LEA MEP Contact | NGS PFS Report / Individual PFS Progress Review / Home Visit OSY Acknowledgement Form |

LEA Signature

Date Completed

ESC Signature

Date Received

2019-2020 Identification and Recruitment (ID&R) Plan For Region 5 MEP and Region 5 SSA Members

| REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT | INDIVIDUALS RESPONSIBLE | TIMELINE |
|---|---|--|
| I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS | | |
| A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA. | Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP) | To be determined by TEA. NGS training to be determined |
| B. <u>Other- Attend follow-up trainings for ID&R and NGS</u> Follow-up trainings and technical assistance will be provided by the ESC for ID&R and NGS. | Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP) | As needed throughout the year |
| II. IDENTIFICATION & RECRUITMENT | | |
| A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan. | Staff: All recruiters and Designated SEA Reviewers for the MEP | By August 29 |
| B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff. | Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP | By August 29 |
| C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families. | Staff: All recruiters and Designated SEA Reviewers for the MEP | By August 29 |
| D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE. | Staff: MEP recruiters | By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30. |
| E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review. | Staff: MEP recruiters | Within 5 working days of parent signature |
| F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. | Staff: Designated SEA Reviewers NGS staff | Within 7 working days of parent signature. |
| G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period. | Staff: MEP recruiters | Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday. |

| REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT | INDIVIDUALS RESPONSIBLE | TIMELINE |
|--|---|--|
| III. MAPS AND INTRAREGIONAL NETWORKING | | |
| A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons. | Staff: All recruiters and Designated SEA Reviewers for the MEP | Contact all growers within the district boundaries by November 1. |
| B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside. | Staff: MEP administrators and recruiters | By December 1 and update on ongoing basis throughout the year |
| C. <u>Other: Update Google Map</u> Update Google Maps of Region 5 ID&R Locations as needed to document visited locations for ID&R. | Staff: MEP administrators And recruiters | Update on ongoing basis throughout the year |
| IV. INTERAGENCY COORDINATION | | |
| A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE. | Staff: MEP administrators and recruiters | Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year |
| B. <u>Other- Network and Coordinate with Other Educational Programs</u> Ensure cross-program collaboration with other educational programs that provide services to all students. | Staff: MEP administrators And program specialists | Make initial outreach efforts By September 30 and Continue ongoing efforts throughout the year |
| V. QUALITY CONTROL | | |
| A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC. | Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff. | By August 29 |
| B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by ESC and/or State MEP as outlined in the ID&R Manual. | Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate | Ongoing throughout the year |
| C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year. | Staff: All MEP staff | As needed throughout the year |
| D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends. | Staff: All MEP staff | Ongoing throughout the year |
| E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA. | Staff: ESC, MEP staff | January – June |
| VI. EVALUATION | | |
| REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT | | |
| INDIVIDUALS RESPONSIBLE | | |
| TIMELINE | | |
| A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement. | Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc. | Quarterly and final review by June 30 |

Port Neches-Groves Independent School District

Districtwide Education Improvement Committee

Sept. 4, 2019

Signature

| Classroom Teachers | | |
|------------------------------|--------------------------------|------------------------|
| Annette Meier | High School | <i>Annette Meier</i> |
| Brandy Roy | High School | <i>Brandy Roy</i> |
| Laura Haycock | High School | <i>Laura Haycock</i> |
| Julie Latiolais | Alternative Center | <i>Julie Latiolais</i> |
| Lauren Lovejoy | Groves Middle | |
| Becky Wilson | Port Neches Middle | <i>Becky Wilson</i> |
| Brittany Novich | Groves Elementary | <i>Brittany Novich</i> |
| Denise White | Port Neches Elementary | <i>Denise White</i> |
| Angie Melancon | Ridgewood Elementary | <i>Angie Melancon</i> |
| Donna Cole | Taft Elementary | <i>Donna Cole</i> |
| Andrea Miller | Van Buren Elementary | <i>Andrea Miller</i> |
| Charlene Cobb | Woodcrest Elementary | <i>Charlene Cobb</i> |
| Special Populations | | |
| Kristi Abshire | Elementary Level | <i>Kristi Abshire</i> |
| Cindy Gale | Middle School Level | <i>Cindy Gale</i> |
| Lisa Seaux | High School Level | |
| Administrators | | |
| Staci Gary | Elementary School Level | <i>Staci Gary</i> |
| Greg Sims | Middle School Level | <i>Greg Sims</i> |
| Jon Deckert | High School Level | |
| Support Professionals | | |
| Paisley Ware | Elementary School Level | <i>Paisley Ware</i> |
| Amber Comeaux | Middle School Level | |
| Irene Baize | High School Level | <i>Irene Baize</i> |
| Community | | |
| Morgan Jones | Port Neches | <i>Morgan Jones</i> |
| D. Sosa | Groves | |
| Business | | |
| Mike Spencer | Port Neches | <i>Mike Spencer</i> |
| Charity Cavazos | Groves | <i>Charity Cavazos</i> |
| Parents | | |
| Jennifer Sabatelli | Area Council Rep - Port Neches | |
| Heather Abshire | Area Council Rep. - Groves | |
| Deedra Young | WGELC | |
| Lindsey Bishop | Taft | <i>Lindsey Bishop</i> |
| Randi Kilkenny | Van Buren | <i>Randi Kilkenny</i> |
| Chrissey Clark | Ridgewood | |
| Sabrina Faulk | Woodcrest | <i>Sabrina Faulk</i> |
| Katrina Brent | Port Neches Elementary | |
| Kelly Barrett | Groves Elementary | <i>Kelly Barrett</i> |
| Misty Ferguson | Port Neches Middle School | |
| Nola Hall | Groves Middle School | <i>Nola Hall</i> |

| | | |
|-----------------------|----------------------------|---------------------------|
| Brett Reeves | PNG High School | |
| Administration | | |
| Dr. Brenda Duhon | Asst. Superintendent | <i>B. Duhon</i> |
| Julie Gauthier | Asst. Superintendent | <i>Julie Gauthier</i> |
| Crystal Werkheiser | High School Curriculum | <i>Crystal Werkheiser</i> |
| Tanya Davis | Middle School Curriculum | <i>Tanya Davis</i> |
| Roxanne Ferguson | Elementary Curriculum | <i>Roxanne Ferguson</i> |
| Misty Higgins | Director Special Education | <i>Misty Higgins</i> |
| | | <i>[Signature]</i> |

Port Neches-Groves Independent School District

Port Neches-Groves High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

High School Student Achievement Strengths:

PNGHS scored at or above the state and region in all EOC grades/subjects. Algebra, Biology, and U.S. History EOC scores are areas of strength.

Sections of Advanced Courses Remains Steady: Port Neches–Groves High School offered 51 sections of Advanced, Pre-AP, AP and dual credit classes. Most students enrolled in AP classes earn college credit through college co-enrollment where possible rather than taking the AP exam. We would like to encourage more students to take the AP exam.

Completion Rate/Dropout Rate: PNG High School has a 4-year graduation rate of 95.3% (Class of 2017) and a 5-year rate of 96.1% (Class of 2016). Also indicated is a low dropout rate of 0.08%. We will continue to work to keep our completion rate high and dropout rate low.

Student Achievement Areas of Concern:

Increasing the number of scores at Meets and Masters Level continues to be a target in all subject areas. Additional targeted support is needed in the following areas: Asian Academic Achievement in ELA/Reading, Special Education Academic Achievement in Reading, Math, and Graduation Rate.

Demographics

Demographics Summary

Port Neches-Groves High School had a student population of 1,477 during the 2018-2019 school year with 2.57% ELL, 26.2% Economically Disadvantaged, and a Mobility Rate of 9.0.

Last reported daily attendance rate was 94.78%.

Ethnic Distribution (2017-2018):

- African American 3.4 %
- Hispanic 23.5 %
- White 65.0 %
- American Indian 0.1 %
- Asian 5.7 %
- Two or More Races 2.3 %

Demographics Strengths

- Consistently good student behavior.
- Consistently good attendance rate.
- Have a permanent ESL specialist on the campus..
- Hired a Vietnamese speaking teacher
- Increased the number of inclusion sections on campus as the students moved up a level.
- Designated a campus 504 coordinator
- Continued Content Mastery to help with SPED, ESL, and 504 Students
- Added 5 certified ESL teachers (4 core teachers, and 1 admin)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education Students did not meet Academic Achievement of 19% passing rate in Reading. **Root Cause:** We need to provide more opportunities in our English classes.

Problem Statement 2: Special Education Students did not meet Academic Achievement of 23% passing rate in Math. **Root Cause:** We need more students

in inclusion math classes.

Problem Statement 3: Special Education Students did not meet Academic Achievement of 90% graduation rate. **Root Cause:** Summer school's rule of need a 60 in a class to attend has been changed to a 50 last school year.

Problem Statement 4: Asian students did not meet Academic Achievement of 74% passing rate in ELA/Reading. **Root Cause:** We need to provide more opportunities in our English classes.

Problem Statement 5: ELL students did not meet Academic Achievement of 29% passing rate in Reading. **Root Cause:** We need to provide more opportunities in our English classes.

Problem Statement 6: White students did not meet Academic Achievement of 60% passing rate in reading. **Root Cause:** We need to provide more opportunities in our English classes.

Student Academic Achievement

Student Academic Achievement Summary

*Includes middle school and high school Algebra I for comparison to state and region scores which include both.

Passing rates on all EOC assessments met or exceeded region and state rates. However, our English I and English II scores are lower than we would like.

Target areas also include:

- re-testers in all subjects
- meets and masters level on all subjects

4-Year Graduation Rate (Class of 2017): 95.3%

5-Year Graduation Rate (Class of 2016): 96.1%

Annual Dropout Rate (Gr. 9-12 SY 2016-2017): 0.8%

| STAAR EOC | Approaches | Meets | Masters |
|--------------------------|------------|-------|---------|
| English Language Arts I | 73 | 57 | 7 |
| English Language Arts II | 74 | 61 | 6 |
| Mathematics | 85 | 63 | 33 |
| Science | 92 | 64 | 14 |
| Social Studies | 96 | 81 | 50 |

Student Academic Achievement Strengths

- PNGHS students exceeded Region 5 passing percentages in all five tested subjects for Approaches Grade Level, Meets Grade Level, and Masters Grade Level.
- Permanent ESL staff member is now available to support teachers and EL students at the high school.
- Continued integration for many high school students into grade-level courses through inclusion.
- SPED Vocational Work Period provides opportunities for transition to career and work readiness.
- Continue providing semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.

- High completion rate.
- Low dropout rate.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English teachers need consistency throughout the department and continual opportunities for staff development in order to improve scores. **Root Cause:** High turnover in the English department.

Problem Statement 2: SPED students are not showing knowledge of grade level concepts in applied courses. **Root Cause:** SPED students are not exposed to grade level content with a teacher certified to teach a specific general ed. subject.

Problem Statement 3: Our students had a low achievement rate for masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the tests, not advanced scores.

School Processes & Programs

School Processes & Programs Summary

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

CIC provides input in planning for campus professional development and are given opportunities to evaluate professional development.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas. Also, there is a limited pool of available substitutes, and an even smaller number who would be considered qualified in a particular subject area.

PNGHS offered 51 sections of Advanced, Pre-AP, AP, and dual credit academic classes. Most students earn college credit through college co-enrollment where possible rather than taking the AP exam. Students also achieved articulated credit through the CTE program.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and sample assessment items serve as teacher administered benchmark assessments to predict student success on state assessments. The STAR benchmark assessment is also given to 9th grade English, 10th grade English, and Algebra students for diagnostic purposes.

PNGHS is fortunate to have access to current tools of technology for teaching and learning. Students have access to laptops in our classrooms and teachers have access to Mimio technology and other interactive tools. As technology use increases on campus, so does the need for Internet access and technical support. Also, as laptops age and more curriculum resources are limited to a digital format, updating hardware and streamlining access becomes a priority.

School Processes & Programs Strengths

- Quality faculty and staff
- Mentor teachers support new teachers to facilitate transition and increase retention.
- Data analysis drives instructional decision-making.
- Teachers annually review and revise curriculum maps based on assessment data.
- Collaboration allows for horizontal and vertical alignment.
- Access to technology
- Campus instructional technology specialist
- Campus technology technician
- Computer Maintenance students
- BYOD program

- Added department heads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Collaboration within departments is challenging. **Root Cause:** Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.

Perceptions

Perceptions Summary

Over 80% of students are involved in a wide variety of student activities, including athletic, service, academic, and career & technical opportunities. Parents participate in various support organizations and volunteer opportunities. In addition, our Friday night lights shine on a full stadium with broad parent and community support. With one high school uniting the communities of Port Neches and Groves, the school is a focal point of pride and tradition, with school excellence the campus and community standard.

In addition, our campus facilities provide a pleasant working environment for students and staff. Also, we have boosted our campus security measures including: adding a full time School Resource Officer (SRO), limited the number of access points in the morning, monitoring the access points in the morning, and creating a newly formed safety committee to continuously review the campus safety procedures.

Parents are surveyed regarding opportunities for involvement and general level of satisfaction. The overall perception indicates parents are satisfied with opportunities for involvement. In addition, parents and community members tend to participate in large numbers in school events and programs.

PNGHS offers a comprehensive high school program and is organized around an alternating A/B block schedule. Management/governance utilizes site-based decision making through the Campus Improvement Committee with organization by departments. The Student Handbook and Student Code of Conduct serve as the basis for school discipline.

Communication is provided through a variety of methods including campus and teacher web pages, social media, Remind.com, Channel 7, mass phone call-outs, email, and letters.

Perceptions Strengths

- Student participation in activities
- Opportunities for student involvement
- Relatively low number of discipline referrals
- Parent attendance at Freshman Orientation
- Parent and community involvement in athletic events
- Business partnerships
- Project Graduation parent and community participation
- Bilingual teachers assist with translation to encourage family involvement
- A comprehensive high school program is able to accommodate a variety of students' interests and needs.
- Block schedule provides an opportunity for students to earn 8 credits per year.

- Active participation in CIC reflects an interested and involved faculty and staff.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Parent/Community Data

- Parent surveys and/or other feedback

Goals




Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: All Special Education students will meet IEP goals

Evaluation Data Source(s) 1: Documentation of accommodations, enrollment, assessment data, IEP mastery

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Comprehensive Support Strategy 1) Continue pre-referral process with continued implementation of Response to Intervention. | Faculty; Counselors; Curriculum Coordinator; Principal; Special Education Director; and Diagnosticians | Meeting IEP goals will lead to increased student success. | | | |

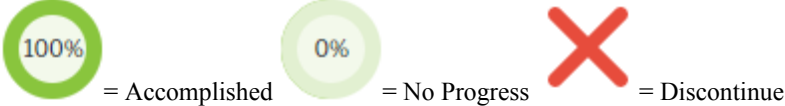
 = Accomplished
  = No Progress
  = Discontinue

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: Students in each subgroup will meet or exceed the Region's and State's Level II: Satisfactory Academic Performance averages on STAAR EOC assessments.

Evaluation Data Source(s) 2: Grades, Teacher Observation, STAAR Results

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide appropriate classes for at-risk students who need additional time for learning. | Faculty; Counselors; Curriculum Coordinator; Principal | Review of grades; STAAR benchmark tests; Teacher observation; STAAR results | | | |
| 2) Emphasis will be placed on curriculum alignment, both vertical and horizontal, to allow logical sequence of skills and concepts by utilizing the TEKS Resource System each 6 weeks grading period. | Faculty; Curriculum Coordinator; Principal | Curriculum Alignment will lead to increased student success. | | | |
| <p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> 3) STAR screening tests will be used four times per year in English I, English II, and Algebra to track student progress. | Faculty; Counselors; Curriculum Coordinator; Principal | Screening tests will lead to increased student success. | | | |
|  | | | | | |

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.




Performance Objective 3: All students will meet the STAAR Approaches standard.

Evaluation Data Source(s) 3: Grades, Teacher Observation, STAAR Results

Summative Evaluation 3:

High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all students with a concentration on : White students Asian students Special Education Students</p> | Principal, Curriculum Coordinator; Teachers | Emphasis on curriculum alignment will lead to increased student success. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve math abilities for all students with a concentration on Special Education Students.</p> | Principal, Curriculum Coordinator; Teachers | Emphasis on curriculum alignment will lead to increased student success. | | | |
| 3) Provide morning and afternoon tutorial sessions. | Principal | Tutorials will lead to increased student success | | | |
| 4) Monitor progress of students. | Principal, Teachers | Bench marking and STAAR data will lead to increased student success. | | | |
| 5) Include Special Education students in the general education classroom when appropriate. | Principal, Counselors, Diagnosticians, Director of Special Education | | | | |

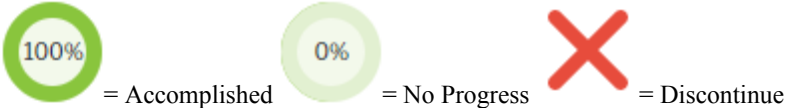
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 6) Implement Department Head positions in order to support horizontal and vertical alignment within subjects and departments. | Principal, Curriculum Coordinator | Teacher collaboration will lead to increase student success. | | | |
| 7) Improve Special Education STAAR scores in all tested subject by 10% with the following: Workshops for Teachers Monitor teacher Instruction Department Meetings Implement all IEPs and discuss with Diagnosticians as needed | Principal, Curriculum Coordinator; Director of Special Education; Special Education Teachers | Teacher collaboration will lead to increase student success. | | | |
| TEA Priorities Build a foundation of reading and math 8) STAR programs will be utilized for progress monitoring for all students in English I, English II, and Algebra. | Principal, Curriculum Coordinator; Teachers | Utilization of the STAR program will lead to increased student success. | | | |
| Additional Targeted Support Strategy 9) Target all STAAR failures and work with identified students during the regular class period and during tutorials in order to increase Growth Status in all tested subjects with an emphasis on the White, English Learner, Asian, and Special Education populations. | Principal, Curriculum Coordinator; Teachers | Targeting failures will lead to increased student growth. | | | |
| Additional Targeted Support Strategy 10) Review Special Education students disabilities, strengths, and weaknesses as well as class assignments in order to determine if placement is best for accessing the general education curriculum. | Principal; Diagnosticians, Special Education Counselor, Teachers | Reviewing student placements will lead to increased student success. | | | |
| 11) EL students will receive individualized instruction from ESL certified English teachers and special assistance through a supplemental program by having ESL classes for the students to attend. | Principal, ESL certified Teachers, ESL Specialist | Individualized instruction will lead to increased student success. | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Goal 2: PNGHS will develop strategies and establish programs to maintain high Average Daily Attendance.

Performance Objective 1: Reduce tardies and maintain ADA at least 95%+.

Evaluation Data Source(s) 1: TAPR, PEIMS Reports

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) 1) Continue incentive programs: Drawings for perfect attendance Exemptions for finals | Asst. Principals; Principal | Incentive programs will lead to increased student attendance. | | | |
| 2) Maintain daily contact with parents when students are absent. | Attendance Clerk, Nurse, Counselor, Asst. Principals; Principal | Daily contact with parents will lead to increased student attendance. | | | |
| 3) Parents of students with chronic absences will be required to meet with school officials. File on students who violate compulsory attendance rules. Develop an Attendance Plan with Parents and Students. | Counselor, Asst. Principals; Principal | Meetings with parents will lead to increased student attendance. | | | |
|  | | | | | |

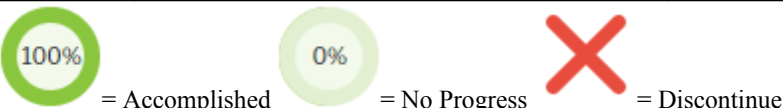
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 1: PNGHS faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: Drill Evaluations, Annual Maintenance, Injury Reports, Security Audits

Summative Evaluation 1:

High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Continue to provide updated information regarding armed intruder training. | Asst. Principals; Principal; Safety Director | Training will reinforce safety protocol. | | | |
| 2) Staff members will practice scheduled drills with students: Lockdown Lockout Evacuation Shelter | Asst. Principals; Principal; Safety Director | Practicing drills will provide a safer campus. | | | |
| 3) Use proper technology to monitor PNGHS | Asst. Principals; Principal; Safety Director | Technology will help monitor in investigations. | | | |
| 4) Continue the Safety Committee | Asst. Principals; Principal; | The safety committee will reinforce safety protocols. | | | |
|  | | | | | |




Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 2: The staff will use a discipline management plan that teachers and encourages all students to be responsible citizens of the school and community.

Evaluation Data Source(s) 2: PEIMS; Skyward Discipline Reports; Parent Surveys; CIC Agendas

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Conduct regular meetings with the staff to develop improved procedures for incorporating the campus discipline management plan in accordance with the District Student Code of Conduct. | Asst. Principals; Principal; | Conducting regular meetings with the staff will lead to a safer campus. | | | |
| 2) Provide programs that stress the importance of discipline, bullying prevention, violence prevention, violence intervention, and academics. | Asst. Principals; Principal; Teachers; Counselors; School Resource Officer | Providing programs will reduce the number of discipline incidents and the number of failures per year for students. | | | |
| 3) Have an additional counselor to provide mentoring and school counseling to all students, including students who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse. | Principal; Counselor | An additional counselor will improve the overall well being of students. | | | |
| 4) Campus counselors will be the liaisons for the purpose of suicide prevention and crisis situations. | Principal; Counselors | Counselor assessments will provide for a safer counselors. | | | |
| 5) Continue to try and meet all physical needs of students: Provide counseling Provide food and clothing at appropriate times | Counselors, Nurse | Meeting the physical needs of students will provide for a safer campus. | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 6) Students participate in preventive programs: Red Ribbon Parade Counselor Intervention Tobacco Prevention Vaping Education Mental Health Screenings Peace Office Interaction Parenting Education | Asst. Principals; Principal; Teachers; Counselors; School Resource Officer | Prevention programs will provide for a safer campus. | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

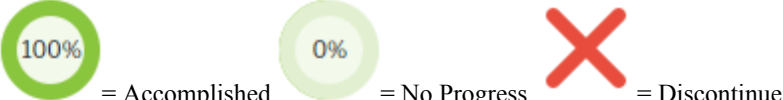
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 3: PNGHS will implement an anti-bullying initiative to help teach students ways to identify, prevent, report, and respond to bullying.

Evaluation Data Source(s) 3: PEIMS; Skyward Discipline Reports; Parent Surveys; CIC Agendas

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Monitor campus bullying | Asst. Principals; Principal; School Resource Officer, Teachers | Monitoring will provide for a safer campus. | | | |
| 2) Incorporate Bullying/Cyberbullying curriculum in Health Classes | Asst. Principals; Principal; School Resource Officer, Health Teachers | Educating students on bullying/cyberbullying will provide for a safer campus. | | | |
| 3) Provide information to all students and staff on ways to stop and report bullying and on bullying intervention. | Asst. Principals; Principal; School Resource Officer, Campus Staff | Providing information on bullying and intervention will reduce the number of bullying incidents on campus. | | | |



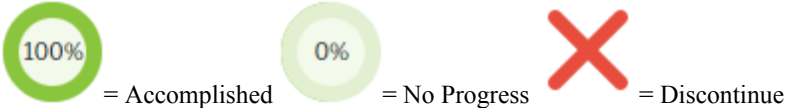
100% = Accomplished 0% = No Progress X = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 4: 100% of PNGHS employees working in specific designated assignments will have current CPR, AED, & Concussion Training. All PNGHS employees will be trained on the use of an EPI pen, seizure awareness, and mental health support for students.

Evaluation Data Source(s) 4: Professional Development Certificates

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide CPR/AED/Concussion Training to all necessary personnel including Athletic Coaches, Cheer and Drill Team Sponsors, and nurses. | Principal; Nurse, Asst. Supt. C&I Technology | Trained personnel will provide for a safer campus. | | | |
| 2) Provide the following trainings for all staff: Mental Health Issues in Youth Child Abuse Awareness & Prevention Blood-borne Pathogen Compliance in Schools EPI Pen Training Seizure Awareness Training | Principal; Nurse, Asst. Supt. C&I Technology | Trained personnel will provide for a safer campus. | | | |
|  | | | | | |




Goal 4: All PN-GHS teachers will be provided high quality professional development.

Performance Objective 1: 100% of instructional staff will be offered high-quality staff development opportunities.

Evaluation Data Source(s) 1: PD Express evaluations and sign-in sheets, Professional Development Certificates

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--------------------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow. | Curriculum Coordinator and Principal | Professional Development will provide teachers with strategies for all learners. | | | |
| 2) Handle With Care training will be provided by the school district for staff members involved in crisis situations for crisis interventions. | Curriculum Coordinator and Principal | Training activities will provide teachers with strategies for crisis situations. | | | |
| TEA Priorities Recruit, support, retain teachers and principals 3) Provide Region V training opportunities as well as participation in conferences as funds permit | Curriculum Coordinator and Principal | Region V and Conferences will provide teachers with strategies for all learners. | | | |
| TEA Priorities Recruit, support, retain teachers and principals 4) Provide staff development in the following areas: Handle with Care Mental Health Issues in Youth Child Abuse Awareness & Prevention Blood-borne Pathogen Compliance in Schools Tobacco/Vape Usage in Youth | Curriculum Coordinator and Principal | Professional Development will provide teachers with strategies for all learners. | | | |

 = Accomplished
  = No Progress
  = Discontinue




Goal 5: PNGHS will promote effective parental, community, and business participation through communication and participation in productive partnerships.

Performance Objective 1: The faculty and staff will provide information to parents and the community regarding the school program in order to encourage participation.

Evaluation Data Source(s) 1: Parent Engagement Survey, CIC, CTE Advisory Committee feedback, PTA meetings

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Continue to be a friendly, welcoming campus through teacher and staff communication with parents. | Campus Staff | Communications will foster positive parent perceptions. | | | |
| 2) Continue to promote school activities to increase attendance at all events. We will use Remind, Social Media, the Marquis, Web pages, Posters, Newsletters, and various student groups to relay all dates of events. | Campus Staff | Communications will foster positive parent perceptions. | | | |
| 3) Advise Parents and Students on Curricular choices to be prepared for success beyond high school using the following: Web pages Endorsement Showcase Freshman Orientation College Fair Parent Meetings | Counselors, Curriculum Coordinator, Principal | Communications will foster positive parent perceptions. | | | |
| 4) Be responsive to families, community groups, and organizations about their educational concerns, needs, issues, and topics. | All campus staff | Addressing community concerns will foster positive parent perceptions of the campus. | | | |
| 5) Prepare and disseminate materials to parents and the community that articulate the school's mission, programs, goals, objectives and objectives and achievement using various methods such as social media, newsletters, emails, teacher and campus web pages, and the PTA. | All campus staff | Preparing and disseminating materials to parents will foster positive parent perceptions of the campus. | | | |

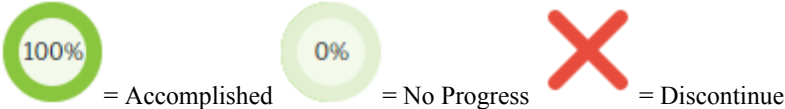
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| TEA Priorities Connect high school to career and college 6) Continue to offer multiple opportunities for students to participate in CTE Programs of Study. | Principal, Curriculum Coordinator, Asst. Sup. for CTE, Counselors | Providing opportunities for students to participate in CTE Programs of Study will support the transition from high school into the workforce and college. | | | |
| TEA Priorities Connect high school to career and college 7) Continue to offer multiple opportunities for students to participate in work based programs. | Principal, Curriculum Coordinator, Asst. Sup. for CTE, Counselors | Providing opportunities for students to participate in work-based programs will support the transition from high school into the workforce and college. | | | |
| 8) 8. Continue to acknowledge student success in various programs such as: Student of the Month Star Student Rotary Work based programs such as 18+ etc. | Principal, Counselors, Director of Student Activities | Acknowledging student success will increase student achievement. | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

Goal 5: PNGHS will promote effective parental, community, and business participation through communication and participation in productive partnerships.

Performance Objective 2: Expand the number of translated documents to languages other than English

Evaluation Data Source(s) 2: Translated documents

Summative Evaluation 2:

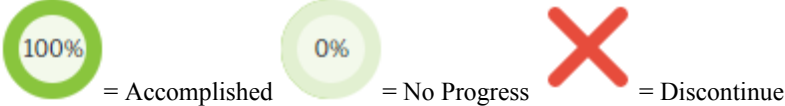
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Use ESL Specialist to report number of different languages needed to communicate to all parents. | Principal, ESL Specialist | Translation of documents will foster positive parent communication. | | | |
|  | | | | | |

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: PNGHS will recruit, retain, and develop a 100% highly qualified staff.

Evaluation Data Source(s) 1: Highly Qualified Annual Compliance Report, Personnel files

Summative Evaluation 1:

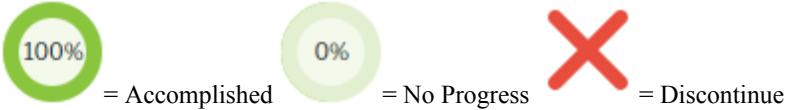
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals 1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page.</p> | Asst. Supt - Personnel; Curriculum Coordinator; Principal | Hiring highly qualified personnel will ensure campus expectations. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 2) Require all new employees to attend new employee orientation</p> | Principal, Curriculum Coordinator | Orientation and training will ensure campus expectations. | | | |
|  | | | | | |

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 2: Maintain 100% of core academic subject area classes taught by highly qualified teachers.

Evaluation Data Source(s) 2: TAPR report, Teacher Retention Rates

Summative Evaluation 2:

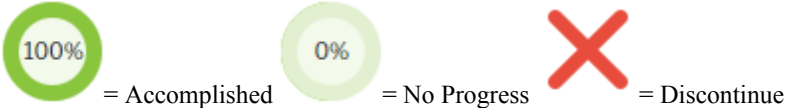
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Continue the effective teacher mentoring system in order to retain highly qualified staff. | Curriculum Coordinator; Principal. | An effective teacher mentoring system will increase the highly qualified teacher retention rate. | | | |
|  | | | | | |

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 3: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified paraprofessionals.

Evaluation Data Source(s) 3: Professional development records and Highly Qualified paraprofessional records

Summative Evaluation 3:

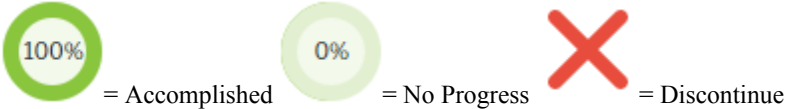
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Analyze data from paraprofessionals files to ensure all instructional aides are highly qualified. | Asst. Supt - Personnel; Curriculum Coordinator; Principal | Highly qualified aides will increase student achievement. | | | |
|  | | | | | |

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 4: PNGHS will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the district.

Evaluation Data Source(s) 4: CIC Minutes, DEIC Minutes

Summative Evaluation 4:

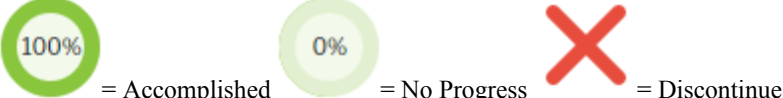
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) CIC will provide input and make recommendations in the areas of planning, budgeting, curriculum, staffing, staff development, and school organizations during regular meetings. | Principal, CIC Committee | CIC minutes will support the purpose of the site-based decision making committee. | | | |
|  | | | | | |

Goal 7: PN-G High School will promote and academically engaging environment with a focus on effective use of current technology tools for teaching and learning.

Performance Objective 1: PN-GHS students will utilize technology in learning and participate in technology initiatives.

Evaluation Data Source(s) 1: Technology Usage Logs, Teacher lesson plans

Summative Evaluation 1:

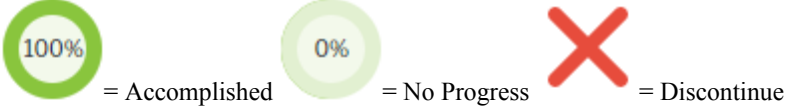
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide all students opportunities to use a variety of software applications: Internet browsers Word Processing Apps Spreadsheet Apps Presentation Apps Skyward Cloud based tools such as Google | Faculty; Technology Specialist; Curriculum Coordinator; Principal; Director of Information Services; Asst. Supt., C&I/Technology | Using technology will lead to increased student success. | | | |
|  | | | | | |

Goal 7: PN-G High School will promote and academically engaging environment with a focus on effective use of current technology tools for teaching and learning.

Performance Objective 2: PN-GHS faculty, staff, and administration will demonstrate effective use of technology.

Evaluation Data Source(s) 2: Teacher Web pages, TCEA attendance, AUP Documentation, Professional Development Certificates & Department Meeting agendas.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide opportunities for teacher preparation and collaboration for the integration of instructional technology. | Principal; Technology Specialist, Asst. Supt. C&I Technology | Using technology will lead to increased student success. | | | |
| 2) Ensure that teachers and staff comply with the district Acceptable Use Policy (AUP). | Principal, Technology specialist; Curriculum Coordinator; Director of Information Services | Teachers and staff complying with policy will provide positive examples for students using technology. | | | |
|  | | | | | |

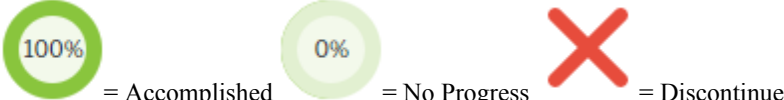
Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 1: Maintain enrollment in challenging classes.

Evaluation Data Source(s) 1: Class enrollment, SAT/ACT/TSI participation, Parent Meeting Attendance, Awarded Scholarships, Personal Graduation Plans

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <p>TEA Priorities Connect high school to career and college</p> <p>1) Encourage students to take more challenging classes when appropriate: Pre-AP/AP in core subjects; Chemistry and Physics for most students; Pre-cal for maximum number of eligible students; LEAP classes in English III, English IV, Pre-calculus, Calculus, Economics, and Biology.</p> | Counselors; Faculty; Curriculum Coordinator; Principal | Maintaining enrollment in challenging classes will increase student achievement. | | | |
| <p>TEA Priorities Connect high school to career and college</p> <p>2) Provide information on course offerings and requirements during pre-registration meetings with parents and students.</p> | Counselors Faculty Curriculum Coordinator Principal | Increased opportunities for career planning will lead to more successful pathway selection. | | | |
| <p>3) Increase opportunities for career planning through the counselor's office and in the Professional Communications class.</p> | Counselors; Faculty; Curriculum Coordinator; Principal | Increased opportunities for career planning will lead to more successful pathway selection. | | | |
| <p>TEA Priorities Connect high school to career and college</p> <p>4) Hold Pre-AP, AP and LEAP informational meetings with parents.</p> | Counselors; Faculty; Curriculum Coordinator; Principal | Providing information on accelerated classes will increase student achievement. | | | |
| <p>TEA Priorities Connect high school to career and college</p> <p>5) Conduct review of CTE course offerings.</p> | Asst. Supt. - CTE; Curriculum Coordinator; Principal | Providing information on any changes in CTE courses will lead to more successful pathway selection. | | | |

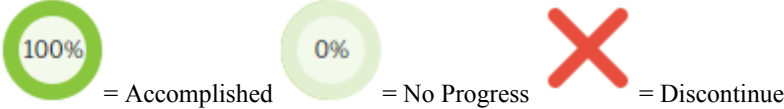
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| TEA Priorities Connect high school to career and college 6) Coordinate Trade & Technology Programs with the Texas Workforce and institutions of higher learning. | Asst. Supt. - CTE; Curriculum Coordinator; Principal | Coordinating with local business partners and institutions of higher learning will lead to a successful student transition. | | | |
| TEA Priorities Connect high school to career and college 7) Provide information on CTE programs to all students. | Counselors | Providing information on CTE programs will lead to increased student success. | | | |
| TEA Priorities Connect high school to career and college 8) Provide course-planning guidance for students in large group and individual sessions and utilize a Career Interest Survey in Professional Communications. | Counselors | Providing course-planning guidance will lead to increased student success. | | | |
|  = Accomplished = No Progress = Discontinue | | | | | |

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 2: Maintain an environment that supports a top-rated high school program.

Evaluation Data Source(s) 2: Staff development evaluations; Course Guide; enrollment data; master schedule; student awards; graduation plan data

Summative Evaluation 2:

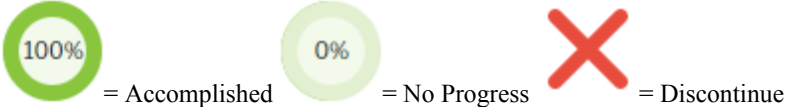
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Staff development opportunities will be provided for teachers to enhance skills in instructional methods: Reading and writing instruction; Math, science and social studies instruction; STAAR/EOC training critical thinking; G/T training; Integration of technology, TEKS/EOC emphasis; Specialized workshops for CTE teachers; | Faculty; Counselors; Curriculum Coordinator; Principals-M.S./H.S.; Asst. Supt. - CTE | Maintaining an environment that supports high student performance will lead to increased student success. | | | |
|  | | | | | |

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 3: Provide a broad-based library program to meet the needs of all students and faculty.

Evaluation Data Source(s) 3: Library usage reports, student and faculty feedback

Summative Evaluation 3:

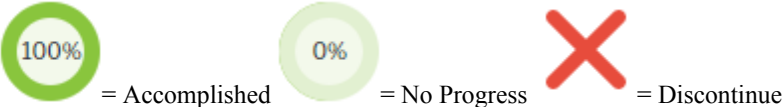
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide a range of library services: Support curriculum needs by coordinating with teachers; Select a variety of materials to meet the needs of all students; Serve as the bibliography & copyright advisor on campus; Promote reading for pleasure with students of varying abilities; Maintain an updated collection for both curricular support and leisure reading. | Librarian; Curriculum Coordinator; Principal; Faculty | A broad-based library program will increase student success. | | | |
|  | | | | | |

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 4: Maintain 4-Year Completion rate of 95%.

Evaluation Data Source(s) 4: Completion rate of 95% or better, low dropout rate

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Provide appropriate classes for at-risk and/or economically disadvantaged students who need additional time for learning: ESL class; Algebra I Lab; Math Models for Juniors; Algebra II for Seniors; and English 1147. | Faculty; Counselors; Curriculum Coordinator; Principal | Providing additional time for learning for at-risk and/or economically disadvantaged students will maintain graduation rates. | | | |
|  | | | | | |

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 5: Achieve at least 60% on our reading scores for White students, 74% on our reading scores for Asian students, 29% on our reading scores for EL students, and 23% on our math scores for Special Education students.

Evaluation Data Source(s) 5: STAAR scores for the 2019-2020 school year

Summative Evaluation 5:

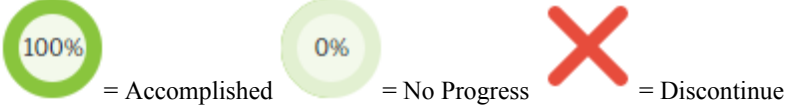
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Provide staff development through PLCs to support targeted subgroups. | Principal, Assistant Principals; Curriculum Coordinator | Professional Development will provide teachers with strategies to support targeted subgroups. | | | |
|  | | | | | |

Goal 9: PNGHS will maintain or improve student participation and achievement in college entrance examinations.

Performance Objective 1: The faculty and staff will adopt strategies and programs to maintain or increase SAT/ACT performance.

Evaluation Data Source(s) 1: SAT/ACT score reports

Summative Evaluation 1:

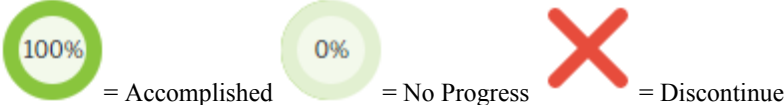
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Incorporate test-taking strategies in core curriculum classes in grades 9-12. | Faculty; Librarians; Counselors; Curriculum Coordinator; Principal | Incorporating test-taking strategies will increase student achievement. | | | |
|  | | | | | |

Goal 9: PNGHS will maintain or improve student participation and achievement in college entrance examinations.

Performance Objective 2: 75% of high school seniors will take the SAT, ACT, or TSI.

Evaluation Data Source(s) 2: SAT/ACT/TSI participation reports

Summative Evaluation 2:

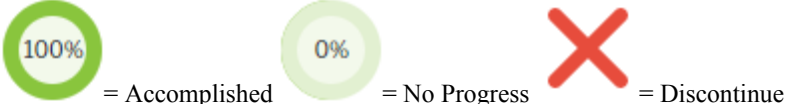
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <p>TEA Priorities Connect high school to career and college 1) Employ strategies to maintain or increase participation on SAT/ACT college entrance exams: Counselor newsletters; Student meetings; Parent meetings; Primetime informational ads; Website information.</p> | Faculty; Counselors; Curriculum Coordinator; Principal; Campus Testing Coordinator | Providing opportunities for students to take college entrance exams will increase opportunities for higher education. | | | |
|  | | | | | |

Goal 9: PNGHS will maintain or improve student participation and achievement in college entrance examinations.

Performance Objective 3: The TSI will be offered to sophomores and juniors on campus to support dual credit opportunities.

Evaluation Data Source(s) 3: TSI participation reports

Summative Evaluation 3:

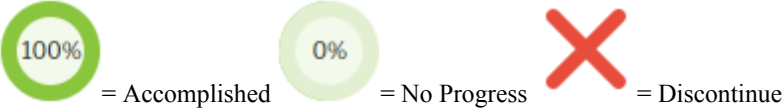
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|-------------------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| TEA Priorities Connect high school to career and college 1) Offer TSI testing during the school day for the fall and spring semesters. | TSI Testing Coordinator; Counselors | Providing opportunities for students to take college entrance exams will increase opportunities for higher education. | | | |
|  | | | | | |

Goal 10: PNGHS will Implement Professional Learning Communities (PLCs) to help facilitate academic collaboration and professional growth.

Performance Objective 1: Address our campus areas of focus by providing opportunities for collaboration every 3-4 weeks through PLC assignments.

Evaluation Data Source(s) 1: Review Online PLCs every 3 weeks to ensure that all the participants are contributing to the discussion.

Summative Evaluation 1:

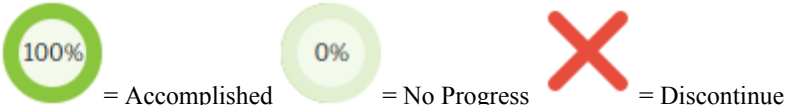
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Comprehensive Support Strategy 1) Provide learning opportunities and discussion through our PLCs to foster the learning of the diverse student population focusing on: Student Mental Health Student Success Strategies Campus Safety | Teachers; Curriculum Coordinator; Principal; Assistant Principals, Department Heads | Teacher collaboration will lead to increase student success. | | | |
|  | | | | | |

Goal 11: PNGHS will Improve performance on English state assessments.

Performance Objective 1: Students will meet or exceed the Region's and State's "Approaches Grade Level" on STAAR EOC assessments.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

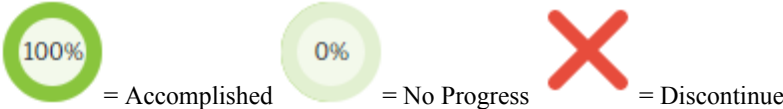
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) We will increase student participation in before and after school tutorials. | Teachers, Principal, Curriculum Coordinator | Offering targeted instruction will increase student achievement. | | | |
| 2) Increase the number of days we offer STAAR tutorials for English I & II. | Principal, Curriculum Coordinator | Offering targeted instruction will increase student achievement. | | | |
| Comprehensive Support Strategy 3) Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow for English I & II teachers. | Curriculum Coordinator and Principal | Professional Development will provide teachers with strategies for all learners. | | | |
|  | | | | | |

Goal 12: PNG High School will improve opportunities for our students Transition Plans by boosting the VAC program.

Performance Objective 1: Many opportunities will be available for our students with SPED and/or 504 Accommodations such as: a school store, a print lab, and a partnership with the Texas Workforce Commission through Opportunity Now.

Evaluation Data Source(s) 1: View IEP's and ensure that students are working toward the goal of employment.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Implement a Special Olympics program to help integrate the students with their typically developing peers. | Principal, Special Olympics Coach, Special Education Director | Providing opportunities for students to integrate with their typically developing peers will increase student success. | | | |
| TEA Priorities Connect high school to career and college 2) Find jobs for a least 4 students in the program. | Principal, Special Education Director, Special Education Counselor, VAC Teachers | Providing opportunities for students to transition into the workforce will increase student success. | | | |
|  | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Continue pre-referral process with continued implementation of Response to Intervention. |
| 1 | 2 | 3 | STAR screening tests will be used four times per year in English I, English II, and Algebra to track student progress. |
| 4 | 1 | 1 | Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow. |
| 8 | 5 | 1 | Provide staff development through PLCs to support targeted subgroups. |
| 10 | 1 | 1 | Provide learning opportunities and discussion through our PLCs to foster the learning of the diverse student population focusing on: Student Mental Health Student Success Strategies Campus Safety |
| 11 | 1 | 3 | Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow for English I & II teachers. |


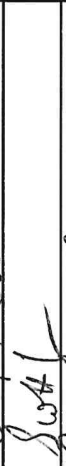




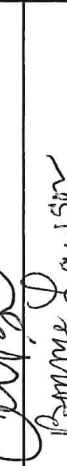









State Compensatory

Budget for Port Neches-Groves High School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|--------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 001 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$2,000.00 |
| 199 11 6118 00 001 0 24 0 00 | 6118 Extra Duty Stipend - Locally Defined | \$5,000.00 |
| 199 11 6119 00 001 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$16,522.00 |
| 199 11 6141 00 001 0 24 0 00 | 6141 Social Security/Medicare | \$240.00 |
| 199 11 6141 75 001 0 24 0 00 | 6141 Social Security/Medicare | \$19.00 |
| 199 11 6142 00 001 0 24 0 00 | 6142 Group Health and Life Insurance | \$1,504.00 |
| 199 11 6144 00 001 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$1,221.00 |
| 199 11 6145 00 001 0 24 0 00 | 6145 Unemployment Compensation | \$78.00 |
| 199 11 6146 00 001 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$457.00 |
| 199 11 6149 00 001 0 24 0 00 | 6149 Employee Benefits | \$94.00 |
| 6100 Subtotal: | | \$27,135.00 |
| 6300 Supplies and Services | | |
| 199 11 6399 00 001 0 24 0 00 | 6399 General Supplies | \$2,000.00 |
| 6300 Subtotal: | | \$2,000.00 |

Addendums

Campus Improvement Committee

| Committee Role | Name | Position | Signature |
|---------------------|--------------------|-------------------------------------|---|
| Administrator | Crystal Werkheiser | Curriculum |  |
| Administrator | Scott Ryan | Principal |  |
| Counselor | Rachel Lawson | Counselors/Librarian/Diagnosticians |  |
| Administrator | Jon Deckert | Administration |  |
| Classroom Teacher | Brandy Roy | Science |  |
| Classroom Teacher | Margie Wilkinson | CTE |  |
| Classroom Teacher | Aimee Bates | H/PE |  |
| Classroom Teacher | Bonnie Lawson | Math |  |
| Classroom Teacher | Jessie Burkle | English |  |
| Classroom Teacher | Steve James | Fine Arts |  |
| Classroom Teacher | Carolyn Beaty | SPED |  |
| Classroom Teacher | Michael Baker | Social Studies |  |
| Classroom Teacher | Laura Haycock | Foreign Language |  |
| Classroom Teacher | Ann Hanks | Campus Secretary |  |
| DEIC Representative | Irene Baize | Nurse |  |
| DEIC Representative | Annette Meier | DEIC |  |

Port Neches-Groves Independent School District

Port Neches Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

Our mission is to encourage our students to achieve the highest attendance, educational, and behavioral performance level. A multitude of opportunities are made available to allow Port Neches Middle School students to reach goals. We believe that each student, including all special populations (special education, gifted/talented, dyslexic, ESL, remedial), can learn when given these opportunities.

Campus Motto: Mind, Body, & Spirit

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Comprehensive Needs Assessment

Needs Assessment Overview

1. Demographics - Student attendance has continued to be a strength. Port Neches Middle School continues to make strides in our ESL program and core classroom size.
2. Student Achievement - EOC Algebra I scores continue to improve with 100% passing and 100% masters. Social Studies scores have continued to improve. PNMS needs to increase the percentage of advanced in technology applications.
3. School Progress and Programs - Port Neches Middle School continues to retain good teachers. We also provide quality professional development and a broad range of educational resources for our teachers and students.
4. Perception - Port Neches Middle School continues to score high in parent perception as evident in our Parent Involvement Survey. We have excellent student and parent participation in all areas and we seek to improve in all areas of communications with parents.

Demographics

Demographics Summary

PNMS is located in the PNGISD in Port Neches, TX. We are located at 749 Central Street one block off of Merriman St. We serve grades 6-8 with approximately 588 students. PNMS strives to mold our students mind, body, and spirit.

According to the 2010 Census data, PNGISD consists of 26,407. We are a diverse community with White, Hispanic, Asian and African American students. We are 67% white. 15% Hispanic, 6% Asian and 3% African American make up the majority of our ethnic population. We have had an increase in Hispanic population over the last year.

Port Neches Middle School students feed Port Neches-Groves High School. We are very fortunate to also have Lamar University very close offering our staff opportunities for Master and Doctoral degrees in Education.

Demographics Strengths

- PNMS Attendance consistently hold in the 96% range
- Due to the rise in ESL and LEP students, the Newcomer teacher is an extreme benefit
- Staff demographics are comparable to student demographics
- Core classroom size

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student group percentages continue to increase in areas of at risk, ESL, economically disadvantaged and special education. **Root Cause:** Hispanic, economically disadvantaged, ELL and at risk students continue to increase.

Student Academic Achievement

Student Academic Achievement Summary

PNMS has a history of high performance on standard testing, UIL, band, choir, athletics and many other local and statewide competitions. PNMS has always met AYP. PNMS overall student scores continue to be the best in our local 5A region. PNMS was voted best middle school in our area in 2013, 2015, 2016 & 2017. PNMS has proudly won Sweepstakes in band the past 28 years. PNMS has numerous All Region Band and Choir members. PNMS Robotic Team has competed on the state level for several years.. PNMS has proudly competed on the highest levels in Football, Volleyball, Basketball, and Track. In the past 6 years PNMS has won 21 district championships in various sports. PNMS students have placed in VFW Patriot Pen Essay contest. Students at PNMS have placed in the top 3 in many essay contests in the Beaumont area. PNMS has always met standard.

PNMS CATE students work in conjunction with Huntsman Refinery in building birdhouses for migrating water fowl and help in other district projects. They also work with local businesses to provide furniture.

Student Academic Achievement Strengths

- EOC Algebra I 100% passing
- Math, Reading and Writing on all levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Eighth grade Social Studies student scores are below state average. **Root Cause:** All students, Hispanic, white, and economically disadvantaged students continue to score below state average.

Problem Statement 2: Student Achievement rates between Special Education and Regular Education Students are disproportional. **Root Cause:** STAAR Achievement rates of Special Education compared to Regular Education Students in Reading and Math.

Problem Statement 3: Failure to have student growth in all subjects. **Root Cause:** Decrease in the passing percentage of 8th grade Social Studies STAAR.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies.

School Processes & Programs

School Processes & Programs Summary

PNMS has hired and retained some of the best teachers in the state of Texas. . Our interview process is intense and multi-layered. We have an intensive screening process before we begin to interview candidates. We have a mentor teacher program that helps new teachers to the district.

PNMS provides professional development opportunities for staff year round. DEIC and CIC help provide in-put for the campus plan and staff development to help address campus needs. PNMS participates in the district wide Aspiring Administrative initiative to help train possible new administrators to the district.

PNMS offers DMAC to teachers as an important Data Analysis tool. Teachers are trained on how to use this tool. Many teachers run their own analysis to better understand needs.

PNMS uses TEKS Resource System as a supplement for our teachers. PNMS uses a broad range of Internet sources along with traditional textbooks as supplements and guides for instruction. TEKS Resource System provides us with tools to prepare students for STAAR testing.

PNMS does bench marking to help teachers better assess when students are not meeting the objectives.

The motto at PNMS is Mind, Body, Spirit. We strive to meet the mental, physical and spiritual needs of all our students. We have a long standing Tradition of Excellence. Our students and parents have expressed a deep sense of welcome. It is our goal to continue to make all stakeholders feel welcome and important.

Provide school counseling to all students at Port Neches Middle School, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

PNMS is committed to improving and implementing technology in grades 6-8. We have teacher laptops, student laptops, administrator PC, Library PCs, Lab PCs a Mobile Distance Learning Labs, IPADs, video Distribution system, 42" Flat Screens, Teacher Microphone systems, document cameras, mimio systems and Chrome-books. We have a Certified Technology Specialist. PNMS is a one-to-one campus with a data pull and wireless access.

PNMS uses technology in every core classroom everyday. PNMS revises technology yearly in order to better serve our students and staff. Technology is a vital component to the everyday life at PNMS . We house one computer lab for general purposes. We have video security and phone systems that are maintained by the technology department.

School Processes & Programs Strengths

- PNMS retains the vast majority of the teachers until retirement.
- PNMS participates in the Aspiring Administrators Initiative program to help grow our own New Administrators.
- Teachers fully implementing Curriculum as demonstrated via walk-throughs
- RTI is being implemented in all grades. The data shows most students needs are met at Level One.
- All Teachers participate in goal setting for students via the Campus Plan, Staff Development and Faculty Meetings.
- All Teachers will set Individual Professional Goals
- T-Tess
- Student and teacher schedules reflect maximum instruction
- Daily operations of the campus at PNMS meet the needs of parents, students and staff
- Students have many opportunities for extended learning time. For example Study Hall and morning tutorials.
- PNMS has technology in every classroom for students and teachers to use daily
- PNMS uses one to one to support technology and learning. Teachers use technology daily at PNMS.
- PNMS students are extremely proficient in computer technology and are evaluated yearly.
- PNMS will contract with additional counseling personnel to provide mentoring to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities or drug use and abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue to stress attendance for employees. **Root Cause:** Teachers involved in high school extra curricular activities, jury duty and personal leave.

Problem Statement 2: Students' failure to monitor their own progress. **Root Cause:** Lack of focus from students when it come to monitoring progress. Lack of emphasis on student monitoring.

Problem Statement 3: There is not enough student led instruction in classroom. **Root Cause:** Teachers are adapting to the new T-TESS system which leans toward student led instruction.

Problem Statement 4: PNMS will continue to promote Intra-school wide communication. **Root Cause:** Lack of planning by school organizations. Lack of daily reading of e-mails.

Problem Statement 5: Campus technology resources need to include the use of chromebooks. **Root Cause:** Educational processes along with new technology advances require new technology components in the hands of students and educators.

Problem Statement 6: PNMS will continue to update security systems on campus. **Root Cause:** Lack of exterior doors to function correctly in conjunction with alarm systems. Teachers and staff need to continue to wear badges. All exterior doors to remain closed.

Problem Statement 7: PNMS will contract with additional counseling personnel to provide mentoring and school counseling to all students, including

children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use or abuse **Root Cause:**
Increase in students requiring these services.

Perceptions

Perceptions Summary

PNMS has a very dedicated staff and faculty. We are Warrior Family. We all have a shared sense of purpose and values that separate us from other middle schools. We have a commitment to excel in all things.

PNMS is also dedicated to keeping our school safe. PNMS reviews safety procedures and conducts drills regularly. We take time to instruct and drill our staff for all possible scenarios. PNPd has been very cooperative helping and posting police officers randomly at campuses.

PNMS has a very dedicated staff who care about all of our Warriors. We are blessed to have an active PTA who cares about the well-being of all of our students.

PNMS distributes a yearly Parent Involvement Survey. PNMS has scored very highly according to parents in parent involvement. We use Webpages, Remind 101, Twitter, marquee, and e-mail often to communicate with parents.

Perceptions Strengths

- Student participation in Extra-Curricular activities is wide spread at PNMS
- There has been no reportable gang related activity at PNMS in the last 5 years
- PNMS has effective procedures in place for safety
- PNMS participates in various food drives; Christmas outreach programs, Humane Society Programs, Pennies for Patients to name a few
- PNMS PEIMs data reflects the very nature of our campus. No school violent assaults.
- When severe student needs arise, PNMS pulls together and raises money to help.
- Our campus is perceived friendly and welcoming. PNMS was voted best Middle School in the area.
- Our campus has a very effective communications system. We use webpages, Remind 101, Twitter, announcements, mail-out, and e-mails.
- PNMS has tremendous parent support for all of our events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Middle school students continue to experiment with alcohol, vapes and tobacco. **Root Cause:** Social trends and lack of education among middle school students.

Problem Statement 2: Student bullying has decreased but still poses a problem. **Root Cause:** Overall age of students in middle school. Lack of education

by parents. Social trends. Lack of communication between students.

Problem Statement 3: PNMS will continue to review all safety procedures and audits for areas that are considered to be unsafe. **Root Cause:** Failure to adhere to campus policy.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: 1. All students will meet the STAAR passing standard. Target areas are as follows:
 All students Social Studies 80%.
 STAAR Achievement Rates Special Education 80%.
 Performance rates will increase by 10% with all students from 6th to 7th and 8th grades on all standard testing.
 Increase STAAR scores for Science by 10%
 Increase Academic Achievement for White Students in Reading and Math
 Increase Growth Status for White Students in Reading and Math and Student Success Status.
 Increase Academic Achievement for Asian Students in Reading and Math
 Increase Growth Status for Asian Students in Reading and Math and Student Success Status
 Increase Student Growth for Special Ed. Current in Academic Achievement Reading and Math.
 Increase Growth Status for Special Ed. Current in Reading and Math.
 Increase Student Success Status for Special Ed. Current Students.

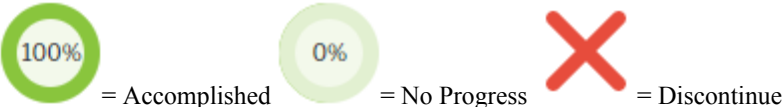
Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Emphasize test-taking skills/tips for all tests | | Teacher | Test-taking tips will lead to increase student success Final results of STAAR data | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|----------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 2) Provide Tutorial session | | Teachers | Tutorials will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Personal, Peer and Teacher evaluation of written work | | Teachers, Students | Evaluation of work will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Provide differential instruction to offer each student an optimal learning environment | | Teachers | Daily work and Teacher test will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Monitor Progress of students | | Faculty, Principal | Benchmarking and STAAR data will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Include Special Education students in regular classes when appropriate. | | Counselor, Principal | Teacher tests and STAAR data will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 7) Practice Academic Reading in all classes. | | Teachers | Teacher made tests and STAAR Reading test will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 8) Focus on Academic Vocabulary | | Teachers | Teacher made tests will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 9) Emphasize effective Study Skills. | | Teachers | Teacher made test will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 10) Develop Critical Thinking | | Teachers | Teacher made assignments, Reading Benchmark, Math Benchmark will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 11) Cooperative Learning. | | Teachers | Teacher made test will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|----------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 12) Mini-Skills Units a. American History and STAAR terminology b. Development of Political Parties c. Primary Sources documents | | Teachers | Teacher made assessments, Social Studies STAAR data will lead to increase student success | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| Additional Targeted Support Strategy 13) Target Weak Areas a. Issues and Events in U.S. History b. Political influences on history | | Teachers | Social Studies STAAR data will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 14) Cross-Curriculum Activities a. Historical Novels b. Interdisciplinary Studies c. Grade Level Activities | | Teachers | Teacher made assessments will lead to increase student success | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 15) Provide Opportunities for Off-Campus Learning a. Field Trips b. Special Presentation Venues/Guest Speakers | | Teachers | Teacher Assessments will lead to increase student success | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 16) Economically Disadvantage and Hispanic Social Studies a. Encourage use of Year to Glance b. Encourage use of Instructional Focus Documents c. Early Benchmark Testing d. Workshops for Teachers e. Supplemental material f. Curriculum meetings with Middle School Curriculum Coordinator g. Individual meetings with 8th grade Social Studies teachers | | Principal Curriculum Coordinator | Social Studies STAAR data Benchmark Assessment Data will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--------------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 17) 20) Use Science Starters for Grades 7 and 8. | | Principal, Teachers | Daily Walk Throughs will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 18) Implement 2 week review of Social Studies TEKs prior to testing. | | Principal | Social Studies STAAR data | | | |
| 19) Cross-Curricular Activities via 6th grade ELA classes | | Curriculum Coordinator, Principal | Social Studies and STAAR data will lead to increase student success | | | |
| Comprehensive Support Strategy 20) Region 5 workshops, Department Meetings, and Social Studies Department meetings with GMS | | Principal, Curriculum Coordinator | Social Studies and STAAR data will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 21) Improve Special Ed. Reading and Math STAAR scores by 10% a.) Workshop for teachers b.) Monitor teacher instruction c.) Department Meetings d.) Implement all IEPs and discuss with Case Manager as needed | | | These will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 22) Improve All 7th grade STAAR subjects a.) Lesson Planning b.) Workshops for teacher | | Principal | STAAR data will lead to increase student success | | | |
|  | | | | | | |

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: At least 90% of students will meet standard in 6th grade reading, 90% in 7th grade reading and 95% in 8th grade reading.

Target areas are as follows:

Hispanic students 6th grade

Asian students

White students

Hispanic students Math above 75%

At Risk 6th, 7th, 8th grade

LEP 8th grade

Special Ed. 6th, 7th, & 8th grade

Economically Disadvantaged students above 75%




Special Ed Students above 75%

Increase the awareness by training 100% of our teachers of ELL and SPED students in order to foster student growth

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Eighth Grade Reading Labs | | Counselor, Principal | STaR will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| Additional Targeted Support Strategy 2) Encourage Accelerated Reader Participation | | Teachers | Accelerated Reader Tests will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| Additional Targeted Support Strategy 3) Provide At-Risk Students with Added Assistance a. Peer Tutoring b. Tutorials c. STAAR Tutorials d. STaR programs e. Dyslexia Support f. Content Mastery Classroom g. Re-inforcement Homework | | Teachers, Principal | Teacher made tests and Benchmark testing will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 4) RTI | | Teachers, SAT Team, Principal | Teacher assessments will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 5) Integrate Technology in the Classroom a. Read Naturally series software b. Audio tapes/CDs c. Internet research d. Photostory e. Web 2.0 f. Spelling City g. Brain Pop h. IXL Learning i. CEI | | Technology Specialist, Teachers, Principal | Teacher assessments will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 6) Comprehension Questions in STAAR Format | | Teachers | STAAR data will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 7) Bench Mark AIMS | | Teachers, Curriculum Coordinator | This will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 8) Practice Reading Fluency | | Teachers | STaR will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 9) Incorporate Title III goals and objectives a. Professional development for teachers who serve second-language learners b. Two Parent Academies c. On-going individual student assessment | | ESL Coordinator, principal, counselor, ESL teacher, teachers | Assessment data, meeting & workshop logs will lead to increase student success | | | |
| Funding Sources: 263 - Title III - 0.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: Student groups will show the following results as measured by STAAR/EOC.

Writing - All groups 90%

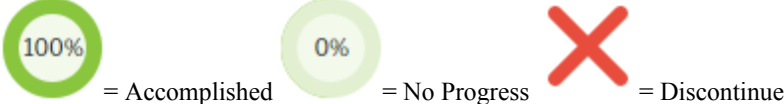
EOC Algebra I 100%

Mathematics African American 7th grade 80%

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Daily Practice of Writing Skills a. TEKS warm-ups b. Journals c. Proof-reading d. Writing in timed setting e. Daily Oral Language f. Skill Builders g. Scholastic Writing Exercise | | Teacher | Benchmark tests, Teacher assessments, STAAR These will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Emphasize Test Taking Tips | | Teacher | Teacher assessments will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Compensate for lack of research based writing | | Teacher | Teacher assessments will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Personal, Peer and Teacher Evaluation of Work. | | Teacher | Teacher assessments will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Tutorial Sessions | | Teachers | Teacher assessments will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Differentiated Instruction | | Teachers | Teacher assessments will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 7) Provide target students with a strong math program a. Hold Department Meetings b. Align Curriculum c. Attend Math Academics d. Think Through Math e. Incorporate TEKS Resource Systems f. Math TEKS staff development | | Teacher, Principal, Curriculum Coordinator | Teacher made tests will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00, 255 - Title II-A/TPTR - 0.00 | | | | | |
| 8) Utilize Technology a. Study Island b. Money Island c. Mimio d. Geometry Sketch Pad e. IXL | | Technology Specialist | Teacher assessments will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: PNMS will continue to support students with special needs.

Evaluation Data Source(s) 4: Parent Survey, STAAR Data

Dyslexia

Drug & Violence Prevention




Gifted and Talented

RTI

Accelerated Instruction

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide Dyslexia Classes | | Counselor, Principal | Teacher tests and STaR reading Dyslexia classes will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Continue to offer an enriched program of study. | | Principal | Enriched programs will lead to increase student success All student STAAR results | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Continue to offer accelerated math classes | | Principal | Accelerated math classes will lead to increase student success EOC results | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) Continue to monitor student performance Benchmark Testing SAT meetings Differentiated instruction Accelerated Instruction for students not passing STAAR | | Teacher, Counselor, Principal | Benchmark results and STAAR data will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |

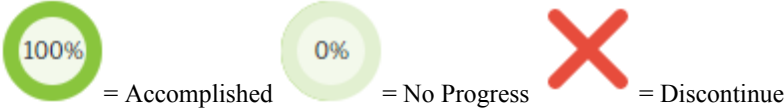
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 5) Use Motivational Speakers a. Violence Prevention b. Bullying Prevention c. Drug Prevention | | Principal, Teacher | These programs will lead to increase student success PEIMS data | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 6) Continue to use Counselor for students with special needs | | Counselor | Personal notes of Counselor will increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 7) Character Education Classes | | Counselor, Teachers | These classes will lead to increase student success PEIMS data | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 8) Continue to identify GT Students | | Counselor | OLSAT testing, Student grades, STAAR testing will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 9) Continue teacher education and training with GT Students | | Principal, Curriculum Coordinator | Enrollment of teachers in GT training classes will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: During 2019-2020 90% or more of the 6th, 7th, and 8th graders will perform at or above Fitnessgram Standards. PNMS will also provide data about Sun Safety as recommended by SHAC.

Evaluation Data Source(s) 5: Fitness Gram, Teacher reports

Summative Evaluation 5:

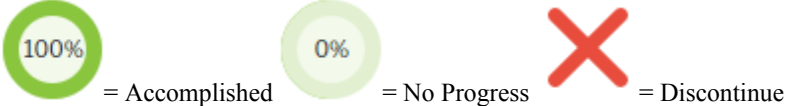
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) PE Teachers will teach students to enjoy physically active lifestyles. | | Coaches | Fitness Gram will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) PE curriculum will be balanced | | Coaches | Fitness Gram will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Incorporate a Track Unit a. 6th grade track meet | | Coaches | 6th grade track meet results will lead to increase student success | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 4) PE teachers will demonstrate proper technique in all physical activities. | | Coaches | Fitness Gram will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Proper Safety and Instruction will be provided to help ensure a safe, fair and fun activity | | Coaches | Fitness Gram will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Data about sun safety will be taught to all students by PE teachers and reinforced in classrooms. | | Coaches, teachers | Teacher assessment will lead to increase student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: PNMS will provide students and parents information about Higher Education admissions and financial aid opportunities, Texas Grant Program, Teach for Texas grant programs, and sources of information on higher education admissions and financial aid, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

Evaluation Data Source(s) 6: Websites, Parent Survey

Summative Evaluation 6:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) District Website | | Technology Specialist | Parent survey will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) PNMS Website | | Technology Specialist | Parent Survey will lead to increase student success | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) PTA Meetings | | Principal | PTA Minutes and Parent Survey will lead to increase student success | | | |
| Funding Sources: PTA Funds - 0.00 | | | | | | |
|  | | | | | | |

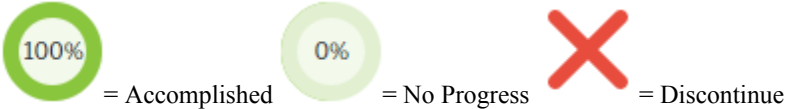
Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 7: PNMS will move from a D rating in Domain 3 to a C rating in Domain 3.

Evaluation Data Source(s) 7: STAAR Scores & Accountability Rating

Summative Evaluation 7: No progress made toward meeting Performance Objective

High Priority

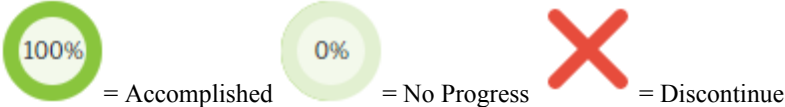
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Comprehensive Support Strategy 1) 1, To use the prescribed intervention plan that focuses on two strategic actions with a main focus on Asian and White students closing the performance gaps. | 2.4, 2.5, 2.6 | | | | | |
|  | | | | | | |

Goal 2: PNMS will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Attendance rate for all students will increase to 98%.

Evaluation Data Source(s) 1: AEIS, PEIMS report

Summative Evaluation 1:

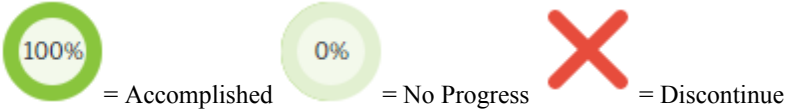
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Establish Communication with Parents: Remind 101 Phone calls E-mail Attendance Committee meeting with parents | | Principal, Attendance Committee, Secretary | Parent survey will lead to increase student attendance | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Incentive Programs: Drawings for Attendance Awards. Meaningful Attendance Awards. Classroom Perfect Attendance Awards | | Principal, Attendance Secretary | Parent survey and PEIMS data will lead to increase student attendance | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 3) Letters to Parents: 90% letters to parents. File on students who violate compulsory attendance Develop Attendance Plan with Parents and Students. | | Assistant Principal | Letters to parents will lead to increase student attendance PEIMS data | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 3: PNMS will maintain a safe and orderly environment and continuously will be improved by all PNMS personnel.

Performance Objective 1: PNMS faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDEXpress Evaluations, Security Audits

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--------------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) During 2019-2020 100% staff will be provided training on Immediate Response to an Armed Intruder. | | Principal | Training will reinforce safety protocol | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Use Campus Security Audit to make necessary changes. | | Principal, Assistant Principal | Campus Security Audit will guide PNMS in providing a safer campus | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Use Proper Technology to monitor PNMS. | | Assistant Principal | Technology will help monitor in investigations | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |




Goal 3: PNMS will maintain a safe and orderly environment and continuously will be improved by all PNMS personnel.

Performance Objective 2: PNMS will continue to enforce school and district guidelines

Evaluation Data Source(s) 2: PEIMS, Skyward Discipline Reports, Drill Reports, Parent Survey, CIC reports

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Continue to have effective security procedures in place. | | Assistant Principal | These procedures will reinforce safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Train staff for managing student behavior. | | Assistant Principal | Training will reinforce safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Safety Team Implementation. | | Principal, Assistant Principal | Team will reinforce safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Visitor Check-in procedures. | | Front Office | Procedures will reinforce safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Timely Drills. | | Assistant Principal | Drills will reinforce safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Communicate rules to students and parents. | | Teachers, Principal | Communication will reinforce safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 7) Monitor Campus Bullying. | | Assistant Principal, Teachers | Monitoring will provide for a safer campus PEIMS data | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 8) Campus Counselor will be liaison for the purpose of suicide prevention. | | Counselor | Counselor assessments will provide for a safer campus | | | |
| | Funding Sources: Title IV redirected to Title I - 0.00 | | | | | |

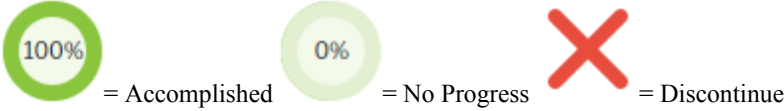
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 9) AEP Placement | | Assistant Principal, Principal | AEP placement will provide for a safer campus PEIMS data | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 10) Participation in Internet Safety and Cyberbullying a. Internet Safety Week b. Review Cyberbullying Curriculum c. Various motivational speakers on Cyberbullying and bullying. | | Principal, Assistant Principal, Counselor, Technology Specialist | These activities will provide for a safer campus Parent Survey | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 11) Continue to have no gang related activity a. Educate teachers on gang related signs, clothing, etc b. Report all gang related activity to PNP | | Teachers, Principal, Assistant Principal, Counselor | No gang activity will provide for a safer campus PEIMS data | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 12) Continue to try and meet all physical needs of students. a. Provide counseling b. Provide food and clothing at appropriate times. | | Counselor | Meeting physical needs of students will provide for a safer campus PEIMS data | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 13) Students Participate in Preventative Programs a. Red Ribbon Parade b. Counselor Intervention c. Conflict Resolution Strategies d. Character Counts e. Study Skills f. Tobacco Prevention g. Vaping Education | | Principal, Assistant Principal, Counselor, Teachers | These activities will provide for a safer campus PEIMS data | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 3: PNMS will maintain a safe and orderly environment and continuously will be improved by all PNMS personnel.

Performance Objective 3: By September 1, 2019 100% of PNMS employees working in specific designated assignments will have current CPR, AED and Concussion training. All PNMS employees trained on use of EPI pens.

Evaluation Data Source(s) 3: PD Express Attendance Rosters

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide CPR training to all necessary personnel. | | Nurse, Principal | Trained personnel will provide for a safer campus | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Provide concussion training to all Athletic coaches, Cheer and Drill sponsors, and nurses yearly. | | Athletic Director, Nurse, Principal | Training of sponsors will provide for a safer campus | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 4: All PNMS teachers will be provided high-quality professional development.

Performance Objective 1: During 2019-2020 100% of staff will be offered high quality professional development.

Evaluation Data Source(s) 1: PD Express, Professional development attendance records non-district registration, DEIC minutes

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Instructional Technology will be provided. a. Technology workdays in August. b. TCEA Conference | | Principal, Assistant Principal, Curriculum Coordinator, Technology Specialist | Technology instruction will provide teachers with strategies for all learners | | | |
| | Funding Sources: 255 - Title II-A/TPTR - 0.00, 199 - General Fund - 0.00 | | | | | |
| 2) Collaborate with Curricular Coordinator to plan Professional Development for math TEKS. | | Curriculum Coordinator | This will provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Participate in conferences as funds permit. | | Principal | Conferences will provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Provide Region V Opportunities | | Curriculum Coordinator | Region V opportunities will provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Provide staff development in the following areas: a. Handle With Care b. Bullying/Cyberbullying c. Sexual Abuse and Mal-treatment of Children | | Principal | Staff development will provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Continue to stress attendance for all employees. | | Principal | Teacher attendance will enable teachers to be more effective instructional leaders | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 7) Measure professional development crossover into classroom. a. Via Walk-throughs b. Teacher communication c. Student Performance | | Principal | Professional development crossover will enable teachers to be more effective instructional leaders | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| | | | | | | |

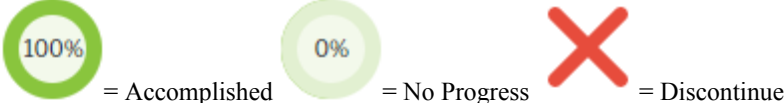
Goal 5: PNMS personnel will promote effective parental and community involvement through communication, participation, and partnerships.

Performance Objective 1: Increase Parental Involvement of All Parents

Evaluation Data Source(s) 1: Parent Involvement Surveys, Webpages, Remind 101

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Continue communication with Remind 101, Twitter, Webpages and Newsletters to Parents. | | Teachers, Principal | Communications will foster positive parent perceptions Parent Survey | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Continue to be a friendly, welcoming campus through teacher and staff communication with parents. | | Faculty | Communications will foster positive parent perceptions Parent Survey | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Continue to promote school activities to increase attendance at all events. We will use Remind 101, Twitter, Marquis, Webpages, Posters , Newsletters to relay all dates. | | Faculty | Communications will foster positive parent perceptions Parent Survey | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Continue to use Parent Survey | | Principal | Communications will foster positive parent perceptions | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Advise Parents and Students on Curricular choices to be prepared for success beyond high school. | | Counselor | Communications will foster positive parent perceptions | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

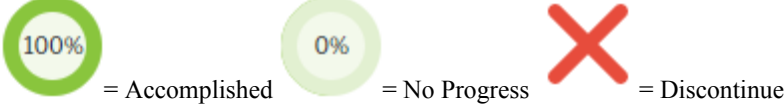
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|----------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 6) Provide Sources of Information on Higher Education. | | Technology Specialist, Counselor | Communications will foster positive parent perceptions | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 5: PNMS personnel will promote effective parental and community involvement through communication, participation, and partnerships.

Performance Objective 2: Expand the number of translated documents to language other than Spanish.

Evaluation Data Source(s) 2: Document all languages other than Spanish that documents are translated

Summative Evaluation 2:

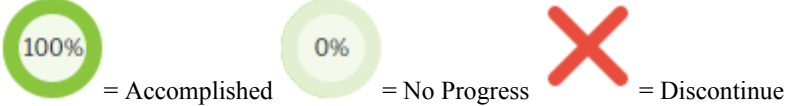
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Use all available technology to help with translation of documents. | | ESL Teachers | Translation of documents will foster positive parent communication | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Use new-comer teacher to organize all documents and report number of different languages needed to communicate to all parents. | | ESL Teachers | Translation of documents will foster positive parent communication | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 5: PNMS personnel will promote effective parental and community involvement through communication, participation, and partnerships.

Performance Objective 3: Expand Parent Education for Development of Healthy Families.

Evaluation Data Source(s) 3: Shot records of students, PEIMS Reports, Attendance Rates

Summative Evaluation 3:

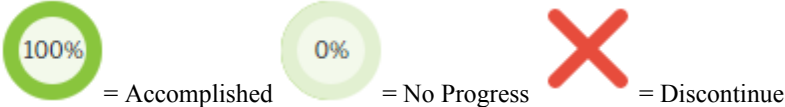
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Website Data from Nurse | | Nurse | Website data will foster positive communication with the school | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Mail-outs | | Nurse | Data will foster positive communication with the school | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Classroom instruction via Life Management and Study Hall teachers | | Nurse, Principal | Data will foster positive communication with the school | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 6: PNMS will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: During 2019-2020 school year PNMS will maintain an active governance structure to direct, sustain and communicate excellence in all functions of the district

Evaluation Data Source(s) 1: CIC minutes, DEIC minutes

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) CIC regular meetings | | Principal | CIC minutes will support the purpose of site-based committee | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) CIC will provide input and make recommendations in the areas of planning, budgeting, curriculum, staffing, staff development and school organizations. | | CIC Committee | CIC minutes will support the purpose of site-based committee | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Provide Comprehensive Needs Assessment Plan in line with district goals. | | Principal, CIC committee | STAAR data, PEIMS data, Teacher assessments will identify areas of strength and weakness | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) Provide DEIC member from PNMS. | | DEIC committee, Principal | DEIC minutes will support the purpose of site-based committee | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |




Goal 6: PNMS will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 2: PNMS will recruit, retain and develop a 100% highly qualified staff.

Evaluation Data Source(s) 2: Highly qualified annual compliance report, personnel files, principal attestations

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct recruitment activities to ensure highly qualified personnel in all positions: job fairs, post vacancies | | Principal | Hiring highly qualified personnel will ensure campus expectations Teacher evaluations, Principal Attestations | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Maintain teacher mentor program | | Principal, Curriculum Coordinator | Mentor teachers will ensure campus expectations Curriculum Coordinator Assessments | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) New employee orientation and training | | Principal | Orientation and training will ensure campus expectations Curriculum Coordinator | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Require all aides to be highly qualified | | Principal | Highly qualified aides will ensure campus expectations Principal Attestations | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Continue to participate in the Aspiring Administrator Initiative Program | | Principal, Assistant Principal | Aspiring Administratives will ensure campus expectations Principal assessment | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

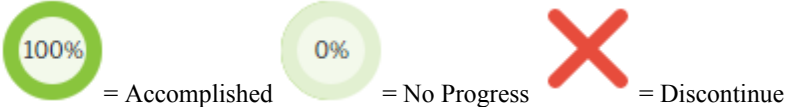
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <div style="display: flex; justify-content: space-around; align-items: 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 7: PNMS will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: PNMS students will demonstrate technology competencies and participate in technology initiatives.

Evaluation Data Source(s) 1: STaR Chart Data, Course Selections, Learning.Com reports

Summative Evaluation 1:

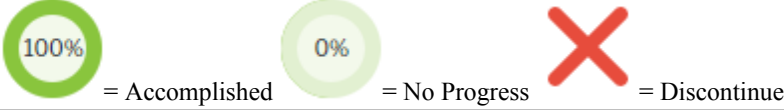
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Demonstrate Mastery of Technology Applications TEKS at all Grade Levels. a. Continue use of Learning.com b. Continue technology assessment of 8th grade c. Encourage student participation of school fusion Web 2.0 tools | | Principal, Technology Specialist, Lead Technology Teachers | This will enable students to acquire skills required in the TA TEKS Teacher assessment, STAAR test results | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Participate in Internet Safety and Cyberbullying Prevention a. Internet Safety Week b. Review Cyberbullying Curriculum | | Technology Specialist, Teachers, Principal | These activities will ensure for a safer campus PEIMS data | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 7: PNMS will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: PNMS faculty and administration will demonstrate mastery of technology competencies

Evaluation Data Source(s) 2: STaR Chart

Summative Evaluation 2:

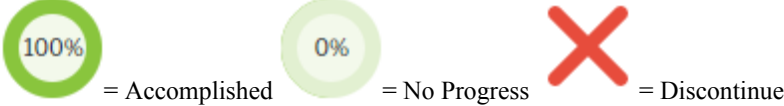
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide opportunities for teacher preparation and collaboration a. Encourage Web-based projects c. Continue use of one to one program d. Require all staff to use Internet Etiquette and comply with Acceptable Use Policy | | Principal | TO ensure students will meet the required TA TEKS Sign in sheets, Teacher assessments | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 7: PNMS will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: Use Technology to Improve Student Performance and Increase the Percentage of Advanced Technology Literacy

Evaluation Data Source(s) 3: Learning.com reports, STAAR Test Results

Summative Evaluation 3:

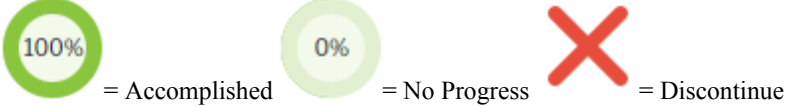
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Ensure basic knowledge of computer hardware | | Principal, Technology Specialist, Teachers | To ensure students will meet the required TA TEKS Teacher assessment | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Students develop a strong vocabulary of technology terms. | | Teachers | To ensure students will meet the required TA TEKS Teacher assessment | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Provide all students opportunities to use a variety of software applications. a. Internet browsers b. Word Processing c. Spread Sheets d. Charts e. Photostory f. Digital Animation g. Mimio h. Web Pages i. Skyward | | Teachers | To ensure students will meet the required TA TEKS Teacher assessments | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 8: PNMS will Achieve a 0.0% Drop-out rate.

Performance Objective 1: PNMS will retain a 0.0% dropout rate

Evaluation Data Source(s) 1: AEIS, PEIMS

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Maintain Strong Attendance Incentives | | Principal | This will ensure student success PEIMS data | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 2) Parent Communication | | Principal | Parent communication will ensure student success Parent Survey | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Home Visits | | Assistant Principal | Home visits will ensure student success PEIMS data | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 20 | Region 5 workshops, Department Meetings, and Social Studies Department meetings with GMS |
| 1 | 7 | 1 | 1, To use the prescribed intervention plan that focuses on two strategic actions with a main focus on Asian and White students closing the performance gaps. |

State Compensatory

Budget for Port Neches Middle School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 042 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$1,300.00 |
| 199 11 6119 00 042 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$85,820.00 |
| 199 11 6141 00 042 0 24 0 00 | 6141 Social Security/Medicare | \$1,244.00 |
| 199 11 6141 75 042 0 24 0 00 | 6141 Social Security/Medicare | \$20.00 |
| 199 11 6142 00 042 0 24 0 00 | 6142 Group Health and Life Insurance | \$7,425.00 |
| 199 11 6144 00 042 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$6,200.00 |
| 199 11 6145 00 042 0 24 0 00 | 6145 Unemployment Compensation | \$35.00 |
| 199 11 6146 00 042 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$2,484.00 |
| 199 11 6149 00 042 0 24 0 00 | 6149 Employee Benefits | \$469.00 |
| 6100 Subtotal: | | \$104,997.00 |
| 6300 Supplies and Services | | |
| 199 11 6325 00 042 0 24 0 00 | 6325 Library Books - Locally Defined | \$350.00 |
| 199 11 6399 00 042 0 24 0 00 | 6399 General Supplies | \$500.00 |
| 6300 Subtotal: | | \$850.00 |

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|------------------|-----------------|
| campus secretary | Lou Evans | |
| Administrator | Kyle Hooper | Principal |
| Community Representative | Charles Jehlen | member |
| Parent | Amber McCullough | member |
| Counselor | Raina Nichols | member |
| Classroom Teacher | Summer Thompson | member |
| Classroom Teacher | Adriann Martin | member |
| Paraprofessional | Sara Wallace | member |
| Non-classroom Professional | Kelsey Crippen | member |
| Classroom Teacher | Terri Johnson | member |
| Classroom Teacher | Chasity Viator | member |
| Classroom Teacher | David Mire | member |
| Classroom Teacher | Jill Brack | member |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|---|------------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 2 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 3 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 4 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 5 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 6 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 7 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 8 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 9 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 10 | | Instruction - 1 | \$0.00 |
| 1 | 1 | 11 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 13 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 16 | Workbooks. Region V Workshops, STAAR Released tests | | \$0.00 |
| 1 | 1 | 17 | | | \$0.00 |
| 1 | 1 | 20 | | | \$0.00 |
| 1 | 1 | 21 | | | \$0.00 |
| 1 | 2 | 1 | | 11, 12 | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 2 | 4 | | | \$0.00 |
| 1 | 2 | 5 | | | \$0.00 |

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|------------------|------------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 6 | | | \$0.00 |
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 2 | 8 | | | \$0.00 |
| 1 | 3 | 1 | | Instruction - 11 | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 3 | 3 | | Instruction - 11 | \$0.00 |
| 1 | 3 | 4 | | Instruction - 11 | \$0.00 |
| 1 | 3 | 5 | | Instruction - 11 | \$0.00 |
| 1 | 3 | 6 | | Instruction - 11 | \$0.00 |
| 1 | 3 | 7 | | Instruction - 11 | \$0.00 |
| 1 | 3 | 8 | | | \$0.00 |
| 1 | 4 | 1 | | 11, 13, 31 | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 1 | 4 | 4 | | | \$0.00 |
| 1 | 4 | 6 | | | \$0.00 |
| 1 | 4 | 7 | | | \$0.00 |
| 1 | 4 | 8 | | | \$0.00 |
| 1 | 4 | 9 | | | \$0.00 |
| 1 | 5 | 1 | | | \$0.00 |
| 1 | 5 | 2 | | | \$0.00 |
| 1 | 5 | 4 | | | \$0.00 |
| 1 | 5 | 5 | | | \$0.00 |
| 1 | 5 | 6 | | | \$0.00 |
| 1 | 6 | 1 | | | \$0.00 |

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 2 | 2 | | | \$0.00 |
| 3 | 2 | 3 | | | \$0.00 |
| 3 | 2 | 4 | | | \$0.00 |
| 3 | 2 | 5 | | | \$0.00 |
| 3 | 2 | 6 | | | \$0.00 |
| 3 | 2 | 7 | | | \$0.00 |
| 3 | 2 | 9 | | | \$0.00 |
| 3 | 2 | 10 | | | \$0.00 |
| 3 | 2 | 11 | | | \$0.00 |
| 3 | 2 | 12 | | | \$0.00 |
| 3 | 3 | 1 | | | \$0.00 |
| 3 | 3 | 2 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 4 | 1 | 3 | | | \$0.00 |
| 4 | 1 | 4 | | | \$0.00 |
| 4 | 1 | 5 | | | \$0.00 |
| 4 | 1 | 6 | | | \$0.00 |

| 199 - General Fund | | | | | |
|---------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 7 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 3 | | | \$0.00 |
| 5 | 1 | 4 | | | \$0.00 |
| 5 | 1 | 5 | | | \$0.00 |
| 5 | 1 | 6 | | | \$0.00 |
| 5 | 2 | 1 | | | \$0.00 |
| 5 | 2 | 2 | | | \$0.00 |
| 5 | 3 | 1 | | | \$0.00 |
| 5 | 3 | 2 | | | \$0.00 |
| 5 | 3 | 3 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| 6 | 1 | 2 | | | \$0.00 |
| 6 | 1 | 3 | | | \$0.00 |
| 6 | 1 | 4 | | | \$0.00 |
| 6 | 2 | 1 | | | \$0.00 |
| 6 | 2 | 2 | | | \$0.00 |
| 6 | 2 | 3 | | | \$0.00 |
| 6 | 2 | 4 | | | \$0.00 |
| 6 | 2 | 5 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 2 | | | \$0.00 |
| 7 | 2 | 1 | | | \$0.00 |
| 7 | 3 | 1 | | | \$0.00 |

| 199 - General Fund | | | | | |
|------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 3 | 2 | | | \$0.00 |
| 7 | 3 | 3 | | | \$0.00 |
| 8 | 1 | 2 | | | \$0.00 |
| 8 | 1 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 7 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 12 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 14 | | Instruction - 11 | \$0.00 |
| 1 | 1 | 15 | | Instruction - 11 | \$0.00 |
| 1 | 4 | 5 | | | \$0.00 |
| 1 | 5 | 3 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 3 | 2 | 13 | | | \$0.00 |
| 8 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |













| PTA Funds | | | | | |
|---------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title IV redirected to Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 2 | 8 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$0.00 |

Addendums

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------------------|-------------------|-------------------|
| Administrator | Kyle Hooper | principal |
| campus secretary/paraprofessional | Lou Evans | Lou Evans |
| Administrator | Paul Bryan | Paul Bryan |
| Counselor | Raina Nichols | Raina Nichols |
| Classroom Teacher | Heidi Woodall | |
| Classroom Teacher | Courtney Guilbeau | Courtney Guilbeau |
| Classroom Teacher | Adriann Martin | Adriann Martin |
| Classroom Teacher | Leslie Balsamo | Leslie Balsamo |
| Classroom Teacher | Jennifer Joyner | Jennifer Joyner |
| Classroom Teacher | Dorothy Bailey | Dorothy Bailey |
| Classroom Teacher | Liz Desmond | Liz Desmond |
| Classroom Teacher | Kim McDuffie | Kim McDuffie |
| Business Representative | Chris Street | |
| Parent | Guy Williams | Guy Williams |

2018-2019 Campus Site-Based Committee

| Committee Role | Name | Position | Signature |
|----------------------------|------------------|---------------------|---|
| campus secretary | Lou Evans | member |  |
| Administrator | Kyle Hooper | member |  |
| Administrator | Paul Bryan | Assistant Principal |  |
| Counselor | Raina Nichols | member |  |
| Classroom Teacher | Adriann Martin | member |  |
| Classroom Teacher | Jennifer Joyner | member |  |
| Classroom Teacher | Liz Desmond | member |  |
| Classroom Teacher | Dorothy Bailey | member |  |
| Non-classroom Professional | Kelsey Crippen | member |  |
| Non-classroom Professional | Summer Thompson | member |  |
| Classroom Teacher | Jill Brack | member |  |
| Parent | Amber McCullough | member |  |
| Business Representative | Chris Street | member | |

Port Neches-Groves Independent School District

Groves Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Groves Middle School A Great Place To Learn!

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

MISSION STATEMENT

It is the mission of Groves Middle School to meet the needs of every student by:

- **Beginning each day with a sense of responsibility, knowing that we are creating a culture of pride, respect, and professionalism.**
- **Providing, in partnership with the community, a quality education that allows students to reach their full potential within a caring, secure environment.**
- **Integrating technology across the curriculum to equip students to meet the challenges of education, work and life.**
- **Celebrating our achievements, hard work and diversity.**
- **Encouraging every student to become self-motivated, independent thinkers with a high degree of respect for themselves and others.**

Vision

VISION STATEMENT

Groves Middle School will provide each student with the opportunity to gain knowledge, skills, and values to become a responsible and productive member of society. We will work together and continue building a positive self-image. We will have pride in the accomplishments achieved through our hard work.

Core Beliefs

Groves Middle School is a campus where teachers can teach and students can learn in an environment necessary and conducive to a quality education.

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MISSION STATEMENT It is the mission of Groves Middle School to meet the needs of every student by: Beginning each day with a sense of responsibility, knowing that we are creating a culture of pride, respect, and professionalism. Providing, in partnership with the community, a quality education that allows students to reach their full potential within a caring, secure environment. Integrating technology across the curriculum to equip students to meet the challenges of education, work and life. Celebrating our achievements, hard work and diversity. Encouraging every student to become self-motivated, independent thinkers with a high degree of respect for themselves and others. 2

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 Goal 7: Groves Middle School will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning. 39

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Comprehensive Needs Assessment

Needs Assessment Overview

The major needs this year will be to improve on the overall quality of instruction in each subject with special emphasis on 8th grade Social Studies. Groves Middle School's 2019 Accountability Rating is a C. GMS did not receive any Distinction Designations, but performed above the 2019 Performance Index areas of Student Achievement and School Progress. Closing Achievement Gaps is an area of concern. Continued improved instruction will enhance these areas and help identified populations and sub-groups to continue to improve academically.

Demographics

Demographics Summary

The demographics for Groves Middle School continues to change in the percentages for most categories examined the last several years. Our current student population has increased from 546 students to 670 students for the current school year. The student populations have changed with our African American population from 1.6% to 2.8%, Hispanic population from 16.6% to 33.0%, Asian population from 0.9% to 1.7%, Two or More Races 2.1% to 3.9%, and White population from 80.0% to 58.5%. English Language Learners 2.9% to 4.6%, At Risk from 41.7% to 52.2%, Mobility 7.3% to 9.4%, and Economically Disadvantaged from 38.0% to 50.9%. For program information our Bilingual/ESL population from 1.1% to 2.9% and Special Education from 8.6% to 9.3%. Our Staff consists of 28% male teachers and 72% female teachers with 15% holding a masters degree. 53% of teachers have over 11 years of experience 47% from beginning to 10 years experience. Our staff consists of a 12.1% minority population, teachers making up 73.1% of our staff and educational aides making up 15.4% of our staff. Our students and parents live mainly in Groves, Texas with some living in Port Arthur, Texas and Port Neches, Texas within our school district boundaries. Our parents and community strongly support our school and district.

Demographics Strengths

The demographic strengths at Groves Middle School are:

- Increasing in enrollment for the last seven years from 501 students to 670 students
- Drop Out Rate below state average at 0.0% for 7th and 8th grades
- Attendance Rate above the state and percentage at 96%
- Retention Rate below state average for 6th - 8th grades for all populations at 1.1%
- 100% Highly qualified staff
- Strong parental involvement in all programs provided by Groves Middle School and the Port Neches-Groves ISD

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percent at Grade Level or Above is 45% on all subjects for our Hispanic population compared to the 51% for the school. **Root Cause:** Our Hispanic population is increasing more than our other demographic groups causing. This growth is quicker than the district can train and hire teachers with ESL certification and an understanding of instructional strategies for English Language Learners.

Student Academic Achievement

Student Academic Achievement Summary

Groves Middle School's accountability rating is a C. It has been a Met Standard/Recognized Campus for the previous eight years. Groves Middle rated a B on Student Achievement, a B on School, and a D on Closing Performance Gaps. We will continue to focus on improvement of our STAAR scores in all areas and on all tests. All sub-groups need to improve but the main focus that will need additional targeted support are with students identified in areas as White, Asian, and Two or More Races.

Our Math scores showed 84% approaches grade level. Students who did not meet the math standard on the 2019 STARR test will receive additional instruction. Identified students in all three grades will receive math remediation during their Activity Period to strengthen math skills. Benchmark tests will be used to determine the degree of progress students make throughout the year. Enriched activities will be utilized in designated G/T classes. Inclusion and Co-Teaching classes will be utilized for many students.

Our Reading scores showed 81% approaches grade level. Our focus groups for reading are Economically Disadvantaged and Non-Continuously Enrolled students. Our identified students need to improve their critical thinking skills and the ability to use strategies to analyze material. The reading and language arts curriculum was evaluated and changes were made to improve reading scores. Seventh and eighth students who did not meet minimum expectations on the 2019 STAAR Reading test will be placed in reading classes. Identified students will receive additional help through accelerated reading classes and also during their Activity Period.

The STAAR writing scores were 70% approaches grade level. This is three percent above the state average, but we need to increase the number of students that receive a rating of four on the writing sample. Other areas needing improvement include sentence construction, punctuation, capitalization and spelling.

Our Science scores showed 78% approaches grade level. The STAAR science scores were above the region percentage for 8th grade. We will continue to improve student performance. Our emphasis on using supplemental materials to support the science curriculum will increase in all science classes.

Our Social Studies scores showed 64% approaches grade level. The STAAR social studies scores were above the region percentage for 8th grade. Examination of the curriculum and corrections to the timeline for covering content will be addressed to correct deficiencies and address student success in all social studies classes.

The campus improvement committee agreed that we need to increase the number of students that are achieving above the state average on all STAAR tests. Improved teaching techniques and a clear understanding of the test objectives will help insure improvement in this area.

Student Academic Achievement Strengths

Groves Middle School exhibits student achievement strength in the following areas:

- Above state and region averages for Reading
- Above state and region averages for Math
- 100% passing rate on Algebra I EOC
- Above state and region averages for Writing

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The current 8th Grade Social Studies percent at Grade Level Standard or Above was 27%, which was below the State and District averages. **Root Cause:** District curriculum needs to be aligned with the TEKS in all grades for all Social Studies classes. Critical thinking and higher order thinking skills need to be taught in each Social Studies class.

School Processes & Programs

School Processes & Programs Summary

Analysis of the state assessment reporting categories indicates the campus curriculum is appropriate for Groves Middle School students. Our accountability rating is a C and we achieved above the target scores two of the three Performance Index areas. We did not earn any Campus Distinctions this year. We will continue to address all Performance Indices with greater emphasis on Index 3 - Closing the Achievement Gap, to continue to increase student academic achievement. Our instructional staff is 100% highly qualified and we are able to retain quality teachers and staff. We have a stable administrative staff that works well together along with all instructional staff and personnel. We will provide additional school counseling to all students at Groves Middle School, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

School Processes & Programs Strengths

We have a school environment which maximizes instructional time with limited classroom disruptions. We offer morning tutorials for all subjects everyday. We have several opportunities for students to become actively involved in their school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students at Groves Middle School need to show greater student progress in all academic areas of the campus. **Root Cause:** We need to increase the rigor of academic instruction by incorporating more higher order thinking skills in daily lessons throughout the year.

Perceptions

Perceptions Summary

Students and Staff enjoy attending Groves Middle School. We have several opportunities for students to become actively involved in their school. The high participation rate of students in all grade levels and the community support for the campus and district enhances the student's overall educational experience. The desire to participate helps to maintain our high attendance rate. Attendance will continue to be a top priority even though we have maintained a 96% attendance rate for the past several years. We have outstanding extracurricular programs in Athletics and Fine Arts. Our Band and Choir consistently perform and represent Groves Middle School in all UIL competitions.

We will maintain an effective discipline management plan that teaches and encourages all students to be responsible citizens of the school and community. A safe and orderly climate for all students will be maintained so that students will have the opportunity to reach their full potential both physically and academically.

Groves Middle School will strive to increase communications between the campus and parents by using multiple ways to get information to the students and parents.

Perceptions Strengths

The high participation rate of students in all grade levels and the community support for the campus and district enhances the student's overall educational experience. The desire to participate helps to maintain our high attendance rate. We have outstanding extracurricular programs in Athletics and Fine Arts. Our Band and Choir consistently perform and represent Groves Middle School in all UIL competitions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Groves Middle School will increase parent and public awareness of the activities and events taking place on campus throughout the school year. **Root Cause:** The teachers, sponsors, coaches, and administration need to learn more ways to communicate with parents and the community about school activities and programs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data

- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

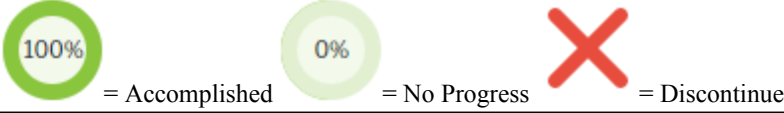
Performance Objective 1: By Spring, 2019, 6th grade, 7th grade and 8th grade students will pass the STAAR Reading test with the following percentages: a. 80 % of African American students will meet the STAAR Reading Standard. b. 80 % of Hispanic students will meet the STAAR Reading Standard. c. 80 % of White students will meet the STAAR Reading Standard. d. 80% of Asian students will meet the STAAR Reading Standard. e. 80 % of Two or More Races meet the STAAR Reading Standard. f. 80 % of Special Ed students will meet the STAAR Reading Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Reading Standard. h. 80 % of ELL students will meet the STAAR Reading Standard.

Evaluation Data Source(s) 1: STAAR Test Results and the TAPR

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <p>Additional Targeted Support Strategy 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all white students to increase academic achievement in Reading.</p> | Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers | Emphasis on curriculum alignment will lead to increased student success. | | | |
| <p>Funding Sources: 199 - General Fund - 300.00</p> | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 2) Accelerated Reader and STAR programs will be utilized with all students, including ESL, Identified and Special Education students. | Language Arts Teachers, Reading Teachers, Librarian, Principal, ESL Teachers, Special Education Teacher | Utilization of programs will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 199.00 | | | | | |
| Additional Targeted Support Strategy 3) Target all STAAR failures and work with identified students during the regular class period and Homeroom Period in order to increase Growth Status in Reading with an emphasis on the White population. | Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers | Targeting failures will lead to increased student growth. | | | |
| Funding Sources: 199 - General Fund - 400.00 | | | | | |
| 4) Teach dyslexic students how to cope, adapt, and overcome their reading problems using independently based computer programs. | Curriculum Coordinator, Principal, Dyslexia Teacher, Special Ed Teachers | Teaching coping skills will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 300.00 | | | | | |
| 5) Students in the inclusion program will receive supplemental instruction weekly in small group settings. | Principal, Core Teachers, Special Education Teachers, Counselor | Our inclusion program will lead to increased student success. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |
| 6) ESL students will receive individualized instruction from ESL Teachers and special assistance through a supplemental program by having ESL classes for the students to attend. | ESL Teachers, Counselor, Principal | Individualized instruction will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 600.00, 263 - Title III - 1491.00 | | | | | |
| 7) Use of Researched-based instructional strategies during each grading period. | All teachers | Researched-based instructional strategies will lead to increased student success. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 8) Review special education students disabilities, strengths and weaknesses, and class assignments to determine if placement is best for accessing the general education curriculum. | Diagnosticians, counselors, teachers, other campus personnel | Reviewing student placements will lead to increased student success. | | | |
| Funding Sources: 224 - IDEA - 0.00, Campus Funds - 0.00 | | | | | |
|  | | | | | |




Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 2: By Spring, 2020, 6th grade, 7th grade and 8th grade students will pass the STAAR Mathematics test with the following percentages: a. 80 % of African American students will meet the STAAR Math Standard. b. 80 % of Hispanic students will meet the STAAR Math Standard. c. 80 % of White students will meet the STAAR Math Standard. d. 80% of Asian students will meet the STAAR Math Standard. e. 80 % of Two or More Races meet the STAAR Math Standard. f. 80 % of Special Ed students will meet the STAAR Math Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Math Standard. h. 80 % of ELL students will meet the STAAR Math Standard.

Evaluation Data Source(s) 2: STAAR Test Results and the Texas Academic Performance Report (TAPR)

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Emphasis will be placed on curriculum alignment, both vertical and horizontal, to allow logical sequence of skills and concepts by utilizing the TEKS Resource System each 6 Weeks grading period. | Middle School Curriculum Coordinator, Principal, Teachers | Curriculum alignment will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 600.00 | | | | |
| 2) Concentrate on problem solving activities using appropriate manipulatives and materials. Problem solving models will be utilized by all students including ESL, Identified and Special Education each six weeks. | Middle School Curriculum Coordinator, Principal, Teachers | Problem solving activities using appropriate manipulatives and materials will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 300.00 | | | | |
| Additional Targeted Support Strategy 3) Students identified as white will receive weekly supplemental instruction in small group settings throughout the year to improve academic achievement in Math. | Math Teachers, Special Education Teachers, Principal, | Supplemental instruction will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 4) Identified students attend RTI tutorials weekly during Activity Period. | Math Teachers, Curriculum Coordinator, Principal | RTI tutorials will lead to increased student success. | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 5) Enriched math activities will be utilized in designated G/T classes. | Math Teachers, Principal | Enriched math activities will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 150.00 | | | | | |
| 6) MStar screening tests will be used three times per year to track student progress. | Math Teachers and Curriculum Coordinator | Screening tests will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 700.00 | | | | | |
| Additional Targeted Support Strategy 7) Students in the white population will receive supplemental instruction in small group settings each six weeks to improve student growth in Math. | Principal, RTI Interventionist, Core Teachers, Counselor, Special Education Teachers | Supplemental instruction will lead to increased student growth. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

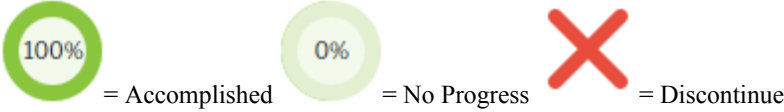
Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 3: By Spring, 2020, 7th grade students will pass the STAAR Writing test with the following percentages: a. 80 % of African American students will meet the STAAR Writing Standard. b. 80 % of Hispanic students will meet the STAAR Writing Standard. c. 80 % of White students will meet the STAAR Writing Standard. d. 80% of Asian students will meet the STAAR Writing Standard. e. 80 % of Two or More Races meet the STAAR Writing Standard. f. 80 % of Special Ed students will meet the STAAR Writing Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Writing Standard. h. 80 % of ELL students will meet the STAAR Writing Standard.

Evaluation Data Source(s) 3: STAAR Test Results and the TAPR

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Stress the importance of understanding multi-paragraph essays. | Language Arts Teachers, Curriculum Staff, Principal | Understanding multi-paragraph essays will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 100.00 | | | | |
| 2) Reinforce STAAR writing objectives for all students including ESL, Identified and Special Education. Concentrate on sentence structure, grammar, punctuation, spelling and capitalization | Principal, ESL Teachers, Language Arts Teachers, Inclusion Teachers, Special Education Teachers | Reinforcing STAAR writing objectives will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 150.00 | | | | |
| 3) Provide staff development for teachers who serve second language learners. | ESL Teacher, Language Arts Teachers, Principal, Curriculum Coordinator | Staff development for teachers will lead to increased student success. | | | |

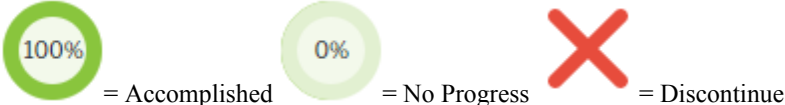
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 4) Students identified as Economically Disadvantaged will be provided supplemental instruction in small group setting concentrating on sentence structure, grammar, punctuation, spelling and capitalization. | Principal, Core Teachers, Special Education Teachers, Counselor, Inclusion Teacher, ESL Teacher | Identified students will lead to increased student success. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |
|  | | | | | |

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 4: By Spring, 2020, 8th grade students will pass the STAAR Science test with the following percentages: a. 80 % of African American students will meet the STAAR Science Standard. b. 80 % of Hispanic students will meet the STAAR Science Standard. c. 80 % of White students will meet the STAAR Science Standard. d. 80% of Asian students will meet the STAAR Science Standard. e. 80 % of Two or More Races meet the STAAR Science Standard. f. 80 % of Special Ed students will meet the STAAR Science Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Science Standard. h. 80 % of ELL students will meet the STAAR Science Standard.

Evaluation Data Source(s) 4: STAAR Test Results and the TAPR

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Science teachers will continue the development of critical thinking skills, problem solving skills, and academic vocabulary with an emphasis placed on the concepts of force, motion, and energy. | Science Teachers | Development of critical thinking skills, problem solving skills, and academic vocabulary will lead to increased student success. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| 2) Provide supplemental instruction in small group settings for inclusion program students and continue the use of paraprofessionals in inclusion classrooms. | Science Teachers | Providing supplemental instruction will lead to increased student success. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| 3) Provide teachers opportunity to attend staff development workshops. | Principal | Teachers attending staff development workshops will lead to increased student success. | | | |
| | Funding Sources: 255 - Title II-A/TPTR - 5800.00 | | | | |
|  | | | | | |




Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 5: By Spring of 2020, 8th grade students will pass the STAAR Social Studies test with the following percentages: a. 80 % of African American students will meet the STAAR Social Studies Standard. b. 80 % of Hispanic students will meet the STAAR Social Studies Standard. c. 80 % of White students will meet the STAAR Social Studies Standard. d. 80% of Asian students will meet the STAAR Social Studies Standard. e. 80 % of Two or More Races meet the STAAR Social Studies Standard. f. 80 % of Special Ed students will meet the STAAR Social Studies Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Social Studies Standard. h. 80 % of ELL students will meet the STAAR Social Studies Standard.

Evaluation Data Source(s) 5: STAAR Test Results and the TAPR

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Utilize STAAR support in 6th and 7th grade social studies textbooks and TEKS resource system materials to introduce 8th grade American History TEKS. | Curriculum Coordinator, Principal, Social Studies Teachers | Utilizing STAAR support will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 150.00 | | | | |
| 2) Use of Researched-based instructional strategies to improve instruction for Hispanic, White and Economically Disadvantaged populations. | All teachers | Using Researched-based instructional strategies will lead to increased student success. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| 3) Students in the inclusion program will receive supplemental instruction in small group settings. Continuing use of paraprofessionals in inclusion classrooms. | Principal, RTI Interventionist, Core Teachers, Counselor, Special Education Teachers | Supplemental instruction will lead to increased student success. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| 4) Use of Instructional Focus Documents from the TEKS Resource System for all students. | Social Studies Teachers, Principal, Middle School Curriculum Coordinator | Using Instructional Focus Documents will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 5) Use of "Mastering Grade 8 Social Studies TEKS" in 8th grade Social Studies classes. | Social Studies Teachers, Principal, Middle School Curriculum Coordinator | Using "Mastering Grade 8 Social Studies TEKS" will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 1500.00 | | | | | |
| Comprehensive Support Strategy 6) Monitor Social Studies teachers' needs & progress, and use teacher created benchmark assessments. | Principal, Middle School Curriculum Coordinator | Monitoring Social Studies teachers' needs & progress will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 500.00 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

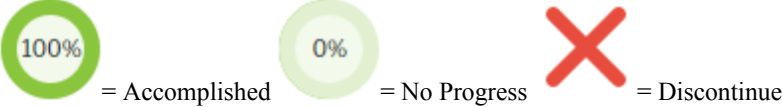
Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 6: Groves Middle School will provide students, teachers, and parents information and sources about Higher Education admissions and financial aid opportunities, TEXAS grant programs, Teach for Texas grant programs, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

Evaluation Data Source(s) 6: Parent and Student Surveys

Summative Evaluation 6:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Groves Middle School will provide parents information about our district and campus websites. | Teachers, Technology Specialist | Providing parents information about our district and campus websites will increase parent awareness about additional opportunities for students beyond middle school. | | | |
| 2) Groves Middle School will utilize the campus Parent Teacher Association to provide information on higher education admissions, financial aid, and grant programs for students at monthly PTA meetings. | Counselor, Technology Specialist | Using the PTA increase parent awareness about additional opportunities for students beyond middle school. | | | |
| 3) Groves Middle School will have class meetings to provide students with information on higher education admissions and financial aid and to discuss importance for students to make informed curriculum choices. | Counselor, Technology Specialist | Class meetings will increase student awareness about additional opportunities for them beyond middle school. | | | |



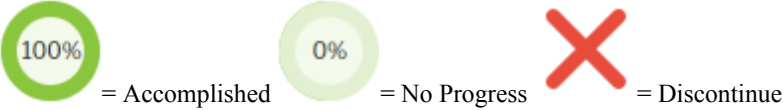
100% = Accomplished 0% = No Progress X = Discontinue

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 7: Students in all populations will increase student success on all STAAR exams.

Evaluation Data Source(s) 7: Texas Education Agency 2020 Closing the Gaps Status Table

Summative Evaluation 7:

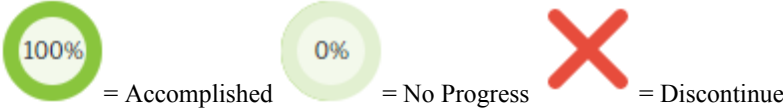
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Students in the White, Asian, and Two or More Races populations will receive additional weekly instruction in all core subjects to improve Student Success Status. | Principal, Core Teachers, Special Education Teachers, Counselor, Inclusion Teachers | Emphasis on core curriculum will lead to increased student success. | | | |
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Goal 2: Groves Middle School will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Raise the attendance by 1.0% to an attendance rate of 97.0%.

Evaluation Data Source(s) 1: The Texas Academic Performance Report (TAPR)

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Maintain weekly contact with parents when students are absent. Continue e-mail correspondence with parents when available. | Attendance Clerk, Nurse, Principal, Assistant Principal, Counselor | Weekly contact with parents will lead to increased student attendance. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Each six weeks a written notice will be mailed to parents when their child accumulates more than three absences within a grading period. | Attendance Clerk, Principal, Assistant Principal | Six Weeks contact with parents will lead to increased student attendance. | | | |
| Funding Sources: 199 - General Fund - 25.00 | | | | | |
| 3) Parents of students who are chronic absentees will be required to meet with school officials. Refer cases to the Justice of the Peace when necessary. | Principal, Assistant Principal, Counselor | Meetings with parents will lead to increased student attendance. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Present perfect attendance awards at the end of the year. | Principal, Assistant Principal, Counselor, Attendance Clerk | Attendance awards will lead to increased student attendance. | | | |
| Funding Sources: 199 - General Fund - 125.00 | | | | | |
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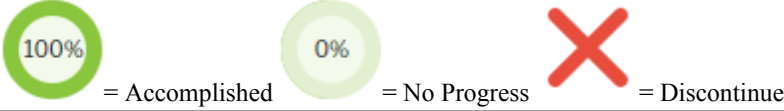
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 1: The staff will use a discipline management plan that teaches and encourages all students to be responsible citizens of the school and community.

Evaluation Data Source(s) 1: Summary Discipline Management Report

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Conduct regular meetings with the staff to develop improved procedures for incorporating the campus discipline management plan in accordance with the District Student Code of Conduct. | Principal, Assistant Principal, Teachers | Conduct regular meetings with the staff will lead to a safer campus. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Improve communication with parents and continue use of Skyward/Family Access. | Principal, Assistant Principal | Improve communication with parents will lead to a safer campus. | | | |
| Funding Sources: 199 - General Fund - 500.00 | | | | | |
| 3) Provide programs that stress the importance of discipline, bullying prevention, violence prevention, violence intervention, and academics. | Principal, Assistant Principal, Teachers | Providing programs will reduce the number discipline problems and number of failures per year for students. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Incentive Days - Students who meet academic and discipline criteria are rewarded at the end of each semester. | All Faculty and Staff | Incentive Days will lead fewer discipline issues for students. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |
| 5) Motivational speakers | All Faculty and Staff | Motivational speakers will increase student participation on campus and reduce discipline incidents on campus. | | | |
| Funding Sources: Campus Funds - 2000.00 | | | | | |

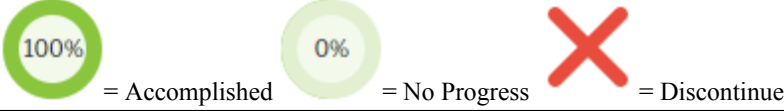
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 6) Have an additional counselor to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse. | Principal, Counselor | An additional counselor will improve the overall well being of students. | | | |
| | Funding Sources: 199 - General Fund - 4080.00 | | | | |
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Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 2: Groves Middle School will provide a safe environment in the event a disastrous situation occurs.

Evaluation Data Source(s) 2: Evaluation of campus emergency procedures.

Summative Evaluation 2:

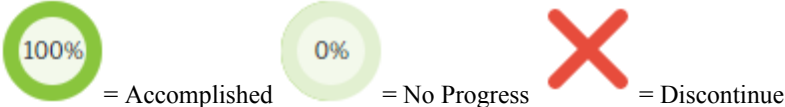
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Staff members will work in cooperation with local law enforcement to develop a campus action plans for an armed intruder during a staff development day. | Principal, Assistant Principal | Working in cooperation with local law enforcement will provide a safer campus. | | | |
| 2) Staff members will practice monthly fire drills with students. | Principal, Assistant Principal, Teachers | Practicing fire drills will provide a safer campus. | | | |
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Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 3: Groves Middle School will implement an anti-bullying initiative to help teach students ways to identify, prevent, report, and respond to bullying.

Evaluation Data Source(s) 3: Review data on the number of reported bullying incidents and evaluate the outcomes from campus bullying interventions.

Summative Evaluation 3:

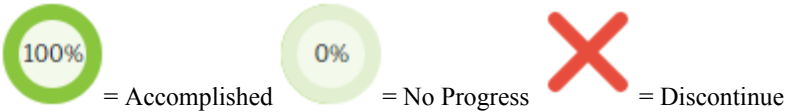
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide information to all students on what bullying means. | Teachers | Providing information on bullying will reduce the number of bullying incidents on campus. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| 2) Provide information to all students on ways to stop and report bullying and on bullying intervention. | Counselor, Teachers, Assistant Principal | Providing information on bullying will reduce the number of bullying incidents on campus. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| 3) Provide information to all students on conflict resolution to resolve differences in an appropriate manner. | All Staff Members | Providing information on bullying will reduce the number of bullying incidents on campus. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
|  | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 4: Groves Middle School will incorporate school health activities to ensure that students participate in required physical activities.

Evaluation Data Source(s) 4: Review 6 Weeks Grades in Physical Education classes and Athletic classes.

Summative Evaluation 4:

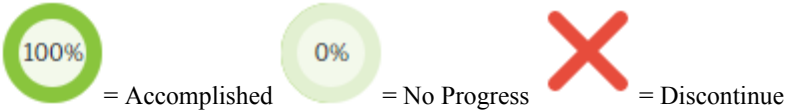
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Staff members will implement School Health Advisory Council recommendations for physical fitness activities on campus. | Physical Education Teachers, Coaches | Using the SHAC recommendations will improve the physical fitness for all students. | | | |
| 2) Staff will provide students with information on the negative effects of the use of tobacco. | Counselor, Teachers, Assistant Principal | Providing information on the negative effects of tobacco will improve the health of all students. | | | |
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Goal 4: All Groves Middle School teachers will be provided high-quality professional development.

Performance Objective 1: High quality professional development activities will be made available for all professional and paraprofessional staff.

Evaluation Data Source(s) 1: Staff Professional Development Certificates

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Professional Development Activities will be planned and implemented for the beginning year campus based staff development days for all core subjects. | Principal, Assistant Principal, Curriculum Coordinator, Counselor, CIC members | Professional development activities will provide teachers with strategies for all learners. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Region 5 ESC and state training opportunities for middle school math, reading, writing, science, social studies, fine arts, and coaches will be made available to the teachers during the school year. | Principal, Curriculum Coordinator | Professional development activities will provide teachers with strategies for all learners. | | | |
| Funding Sources: 199 - General Fund - 0.00, 255 - Title II-A/TPTR - 875.00 | | | | | |
| 3) Handle With Care training will be provided by the school district for staff members involved in crisis situations for crisis intervention. | Principal | Training activities will provide teachers with strategies for crisis situations. | | | |
| 4) All instructional staff will be trained in "Sexual Abuse and Other Maltreatment of Children". | Principal | Professional development activities will provide teachers with strategies to help all students. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
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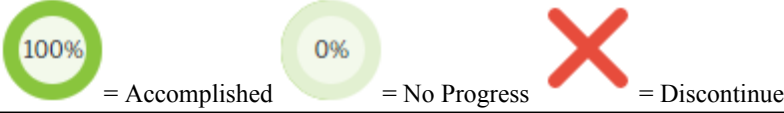
Goal 5: Groves Middle School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: The faculty and staff will promote parents as active partners in the education of students.

Evaluation Data Source(s) 1: Annual Parental Involvement Survey

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Prepare and disseminate materials to parents and the community that articulate the school's mission, programs, goals, objectives and achievements using various methods such as newsletters, emails, teacher and campus web pages. | Principal, Assistant Principal, Counselor, All Teachers | Preparing and disseminating materials to parents will foster positive parent perceptions of the campus. | | | |
| Funding Sources: 199 - General Fund - 100.00 | | | | | |
| 2) Be responsive to families, community groups and organizations about their educational concern, needs, issues, and topics. | Principal, Assistant Principal Counselor, All Teachers | Addressing community concerns will foster positive parent perceptions of the campus. | | | |
| Funding Sources: 199 - General Fund - 25.00 | | | | | |
| 3) Understand state, national, and community needs and participate (when possible) in community activities. | Principal, Counselor, All Teachers | Understanding needs and participating in community activities will foster positive parent perceptions of the campus. | | | |
| Funding Sources: 199 - General Fund - 100.00 | | | | | |
| 4) Teacher websites and phone greetings updated weekly. | All Teachers, Principal, Counselor, Campus Technology Specialist | Teacher websites and phone greetings will help keep parents informed and foster positive parent perceptions of the campus. | | | |
| Funding Sources: 199 - General Fund - 25.00 | | | | | |

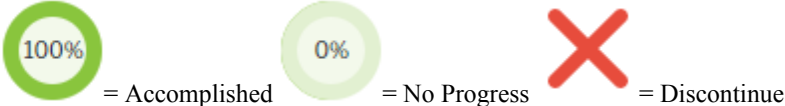
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 5) Continue to have an annual Awards program, Fine Arts Night, National Junior Honor Society Induction, Spring Musical, Band, Choir Concerts, and Drama performances for students and parents. | Principal, Asst. Principal, Secretary, Counselor, Teachers | Programs and performances by students will foster positive parent perceptions of the campus. | | | |
| | Funding Sources: 199 - General Fund - 250.00 | | | | |
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Goal 5: Groves Middle School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Groves Middle School will increase parent and community awareness of the multiple student activities and safety precautions taken throughout the school year by hosting evening monthly principal meetings.

Evaluation Data Source(s) 2: Annual Parental Involvement Survey

Summative Evaluation 2:

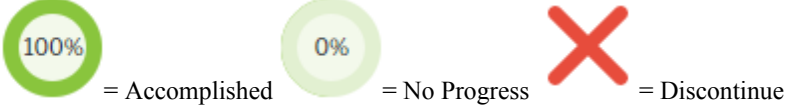
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) The principal will hold meetings in the evenings of each month for parents and community members to share information and activities about the campus. | Principal, Assistant Principal, Counselor | Monthly meetings will reduce the spread of misinformation on social media and provide additional opportunities for parents to discuss their concerns. | | | |
|  | | | | | |

Goal 6: Groves Middle School will provide appropriate governance and a management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: Groves Middle School will recruit and retain highly qualified staff members.

Evaluation Data Source(s) 1: The Texas Academic Performance Report and Teacher Retention Rates

Summative Evaluation 1:

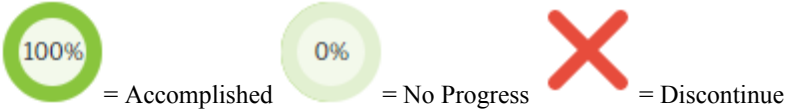
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Establish an effective teacher mentoring system in order to retain a highly qualified staff. | Principal | An effective teacher mentoring system will increase the teacher retention rate. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 2) Recruit highly qualified applicants for job opening through online application process. | Asst. Superintendent, Principal | Recruiting highly qualified staff will increase the teacher retention rate. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |

Goal 6: Groves Middle School will provide appropriate governance and a management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 2: Groves Middle School will maintain an active Campus Improvement Committee to help provide campus governance and management.

Evaluation Data Source(s) 2: Campus Improvement Committee meetings and minutes

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) CIC will communicate needs and concerns to the principal on campus operations and communications. | CIC members, Principal | The CIC will help the manage operation of the campus. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 2) CIC members will be representative of all student populations on campus. | Principal | The CIC will help manage the operation of the campus. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |

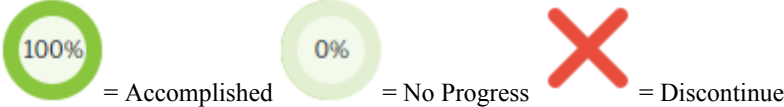
Goal 7: Groves Middle School will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: Continue integration and training in the area of technology. Incorporate the PNGISD Technology Plan to enhance curriculum and instruction in the area of technology, telecommunication, and information systems for the campus, teachers, students, and parents.

Evaluation Data Source(s) 1: Teacher Web pages

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Enhance academic achievement of students through the use of current and appropriate technology. | All Teachers, Principal, Campus Technology Specialist, Librarian, Director of Instructional Technology, GMS Technology Committee | Using technology will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 3500.00 | | | | | |
| 2) Teachers will demonstrate progress in technology integration, student assessment, and professional communication. | All Teachers, Principal, Campus Technology Specialist, Librarian, GMS Technology Committee | Teachers demonstrating technology skills will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) The librarian will use technology to support instruction and to manage resources. | Librarian | The librarian demonstrating technology skills will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 1500.00, 255 - Title II-A/TPTR - 344.00 | | | | | |

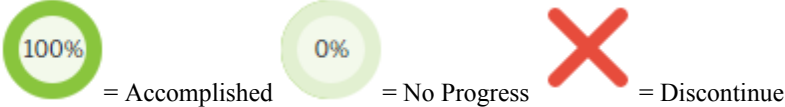
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 4) Ensure that teachers and staff comply with the district acceptable use policy (AUP). | Director of Instructional Technology, Principal, Campus Technology Specialist | Teachers and staff complying with policy will provide positive example for students using technology. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 5) Provide opportunities for TCEA conference participation. | Principal, Technology Dept. | Teachers and staff attending the conference will lead to increased student success. | | | |
| | Funding Sources: 255 - Title II-A/TPTR - 1705.00 | | | | |
|  | | | | | |

Goal 7: Groves Middle School will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: The teachers will instruct the students ways to efficiently use technology programs to be more proficient in technology applications.

Evaluation Data Source(s) 2: 8th Grade Technology Assessment

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Our campus technology specialist will explore programs to provide to teachers to help teach technology applications to students. Teachers in all grades will instruct students how to properly use available technology in the classroom. | Principal, Technology Specialist | Instruction in proper use of technology will to increased student success. | | | |
|  | | | | | |

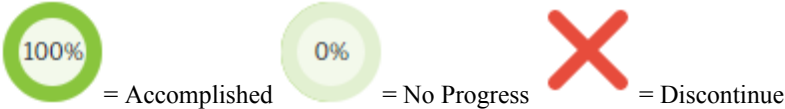
Goal 8: Groves Middle School will achieve a 0.0% dropout rate.

Performance Objective 1: Groves Middle School will maintain a zero percent dropout rate.

Evaluation Data Source(s) 1: The Texas Academic Performance Report

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide a safe, orderly, inviting school environment. | Principal, Assistant Principal, Counselor, Teachers, Aides, Support Staff | Providing a safe, orderly, inviting school environment will encourage the students to stay in school. | | | |
| 2) Provide campus based incentive days for appropriate discipline, attendance, and academics each semester. | Principal, Assistant Principal, Counselor, Teachers, Aides, Support Staff | Providing campus based incentive days will encourage the students to stay in school. | | | |



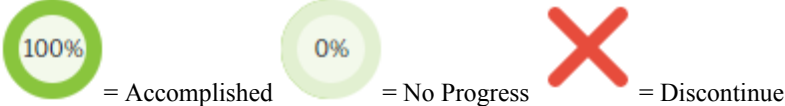
100% = Accomplished 0% = No Progress X = Discontinue

Goal 9: Groves Middle School will increase the awareness of faculty by training 100% of our teachers of ELL and SPED students in order to foster student growth.

Performance Objective 1: Groves Middle School will establish and provide teachers with student performance expectations.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

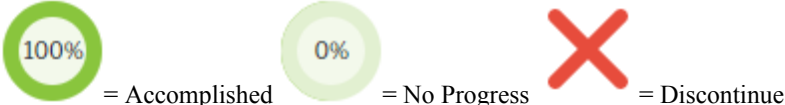
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) We will address Accommodations and Modifications in ARD, 504 and LPAC meetings. Accommodations and Modifications will be distributed to teachers. Teachers will be trained in the TEKS Resource System. Vertical alignment will be created among Middle School and High School Teachers. | Principal, Curriculum Coordinator, Teachers, and Counselor | The teachers use of accommodations will lead to increased student success. | | | |
| | | Funding Sources: Campus Funds - 0.00 | | | |
|  | | | | | |

Goal 9: Groves Middle School will increase the awareness of faculty by training 100% of our teachers of ELL and SPED students in order to foster student growth.

Performance Objective 2: Groves Middle School will provide introduction training to 25% of our district teachers in ELPS and how to differentiate instruction.

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2:

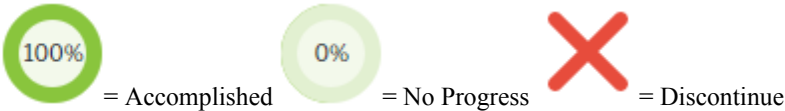
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Newly hired teachers will complete the ELPS Academy. Teachers will attend differentiated instruction training at Region 5. Fourth and seventh grade teachers will attend Empowering Writers training. We will have campus team training in PBIS (Positive Based Intervention Supports) | Principal, Curriculum Coordinator, Teachers, and Counselor | Teacher training will lead to increased student success. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |
|  | | | | | |

Goal 9: Groves Middle School will increase the awareness of faculty by training 100% of our teachers of ELL and SPED students in order to foster student growth.

Performance Objective 3: Groves Middle School will conduct a review of current ELL and SPED student's accommodations and modifications and review available teacher resources.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) We will review individual student accommodations and modifications and adjust them accordingly. We will review and/or train teachers in resources available to support ELL and SPED students in the classroom. | Principal, Curriculum Coordinator, Teachers, and Counselor | Reviewing accommodations and modifications will lead to increased student success. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | |
|  | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 5 | 6 | Monitor Social Studies teachers' needs & progress, and use teacher created benchmark assessments. |

State Compensatory

Budget for Groves Middle School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|-------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 041 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$5,000.00 |
| 199 11 6141 75 041 0 24 0 00 | 6141 Social Security/Medicare | \$65.00 |
| 199 11 6145 00 041 0 24 0 00 | 6145 Unemployment Compensation | \$30.00 |
| 6100 Subtotal: | | \$5,095.00 |
| 6300 Supplies and Services | | |
| 199 11 6325 00 041 0 24 0 00 | 6325 Library Books - Locally Defined | \$300.00 |
| 6300 Subtotal: | | \$300.00 |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|---|--------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$300.00 |
| 1 | 1 | 2 | | | \$199.00 |
| 1 | 1 | 3 | | | \$400.00 |
| 1 | 1 | 4 | | | \$300.00 |
| 1 | 1 | 6 | | | \$600.00 |
| 1 | 2 | 1 | | | \$600.00 |
| 1 | 2 | 2 | | | \$300.00 |
| 1 | 2 | 3 | Local Funds - A portion of Co-Teachers Salary | | \$0.00 |
| 1 | 2 | 5 | | | \$150.00 |
| 1 | 2 | 6 | | | \$700.00 |
| 1 | 3 | 1 | | | \$100.00 |
| 1 | 3 | 2 | | | \$150.00 |
| 1 | 5 | 1 | | | \$150.00 |
| 1 | 5 | 4 | | | \$0.00 |
| 1 | 5 | 5 | | | \$1,500.00 |
| 1 | 5 | 6 | | | \$500.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$25.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 2 | 1 | 4 | | | \$125.00 |
| 3 | 1 | 1 | | | \$0.00 |

| 199 - General Fund | | | | | |
|------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 2 | | | \$500.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 6 | | | \$4,080.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 4 | 1 | 4 | | | \$0.00 |
| 5 | 1 | 1 | | | \$100.00 |
| 5 | 1 | 2 | | | \$25.00 |
| 5 | 1 | 3 | | | \$100.00 |
| 5 | 1 | 4 | | | \$25.00 |
| 5 | 1 | 5 | | | \$250.00 |
| 6 | 1 | 1 | | | \$0.00 |
| 6 | 1 | 2 | | | \$0.00 |
| 6 | 2 | 1 | | | \$0.00 |
| 6 | 2 | 2 | | | \$0.00 |
| 7 | 1 | 1 | | | \$3,500.00 |
| 7 | 1 | 2 | | | \$0.00 |
| 7 | 1 | 3 | | | \$1,500.00 |
| 7 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$16,179.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 3 | | | \$5,800.00 |
| 4 | 1 | 2 | | | \$875.00 |
| 7 | 1 | 3 | | | \$344.00 |

| 255 - Title II-A/TPTR | | | | | |
|------------------------------|------------------|-----------------|-------------------------|---------------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 1 | 5 | | | \$1,705.00 |
| Sub-Total | | | | | \$8,724.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | | | \$1,491.00 |
| Sub-Total | | | | | \$1,491.00 |
| 224 - IDEA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 8 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 1 | 7 | | | \$0.00 |
| 1 | 1 | 8 | | | \$0.00 |
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 3 | 4 | Campus Funds - \$0.00 | | \$0.00 |
| 1 | 4 | 1 | | | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 1 | 5 | 2 | | | \$0.00 |
| 1 | 5 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 3 | 1 | 5 | | | \$2,000.00 |
| 3 | 3 | 1 | | | \$0.00 |
| 3 | 3 | 2 | | | \$0.00 |

| Campus Funds | | | | | |
|---------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 3 | 3 | | | \$0.00 |
| 9 | 1 | 1 | | | \$0.00 |
| 9 | 2 | 1 | | | \$0.00 |
| 9 | 3 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$2,000.00 |
| Grand Total | | | | | \$28,394.00 |

Addendums

18-19

~~2017-2018~~ Campus Improvement CommitteeMeeting Date : 8/29/2018

| Committee Role | Position | Name | Signature |
|-----------------------------|--------------------------------------|-----------------------------|------------------|
| Business Representative | Community Liaison | Kim Hoyt | Kim Hoyt |
| Classroom Teacher | 8 th Grade Member | Erin Boudreaux | Erin Boudreaux |
| Classroom Teacher | 7 th Grade Member | Martha Bullion | Martha Bullion |
| Classroom Teacher | Fine Arts Member | Kelsey Thibodeaux | KTH |
| Classroom Teacher | Special Populations Member | Alexis Prestwood DEIC | Alexis Prestwood |
| Classroom Teacher | 6 th Grade Member | Laura Pontiff | Laura Pontiff |
| Classroom Teacher | Life Skills Member | Carrie Sowell | Carrie Sowell |
| District Level Professional | Middle School Curriculum Coordinator | Tanya Davis | mtg |
| Non-classroom Professional | Nurse & Healthcare Professional | Miranda Guidry | Miranda Guidry |
| Paraprofessional | Inclusion Aide Representative | Lisa Eakin | mtg |
| Parent | Parent Representative | Nola Hall Shannon Barras | mtg |
| Administrator | Principal | James Arnett | James Arnett |
| Administrator | Assistant Principal | Greg Sims DEIC | Greg Sims |
| Counselor | | Kelaine Konidis | Kelaine Konidis |

Port Neches-Groves Independent School District

Port Neches Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

Because we believe that all students can learn, the mission of the staff of Port Neches Elementary is to provide continuity of the teaching process, a challenge for all students to excel academically, a positive school climate for learning, and a caring atmosphere through which we can offer the best possible educational opportunities.

Vision

Every person, everyday, learning and growing in every way.

Value Statement

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

#PNEisThePlaceToBe

Follow Your Dreams They Know the Way!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

STUDENTS

Enrollment

| Year | Student Enrollment |
|-------|--------------------|
| 19-20 | 412 |
| 18-19 | 386 |
| 17-18 | 401 |
| 16-17 | 397 |

Port Neches Elementary is a Title 1 campus within Port Neches-Groves Independent School District. Port Neches Elementary is committed to high academic expectations for all students while offering a loving, nurturing environment that develops students' social and emotional needs as well.

Attendance

96.6% for 2018-2019

97.5% for 2017 -2018

Attendance incentives are in place for our students. Students are awarded brag tags and recognized during Tribe Pep Rallies. Attendance Newsletter is posted on Social Media.

Ethnicity

| Year | White | African American | Hispanic | Asian |
|-------|-------|------------------|----------|-------|
| 18-19 | 67.4% | 3.1% | 20.5% | 6.2% |
| 17-18 | 67.1% | 1.7% | 20.4% | 8.5% |
| 16-17 | 66.8% | 3.3% | 17.9% | 9.3% |
| 15-16 | 64.3% | 4.8% | 20.0% | 8.0% |

Special Programs

Special Ed
Speech
Section 504
Title
Gifted and Talented

At-Risk

Students are identified by using the At-Risk indicators which include STAR Renaissance 360 BOY, retention, not reaching approaches for STAAR, homeless, LEP, foster care, economically disadvantaged, etc.

PNE utilizes STAR Reading, STAR Math, and IXL Math in an effort to identify students in need of intervention. Data is also collected from all assessments and used for the RtI process.

Economically Disadvantaged

PNE is a Title I campus with 44.4%% of its enrollment categorized as economically disadvantaged for this 2018-2019 school year.

Our economically disadvantaged percentages have remained steady each school year. There was a slight jump in the economically disadvantaged population in 18-19.

| Year | Economically Disadvantaged |
|-------|----------------------------|
| 18-19 | 44.4% |
| 17-18 | 32.7% |

| Year | Economically Disadvantaged |
|-------|----------------------------|
| 16-17 | 33.8% |
| 15-16 | 35.5% |

STAFF

Teacher Certification/Qualification Data

100% of PNE's faculty is certified.

Paraprofessional and Other Staff Qualifications

Paraprofessionals receive training through PNGISD and certification through Region 5.

Staff Effectiveness in Relation to Student Achievement

PNISD uses T-TESS for teacher appraisals. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all types of learners.

Special Program Qualifications

The RtI process is used to determine and provide appropriate interventions for students as well as progress monitoring.

Demographics Strengths

1. The attendance rate is consistently over 96%.
2. An ESL certified teacher provides assistance for those ELL students entering the country.
3. A Class-Size Reduction Teacher helps with class-size ratios to better assist those students struggling in the areas of math.

4. A full time Reading Assistance teacher has been added to better assist those students struggling in the areas of reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Risk students and economically disadvantaged students continue to be a low performing sub group. **Root Cause:** Class-Size Reduction Teacher is hired each year to meet the needs of At Risk students.

Student Academic Achievement

Student Academic Achievement Summary

Our campus performs benchmarks at the beginning, middle and end of each school year. These benchmarks show student achievement and growth in areas of reading and math. Benchmark data is below. Beginning the 2019-2020 school year, benchmarks will occur in reading, math, science and social studies.

2018-2019 PNE Benchmark Data

| STAR Reading | Average Scale Score | 75th Percentile and Above | Average Grade Equivalency | Est. Oral Reading Fluency | Scale Score Growth |
|--------------|---------------------|---------------------------|---------------------------|---------------------------|--------------------|
| 4th Grade | 578 | 28% | 5.1 | 130 | +98 |
| 5th Grade | 689 | 25% | 6.0 | | +142 |

| STAR Math | Average Scale Score | 75th Percentile and Above | Average Grade Equivalency | Scale Score Growth |
|-----------|---------------------|---------------------------|---------------------------|--------------------|
| 4th Grade | 702 | 55% | 5.6 | +84 |
| 5th Grade | 755 | 54% | 6.7 | +80 |

Texas Education Agency Accountability System Summary

| | 2018-2019 | 2017-2018 |
|---|-----------|-----------|
| Overall Score | 84 | 80 |
| Student Achievement Score | 88 | 83 |
| School Progress Score | 83 | 72 |
| Closing the Gaps Score | 76 | 72 |
| STAAR Performance, Approaches Grade Level or Above (All Subjects) | 90% | 84% |
| STAAR Performance, Meets Grade Level or Above (All Subjects) | 56% | 56% |
| STAAR performance, Masters Grade Level (All Subjects) | 28% | 25% |

| | 2018-2019 | 2017-2018 |
|--|-----------|-----------|
| Students Who Grew a Year Academically (All Subjects) | 69 | 62 |

Standardized/Norm-References/Criterion Referenced Tests and Measures

Individual student needs are identified through STAR Reinassance, STAAR, Progress Monitoring (RtI Tier II, Tier III), Think Through Math, IXL, Topic Tests, Unit Assessments, and District Benchmarks. Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, push-in services, peer tutors, extra-help personnel, and computer programs. We are implementing a stronger RtI program to better track and disaggregate data to help drive our instruction. Regularly scheduled RtI meetings help to monitor student progress and address additional needs.

Student Performance Comparisons

Student performance on local benchmark assessments is usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Pull-out small group instruction, push-in assistance, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Grading Policy

Port Neches Elementary has developed a grading policy to create consistency among all grade levels for the 2019-2020 school year:

- A classroom teacher is to assign a grade that reflects a student's mastery of an assignment.
- A classroom teacher is required to obtain a minimum of ten grades including at least two formal assessments, with the exceptions in the following areas:
 - Science/Social Studies split courses - teachers should record a minimum of eight grades which includes two formal assessments each six weeks.
 - Fine arts and PE - teachers should record a minimum of five grades per six weeks.
- Six weeks averages will consist of 60% informal assessments and 40% formal assessments.
- Numerical grades will be used for reading, language arts, math, science, and social studies.
- Letter grades will be used for PE and music.
- Grades are taken on daily work, homework, tests/quizzes, special assignments/projects, essays, labs, class discussions/observations, and/or individual oral assessments.

2017-2018 Texas Honor Roll Recipient

Student Academic Achievement Strengths

1. Academic Achievement in Science
2. 2017-2018 Texas Honor Roll Recipient
3. Student Growth on Reading and Math Benchmarks

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Build and strengthen skills in math, reading, writing, science and social studies to increase student achievement and learning. **Root Cause:** Diverse student populations including SPED and ESL need differentiated instruction in all areas.

School Processes & Programs

School Processes & Programs Summary

Standards-Based Curriculum

Port Neches-Groves Independent School District has implemented TEKS Resource Management System for curriculum.

Learning Lab, consisting of two CMC paraprofessionals, is operating a push-in as well as pull-out program to assist all students in the areas of Math and ELAR. We are utilizing all available teachers and paraprofessionals as our interventionists to provide push-in as well as pull-out assistance RtI time.

Instructional Design/Delivery and High Yield Strategies

Our classes are departmentalized for all subjects. This allows master teachers the opportunity to specialize in their subject area. PNE's goal is student-centered classrooms with differentiated instruction that can meet the needs of all learners.

Empowering Writers has been implemented across all grade levels and technology is implemented in all classrooms.

Individualized/Differentiated Strategies and Processes

Port Neches Elementary relies heavily on data analysis to drive the curriculum. DMAC offers a variety of data analysis reports and is used throughout the year to look at student expectations, strengths and weaknesses. Data collection/disaggregation is used to identify learning strategies to provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies. Multi-sensory learning is seen in all classrooms across campus (formative assessments-- thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered at all times, with all learning styles taken into consideration.

RtI process has been implemented across all grade levels.

Collaborative grade level and subject area planning days are offered each six weeks.

Benchmark Assessments

The district continues to implement a STAAR benchmark plan for the purpose of gathering data to support teachers in their areas of need.

School Processes & Programs Strengths

1. Collaborative grade level and subject area planning
2. Implementation of the RtI process
3. Teacher's skill at identifying strategies for all students using common assessment data
4. Use of DMAC data analysis

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers have a great deal of data to disaggregate and not enough time to do it in order to plan for effective instruction. More opportunities for planning are needed. **Root Cause:** Requirements for teachers during in-service limits available time for this activity.

Perceptions

Perceptions Summary

School Culture and Climate

A new principal was hired in April 2018. The new principal's top priority is to promote a positive school climate and culture. We will continue the *House System* modeled after the Ron Clark Academy during the 2019-2020 school year.

The purpose of the *House System* is as follows:

- to build and promote community across the grade levels and throughout the school
- to encourage positive behavior and expectations
- to teach students to take ownership of their role in the community
- to promote collaboration, teamwork and cooperation
- to promote healthy competition
- to grow self esteem
- to encourage positive attitude toward school and others

The mission of the *House System* is to inspire, engage, and prepare each student for tomorrow by encouraging creativity, developing the six pillars of character, building strong minds, and promoting healthy bodies.

#PNEisThePlaceToBe is used by faculty and parents on all social media posts to promote a positive climate. Students that are new to the building are offered a student guided tour and a detailed brochure to ease anxiety.

Substitutes, parents and potential applicants are complimentary of the school's atmosphere. Parent input is received through parental surveys, as well as face to face interactions. Parent Conferences are held every year over a three day period. All parents are given the opportunity to meet with their child's teacher(s). Parents are allowed to select a day/time for the meeting. If needed, conferences are rescheduled or held over the phone.

To ensure our students feel safe on our school campus, we conduct drills and have classroom lessons that teach safety procedures. Port Neches Elementary continues to lock all outside doors, and implements safety procedures for non-school

personnel to enter campuses along with positioning city police officers randomly walking through the campus on a daily routine. Port Neches Elementary students' attitudes and high attendance rates continue to show the positives of our school climate.

Family and Community Engagement

Port Neches Elementary Parent Survey results show that parents value staff members, and feel that the school atmosphere is caring and friendly.

Many parents interact positively with Port Neches Elementary's Facebook Page in the comments section. The page clearly celebrates the accomplishments of our students and teachers.

Port Neches Elementary teachers expect parents to be team players in their child's education, working with teachers to increase student success. All classroom teachers have a homeroom mom to help coordinate extra parent help for classroom activities. Based upon parent participation, communications appear to be highly effective.

Parents are encouraged to attend and participate in activities such as but not limited to:

Informal Parent Meetings

Parent Teacher Conferences

Meet the Teacher Night/Back to School Bash

Holiday Baskets/Food Drives

Valentine Daddy/Daughter Dance

Helmets and Heels-Mother/Son Flag Football Game

Grade Level Programs

Class Projects, Plays, and Programs

Grandparents' Day

Backpack Buddy Program

Rainbow Room Collections

Garth House Penny Drive

Class Parties

Field Trip Chaperones

Title Family Engagement Nights

Tribe Pep Rallies

Fundraisers

PTA

Judges/Coaches (Science Fair, PTA Reflections)

Homeroom Moms
Teacher Appreciation Week
Book Fair
Campus Committee Members

Port Neches Elementary encourages community interest and involvement to enrich our curriculum and enhance our student participation and achievement by collaborating with business partners. Business partnerships are recruited by the principal, teachers, and parents of Port Neches Elementary. There is also an established Site Based Decision Making Committee composed of administrators, parents, teachers, and community members to support Port Neches Elementary's goals. Parents and community members can be heard through the following methods as well: Open-Door Policy of the Principal, PNGISD Web-Site, Port Neches Elementary's Facebook Page, Remind, Teacher Web Pages, Email, Port Neches Elementary PTA, and Teacher Conferences: Three Days in October.

To enhance home/school communications of our multicultural families, information is translated into home languages, as needed, by the ESL teacher, a native language speaking paraprofessional, or a parent volunteer. PNGISD's website can be translated into many languages.

Perceptions Strengths

1. The community provides assistance in the following programs: Backpack Buddy Program (program aimed at feeding those students in need over the weekend), Thanksgiving food drive, Christmas assistance to needy families, collection to the Rainbow Room and Garth House Penny Drive
2. Parents and families have great attendance for Meet the Teacher Night, Thanksgiving Luncheon, Parent Conferences, Music Programs, Grandparents Day Luncheon, Valentine Daddy/Daughter Dance, and Title Family Engagement Nights.
3. Discipline data indicates a very low number of disciplinary incidents related to weapons on campus, and no incidents of school violence or assault.
4. Continue to promote bully awareness/bully prevention.
5. The implementation of the *House System* will inspire, engage, and prepare each student for tomorrow by encouraging creativity, developing the six pillars of character, building strong minds, and promoting healthy bodies.
6. New campus theme: *Follow Your Dreams They Know the Way* to support growth mindset.
7. #PNEisThePlaceToBe is used on all social media posts to promote a positive climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all of our parents are utilizing Family Access , Remind Texting System, PNE Facebook Page, Principal Newsletter, Teacher/District WebPages for informational purposes. **Root Cause:** Better communication between home and school is needed.

Priority Problem Statements

Problem Statement 1: At Risk students and economically disadvantaged students continue to be a low performing sub group.

Root Cause 1: Class-Size Reduction Teacher is hired each year to meet the needs of At Risk students.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

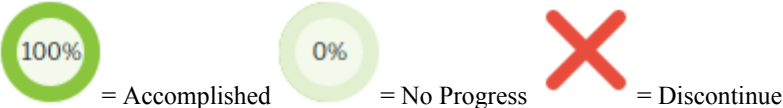
Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: By the end of the school year, all students will show growth of +50 scale score on their MATH district benchmark.

Evaluation Data Source(s) 1: District Benchmarks

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct district benchmark testing (STAR) to identify At-Risk students three times each year. | 2.6 | Principal Math Teachers Curriculum Coordinator | Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) In accordance with prioritized needs assessment, PNE will allow teachers more time to disaggregate the scores on all assessments by all subgroups and use the information to plan instruction and intervention. | 2.4, 2.5, 2.6 | Principal Counselor Math Teachers SAT | Disaggregation will lead to academic growth and will close achievement gaps. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Provide tutoring to At-Risk students. | 2.4, 2.5, 2.6, 2.6 | Principal Math Teachers | Before school tutorials will lead to academic growth and will close achievement gaps. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Conduct regular RtI meetings to discuss progress of targeted students and provide differentiated instruction as needed. Include parents in this process. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal Counselor Math Teachers SAT | RtI meetings will help close achievement gaps and increase student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|------------------------------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 5) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure math TEKS are being followed. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal Math Teachers | Gallery Walks will lead to academic growth and will close achievement gaps. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 6) In accordance with the prioritized needs assessment, PNE will implement effective instructional strategies and programs such as small group instruction, anchor charts, IXL, and Mentoring Minds to improve the academic achievement of diverse learners and close the identified achievement gaps. Provide Class Size Reduction Teacher. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal Math Teachers | CSR, instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success. | | | |
| Funding Sources: 255 - Title II-A/TPTR - 0.00, 211 - Title I-A - 0.00 | | | | | | |
| Additional Targeted Support Strategy 7) Provide Title teachers for identified students for Title, I Part A services, and develop a plan for STAAR benchmarking. Students who did not show growth on the Math state assessments are identified for at-risk services. | 2.6 | Principal Counselor Math Teachers | Title teacher will provide small group instruction that will lead to academic growth on benchmarks and STAAR. | | | |
| Funding Sources: 211 - Title I-A - 0.00, 255 - Title II-A/TPTR - 0.00 | | | | | | |
| Additional Targeted Support Strategy 8) All 4th and 5th grade Math instruction will be supplemented with guided math instruction with a focus on closing educational achievement gaps among all disaggregated student groups and improve percentage of students performing at grade level in Math. | 2.4, 2.5, 2.6 | Math Teachers Principal | Academic Achievement in Math will increase by 2%. Growth Status in Math will increase by 16%. Student Success Status of all subgroups will increase by 2%. | | | |
|  | | | | | | |

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

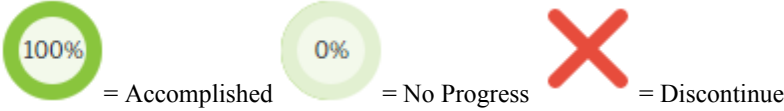
Performance Objective 2: By the end of the school year, all students will show growth of +75 scale score on their READING district benchmark.

Evaluation Data Source(s) 2: District Benchmarks

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct district benchmark testing (STAR) to identify At-Risk students three times each year. | 2.4, 2.6, 2.6 | Principal Reading Teachers | Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Provide tutoring to At-Risk students. | 2.4, 2.5, 2.6, 2.6 | Principal Reading Teachers | Before school tutorials will lead to academic growth and will close achievement gaps. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Target the specific needs of individual students through Accelerated Reading Instruction and special programs such as STAR Reading and IXL computer program. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal Reading Teachers | The use of IXL and STAR reading computer programs will lead to academic growth. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Continue to use campus Accelerated Reader program. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal AR Committee Reading Teachers | Accelerated Reader program will motivate and recognize student progress in reading. Evidence: STAAR Results, AR Report | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Provide reading assistance in areas of ESL push in and Dyslexia/Dysgraphia pull-out. Differentiate instruction during reading assistance in these areas. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal ESL Teacher Dyslexia Teachers | Reading assistance will target ESL students and dyslexic students. ESL and Dyslexic students will show academic growth on the STAAR Reading test. | | | |
| | Funding Sources: 263 - Title III - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|------------------------------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 6) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure reading TEKS are being followed. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal Reading Teachers Curriculum Coordinator | Gallery Walks will lead to academic growth and will close achievement gaps. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 7) Allow teachers more time to disaggregate the scores on all assessments by all subgroups and use the information to plan instruction and intervention. | 2.4, 2.5, 2.6 | Principal Counselor Reading Teachers SAT | Disaggregation will lead to academic growth and will close achievement gaps. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| Additional Targeted Support Strategy 8) Provide Title teachers for identified students for Title, I Part A services, and develop a plan for STAAR benchmarking. Students who did not show growth on the Reading state assessments are identified for at-risk services. | 2.6 | Principal Counselor Reading Teachers | Title teacher will provide small group instruction that will lead to academic growth on STAR and STAAR. | | | |
| Funding Sources: 211 - Title I-A - 0.00, 255 - Title II-A/TPTR - 0.00 | | | | | | |
| 9) Conduct regular RtI meetings to discuss progress of targeted students and provide differentiated instruction as needed. Include parents in this process. | 2.4, 2.5, 2.6 | Principal Counselor Reading Teachers SAT | RTI meetings will help close achievement gaps and increase student learning. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 10) In accordance with the required district comprehensive needs assessment for Title IV, Part A (SSAE) funds, Port Neches Elementary will utilize redirected Title IV funds to cover 100% of the salary of a 5th grade teacher who spends 100% of his/her Title I-allowable instructional time at this Title I, Part A Schoolwide campus. | | Principal Assistant Superintendent of Curriculum & Instruction | The hiring of this teacher will lead to academic growth and will close achievement gaps. | | | |




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|-------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 11) All 4th and 5th grade Reading students will participate in a balanced literacy program which includes guided reading instruction with a focus on closing educational achievement gaps among all disaggregated student groups and improve percentage of students performing at grade level in Reading. | 2.4, 2.5, 2.6 | Reading Teachers Principal | Academic Achievement in Reading will increase by 2%. Growth Status in Reading will increase by 1% Student Success Status of all subgroups will increase by 2%.. | | | |
|  | | | | | | |

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: By the end of the school year, students will show growth on their WRITING district benchmark.

Evaluation Data Source(s) 3: District Benchmarks

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--------------------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct benchmark testing in writing through pre and post writing prompts to identify At-Risk students. | 2.4, 2.5, 2.6, 2.6 | Principal Counselor Teachers | Benchmark testing will confirm curriculum and instruction effectiveness. Writing Portfolios will show growth. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Provide tutoring to At-Risk students. | 2.4, 2.5, 2.6, 2.6 | Principal Writing Teachers | Before school tutorials will lead to academic growth and will close achievement gaps. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Implement Empowering Writers model, emphasize academic vocabulary, focus on revising and editing strategies and incorporate daily oral language drills for expository writing and explore other means for teaching expository writing. | 2.4, 2.5, 2.6 | Principal 4th grade Writing Teachers | Writing strategies and curriculum resources will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) Reading and ELA teachers will collaborate to teach the composition portion and incorporate writing skills and strategies. | 2.4, 2.5, 2.6 | Principal Reading teachers ELA teachers Curriculum Coordinators | Collaboration with reading and ELA teachers will lead to increased student learning. | | | |
| 5) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure math TEKS are being followed. | 2.4, 2.5, 2.6 | Principal Curriculum Coordinators Writig Teachers | Gallery Walks will lead to academic growth and will close achievement gaps. | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |




Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: By the end of the school year, students will show growth of 60% on their SCIENCE AND SOCIAL STUDIES district benchmark.

Evaluation Data Source(s) 4: District Benchmarks

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------------------------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct district benchmark testing to identify At-Risk students. | | Principal Science/Social Studies Teachers Curriculum Coordinator | Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress. | | | |
| 2) Target At Risk students with Tutorials. | 2.4, 2.5, 2.6 | Principal Science/Social Studies Teachers | Tutorials will close achievement gaps and increase student learning. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure math TEKS are being followed. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal Curriculum Coordinators Science/Social Studies Teachers | Gallery Walks will lead to academic growth and will close achievement gaps. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) Include technology-based instruction including multi-media, Chromebooks, internet research, etc. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Science/Social Studies Teachers Technology Department | Technology based instruction will lead to student growth. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 5) Facilitate hands-on activities, experiments, demonstrations; Encourage appropriate academic vocabulary and relate to real world utilizing TEKS Resource System and curriculum resources | 2.4, 2.5, 2.6 | Principal Science/Social Studies Teachers | Hands-on activities, experiments, demonstrations, academic vocabulary and curriculum support will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |

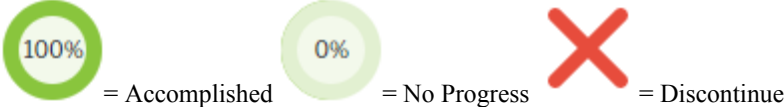
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <div style="display: flex; justify-content: space-around; align-items: 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: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review and Dismissal (ARD) Committee meetings, and will demonstrate success on their IEP's.

Evaluation Data Source(s) 5: Six-Weeks Progress Reports, IEP Goal Mastery

Summative Evaluation 5:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) In accordance with prioritized needs assessment, PNE wil target At-Risk students through special programs and differentiated instruction. This includes our diverse student population including SPED and ESL. | 2.4, 2.6, 2.6 | Principal Counselor Teachers | Special programs will lead to IEP goal mastery of At-Risk students. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Review current staffing patterns and needs to increase inclusion model. | 2.4, 2.5, 2.6, 2.6 | Principal Counselor | Paraprofessionals will assist with inclusion model and increase IEP goal mastery. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Content Mastery Lab made available to all students. | 2.4, 2.5, 2.6, 2.6 | Principal, SpED Teacher CM Paraprofessional | Content Mastery assistance will lead to mastery of IEP goals. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Serve as a case manager to oversee the curriculum and progress of identified students. | 2.6 | Principal Counselor Teachers | Students will demonstrate success on the IEPs. | | | |
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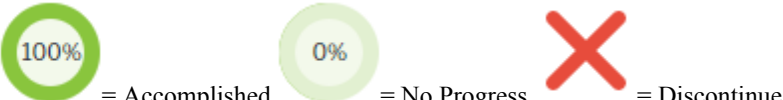
Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: Port Neches Elementary will show a 10% increase in the number of GT students that perform at the Masters Grade Level on the District Benchmark STAAR Practice Test.

Evaluation Data Source(s) 6: G/T Report

Participation Rosters
Benchmark Results

Summative Evaluation 6:

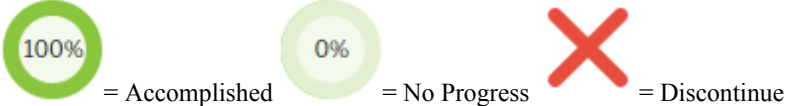
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|------------------------------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide staff development opportunities for those teachers with G/T and enriched students. | 2.4, 2.5, 2.5 | Principal, GT Teachers | Staff Development will lead to an increased number of students reaching the Masters performance level on the STAAR. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Administer a parent survey for evaluation purposes | 2.4, 2.5, 2.5, 2.6, 3.1, 3.2 | Principal, Counselor, Teachers | Survey responses will lead to discovery of our strengths and weaknesses. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Provide GT students with continuum of learning experiences that lead to advanced products, performances, and independent studies. | 2.5 | Principal GT Teachers GT District Coordinator | Increased individual student progress and growth for GT students. | | | |
|  | | | | | | |

Goal 2: Port Neches Elementary will establish and maintain programs to encourage higher attendance.

Performance Objective 1: The attendance rate for all students will be at least 96%.

Evaluation Data Source(s) 1: Accountability Rating System Report, PEIMS Report

Summative Evaluation 1:

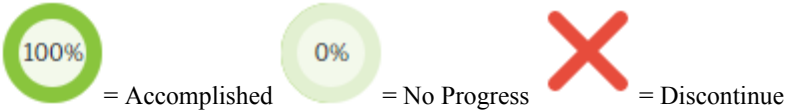
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Recognize and award prizes to students achieving perfect attendance each six weeks during Tribe System Pep Rallies. | | Counselor | Attendance Rate will improve. Less truancy. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Daily contact will be maintained with parents of absent students. | | Nurse | Attendance Rate will improve. Less truancy. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Send certified letter to parents of students who are at risk of losing credit for excessive absences and may require summer school for attendance violations. | | Principal Clerk | Enforcing student attendance laws will lead to increased student attendance. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Attendance Committee will investigate reasons for students with excessive absences. Committee/Principal will take into consideration students with medically necessary absences, | | Principal Attendance Committee | Attendance Rate will improve. Less truancy. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Post Attendance Newsletter on Social Media. | | Principal | Attendance Rate will improve. Less truancy. | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 1: Port Neches Elementary faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDExpress Evaluations, Attendance Rosters, Security Audits, Drill Reports

Summative Evaluation 1:

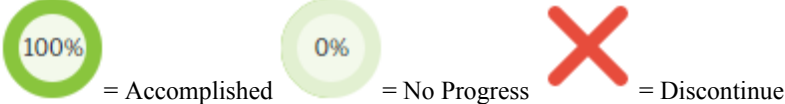
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Use appropriate technology to monitor safety on campuses and buses. | | Principal Safety Director | The use of appropriate technology to monitor safety on campuses and buses will reinforce safety protocols and help in investigations. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) All doors will remain locked, and all visitors will sign in at the office. They will be issued a badge for access to areas on campus. | | Principal Secretary Clerk Nurse | The campus will be secure. Visitors will be easily recognized due to visitor's badge. Strangers will not be allowed on campus. All visitors will be closely monitored. | | | |
| 3) Teachers will wear identification badges at all times | | Principal | Teachers wearing badges is in line with the district safety and security protocol. | | | |
| 4) Safety drills will be conducted throughout the year and documented. | | Principal | Students and staff will understand what is expected of them in an emergency situation. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 5) All newly hired faculty and staff will receive Active Shooter training and a refresher course will be provided to all staff in professional development. | | Principal | A review of active shooter training will reinforce safety protocols. | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 2: By the end of the school year, 100% of employees working in specific designated assignments will have current CPR, AED, and concussion training.

Evaluation Data Source(s) 2: PDExpress Attendance Rosters

Summative Evaluation 2:

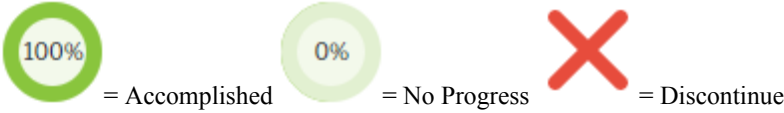
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Workshop trainings provided annually. | | Principal Nurse | Workshops will provide employees with knowledge to possibly help save students lives. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 3: Port Neches Elementary will have representatives to serve on the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 3: Sign-in Sheets, Minutes of Meetings, Board Agenda

Summative Evaluation 3:

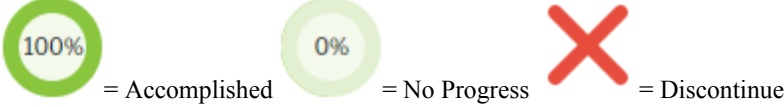
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) School Nurse will participate on district SHAC. Meetings to be held and nurse will bring back information. | | Principal | SHAC info will be shared with teachers at monthly faculty meetings. Participation in SHAC will lead to health and safety awareness for campus. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 4: Port Neches Elementary will ensure a safe school environment that encourages positive behavior throughout the school year.

Evaluation Data Source(s) 4: Skyward Discipline Report, Model Citizen Recognition, Display of Lil NDN Caught Being Good, Counselor Documentation, House System Display

Summative Evaluation 4:

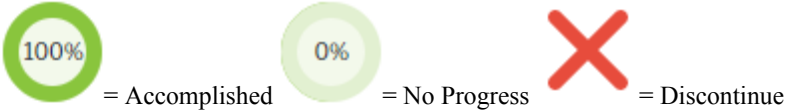
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Administer a Character Education program. Provide Conflict Resolution counseling . Provide Drug and Alcohol Awareness counseling. Provide Bully Prevention counseling. | 2.4, 2.5, 2.6 | Principal Counselor Teachers | Students will exhibit good character, resolve peer conflict, and learn the harmful effects of drugs. Bullying will be prevented. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Implement House System to encourage positive behavior and expectations. Students will be recognized at House Pep Rallies for positive citizenship/behavior, academics and attendance. | 2.4, 2.5, 2.6 | All Faculty and Staff Members | Improved Student Behavior, Increased House System Pep Rally Participation | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 4: All Port Neches Elementary teachers will be provided high-quality professional development.

Performance Objective 1: During the current school year, 100% of instructional staff will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDEExpress Evaluations, Professional Development Attendance Records, Non-district PD Registration Information

Summative Evaluation 1:

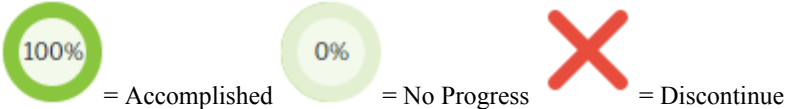
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement and other areas needing support. | 2.4, 2.5, 2.6 | Principal Dr. Duhon Curriculum Coordinator | Professional development will improve classroom instruction and strategies. | | | |
| Funding Sources: 211 - Title I-A - 0.00 | | | | | | |
| 2) All staff will be trained in the areas of and reporting child abuse. | | Principal | Training will bring awareness to child abuse and neglect. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Provide all staff with state required Suicide Prevention training. | | Counselor | Professional development will create awareness of suicide prevention. | | | |
| 4) During August of 2018, time for vertical alignment and grade level planning will be made available to teachers. | | Principal | Continuity of curriculum, and increase student achievement | | | |
|  | | | | | | |

Goal 4: All Port Neches Elementary teachers will be provided high-quality professional development.

Performance Objective 2: During the current school year, 100% of instructional staff will receive training on instructional strategies to address the needs of our ESL and SPED student populations as indicated in the District TAIS report.

Evaluation Data Source(s) 2: PDEExpress Evaluation; PD Attendance Rosters

Summative Evaluation 2:

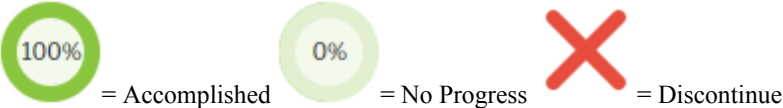
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|----------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Professional development will focus on instruction that supports special populations such as ESL. | 2.4, 2.6 | Principal Curriculum Coordinator | Sheltered instruction professional development will provide teachers with strategies for all learners. | | | |
|  | | | | | | |

Goal 5: Port Neches Elementary personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Increase parental engagement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Web Pages, Remind 101 Texts, Parent Involvement Survey, Facebook Comments

Summative Evaluation 1:

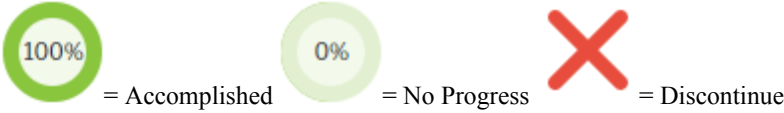
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) In accordance with prioritized needs assessment, PNE will encourage communication between school and parent through Front Sign, Principal Newsletter, Facebook, Twitter, Remind, Teacher Webpages, Email, Meet the Teacher Night, Back to School Bash and Surveys. | 3.1, 3.2 | Principal Staff | Timely communication will foster a positive parent perception of Port Neches Elementary. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Utilize federal ESSA funds to implement and support Parent and Family Engagement activities | 3.1, 3.2, 3.2 | Dr Duhon Principal | Activities will reinforce parentsâ involvement in core academic instruction. | | | |
| 3) Host at least two family engagement events each school year that include activities targeting all families including underrepresented populations, such as ESL and SPED. | 2.4, 2.5, 2.6, 3.1, 3.2 | Counselor ESL Specialist Teachers SpED Teachers | Parent/Family engagement activities will foster positive parent perceptions of the school. | | | |
| 4) Encourage communication between school and parents of incoming 4th graders. Parents will receive a detailed PNE brochure when students tour PNE. | | Principal 4th Grade Teachers | Detailed brochure will communicate expectations and ease anxiety. | | | |
|  | | | | | | |

Goal 5: Port Neches Elementary personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Increase the number of school/business partnerships

Evaluation Data Source(s) 2: Documented Partnership Activities, Adopt a Month Program Report, CEIC Minutes

Summative Evaluation 2:

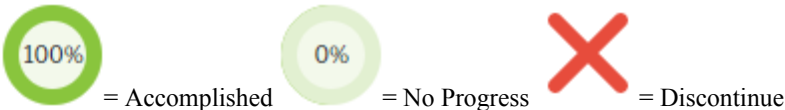
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) CEIC will continue the Adopt a Month Program. | 3.2 | CEIC Facilitator CEIC Committee | Partnership with local businesses will foster positive perceptions of the school | | | |
| 2) In collaboration with local business partners PNE will host a Back to School Bash that coincides with Meet the Teacher Night. | 3.2 | Principal Faculty Staff | Partnership with local businesses and parents will foster positive perceptions of the school | | | |
|  | | | | | | |

Goal 6: Port Neches Elementary will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the school year, PNE will maintain a Campus Improvement/Title I Committee to direct, sustain, and communicate excellence in all functions of the campus.

Evaluation Data Source(s) 1: Title/CIC Minutes, Sign-in Sheets, Plan4Learning, Agendas

Summative Evaluation 1:

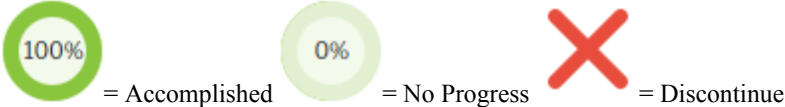
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) The CIC/Title I Committee will meet three times per year to review the CNA (Campus Needs Assessment) and review/revise/develop the Parent and Family Engagement Policy, School Compact and Campus Improvement Plan. | 3.1, 3.2 | CIC/Title I Committee Members | The yearly comprehensive needs assessment will identify strengths and weaknesses. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 6: Port Neches Elementary will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: During the school year, PNE will recruit, retain, and develop a 100% qualified staff in the academic core subject areas.

Evaluation Data Source(s) 2: SBEC, Personnel Files, Principal Attestations, Google Classroom Participation

Summative Evaluation 2:

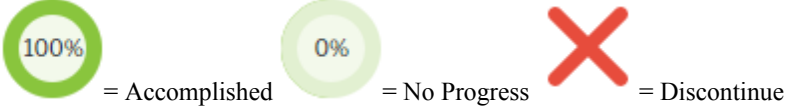
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-------------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Develop teachers by communicating workshop/conference opportunities. Provide on-going staff development for all teachers through Google Classroom, professional workshops, faculty meetings, and grade-level meetings focusing on effective teaching and best practices. | 2.4, 2.5, 2.6 | Curriculum Coordinator Principal | Workshop/conference opportunities will provide teachers with strategies for all learners. | | | |
| | Funding Sources: 211 - Title I-A - 0.00 | | | | | |
| 2) Allow teachers opportunities to provide input for campus-based staff development activities. | 2.4, 2.5, 2.6 | Principal Faculty Staff | Teacher response | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| Comprehensive Support Strategy 3) Ensure that At-Risk teachers attend at least one staff development activity annually. | 2.6 | Principal At-Risk Teachers | Teachers will improve skills with at-risk students. | | | |
| 4) Use of T-TESS teacher evaluation system with administrator walk-throughs, and teachers setting professional goals at the beginning of the year. | 2.4, 2.5, 2.6 | Principal | Principal walk-through documentation will result in accomplished ratings. | | | |
|  | | | | | | |

Goal 7: Port Neches Elementary will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: Students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 1: Technology Booklets, STaR Chart Data, Learning.com Reports

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Students will create Technology Booklets. | 2.4, 2.5 | Teachers Media Clerk | Students will demonstrate mastery of Technology Applications TEKS at both grade levels. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Students will participate in Internet Safety and Cyberbullying prevention activities. | 2.4, 2.5, 2.6 | Teachers Media Clerk | Students will demonstrate an understanding of Cyber safety. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Continue using Learning.com. | 2.4, 2.5, 2.6 | Principal Teachers Technology Dept. Media Clerk | Learning.com will enable our students to acquire skills required by TA TEKS. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Increase student to technology ratio by utilizing ChromeBook Mobile carts and Ipads in the classroom. | 2.4, 2.5, 2.6 | Principal Teachers Technology Dept. Media Clerk | Access to technology will improve student technology skills and enhance student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 7: Port Neches Elementary will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: PNE Staff will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 2: Sign-in Sheets and Certificates of Training, Project Share Log- in Information, STaR Chart Data

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Continue use of technology hardware and software(updated classroom webpages, document cameras, Google Classroom, projectors, Mimio, DMAC, IXL, Learning.com, Reading A-Z, Spelling City, Science A-Z, Education City, etc.) | 2.4, 2.5, 2.6 | Principal Tech LeadTeacher Media Clerk | Continued use of technology will lead to mastery of technology competencies. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| <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> | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 6 | 2 | 3 | Ensure that At-Risk teachers attend at least one staff development activity annually. |

State Compensatory

Budget for Port Neches Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 102 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$11,000.00 |
| 199 11 6119 00 102 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$318,053.00 |
| 199 11 6122 75 102 0 24 0 00 | 6122 Salaries or Wages for Substitute Support Personnel | \$1,500.00 |
| 199 11 6141 00 102 0 24 0 00 | 6141 Social Security/Medicare | \$4,612.00 |
| 199 11 6141 75 102 0 24 0 00 | 6141 Social Security/Medicare | \$170.00 |
| 199 11 6142 00 102 0 24 0 00 | 6142 Group Health and Life Insurance | \$23,145.00 |
| 199 11 6144 00 102 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$22,647.00 |
| 199 11 6145 00 102 0 24 0 00 | 6145 Unemployment Compensation | \$173.00 |
| 199 11 6146 00 102 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$9,460.00 |
| 199 11 6149 00 102 0 24 0 00 | 6149 Employee Benefits | \$1,747.00 |
| 6100 Subtotal: | | \$392,507.00 |
| 6300 Supplies and Services | | |
| 199 11 6399 00 102 0 24 0 00 | 6399 General Supplies | \$500.00 |
| 6300 Subtotal: | | \$500.00 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Port Neches Elementary's campus needs assessment serves as the driving force for developing the campus improvement plan. Quantitative and qualitative data is gathered throughout the school year. Teachers, administrators, parents and community members analyze the data and collaborate to identify the root causes to bring to the Title I Committee/Site Based Planning Committee. The committee uses the data to generate problem statements in the following areas: Demographics, Student Academic Achievement, School Processes & Programs, and Perceptions. The root causes for the problem statements are developed. The root causes and problem statements are used as the centerpiece for the development of the campus improvement plan.

The committee met on August 23, 2018 and again on April 25, 2019 to work on the CNA and campus plan and then finalized the campus plan on April 25, 2019. The committee will meet on September 19th and 20th to begin the revising and editing process once again.

Port Neches is a diverse campus including ESL, economically disadvantaged and at risk students. Our student population has increased each school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. Parent involvement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Many stakeholders are involved in the development of our campus improvement plan. Administrators, counselor, general education teachers, Title I teachers, parents, community leaders, and business partners make up our site based committee (campus improvement

team).

2.2: Regular monitoring and revision

Campus Needs Assessment was performed at the April 25, 2019 meeting held at Port Neches Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our committee also completed an evaluation of Title I, Part A funds.

The Campus Improvement Plan will be reviewed and revised again by the site based committee at the September 2019 meeting that will be held at Port Neches Elementary.

2.3: Available to parents and community in an understandable format and language

Port Neches Elementary makes the Campus Improvement Plan available to parents and the community in English and Spanish. The plan can be found on our district and campus websites, in our front office, and at all Title Family Engagement meetings and events.

2.4: Opportunities for all children to meet State standards

Port Neches Elementary provides opportunities for all students to meet state standards.

2.5: Increased learning time and well-rounded education

Port Neches Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Port Neches Elementary provides instructional programs and strategies that target at risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our site based committee on April 25, 2019 at Port Neches Elementary. Port Neches Elementary makes the Parent and Family Engagement Policy available to parents and the community in English and Spanish. The plan can be found on our district and campus websites, in our front office, in our student handbook, and is distributed at all Title Family Engagement meetings and events.

3.2: Offer flexible number of parent involvement meetings

Parent engagement/site based committee meetings were held on campus in our school library. Meetings took place on August 23, 2018 and again on April 25, 2019. PNE advertises multiple meeting times and locations to accommodate more parents and community members.

Our parent/family engagement activities included a Fall Family Night and a Spring Family Night. We also have several music/band programs throughout the school year for parents to attend. All of our events have a solid attendance rate and we enjoy including our parents in as many activities as possible.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------------|------------|
| D'Anna Seward | Math Teacher | Title | 1 |
| Jana Berg | MathTeacher | Title II - 4th Grade | 1 |
| Lacey Seymour | Teacher | Title IV - 4th Grade | 1 |

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|-------------------|------------------------------|
| Administrator | Kimberly Carter | Principal |
| Non-classroom Professional | Tracie Kotz | Counselor |
| Parent | Melinda Rider | Parent |
| Parent | Terra Louvier | Parent |
| Parent | Rhonda Mendoza | Parent |
| Parent | Stefanie Wolfford | Parent |
| Community Representative | Robert Montgomery | Community/Parent |
| Community Representative | Katrina Brent | Community/Parent |
| Parent | James Rodriguez | Parent |
| DEIC Representative | Denise White | Reading Assistance Teacher |
| Classroom Teacher | D'Anna Seward | Title Teacher |
| Classroom Teacher | Tayler Saumel | Title Teacher |
| Classroom Teacher | Jana Berg | Class Size Reduction Teacher |
| Paraprofessional | Jill Caillier | Media Clerk |
| Classroom Teacher | Alexus Crumpton | SpED Teacher |
| Classroom Teacher | Angela Lewis | Classrrom Teacher |
| Classroom Teacher | Debbie Cade | Music Teacher |
| Business Representative | Krin Mackenroth | Business Representative |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 4 | | | \$0.00 |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 2 | 4 | | | \$0.00 |
| 1 | 2 | 6 | | | \$0.00 |
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 2 | 9 | | | \$0.00 |
| 1 | 3 | 1 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 3 | 3 | | | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 1 | 4 | 4 | | | \$0.00 |
| 1 | 4 | 5 | | | \$0.00 |
| 1 | 5 | 1 | | | \$0.00 |
| 1 | 5 | 2 | | | \$0.00 |

| 199 - General Fund | | | | | |
|---------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 3 | | | \$0.00 |
| 1 | 6 | 1 | | | \$0.00 |
| 1 | 6 | 2 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 2 | 1 | 4 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 3 | 1 | | | \$0.00 |
| 3 | 4 | 1 | | | \$0.00 |
| 3 | 4 | 2 | | | \$0.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| 6 | 2 | 2 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 2 | | | \$0.00 |
| 7 | 1 | 3 | | | \$0.00 |
| 7 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | | | \$0.00 |

| 211 - Title I-A | | | | | |
|------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | | | \$0.00 |
| 1 | 2 | 8 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 6 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | | | \$0.00 |
| 1 | 1 | 7 | | | \$0.00 |
| 1 | 2 | 8 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 5 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$0.00 |

Addendums



Port Neches Elementary Parental and Family Engagement Policy 2019-2020

PURPOSE

The faculty and staff of Port Neches Elementary believe that parental involvement in the educational activities of the school is essential to a student's success. Port Neches Elementary School is committed to excellence in education. The purpose of Title I is to improve the basic programs of Port Neches Elementary. This will provide opportunities for students to acquire the knowledge and skills contained in the state content standards as well as to meet state performance standards. Port Neches Elementary will maximize its resources to enable each child to become a successful learner. On-going, two-way, meaningful communication between school and home will occur to facilitate mutual understanding to stimulate student success.

Port Neches Elementary will make every effort to include parents in the development, evaluation, and revision of the Title I Program to provide excellence in education. In keeping with the core belief held by all teachers at Port Neches Elementary, the following parental involvement policy has been set forth:

GENERAL EXPECTATIONS

Port Neches Elementary agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (a) That parents play an integral role in assisting their child's learning.
 - (b) That parents are encouraged to be actively involved in their children's education at school
 - (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children
 - (d) The carrying out of other activities, such as those described in section 1118 of the ESEA.
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parent involvement policy.
- Use the findings of the parent and family engagement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy.
- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

Port Neches Elementary School will involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of Title 1 programs, the school's Parent and Family Engagement Policy, Campus Needs Assessment, Campus Improvement Plan, and updates on school testing data.

Port Neches Elementary School invites parents to participate in the planning, reviewing and revision of the Campus Improvement Plan and Parent and Family Engagement Policy three times each year. Meetings are offered in the morning and evening. Port Neches Elementary encourages participation in the Port Neches Elementary School Parent-Teacher Association (PTA) to create an opportunity for parental input and involvement in numerous activities. Port Neches Elementary School will also invite parents to serve on the Campus Improvement Committee.

Port Neches Elementary School invites parents to participate in a variety of meetings and activities at various times over the course of the school year.

Back to School Bash and Meet the Teacher Night meetings are held in early August to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and curriculum. Parent-teacher conferences may be scheduled to fit the individual needs of each student.

Port Neches Elementary School will provide parents with timely information about programs, curriculum, and forms of assessment used to measure student progress.

Port Neches Elementary communicates with parents regularly to relay state curricular and assessment expectations, school requirements of the delivery of instruction, and the routines in place to ensure academic success of students. Port Neches Elementary utilizes a variety of communicative means including, but not limited to: our school handbook, memos, letters, email, classroom and grade level newsletters, principal newsletters, attendance newsletters, informational parent meetings, Back to School Bash, Meet the Teacher Night, grade level programs, school/teacher websites, PNE Facebook Page, Twitter, Remind, and individual notes or calls home.

Port Neches Elementary School jointly develops, with parents, a school-parent compact that outlines how parents, school staff, and students share responsibility for student academic achievement.

Parent compacts shall be distributed during the Parent Teacher Conference held after the first six weeks period.

Port Neches Elementary School will assist parents in understanding such topics as state academic content and student achievement standards, academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Port Neches Elementary School will conduct parent teacher conferences at least annually. The dates for this year's annual parent teacher conference are October 14-15, 2019. At this time, the parent teacher compact shall be discussed as it relates to the individual child's achievement. It will be signed, and a copy kept on file at the school. Teachers shall be available to discuss student progress with the parent(s). The student compacts shall be discussed as it relates to the child's achievement. Parent resource materials will be available through the campus counselor's office.

Port Neches Elementary School will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Port Neches Elementary will hold a math family night in the fall and a family literacy night in the spring in order to provide training that parents and children attend together with information that will continue learning at home.

Port Neches Elementary School shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of parental contributions, and in how to reach out to, communicate with, and work with parents.

Faculty and staff members will be cognizant of educational research on parental involvement. Parental input will be solicited throughout the year in meetings, through surveys and one-on-one conferences. Information derived will be utilized by the school's administration to strengthen the tie between school and home. Faculty and Staff will be trained on how to deal with difficult parents. Faculty and staff will travel to student neighborhoods and conduct home visits in early August before the first day of school.

Port Neches Elementary School shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Port Neches Elementary will use interactive computer programs that help parents with students in reading and math. Parents will receive their child's login information to the IXL program. The IXL program will help parents prepare their children for upcoming academic expectations.

Port Neches Elementary School shall ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to extent practicable, in a language parents can understand.

School and district websites, and social media will be utilized to inform parents of school events in a language that they can understand. District website contains active links to TEA parent documents for understanding test results in Spanish. There will be an increased number of staff with ESL certifications. A bi-lingual teacher is available for translating printed materials and/or for interpreting oral language.

Port Neches Elementary School shall provide opportunities for the participation of parents with children with limited English proficiency, children with disabilities, and migratory children.

All parents are afforded the opportunity to be involved in their child's school. If a special need is identified that would help a parent more fully understand the educational process and academic progress of their child, assistance will be provided.

Port Neches Elementary will provide reasonable support for parental involvement activities as parents may request.

Port Neches Elementary will conduct parent surveys to solicit feedback in order to enhance parental involvement. During annual Title meetings, Port Neches Elementary will perform a comprehensive needs assessment in order to identify and prioritize needs, and develop strategies to address the identified needs.

ADOPTION

The Port Neches Elementary Parental and Family Engagement Policy/Plan has been developed/revised jointly with, and will be shared with parents and families of children participating in Title I program, as evidenced by meeting minutes. (04/25/2019)

The Parental and Family Engagement Policy/Plan was developed/revised by Port Neches Elementary on 04/25/19 and will be in effect for the period of the school year.

The school will distribute the Parental and Family Engagement Policy/Plan by posting it on the campus website, and a copy will be published in the Student Handbook in a timely manner after it is board approved.

Date: 4/25/19

Kimberly Carter

Signature of Title I Authorized Representative (Campus Principal)

These parents will be involved with the development of this document.

Melinda Martinez Rider

Katrina Brent

Megan Marshall

Robert Montgomery

James Rodriguez



Port Neches Elementary

Política de Compromiso de Padres y Familias de

2019-2020

PROPÓSITO

La facultad y el personal de Port Neches Elementary creen que la participación de los padres en las actividades educativas de la escuela es esencial para el éxito de un estudiante. La Escuela Primaria Port Neches está comprometida con la excelencia en la educación. El propósito del Título I es mejorar los programas básicos de Port Neches Elementary. Esto brindará oportunidades para que los estudiantes adquieran los conocimientos y habilidades contenidos en los estándares de contenido del estado, así como para cumplir con los estándares de rendimiento del estado. Port Neches Elementary maximizará sus recursos para permitir que cada niño se convierta en un aprendiz exitoso. Se producirá una comunicación significativa, bidireccional y continua entre la escuela y el hogar para facilitar el entendimiento mutuo y estimular el éxito de los estudiantes. Port Neches Elementary hará todo lo posible para incluir a los padres en el desarrollo, evaluación y revisión del Programa Título I para brindar excelencia en educación. De acuerdo con la creencia central de todos los maestros en Port Neches Elementary, se ha establecido la siguiente política de participación de los padres:

EXPECTATIVAS GENERALES

La Escuela Primaria Port Neches acepta:

- Regirse por la siguiente definición legal de participación de los padres, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición: Participación de los padres y la familia significa la participación de los padres en dos y una comunicación significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:
 - (a) Que los padres desempeñen un papel integral para ayudar al aprendizaje de sus hijos.
 - (b) Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela
 - (c) Que los padres son socios plenos en la educación de sus hijos y se incluyen, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos
 - (d) La realización de otras actividades, como las descritas en la sección 1118 de la ESEA.
- Involucrar a los padres de los niños atendidos en el Título I, Parte A en las decisiones sobre cómo se gastan los fondos del Título I, Parte A reservados para la participación de los padres.
- Desarrollar / revisar conjuntamente con los padres la política de participación de los padres y la familia de la escuela y distribuirla entre los padres de los niños participantes y poner a disposición el plan de participación de los padres a la comunidad local.
- Llevar a cabo conjuntamente, con la participación de los padres, una evaluación anual del contenido y la eficacia de la política de participación de los padres de la escuela.
- Usar los resultados de la evaluación de la política de participación de los padres y la familia para diseñar estrategias para una participación más efectiva de los padres, y para revisar, si es necesario, la política de participación de los padres en la escuela.
- Informar a los padres y a las organizaciones de padres sobre el propósito y la existencia de los Centros de Información y Recursos para Padres (PIRC) en Texas
- Si el plan para el Título I, Parte A, desarrollado bajo la sección 1112 no es satisfactorio para los padres de los niños participantes, la escuela enviará los comentarios de los padres con el plan cuando la escuela envíe el plan a la agencia de educación local.
- Proporcionar a cada padre un informe individual del estudiante sobre el desempeño de su hijo en la evaluación estatal en al menos matemáticas, artes del lenguaje y lectura.

- Proporcionar a cada padre una notificación oportuna cuando su hijo haya sido asignado o enseñado durante cuatro (4) semanas consecutivas o más por un maestro que no está altamente calificado en el sentido del término en la sección 200.56 del Reglamento Final del Título I (67 Fed. Reg. 71710, 12/2/12)
- Proporcionar a cada padre información oportuna sobre las calificaciones profesionales de los maestros y paraprofesionales del aula de los estudiantes, tal como se describe en la sección 1111 (h) (6) (A)

PARTICIPACIÓN / DESARROLLO DE POLÍTICAS

La Escuela Primaria Port Neches involucrará a los padres y las familias de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título 1, la Política de Participación de los Padres y la Familia, la Evaluación de las Necesidades del Campus, el Plan de Mejoramiento del Campus y las actualizaciones. en los datos de las pruebas escolares.

La Escuela Primaria Port Neches invita a los padres a participar en la revisión y revisión del Plan de mejora del campus y la Política de participación de los padres y la familia tres veces al año. La Primaria Port Neches fomenta la participación en la Asociación de Padres y Maestros de la Escuela Primaria Port Neches (PTA, por sus siglas en inglés) para crear una oportunidad de participación y participación de los padres en numerosas actividades. La Escuela Primaria Port Neches también invitará a los padres a servir en el Comité de Mejoramiento del Campus.

La Escuela Primaria Port Neches invita a los padres a participar en una variedad de reuniones y actividades en varias ocasiones a lo largo del año escolar.

Las reuniones de regreso a la escuela Bash y Meet the Teacher Night se llevan a cabo a principios de agosto para brindarles a los padres la oportunidad de visitar formalmente el aula de sus hijos para informarse mejor sobre las expectativas y el currículo del nivel de grado. Las conferencias de padres y maestros pueden programarse para adaptarse a las necesidades individuales de cada estudiante.

La Escuela Primaria Port Neches proporcionará a los padres información oportuna sobre los programas, el plan de estudios y las formas de evaluación utilizadas para medir el progreso de los estudiantes.

Port Neches Elementary se comunica con los padres regularmente para transmitir las expectativas estatales de evaluación y currículo, los requisitos escolares de impartir instrucción y las rutinas establecidas para garantizar el éxito académico de los estudiantes. Port Neches Elementary utiliza una variedad de medios de comunicación que incluyen, entre otros: nuestro manual escolar, notas, cartas, correos electrónicos, boletines informativos a nivel de aula y grado, boletines informativos para el director, boletines informativos de asistencia, reuniones informativas para padres, Regreso a la escuela, Noche para conocer a los maestros, grado programas de nivel, sitios web de escuelas / maestros, página de PNE en Facebook, Twitter, Recordar, y notas individuales o llamadas a casa.

La Escuela Primaria Port Neches desarrolla conjuntamente, con los padres, un pacto entre la escuela y los padres que describe cómo los padres, el personal de la escuela y los estudiantes comparten la responsabilidad del logro académico de los estudiantes.

Los acuerdos de los padres se distribuirán durante la Conferencia de padres y maestros que se lleve a cabo después del primer período de seis semanas. Los maestros deben verificar esto para asegurar que TODOS los estudiantes y los padres reciban contratos. Todos los contratos se devolverán a su maestro para presenta

La Escuela Primaria Port Neches, que ayudará a los padres a comprender temas como el contenido académico del estado y los estándares de rendimiento de los estudiantes, las evaluaciones académicas y cómo supervisar el progreso de un niño y trabajar con educadores para mejorar el rendimiento de sus alumnos. niños.

La Escuela Primaria Port Neches llevará a cabo conferencias de padres y maestros al menos una vez al año. Las fechas para la conferencia anual de padres y maestros de este año son del 14 al 15 de octubre de 2019. En este momento, el acuerdo entre padres y maestros se discutirá en relación con el logro individual del niño. Será firmado y una copia archivada en la escuela. Los maestros estarán disponibles para discutir el progreso del estudiante con los padres. Los pactos de los estudiantes se discutirán en relación con el logro del niño. Los materiales de recursos para padres estarán disponibles a través de la oficina del consejero del campus.

La Escuela Primaria Port Neches proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la capacitación en alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres.

La Escuela Primaria Port Neches llevará a cabo una noche familiar de matemáticas en el otoño y una noche de alfabetización familiar en la primavera para brindar capacitación que los padres y los niños asistan junto con información que continuará aprendiendo en casa.

La Escuela Primaria Port Neches educará a maestros, personal de servicios estudiantiles, directores y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse con ellos, comunicarse con ellos y trabajar con ellos.

La facultad y los miembros del personal conocerán la investigación educativa sobre la participación de los padres. Las opiniones de los padres se solicitarán a lo largo del año en reuniones, a través de encuestas y conferencias individuales. La información obtenida será utilizada por la administración de la escuela para fortalecer el vínculo entre la escuela y el hogar. La facultad y el personal serán capacitados sobre cómo lidiar con padres difíciles. La facultad y el personal viajarán a los vecindarios de estudiantes y realizarán visitas a domicilio a principios de agosto antes del primer día de clases.

La Escuela Primaria Port Neches coordinará e integrará los programas y actividades de participación de los padres con otros programas federales, estatales y locales, y realizará otras actividades, como los centros de recursos para padres, que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos.

Port Neches Elementary utilizará programas de computadora interactivos que ayudan a los padres con los estudiantes en lectura y matemáticas. Los padres recibirán la información de acceso de sus hijos al programa IXL. El programa IXL ayudará a los padres a preparar a sus hijos para las próximas expectativas académicas.

La Escuela Primaria Port Neches se asegurará de que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender.

Los sitios web de la escuela y el distrito, y los medios sociales se utilizarán para informar a los padres de los eventos escolares en un idioma que puedan entender. El sitio web del distrito contiene enlaces activos a los documentos de padres de TEA para comprender los resultados de las pruebas en español. Habrá un mayor número de personal con certificaciones ESL. Un profesor bilingüe está disponible para traducir materiales impresos y / o para interpretar el lenguaje oral.

La Escuela Primaria Port Neches brindará oportunidades para la participación de padres con niños con dominio limitado del inglés, niños con discapacidades y niños migratorios.

Todos los padres tienen la oportunidad de participar en la escuela de sus hijos. Si se identifica una necesidad especial que ayudaría a un padre a comprender mejor el proceso educativo y el progreso académico de su hijo, se proporcionará asistencia.

Port Neches Elementary proporcionará un apoyo razonable para las actividades de participación de los padres, según lo soliciten los padres.

Port Neches Elementary llevará a cabo encuestas de padres para solicitar comentarios con el fin de mejorar la participación de los padres. Durante las reuniones anuales de Título, Port Neches Elementary realizará una evaluación integral de necesidades con el fin de identificar y priorizar las necesidades y desarrollar estrategias para abordar las necesidades identificadas.

ADOPCIÓN

La Política / Plan de Compromiso de los Padres y la Familia de Port Neches Elementary se ha desarrollado / revisado conjuntamente con, y se compartirá con los padres y las familias de los niños que participan en el programa Título I, como lo demuestra el acta de la reunión. (25/04/2019)

La política / plan de participación de los padres y la familia estará vigente para el año escolar 19-20.

La escuela distribuirá la Política / Plan de Participación de los Padres y la Familia mediante su publicación en el sitio web del campus, y se publicará una copia en el Manual del Estudiante de manera oportuna una vez que sea aprobada por la junta directiva.

Fecha: 25/04/19

Kimberly Carter

Firma del Representante Autorizado Título I (Director del Campus)

Estos padres estarán involucrados en el desarrollo de este documento.

Melinda Martinez Rider

Katrina Brent

Megan Marshall

Robert Montgomery
















James Rodriguez

Campus Improvement Committee

Meeting Date: April 25, 2019

8:30 AM and/or 3:30 PM

Port Neches Elementary

| Committee Role | Name | Position | Signature |
|----------------------------|-------------------------|---|---|
| Administrator | Kimberly Carter | Principal |  |
| Classroom Teacher | D'Anna Seward | Title Reading |  |
| Classroom Teacher | Taylor Saumell | Title Math |  |
| Non-classroom Professional | Tracie Koltz | Counselor |  |
| Parent | Melinda Martinez Rieder | PNE Parent |  |
| Business Representative | Chad Anderson | Site Director/PNO - Huntsman Corporation | |
| Community Representative | Katrina Brent | Assistant Provost of Enrollment Management - Lamar University |  |
| Paraprofessional | Ashlie Edwards | Special Ed Paraprofessional |  |
| Paraprofessional | Jana Berg | PE Paraprofessional |  |
| Parent | Jessica Romero | PNE Parent |  |
| Classroom Teacher | Lori Foster | 4th Grade Teacher |  |
| Parent | Megan Marshall | PNE Parent |  |
| Community Representative | Robert Montgomery | Senior Pastor - Magnolia Assembly |  |
| Parent | James Rodriguez | PNE Parent |  |
| Parent | Kendra Gray | PNE Parent |  |
| Classroom Teacher | Lisa Letalle | 5th Grade Science |  |

Port Neches-Groves Independent School District

Groves Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Groves Elementary is to provide high quality instruction, reach all students so they can excel academically, create a positive school climate for learning and a caring atmosphere through which we can offer the best possible educational opportunities.

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Comprehensive Needs Assessment

Needs Assessment Overview

When completing our needs assessment, the following are key areas to review:

- ESL students need continual support in academic areas via ESL specialist, in-class supports and linguistic accommodations
- Diverse student populations including special education, ESL and economically disadvantaged populations need differentiated instruction and in class supports
- Student growth will be shown through district benchmark testing (Math, Reading, Writing, Science and Social Studies)
- Recruit and hire high quality staff members that can meet the needs of our diverse student population
- Parent and family engagement and communication will continue to be an area of need to maintain positive relationships with parents and students

Demographics

Demographics Summary

Groves Elementary is located in Groves, TX and is part of Port Neches-Groves Independent School District. We serve all of the 4th and 5th grade students of Groves, Texas. On average we serve 400 students.

GE Demographics 2019

| | |
|--------------------|-----|
| White/Non-Hispanic | 57% |
| Hispanic | 33% |
| Asian | 5% |
| Black/Non-Hispanic | 3% |
| 2 or more races | 2% |

Over the past 5 years our campus has seen a steady increase in the **Hispanic population** that we serve.

- 2014-2015: 28.4%
- 2015-2016: 29%
- 2016-2017: 31%
- 2017-2018: 32%
- 2018-2019: 33%

Our **economically disadvantaged** percentages have increased in last two school years.

- 2014-2015: 48.2%
- 2015-2016: 39.9%
- 2016-2017: 39.8%
- 2017-2018: 47.6%
- 2018-2019: 49%

Our overall **student population** decreased this school year.

- 2014-2015: 334
- 2015-2016: 375
- 2016-2017: 411

- 2017-2018: 450
- 2018-2019: 418

Demographics Strengths

Groves Elementary has several demographic strengths: increased enrollment, diverse student population and increased hispanic population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ESL support is needed as an intervention and within our classrooms all day. **Root Cause:** ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Student Academic Achievement

Student Academic Achievement Summary

Groves Elementary's state assessment scores remain consistent each year. Our campus performs benchmarks at the beginning, middle and end of each school year. These benchmarks show student achievement and growth in reading, math, writing, science and social studies. Benchmark data is below.

| Test | Grade | Scale Score +/- | GE BOY | GE EOY | Progress |
|-------------------------|-----------------|-----------------|--------|--------|----------|
| STAR Reading | 4 th | +117 | 4.0 | 5.0 | Yes |
| STAR Math | 4 th | +92 | 4.4 | 5.9 | Yes |
| STAR Reading | 5 th | +143 | 4.8 | 6.0 | Yes |
| STAR Math | 5 th | +53 | 5.6 | 6.7 | Yes |
| Academic Science | 4th and 5th | +60 | 30% | 90% | Yes |
| Academic Social Studies | 4th and 5th | +60 | 30% | 90% | Yes |

Student Academic Achievement Strengths

Groves Elementary academic strengths include: guided math, teaming approach in all subjects, inclusion classes, hands-on learning and labs in science, rigor throughout learning process, student growth in reading, math, science and social studies.

TEA State Accountability 2019

Overall Rating: B

TEA Academic Achievement Dinstinctions 2019

Academic Achievement in English Language Arts/Reading

Academic Achievement in Math

Top 25% Comparative Closing the Gaps

Post Secondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement. **Root Cause:** Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 2: Supplemental instructional staff(teachers and paraprofessionals) on our campus will focus on student growth and in class supports. **Root Cause:** At risk students need in class supports to meet grade level requirements in reading, math, writing, science and social studies.

School Processes & Programs

School Processes & Programs Summary

Groves Elementary recruits, hires, and retains high quality employees. Applicants must be screened and interviewed to ensure that they meet the high standards required by the district. New teachers hired at Groves Elementary are assigned a mentor teacher. High quality professional development is provided to all staff members at the beginning of the year as well as throughout the school year as needed.

School Processes & Programs Strengths

All teachers at Groves Elementary are fully certified and all classes meet student to teacher ratio requirements.

Teachers at Groves Elementary take great pride in their profession and are self driven and motivated to improve teaching strategies and practices.

Special education teachers are encouraged to plan with grade level teachers and to maintain rigor for all students.

All teachers (with emphasis on ELAR teachers) at Groves Elementary are encouraged to obtain their ESL certification in order to better support our growing ESL population. Newly hired teachers in all subjects are encouraged to obtain their ESL certification when interviewed or hired.

Provide school counseling to all students at GE, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: ESL population will show growth on benchmarks and increase achievement in academic areas. **Root Cause:** Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

Problem Statement 2: Provide school counseling to all students at GE. **Root Cause:** Many of our students are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Perceptions

Perceptions Summary

Groves Elementary is the oldest facility in PN-GISD. The physical building was once the Junior High in Groves and carries a symbolic and historical meaning to many in our community. Groves Elementary is a 4th and 5th grade campus that receives two neighborhood feeder schools, Taft and Van Buren Elementaries. Groves Elementary's mascot is the Chiefs. We have strong parent and family engagement and support.

Perceptions Strengths

1. GE has a great deal of parent and family engagement.
2. GE is welcoming and parent friendly.
3. PTA is an active part of GE.
4. Parents attend events such as Fall Family Night, Math/Science Night and school events and music programs.
5. GE communicates with parents in a variety of ways: Remind, Facebook page, email, phone, notes home.
6. Parents are aware of what their student is learning.
7. Parents feel that GE is a safe environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process. **Root Cause:** Staff may not consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Priority Problem Statements

Problem Statement 1: ESL support is needed as an intervention and within our classrooms all day.

Root Cause 1: ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ESL population will show growth on benchmarks and increase achievement in academic areas.

Root Cause 2: Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process.

Root Cause 3: Staff may not consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement.

Root Cause 4: Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: ESL support for our growing ESL population needs to continue as intervention and in classes.

Root Cause 5: ESL students need continual support in academic areas. They are not prepared for the rigor of state curriculum and often require linguistic accommodations.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

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
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

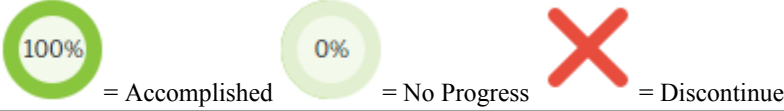
Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: By the end of the school year, students will show growth of +50 scale score on their MATH district benchmark.

Evaluation Data Source(s) 1: District benchmarks

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Target at-risk students with tutorials. | Principal Math Teachers | Tutorials will close achievement gaps and increase student learning. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) In accordance with prioritized needs assessment, GE will implement varied and effective math instructional strategies and programs such as Guided Math, Spiral Reviews, IXL, Mentoring Minds, GPS Readiness Kit to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. | Principal Math Teachers | Instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success. | | | |
| 3) Conduct district benchmark testing. | Math Teachers Curriculum Coordinator | Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 4) Supplemental instructional staff (math assistance teachers) to focus on closing educational achievement gaps in core academic areas among all disaggregated student groups and improve percentage of students performing at grade level in math. | Principal Math Teachers Math Assistance Teachers | Supplemental instructional staff will lead to increased student success and close gaps. | | | |
| | Funding Sources: 211 - Title I-A - 166985.00 | | | | |
|  | | | | | |




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: By the end of the school year, students will show growth of +75 scale score on their READING district benchmark.

Evaluation Data Source(s) 2: District benchmarks

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Use Accelerated Reader program to motivate and increase interest and achievement in reading. AR incentives/rewards for those who meet criteria. | Principal ELAR Teachers | Curriculum support for teachers will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Conduct district benchmark testing. | ELAR teachers Curriculum Coordinator | Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| Comprehensive Support Strategy 3) Target at-risk students with tutorials. | Principal ELAR Teachers | Tutorials will close achievement gaps and increase student learning. | | | |
| Comprehensive Support Strategy 4) Provide ELAR assistance teacher for students who have not met state standards. | Principal | ELAR assistance classes will close achievement gaps and increase student success. | | | |
| Funding Sources: 255 - Title II-A/TPTR - 55740.00 | | | | | |
| 5) In accordance with prioritized needs assessment, GE will implement varied and effective reading instructional strategies, newly adopted textbook and supplemental programs to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. | Principal ELAR Teachers | Instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success. | | | |
| 6) Supplemental instructional staff (ELAR assistance teachers) to focus on closing educational achievement gaps in core academic areas among all disaggregated student groups and improve percentage of students performing at grade level in ELAR. | Principal ELAR Teachers ELAR Assistance Teachers | Supplemental instructional staff will lead to increased student success and close gaps. | | | |
| Funding Sources: 211 - Title I-A - 166985.00 | | | | | |

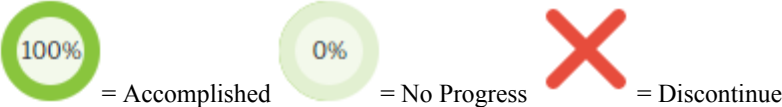
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: 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: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: By the end of the school year, students will show growth on their district WRITING benchmark samples.

Evaluation Data Source(s) 3: District writing benchmark samples

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Utilize newly adopted ELAR textbooks to emphasize academic vocabulary, focus on revising and editing strategies and use a balanced literacy approach in ELAR classrooms. | Principal ELAR Teachers | ELAR strategies and curriculum resources will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 2) Target at-risk students with tutorials. | Principal ELAR Teachers | Tutorials will close achievement gaps and increase student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 3) Conduct district benchmark testing. | ELAR Teachers Curriculum Coordinator | Writing benchmark samples will confirm curriculum and instruction effectiveness. Writing benchmark samples will show student achievement and progress. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| Additional Targeted Support Strategy 4) ELAR teachers will collaborate to teach writing composition, reading and incorporate ELAR skills and strategies. | Principal ELAR teachers Curriculum Coordinator | Collaboration with ELAR teachers will lead to increased student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 5) In accordance with prioritized needs assessment, GE will implement varied and effective ELAR instructional strategies and our newly adopted ELAR textbook to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. | Principal ELAR Teachers | Instructional strategies, techniques and resources will strengthen student knowledge and lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: By the end of the school year, students will show growth of +60% on their SCIENCE AND SOCIAL STUDIES district benchmark.

Evaluation Data Source(s) 4: District benchmarks

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Facilitate hands-on activities, experiments, demonstrations; Encourage appropriate academic vocabulary and relate to real world utilizing TEKS Resource System and curriculum resources | Principal Science Teachers Social Studies Teachers | Hands-on activities, experiments, demonstrations, academic vocabulary and curriculum support will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00, Campus Funds - 0.00 | | | | |
| 2) Continually review TEKS through activities and resources including IXL, Mystery Science, Pearson Online Support and Social Studies supplements. | Principal Science Teachers Social Studies Teachers | Curriculum support and classroom resources for teachers will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00, Campus Funds - 0.00 | | | | |
| 3) Conduct district benchmark testing using academic vocabulary. | Science Teachers Social Studies Teachers Curriculum Coordinator | Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 4) Target At Risk students with tutorials and reteach concepts when needed. | Principal Science Teachers Social Studies Teachers | Tutorials and reteaching will close achievement gaps and increase student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 5) In accordance with prioritized needs assessment, GE will implement varied and effective social studies and science instructional strategies to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. | Principal Science teachers Social Studies teachers | Instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |

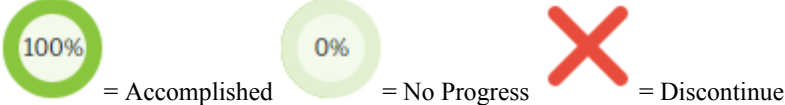
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: 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: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: Increase campus G/T participation by 2%

Evaluation Data Source(s) 5: G/T participation rosters

Summative Evaluation 5:

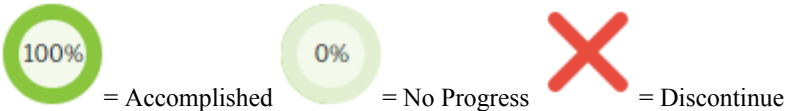
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide appropriately challenging enriched classes and inform parents of opportunities, benefits, and requirements. | GT Teachers Principal Counselor | Communication with parents about enriched classes will keep them informed. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 2) Conduct annual OLSAT testing in 5th grade, review student results, apply rubric to students who demonstrate required qualifications. | Counselor | OLSAT results and matrices will lead to increased student data. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Groves Elementary will attain 96% attendance rate for all students.

Evaluation Data Source(s) 1: TAPR Report, PEIMS Report

Summative Evaluation 1:

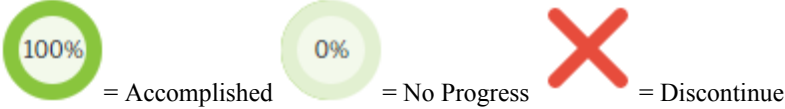
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Recognize Perfect Attendance each 6 weeks. | Principal Counselor | Campus attendance initiatives will lead to increased student attendance. | | | |
| | Funding Sources: 199 - General Fund - 0.00, Campus Funds - 0.00 | | | | |
| 2) Recognize Perfect Attendance for K-5 with a certificate at Award's Day. | Counselor | Campus attendance initiatives will lead to increased student attendance. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 3) Notify parents through formal notification of students who are at risk of losing credit for excessive absences and may require summer school for attendance violations. | Principal Attendance Clerk | Enforcing student attendance laws will lead to increased student attendance. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: All newly hired faculty and staff will receive Active Shooter training at "New Teacher/Staff Training" and a refresher course will be provided to all staff in professional development.

Evaluation Data Source(s) 1: Sign In Sheets, PDExpress Evaluations

Summative Evaluation 1:

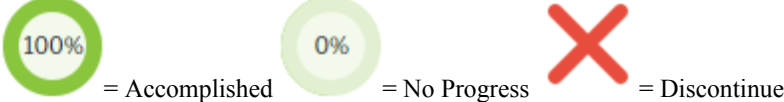
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|-----------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Review scenarios and protocols involving an active shooter and reviewing appropriate safeguards(classroom door locks and door stoppers). | Principal | A review of active shooter training will reinforce safety protocols. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: 100% of staff who work in specific designated assignments will receive initial training/updates for CPR and Handle With Care

Evaluation Data Source(s) 2: PDExpress Attendance Rosters

Summative Evaluation 2:

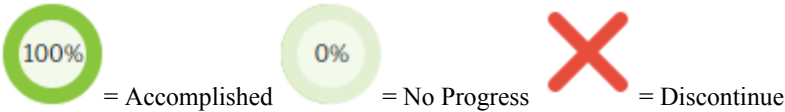
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--------------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Training provided annually. One teacher per cluster will be trained in Handle with Care. | Principal Nurse (CPR) Eric Laing (HWC) | Training will lead to safer schools. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 3: Actively participate and support district School Health Advisory initiatives.

Evaluation Data Source(s) 3: Physical education assessments

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) School Nurse will participate on district SHAC. | Nurse | Participation in SHAC will lead to health and safety awareness for campus. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 2) Physical Education teacher conducts annual physical assessments of the student body and incorporates lessons as needed for health and safety awareness. | Principal PE Teacher | Assessments will assist in addressing student health education. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 4: High standards of behavior will be expected of all students at Groves Elementary

Evaluation Data Source(s) 4: Discipline Reports, Counselor Reports

Summative Evaluation 4:

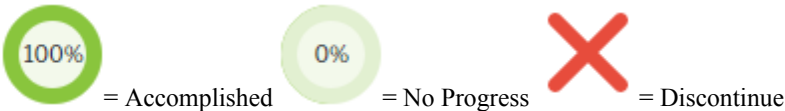
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Students will receive instruction on the effects of bullying and cyberbullying through class, small group and individual counseling as well as internet safety week. | Technology Department Technology Aide Teachers Counselor | Instruction will create awareness and decrease bullying and cyberbullying. | | | |
| | | | | | |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff will be offered high- quality professional development opportunities in the areas of Math, Reading, Writing, Science and Social Studies and the importance of parent and family engagement.

Evaluation Data Source(s) 1: PDExpress evaluations, PD attendance rosters

Summative Evaluation 1:

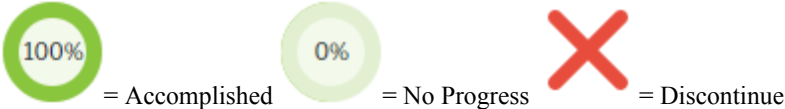
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Staff will be provided training in sexual abuse and maltreatment of children. | Principal Counselor Nurse | Training will enable teachers and staff to be effective and create awareness. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement and other areas needing support. | Principal Dr. Duhon Curriculum Coordinator | Professional development will improve classroom instruction and strategies. | | | |
| Funding Sources: 211 - Title I-A - 0.00 | | | | | |
| 3) Provide teachers with staff development on importance of parent and family engagement. | Principal | Professional development will create awareness of importance of parent and family engagement. | | | |
| 4) Provide all staff with state required Suicide prevention training. | Counselor | Professional development will create awareness of suicide prevention. | | | |
|  | | | | | |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: 100% of instructional staff will receive training on instructional strategies to address the needs of our ESL and SPED student populations as indicated in the District TAIS report.

Evaluation Data Source(s) 2: PDExpress Evaluations, PD attendance Rosters

Summative Evaluation 2:

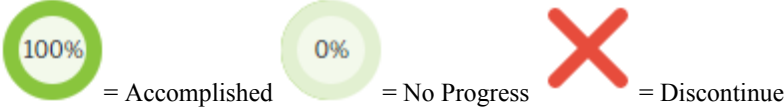
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Professional development will focus on instruction that supports special populations such as ESL. | Principal Curriculum Coordinator | Sheltered instruction professional development will provide teachers with strategies for all learners. | | | |
|  | | | | | |

Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Increase parent/family attendance to Title I family nights and Parent/Teacher Conferences.

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

Summative Evaluation 1:

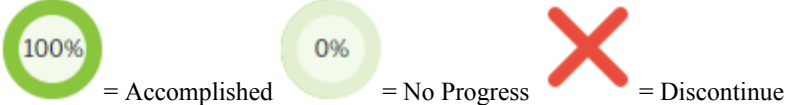
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Continue to encourage parents and community to join PTA: Membership Drive Student Incentives PTA Facebook Page and Remind | PTA Principal | Regular and varied modes of communication will foster positive parent involvement. | | | |
| | Funding Sources: PTA Funds - 0.00 | | | | |
| 2) Increase communication with parents through: Remind Phone Calls Notes home Campus Facebook Page | Principal Teachers | Regular and varied modes of communication will foster positive parent and family involvement. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| 3) Invite parents to attend family nights and school events to encourage parent and family engagement. | Principal Counselor Teachers | Title family nights and school events will encourage parent and family engagement and foster positive parent involvement. | | | |
| 4) Provide parents and students an opportunity to explore science and math through a variety of activities at Math and Science Night. | Principal Counselor Teachers | Math and Science Night will encourage family engagement and foster positive parent involvement. | | | |
|  | | | | | |

Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Increase parent/family engagement including special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 2: Parent Sign in Sheets, Office Reports

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Encourage communication between school and parent using Remind and Campus Facebook page | Principal | Communication with parents will foster positive parent perceptions of the school. | | | |
| 2) Encourage communication between school and parents by providing teacher Remind information at Meet the Teacher Night. | Principal Teachers | Communication with parents will foster positive parent perceptions of the school. | | | |
| 3) Host Pastries with Parents event to encourage parent and family engagement. | Counselor | Parent and family engagement activities will foster positive parent perceptions of the school. | | | |
| 4) Host a parent and family engagement event that targets ESL students and families. | Counselor ESL Specialist Curriculum Coordinator | Parent/Family engagement activities will foster positive parent perceptions of the school. | | | |
| 5) Implement a universal folder(portfolio) to encourage organization and increase communication. | Principal Teachers | Universal folder(portfolio) will establish ongoing communication with parents. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: Groves Elementary will maintain a Campus Improvement/Title I Committee to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Source(s) 1: CIC/Title I :sign-in sheets; agendas; minutes

Summative Evaluation 1:

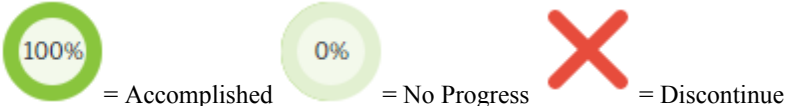
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) The campus improvement committee and the Title I committee have been combined and will meet a minimum of three times per year. | Committee Facilitator Committee Secretary | CIC/Title I committee will support the campus. | | | |
| 2) Annually, staff nominations and voting will take place to identify staff participation and the position of facliltator and secretary. | Principal | CIC/Title I committee will support the campus. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) The CIC/Title I Committee will meet annually to review the CNA (Campus Needs Assessment) and review/revise the Parent and Family Engagement Policy, School Compact and Campus Improvement Plan. | Members of the CIC/Title I Committee | The yearly comprehensive needs assessment will identify strengths and weaknesses. | | | |
| | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 2: Groves Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 2: PEIMS Report

Summative Evaluation 2:

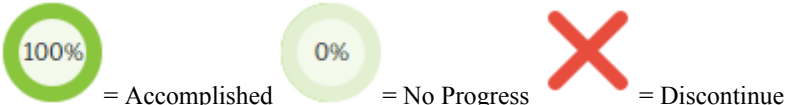
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------------|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Work with the District Foster Care Liaison to advocate for all foster children. | Principal Counselor | Communication between the liaison and the campus will support our students. | | | |
| 2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin. | Principal Counselor | Communication between the liaison and the campus will support our students. | | | |
|  | | | | | |

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: 100% of students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 1: Technology log sheets, ipad sign out sheets, Google Chrome Books sign out sheets

Summative Evaluation 1:

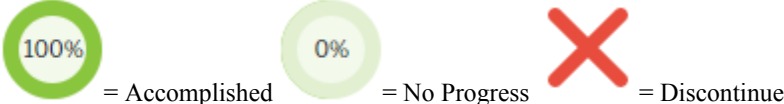
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Continue using Learning.com, IXL, Brain Pop | Principal Teachers Technology Dept. Media Clerk | Learning.com , IXL and Brain Pop will enable our students to acquire skills required by Technology Application TEKS. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Increase student to technology ratio by utilizing ChromeBook Mobile carts and Ipads in the classroom. | Principal Teachers Technology Dept. Media Clerk | Access to technology will improve student technology skills and enhance student learning. | | | |
|  | | | | | |

Goal 8: PNGISD will provide mentoring and counseling to all students including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities or drug use and abuse.

Performance Objective 1: Groves Elementary will utilize contracted counseling positions to reach more at risk students and provide mentoring.

Evaluation Data Source(s) 1: Campus Visitor Sign in sheets, Contract services

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| 1) Provide extra counseling services to provide mentoring and counseling to students, who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse. Students identified by benchmark testing, grades and counselor. | Principal Counselor Dr. Duhon | Extra counseling will lead to increased student support and success. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
|  | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 2 | 3 | Target at-risk students with tutorials. |
| 1 | 2 | 4 | Provide ELAR assistance teacher for students who have not met state standards. |

State Compensatory

Budget for Groves Elementary School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 101 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$4,000.00 |
| 199 11 6119 00 101 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$340,929.00 |
| 199 11 6141 00 101 0 24 0 00 | 6141 Social Security/Medicare | \$4,945.00 |
| 199 11 6141 75 101 0 24 0 00 | 6141 Social Security/Medicare | \$60.00 |
| 199 11 6142 00 101 0 24 0 00 | 6142 Group Health and Life Insurance | \$25,315.00 |
| 199 11 6144 00 101 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$23,965.00 |
| 199 11 6145 00 101 0 24 0 00 | 6145 Unemployment Compensation | \$165.00 |
| 199 11 6146 00 101 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$10,382.00 |
| 199 11 6149 00 101 0 24 0 00 | 6149 Employee Benefits | \$1,970.00 |
| | 6100 Subtotal: | \$411,731.00 |
| 6300 Supplies and Services | | |
| 199 11 6399 00 101 0 24 0 00 | 6399 General Supplies | \$600.00 |
| | 6300 Subtotal: | \$600.00 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

GE is a diverse campus including special education, ESL, economically disadvantaged and at risk students. Our student population has remained the same or increased each school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides ELAR and math assistance teachers as well as an ESL specialist to support student learning. Our staff is highly qualified and we provide school counseling to all students at GE through classes, small group and individual meetings. Parent involvement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls and notes home. The committee met on April 30, 2019 to work on the CNA and campus plan and gave suggestions for changes that day at the committee meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is made up of appropriate stakeholders. Stakeholders include principal, general education teachers, special education teachers, Title I teachers, special populations teachers, paraprofessionals, parents and community members and business representatives. This allows our site based decisions to be made by an accurate representation of the entire campus. List of committee members are attached to this plan.

2.2: Regular monitoring and revision

The Campus Plan was reviewed, revised and approved at the _____ CIC/Title meeting held at Groves

Elementary. Campus Needs Assessment was performed at the April 30, 2019 meeting held at Groves Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our CIC also completed an evaluation of Title I, Part A funds. Minutes of CIC meetings are attached.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is available at Groves Elementary in the office. It is available on our campus webpage via the district website. We also have a copy at our CIC meetings for members to review. Our campus improvement plan is available in Spanish and posted on our campus webpage via the district website.

2.4: Opportunities for all children to meet State standards

Groves Elementary provides opportunities for all students to meet state standards. Goal 1, Performance Objective 1, Strategies 1-4(math); Goal 1 Performance Objective 2, Strategies 1-6(reading); Goal 1, Performance Objective 3, Strategies 1-5(writing); Goal 1, Performance Objective 4, Strategies 1-5(science and social studies); Goal 1, Performance Objective 5, Strategies 1-2(GT) all address student learning and achievement. (Pages 14-18)

2.5: Increased learning time and well-rounded education

Groves Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education. Goal 1, Performance Objective 1, Strategies 1,2,4 (math); Goal 1 Performance Objective 2, Strategies 1,3,4,5,6(reading); Goal 1, Performance Objective 3, Strategies 1,2,4,5 (writing); Goal 1, Performance Objective 4, Strategies 1,2,4,5(science and social studies); Goal 1, Performance Objective 5, Strategy 1(GT) methods and instructional strategies. (Pages 14-18)

2.6: Address needs of all students, particularly at-risk

Groves Elementary provides instructional programs and strategies that target at risk students. Goal 1, Performance Objective 1, Strategies 1,2,4(math); Goal 1 Performance Objective 2, Strategies 3,4,5,6(reading); Goal 1, Performance Objective 3,

Strategies 2,5 (writing); Goal 1, Performance Objective 4, Strategies 4,5(science and social studies); Goal 1 address at risk students. (Pages 14-18)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our CIC/Title committee on April 30, 2019 at Groves Elementary. This committee is listed and included in this plan. The Parent and Family Engagement Policy was distributed at our CIC/Title meeting in April 2019. It is available at Groves Elementary in the office. Our Parent and Family Engagement Policy is available in English and Spanish on our campus webpage via the district website.

3.2: Offer flexible number of parent involvement meetings

We have several parent involvement meetings during the school year. Our CIC/Title meetings were held on July 26, 2018 at 9:00 a.m. and 3:00 p.m. at Groves Elementary; December 5, 2018 at 9:00 a.m. and 3:40 p.m. at Groves Elementary; April 30, 2019 at 9:00 a.m. and 3:40 p.m. at Groves Elementary. Our parent involvement activities included Fall Family Night, September 24, 2018 from 5:00-6:30 p.m. at Groves Elementary; Book Fair held throughout the week of September 24-28, 2018; Math and Science Night, January 22, 2019 from 5:00-6:30 p.m. at Groves Elementary; Biography Tours was hit this year on Thursday, April 25, 2019 from 6:00-7:00 pm.. Book Fair held throughout the week of April 29-May 3, 2019; Pastries with Parents Event, May 1 and 2, 2019 from 7:30-8:30 a.m. at Groves Elementary. We also have several music/band programs throughout the school year for parents to attend. All of our events have a solid attendance rate and we enjoy including our parents in as many activities as possible.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------------|----------------|------------|
| Chelsea Cheek | 4th math Assistance | | |
| Kathy Robertson | Social StudiesTeacher | 5th Grade | 1 |
| Katy Gill | 5th ELAR Assistance | | |

Campus Improvement/Title I Committee

| Committee Role | Name | Position |
|--------------------------|------------------|--------------------------------|
| Classroom Teacher | Aimee Martin | GT Teacher |
| Classroom Teacher | Kathy Robertson | Social Studies Teacher |
| Classroom Teacher | Chuck Edgar | Science/Social Studies Teacher |
| Classroom Teacher | Shanda Hebert | Math Teacher |
| Classroom Teacher | Katina Kersey | ELAR Teacher |
| Classroom Teacher | Katy Gill | ELAR Assistance Teacher |
| Classroom Teacher | Brandi Martin | ELAR Assistance Teacher |
| Classroom Teacher | Brittany Novich | Special Education Teacher |
| Paraprofessional | Audrey Payne | Inclusion Paraprofessional |
| Administrator | Mandie Champagne | Principal |
| Business Representative | Mandy Gibson | Business Representative |
| Parent | Kelly Barrett | Parent |
| Community Representative | Heather Richard | Parent/Community |
| Parent | Jennifer Guerra | Parent |
| Community Representative | Brandy Bledsoe | Parent/Community |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 3 | 1 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 3 | 3 | | | \$0.00 |
| 1 | 4 | 1 | | | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 1 | 4 | 4 | | | \$0.00 |
| 1 | 5 | 1 | | | \$0.00 |
| 1 | 5 | 2 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 3 | 1 | | | \$0.00 |
| 3 | 3 | 2 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |

| 199 - General Fund | | | | | |
|------------------------------|------------------|-----------------|------------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 2 | 5 | Purchase of Nikki's Folder's | | \$0.00 |
| 6 | 1 | 2 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Title Teachers | | \$166,985.00 |
| 1 | 2 | 6 | Title teachers | | \$166,985.00 |
| 4 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$333,970.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | | | \$55,740.00 |
| Sub-Total | | | | | \$55,740.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | | | \$0.00 |
| 1 | 4 | 2 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 8 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| PTA Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 1 | | | \$0.00 |

| PTA Funds | | | | | |
|------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | Sub-Total | \$0.00 |
| | | | | Grand Total | \$389,710.00 |

Addendums

Campus Improvement/Title I Committee

Meeting Date: August 13, 2019

2:30 P.M.

Groves Elementary

| Committee Role | Name | Position | Signature |
|--------------------------|------------------|--------------------------------|-------------------------------|
| Classroom Teacher | Aimee Martin | GT Teacher | <i>A. Martin</i> |
| Classroom Teacher | Kathy Robertson | Social Studies Teacher | <i>Kathy Robertson</i> |
| Classroom Teacher | Chuck Edgar | Science/Social Studies Teacher | <i>Chuck Edgar</i> |
| Classroom Teacher | Shanda Hebert | Math Teacher | <i>Shanda Hebert</i> |
| Classroom Teacher | Katrina Kersey | ELAR Teacher | <i>K. Kersey</i> |
| Classroom Teacher | Katy Gill | ELAR Assistance Teacher | <i>Kathy Gill</i> |
| Classroom Teacher | Brandi Martin | ELAR Assistance Teacher | <i>Brandi Martin</i> |
| Classroom Teacher | Brittany Novich | Special Education Teacher | <i>Brittany Novich</i> |
| Paraprofessional | Audrey Payne | Inclusion Paraprofessional | <i>Audrey Payne</i> |
| Administrator | Mandie Champagne | Principal | <i>Mandie Champagne</i> |
| Business Representative | Mandy Gibson | Business Representative | <i>via phone Mandy Gibson</i> |
| Parent | Kelly Barrett | Parent | <i>Kelly Barrett</i> |
| Community Representative | Heather Richard | Parent/Community | <i>Heather Richard</i> |
| Parent | Jennifer Guerra | Parent | <i>Jennifer Guerra</i> |
| Community Representative | Brandy Bledsoe | Parent/Community | |

Groves Elementary

Campus Improvement/Title Committee

Tuesday, August 13 9:30 a.m. and 2:30 p.m.

Agenda

1. Call meeting to order
2. Welcome and introduce members, select facilitator and secretary
3. Approve April 30, 2019 CIC/Title meeting minutes
4. Review Annual Campus Title Powerpoint
5. Approve 2019-2020 Parent-School Compact
6. Approve 2019-2020 Campus Plan
7. Review Parent Engagement Survey Data
8. Big Kahuna Fundraiser
 - a. Wednesday, September 11-Kickoff
9. Fall Family Night
 - a. Monday, September 23, 5-6:30 p.m.
 - b. Date?
 - c. Ideas?
10. Future Meeting Dates: Wednesday, December 4, 2019 and Wednesday, April 29, 2020 @ 3:45 p.m. and via email or alternative time if unable to attend
11. Other items:
12. Adjourn

Port Neches-Groves Independent School District

Ridgewood Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Ridgewood Elementary School is to provide the climate and educational program that will satisfy our high expectations for both student achievement and behavior. We believe that all students can learn, and to this end we offer a diversity of school programs to help each child develop to his or her potential.

Vision

"Striving for Excellence"

Core Beliefs

Desired Student Behaviors:

- Exhibit a positive self-image and physical well being
- Exhibit respect for self, others, and the environment
- Be self-directed, independent, life-long learners
- Demonstrate problem solving and decision making skills
- Demonstrate proficiency in communication and academic skills
- Demonstrate an appreciation for our American heritage, demographic ideals, and multicultural richness
- Accept responsibility and be a positive contribution to society

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| Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel. | 25 |
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| Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals. | 33 |
| Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers. | 36 |
| Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning. | 40 |
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Comprehensive Needs Assessment

Needs Assessment Overview

The perception of Ridgewood Elementary is extremely positive. Ridgewood has a strong reputation of hiring highly qualified staff members that do a tremendous job of developing positive relationships with stakeholders. Through the recruitment of these highly qualified employees, Ridgewood has an above average attendance rate. Ridgewood students are excited to be a part of their teacher's classroom.

With a growing ESL population, Ridgewood is constantly working to meet the ever growing diverse population. Ridgewood does not have staff members that speak languages other than English. We are constantly looking at new trainings and strategies to help offset this problem. We are striving to meet the needs of both students and parent.

Ridgewood teachers understand the importance of technology while educating today's student. Our teachers utilize technology resources in all aspects of teaching and learning.

Ridgewood also has multitude of programs, and data is the driving force for our curriculum and instruction. Campus bench-marking is analyzed and used to ensure we are meeting the progress needs of our students.

Demographics

Demographics Summary

Ridgewood Elementary is located in Port Neches and serves half of the city of Port Neches' students. Woodcrest Elementary is our partner school that serves the other half of the community. Our students are in grades kindergarten through 3rd grade. Our latest TAPR data shows the ethnic distribution as 3.7% African American, 17.1% Hispanic, 63.9% White, and 12.4% Asian. 33.1% of our students are identified as Economically Disadvantaged. 8.0% of our students are identified as English Language Learners. Our campus has a mobility rate of 7.5%. Ridgewood Elementary serves approximately 440 students.

Demographics Strengths

- Our campus attendance rate is above the district and state average at 96.71%, which is the highest in our school district.
- All demographic groups had an attendance rate at or above 95%
- Our ESL campus teacher is a great benefit along with the ESL Newcomer teacher in meeting the needs of our English as a Second Language students
- 92% of our hispanic students approached grade level on the math STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ridgewood continues to work to overcome the language barrier when communicate with the families of our students. **Root Cause:** We do not have staff members that speak languages other than English. Our student population also speaks multiple languages, which makes having a translator on hand for that specific language difficult. We are currently utilizing ELSA Lite to help interpret with parents.

Problem Statement 2: Ridgewood strives to continue teaching awareness of varied demographics on our campus. **Root Cause:** Teachers often forget the difficulty parents experience at home trying to translate and stay informed with homework, events, etc when English is not the primary language.

Problem Statement 3: Our ESL population continues to grow, and with that meeting their needs in the classroom continues to be a challenge. **Root Cause:** Teachers do not have the skill set often needed to serve ELL students. Additional resources and training are always needed to ensure their success.

Student Academic Achievement

Student Academic Achievement Summary

Ridgewood Elementary prides itself on our strong student achievement. Our students continuously out perform our district, region, and state scores. Our campus believes in academic excellence for all of our students.

Student Academic Achievement Strengths

The following strengths have been identified based on the 2018-19 STAAR results:

- Ridgewood had 88% of its students meet the approaches grade level mark (passing), which is above the state and region average.
- Ridgewood had 87% of its students meet the approaches grade level mark (passing), which is above the state and region average.
- Ridgewood had 57% of its students meet grade level in reading, which is above the state and region average.
- Ridgewood had 58% of its students meet grade level in math, which is about the state and region average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Strive to continue for LEP students to show progress from TELPAS to STAAR **Root Cause:** Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.

Problem Statement 2: Strive to continue to make the best educational decisions for Special Education students. **Root Cause:** We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.

Problem Statement 3: Supplemental instructional staff, teachers and paraprofessionals, on our campus will focus on closing educational achievement gaps. **Root Cause:** At risk students need assistance in performing at grade level in core academic subjects.

School Processes & Programs

School Processes & Programs Summary

Ridgewood Elementary has a strong reputation of hiring and recruiting the best, highly qualified staff members. Providing high quality staff development and training for our faculty members is always a priority.

Data from student performance is a driving force for our curriculum and instruction. Campus bench-marking is used to ensure alignment in meeting the progress needs of our students.

Ridgewood Elementary understands the importance of technology when educating our students. Our teachers utilize technology resources in all aspects of teaching and learning.

School Processes & Programs Strengths

- We have a technology paraprofessional to assist the needs of campus teachers throughout the school year
- Istation, Star Early Literacy, Star Reading, and Star Math are used at the Beginning, Middle, and End of Year to monitor progress and needs of our students
- All classroom teachers have a chrome book as well as several ipads assigned to them along with an ipad cart that rotates weekly between classrooms
- All classroom teachers have a sphero for interactive coding and instruction. Some also have an Alexis that is used to enhance learning during instruction.
- Supplemental programs such as Istation math, Brain Pop, United Streaming, Mimeo boards, and document cameras are used to enhance learning in the classroom
- Grade level teachers share common conference time daily to allow for grade level planning and collaboration
- Utilize campus technology paraprofessional in assisting students and teachers
- Utilize district help desk to trouble shoot technology issues
- All interactive learning devices including mimeo and document cameras are utilized
- Provide school counseling to all students at Ridgewood, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: High quality staff development is needed throughout the year. **Root Cause:** Teachers need time to look at student progress and

reflect and adjust as needed.

Problem Statement 2: Teachers do not utilize aligned lesson plan techniques. **Root Cause:** The district allows the teachers to follow their own lesson plan model.

Problem Statement 3: Google is not utilized to the depth it could be for individual student use and collaboration. **Root Cause:** Teachers are still uncomfortable with the many uses of Google docs, etc.

Perceptions

Perceptions Summary

Ridgewood Elementary has a special school climate that is hard to explain without experiencing it first hand. Many of our parents attended our school and are graduates of our school district. There is a strong sense of pride in our school district that is carried from generation to generation. Our school focuses on the six pillars of character and the importance of being a kid for character.

A parent involvement survey is sent home every year. Ridgewood Elementary results show that there is a great deal of parent involvement in our school and parents come to events in large numbers. Remind, Facebook, Twitter, Principal Newsletters are also used to keep parents informed on campus happenings through messages, pictures, and documents.

Our campus motto is "Striving for Excellence", and that motto is carried over into everything we do at Ridgewood Elementary. Our goal is to meet the social and academic needs of every student that passes through our doors. We also pride our self on working with parents that are experiencing difficulties in raising their child and setting boundaries. Kids for Character is evident in everything we do.

Perceptions Strengths

- low discipline issues
- strong character program
- strong PTA with well attended meetings and school programs
- all staff has completed safety training and a campus safety plan is in place and practices
- Provide support and assistance to grandparents that are raising grandchildren to ensure success
- translators are provided for parent meetings as needed
- Principal newsletter is sent home every month to keep parents informed on school happenings
- Parent conferences are held in the fall and as needed in the spring
- perceived as parent friendly and approachable campus
- Parents respond positively to our yearly parent survey stating the school makes them feel welcome, the PTA is an active and effective part of the school, they are aware of what their child is learning, and the school uses a variety of ways to inform them about school events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was mixed responses on the parent survey in regards to wanting more opportunities to be involved at school. **Root Cause:**

Specific information is not disseminated regarding ways to be involved.

Problem Statement 2: There was mixed responses on the parent survey in regards to asking their opinions on the school and its programs. **Root Cause:** We do not often ask about opinions on specific programs or the school other than the parent survey.

Problem Statement 3: Skyward Family Access is not utilized at our grade level like older grades. **Root Cause:** Parents receive student work daily so they don't see the need to access the online gradebook.

Problem Statement 4: It is often difficult to reach out to ethnically diverse parents to encourage them to be involved on our campus. **Root Cause:** Although our teachers do utilize Google Translate, the language barrier causes them to often feel uncomfortable.

Problem Statement 5: Stay vigilant and aware of campus safety. **Root Cause:** Ridgewood is an older campus is safety is always a concern.

Problem Statement 6: A rise in students that lack social skills. **Root Cause:** Lack of understanding of proper social skills from an early age.

Problem Statement 7: Working parents feel there is not enough volunteer/meeting opportunities for them. **Root Cause:** Having meetings at any time are difficult. We have tried meetings at both times and the after school meetings were poorly attended.

Priority Problem Statements

Problem Statement 1: Ridgewood continues to work to overcome the language barrier when communicate with the families of our students.

Root Cause 1: We do not have staff members that speak languages other than English. Our student population also speaks multiple languages, which makes having a translator on hand for that specific language difficult. We are currently utilizing ELSA Lite to help interpret with parents.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our ESL population continues to grow, and with that meeting their needs in the classroom continues to be a challenge.

Root Cause 2: Teachers do not have the skill set often needed to serve ELL students. Additional resources and training are always needed to ensure their success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Strive to continue for LEP students to show progress from TELPAS to STAAR

Root Cause 3: Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Strive to continue to make the best educational decisions for Special Education students.

Root Cause 4: We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness

Root Cause 5: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

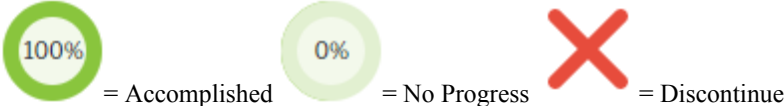
Goals

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: All students will be measured in the beginning, middle, and end of the school year using both Renaissance and Istation assessments to track growth. All students will show at least +75 scale score growth on both math and reading district assessments.

Evaluation Data Source(s) 1: TELPAS results, PBMAS, Star Reports, Early Literacy, and Istation Reports

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Provide remedial instruction for identified students. | | Principial/Counselor/Teachers | Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: By May 2020, 90% of kindergarten, first, second, and third grade students will be reading at or above grade level.

Evaluation Data Source(s) 2: ISIP, Star Reading, Star Early Literacy, and STAAR Reading results

Summative Evaluation 2:

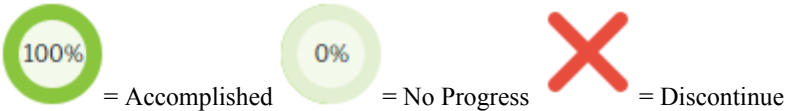
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Provide remedial instruction for identified students | | Principal/Counselor/Teachers | Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| <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: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: Maintain the elementary Gifted/Talented program and the district G/T participation percentage at the 5% target percentage.

Evaluation Data Source(s) 3: TAPR Report, PEIMS G/T Report

Summative Evaluation 3:

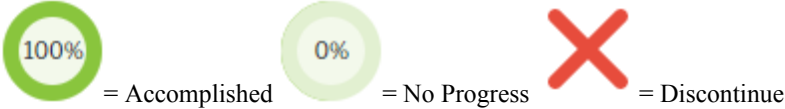
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|----------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hour update training for trained GT teachers and administrators. | | Principal/GT Teacher | Teachers will receive the needed hours for G/T to be within compliance. Evidence: Training certificates | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Utilized district matrices and qualification criteria to identify gifted and talented students. | | Counselor | District criteria will determine qualified students for the G/T program. Evidence: Utilization of district matrices | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review, and Dismissal (ARD) Committee meetings and will demonstrate success on their IEP's.

Evaluation Data Source(s) 4: Six-weeks progress reports, PBMAS LRE indicator, IEPs

Summative Evaluation 4:

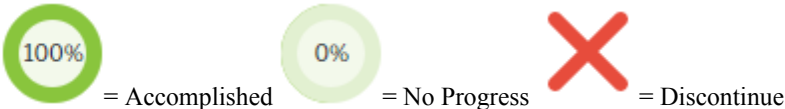
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Serve as a case manager to oversee the curriculum and progress of identified students | | Counselor Principal Teacher Program specialist | Student progress and growth will be monitored. Evidence: Campus will utilize testing data to identify student needs. | | | |
|  | | | | | | |

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: 60% or more of the ELL population will reach or exceed the accountability system safeguard passing requirement in both math and reading.

Evaluation Data Source(s) 5: STAAR Reports, System Safeguard Report

Summative Evaluation 5:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---------------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Utilize campus ESL teacher to provide as a resource and liaison for ESL students and campus teachers. | | Principal, Counselor, and ESL teacher | ESL specialist will give support to teachers for ESL student performance on benchmark testing, TELPAS, STAAR. and report card performance. Evidence: Testing data will documented and analyzed. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: The District's general ed programs will provide needed services and support for programs such as Section 504, dyslexia, and RtI.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

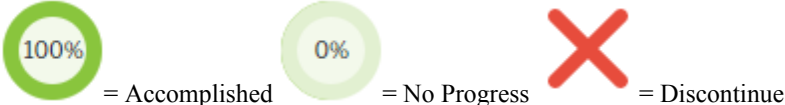
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Serve as a case manager to oversee the curriculum and progress of identified students | | Counselor Principal Teacher Program Specialist | Student progress and growth will be monitored. Evidence: Campus will utilize testing data to identify student needs. | | | |
| | | | | | | |

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 7: By May 2020, 90% of kindergarten, first, second, and third grade students will be performing at or above grade level in math.

Evaluation Data Source(s) 7: Star Early Literacy, Star Math, and STAAR Math results

Summative Evaluation 7:

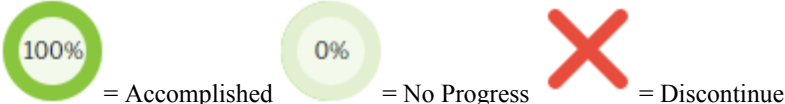
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide remedial instruction for identified students. | | Principal/Counselor | Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions as well identify students at risk. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 8: Students will be provided opportunities to be physically active throughout the day.

Evaluation Data Source(s) 8: PE and Recess Schedules

Summative Evaluation 8:

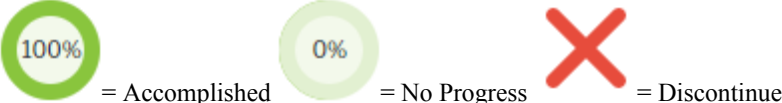
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-----------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Schedule for 30 minutes of PE everyday along with 20 minutes of recess | | Principal Teachers | Students will have 30 minutes of PE and 20 minutes of recess every day. Evidence: Master Schedule | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) The importance of a healthy lifestyle will be covered with students through the CATCH (Coordinated School Health Program) as directed by the district SHAC. | | Principal PE Teachers | Physical Education teacher will utilize a variety of lessons to stress the importance of a healthy lifestyle. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 2: Ridgewood will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an attendance rate of at least 97% for the school year.

Evaluation Data Source(s) 1: Attendance Reports, TAPR Report, PEIMS Summer Submission Report

Summative Evaluation 1:

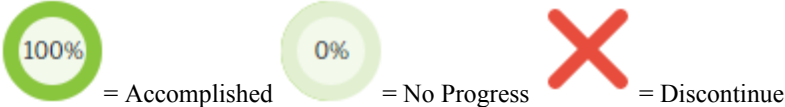
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Recognize students with perfect attendance each six weeks | | Principal | Attendance rewards will increase student attendance. Evidence: Attendance reports will be run each six weeks. | | | |
| 2) Maintain close communication with parents to stress and encourage higher attendance through phone calls and attendance letters. | | Principal | Parental Communication will increase student attendance. Evidence: Attendance reports will be run each six weeks. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 1: Ridgewood faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDEXpress evaluations, attendance rosters, security audits

Summative Evaluation 1:

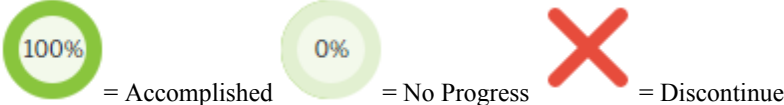
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Teachers will wear identification badges at all times. | | Principals | Teachers wearing badges is in line with the district safety and security protocol. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) All visitors will enter through the front doors and sign in at the office. They will be issued a badge for access to areas on campus. | | Office Clerk Principal All staff | Front office will scan the identification of all visitors to Ridgewood. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Selected staff members will be CIP trained | | Principal | Staff members selected will be well versed in CIP and understand what is needed in an emergency situation. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Implement strategies in the classroom to run, lock, fight in the case of an armed intruder | | Teacher | Training will be conducted with students and staff to ensure the correct protocols will be followed in an emergency situation. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Campus cameras will be used to monitor safety and campus access | | Principal | Office personnel will be able to monitor the entire campus from a centralized location. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Safety drills will be conducted throughout the year and documented. | | Principal | Students and staff will understand what is expected of them in an emergency situation. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 2: Administration and staff will establish and consistently enforce school and district rules.

Evaluation Data Source(s) 2: PDEexpress evaluations, sign-in sheets, Student Code of Conduct, Skyward Discipline Reports

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Classroom and school rules will be established and posted. | | Classroom teachers Principal | Students will understand what's expected of them. Evidence: Fewer discipline referrals | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Staff will recognize hard work, good character, and positive recognition | | All staff | Students will be sent to the principal for the brag board for excellence in behavior or academics. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Communicate rules and procedures to students, parents, and the community by providing the Student Code of Conduct and Handbook online from the campus website. | | Principal | Staff, parents, and students will understand the rules of this district as well as resource to utilize when they have a question. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) In the classroom and through counselor classes, students will be taught how to understand and recognize behavior that is considered bullying | | Teacher Counselor | Students will strive to eliminate negative or mean actions towards other students. Evidence: Less reported incidents of bullying. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 3: By September 1 of the current school year, 100% of employees working in specific designated assignments will receive current CPR, AED, and concussion training.

Evaluation Data Source(s) 3: PDExpress attendance rosters

Summative Evaluation 3:

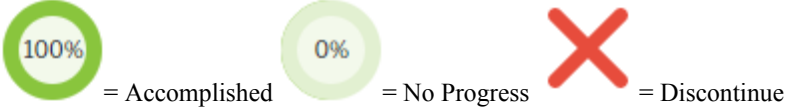
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Maintain current rosters of CPR certified personnel. Always look to see if campus is well covered or if additional staff are needed to be trained. | | Principal | We will continue to have the required amount of personnel CPR certified. | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 4: By the end of the school year, 100% nurses will be trained to teach CPR.

Evaluation Data Source(s) 4: Certification records

Summative Evaluation 4:

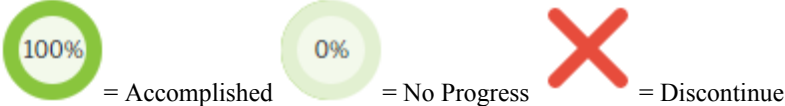
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Maintain current date on nurse certification and provide timely opportunity for re-certification | | Principal | Nurse certification | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 5: Ridgewood will be involved the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 5: Sign-in sheets; minutes of meetings; board agenda

Summative Evaluation 5:

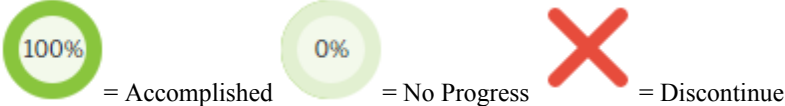
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Implement health and CATCH program during PE classes. Participate in all Fitnessgram testing. | | Principal PE Teacher | The PE teacher will implement the CATCH program as well as Fitnessgram. Evidence: Lesson plans | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 6: Provide Character and drug education to all students.

Evaluation Data Source(s) 6: Student Understanding

Summative Evaluation 6:

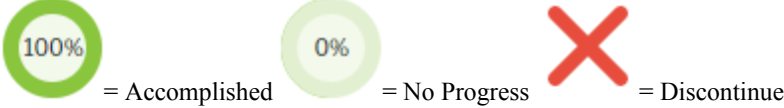
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|-----------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide bi-monthly counseling classes that include Eddie Eagle program on gun safety, personal safety, conflict resolution, character education, suicide prevention, tobacco use, violence prevention, and red ribbon week. | | Counselor | Students will have a better understanding of these topics. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Contract with additional counseling personnel to provide mentoring for identified students. | | | Students identified will receive the counseling services they need. | | | |
| | Funding Sources: Title IV redirected to Title I - 1360.00 | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 7: All students and staff will be well versed in how to respond to various emergency situations. (evacuations, lock down, lockout, shelter)

Evaluation Data Source(s) 7: Safety Audit

Summative Evaluation 7:

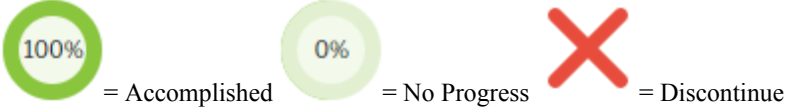
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Students and staff will participate in monthly emergency drills in order to understand how to respond if our school is ever in that situation. | | Principal | Students will know to react to an emergency situation. | | | |
|  | | | | | | |

Goal 4: All Ridgewood teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

Summative Evaluation 1:

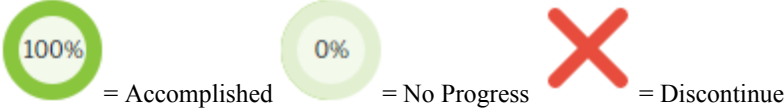
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 1) Have teachers determine their needs as it relates to staff development. | 2.4 | Evaluations and feedback | Meaningful staff development will lead to more growth of the teachers in the classroom to better meet the needs of their students. | | | |
|  | | | | | | |

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 1: Increase parental involvement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Webpages, Remind texts, parent involvement survey

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Use Remind, campus website, and newsletter to inform parents | | Principal | These social media applications will keep parents and stakeholders aware of upcoming campus activities. | | | |
|  | | | | | | |

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 2: Increase the number of school/business partnerships.

Evaluation Data Source(s) 2: Documented partnership activities, NCLB PNP Report

Summative Evaluation 2:

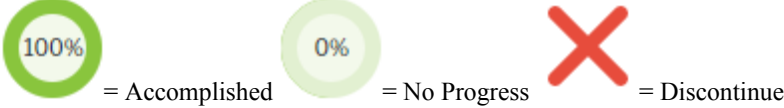
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Compile yearly needs early in the year and reach out to community partners. | | Principal | This will ensure all community stakeholders help to take an active role in our school. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| <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 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 3: Campus committees will meet the required number of times during the year.

Evaluation Data Source(s) 3: Sign-in sheets; minutes of meetings; websites

Summative Evaluation 3:

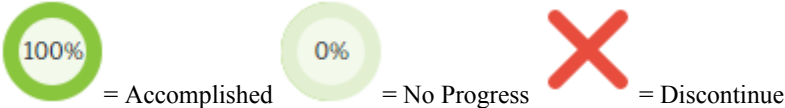
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Committee requirements will be reviewed to ensure compliance. | | Principal | We will make sure we have the correct number of meetings for the school year. Evidence: Sign in sheets. | | | |
|  | | | | | | |

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the current school year, 100% of campuses and the district will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Source(s) 1: Campus and district CIC/DEIC minutes, sign-in sheets, Plan4Learning

Summative Evaluation 1:

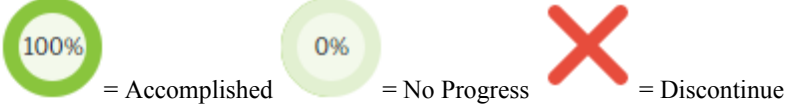
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-----------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) The Campus Improvement Committee will meet three times a year. The representatives on the committee will represent all aspects of the staff and community. | | Principal | CIC committee will work to address the needs of the school. Evidence: Sign in sheets and agendas | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: During the current school year, Ridgewood will recruit, retain, and develop a 100% qualified staff in the academic core subject areas that proactively engages students for success.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Attract and retain highly qualified teachers, including those with ESL certification | | Principal | All Ridgewood teachers will be certified in their subject/grade level. Evidence: Teacher certifications | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 3: During the current school year, Ridgewood will provide meals to all students through the Texas Department of Agriculture's National School Lunch and Breakfast programs.

Evaluation Data Source(s) 3: Monthly free and reduced percentage reports

Summative Evaluation 3:

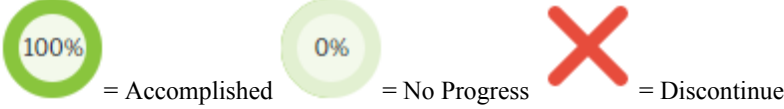
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Free/Reduced Lunch forms will be sent home with every student and available online or in the office. When account balances get high, parents will be contacted about the opportunity to apply for free/reduced services. | | Principal Cafeteria Manager | Communication with parents will help ensure low cafeteria balances % on free/reduced lunch | | | |
| | | | | | | |

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 4: Ridgewood has and will continue to strive to be an advocate for all foster children of the campus and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

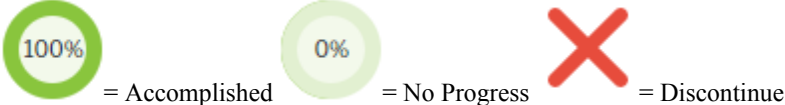
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Foster children will be identified and proper district personnel contacted to make sure all policies and procedures are followed. | | Principal Enrollment Secretary | Following federal, state, and district guidelines will help meet the needs of foster students. | | | |
|  | | | | | | |

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: During the current school year, Ridgewood will request technology services required to implement all district initiatives.

Evaluation Data Source(s) 1: Service/ticket database, minutes of BYOD meetings, network reports, TTF agendas and meeting minutes.

Summative Evaluation 1:

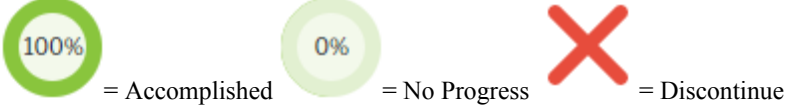
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) The Technology teacher will oversee the needs of the campus and submit request in a uniform and timely manner. | | Principal Tech Teacher | The technology teacher will report of ticket needs | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: Ridgewood students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 2: K-5 technology booklets submitted by teachers, STaR Chart data, course selection guide, Learning.com reports (K-8).

Summative Evaluation 2:

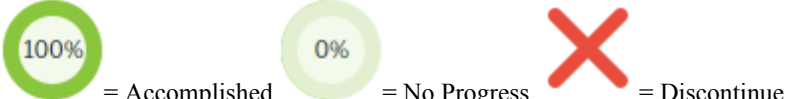
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|------------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Utilize the teacher ipad and ipad cart in daily technology classroom instruction | | Principal Technology teacher | Technology will aid the teacher in reaching the learning needs of the students. Evidence: walk throughs | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Teachers will complete the required technology applications for their grade level with the assistance of the technology paraprofessional | | Principal | Teachers will move towards technology integration with support from the technology paraprofessional. Evidence: Walk throughs | | | |
| | Funding Sources: 255 - Title II-A/TPTR - 0.00 | | | | | |
|  | | | | | | |

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: Ridgewood faculty, staff, and administration will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 3: Sign-in sheets of training

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Utilize lead teachers to push out useful information during the fall and spring semester to keep teachers abreast of the latest technology that impacts student learning. | | Principal | Lead teachers will support teachers with new learning strategies with teachers utilizing technology. Evidence: Lead teacher documentation | | | |
|  | | | | | | |

State Compensatory

Budget for Ridgewood Elementary School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 103 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$5,000.00 |
| 199 11 6119 00 103 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$187,908.00 |
| 199 11 6122 75 103 0 24 0 00 | 6122 Salaries or Wages for Substitute Support Personnel | \$500.00 |
| 199 11 6129 00 103 0 24 0 00 | 6129 Salaries or Wages for Support Personnel | \$20,297.00 |
| 199 11 6141 00 103 0 24 0 00 | 6141 Social Security/Medicare | \$2,889.00 |
| 199 11 6141 75 103 0 24 0 00 | 6141 Social Security/Medicare | \$70.00 |
| 199 11 6142 00 103 0 24 0 00 | 6142 Group Health and Life Insurance | \$12,326.00 |
| 199 11 6144 00 103 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$15,470.00 |
| 199 11 6145 00 103 0 24 0 00 | 6145 Unemployment Compensation | \$179.00 |
| 199 11 6146 00 103 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$5,694.00 |
| 199 11 6149 00 103 0 24 0 00 | 6149 Employee Benefits | \$1,263.00 |
| 6100 Subtotal: | | \$251,596.00 |
| 6300 Supplies and Services | | |
| 199 11 6399 00 103 0 24 0 00 | 6399 General Supplies | \$525.00 |
| 6300 Subtotal: | | \$525.00 |

Campus Advisory Committee

| Committee Role | Name | Position |
|-------------------------|-------------------|---------------------------------------|
| Administrator | Kevin Schexnaider | Principal |
| Classroom Teacher | Mary Murdock | Kindergarten Teacher |
| Classroom Teacher | Vicky Morgan | 1st Grade Teacher |
| Classroom Teacher | Jana Harper | 2nd Grade Teacher |
| Classroom Teacher | Angie Melancon | 3rd Grade Teacher/DEIC Representative |
| Classroom Teacher | Stephanie Cole | Special Education Teacher |
| Paraprofessional | Mandi Sanders | Paraprofessional |
| Parent | Chrissey Clark | PTA President |
| Parent | Amy Howard | Parent |
| Business Representative | Olin Clotiaux | Business Representative |
| Technology | Tara Landry | Technology Paraprofessional |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 3 | 1 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 5 | 1 | | | \$0.00 |
| 1 | 7 | 1 | | | \$0.00 |
| 1 | 8 | 1 | | | \$0.00 |
| 1 | 8 | 2 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 3 | 1 | 5 | | | \$0.00 |
| 3 | 1 | 6 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 2 | 2 | | | \$0.00 |
| 3 | 2 | 3 | | | \$0.00 |
| 3 | 2 | 4 | | | \$0.00 |
| 3 | 6 | 1 | | | \$0.00 |
| 5 | 2 | 1 | | | \$0.00 |

| 199 - General Fund | | | | | |
|---------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 1 | 1 | | | \$0.00 |
| 6 | 2 | 1 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 2 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title IV redirected to Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 6 | 2 | | | \$1,360.00 |
| Sub-Total | | | | | \$1,360.00 |
| Grand Total | | | | | \$1,360.00 |

Addendums

Ridgewood Elementary
CIC Meeting
May 8, 2019

| Name | Representative | Signature |
|-------------------|----------------------|----------------|
| Mary Murdock | Kindergarten | M Murdock |
| Susan Rozell | First Grade | Susan Rozell |
| Jana Harper | Second Grade | Jana Harper |
| Angie Melancon | Third Grade/DEIC | Angie Melancon |
| Randi Sticker | Paraprofessional | Ms. Stikas |
| Stephanie Cole | Special Programs | Stephanie Cole |
| Kevin Schexnaider | Principal | K Schexnaider |
| Chrissey Clark | Parent/PTA President | Clark |
| Amy Howard | Parent | |
| Deanna Frankens | Business | |
| April Ryan | Technology | April Ryan |



CIC Meeting Minutes

May 8, 2019

The meeting was called to order at 3:15 pm by Kevin Schexnaider.

DEIC Update

- Angie Melancon, Ridgewood's DEIC representative, reported that the district is moving forward gathering information about a bond. The board is looking at people for the role of project manager.
- The district's budget is in great financial shape.
- Health insurance may increase, but the school board is looking at paying the difference.
- Trade Day- Anything during the summer will work for trade as long as it is at least 6 hours long.

Old Business:

- iPads have been purchased by Ridgewood and by Dale Fontenot with technology. We will now have both iPad carts completely updated with new iPads.
- Campus Improvement Plan was presented to the CIC in order to receive feedback of changes that they feel would benefit the campus.

New Business:

- Due to the wet weather, we never had wood chips delivered to our playground this school year. Maintenance will add woodchips to the playground before school starts.
- 1st grade would like to see about replacing microwaves in the teacher's lounge. Kevin will look in to the cost to replace them.
- Question was asked about the reading textbook that is going out of adoption. Kevin said we can keep some as class set if desired.

The meeting was adjourned at 3:32 pm. This was the last CIC meeting scheduled for this school year.

Port Neches-Groves Independent School District

Taft Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Taft Elementary School is to provide a positive educational environment that is facilitating toward learning. Our expectations are high for achievement and behavior. All students are capable of learning. The opportunity to develop emotionally, socially, academically, and physically is provided through our educational program.

Vision

Our students will model academic success and integrity in all endeavors. Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

Value Statement

We believe all students can and will learn at Taft Elementary. We will do our best to provide them rigorous levels of learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

The Campus Improvement Committee met on May 1, 2019, July 24, 2019, and August 14, 2019 to work on and finalize the Comprehensive Needs Assessment and Campus Improvement Plan. Even with increasingly varied demographics, we of course continue to strive for academic achievement improvement and closing achievement gaps in all subjects. Specifically, performance of Special Education, at-risk, economically disadvantaged, and English Learner students continues to be a focus on our campus.

Demographics

Demographics Summary

Taft Elementary is located in Port Arthur and serves over 400 students who live in the Groves city limits.

Taft is a Title I campus with a population of approximately 41% economically disadvantaged students. Students with special needs comprise 13% of the population, at risk are at 26%, and as the largest ethnic group, Hispanic students make up 10% of the population.

The campus strives to provide excellence in education through the combined efforts of the staff, students, parents, and the community.

Our teachers are trained to meet the diverse needs of their students whether they are a regular education student, a special education student, a LEP student, etc. We strive to place our special education students in an inclusive setting of a least restrictive environment.

One of the strengths of Taft Elementary is the partnership among students, families, and staff. A parent involvement survey is sent home every year to help the campus evaluate the home-school connection.

Demographics Strengths

Taft Elementary continues to use various means of communicating and encouraging parents and community to be involved:

- Remind101
- “Meet the Teacher Night”
- Summer Involvement Events
- Parent Conferences (provide translator if possible).
- Involve business partners in school activities
- Provide community programs to enhance curriculum
- Newsletters with campus information
- Encourage parents to register with Skyward-Family Access
- Conduct bi-annual Title I Meetings
- Campus Webpage
- Family Nights
- Fall Festival

Problem Statements Identifying Demographics Needs

Problem Statement 1: Family Engagement is still lacking at Taft Elementary. **Root Cause:** We feel some parents do not realize the value of the educational partnership.

Student Academic Achievement

Student Academic Achievement Summary

The faculty and staff at Taft Elementary strive to make every student a successful learner. Our campus believes all students can and will learn. Both our teachers and paraprofessionals focus on closing educational achievement gaps in core academic areas among all disaggregated student groups.

Overall, Taft Elementary students made considerable growth from the beginning of year to the end of the year based on district assessment data. As always our main goal it to have students performing at or above grade level in all core content areas by the end of the school year.

Student Academic Achievement Strengths

Our students consistently score above the state and region on state assessments.

Overall, Taft Elementary students made considerable growth from the beginning of year to the end of the year based on district assessment data, and consistently score above the state and region on state assessments.

- STAAR Percent at Approaches Grade Level for Reading - 88%
- STAAR Percent at Masters Grade Level for Reading - 34%
- STAAR Percent at Approaches Grade Level for Math - 86%
- STAAR Percent at Masters Grade Level for Math - 19%
- Campus Distinctions: Academic Achievement in ELA/Reading, Top 25% Closing the Gaps, and Post Secondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We had decreases in some areas of our math and reading STAAR scores, so this will be a focus area for 2018-2019. across the campus. **Root Cause:** We feel the curriculum materials could be more rigorous and engaging.

School Processes & Programs

School Processes & Programs Summary

Taft Elementary has a faculty and staff who are all certified and qualified. Mentors are assigned to new teachers through the district's mentor program to offer support.

Teachers help and support each other in order to meet the needs of all students. All of our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students. The staff is encouraged to go above and beyond to assure the success of all students and teachers. Innovative techniques and technology are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful.

School Processes & Programs Strengths

Data from screenings and teacher assessments are a driving force for our curriculum and instruction in order to meet students' academic learning needs. Students are identified for Title services based on a series of factors including, but not limited to their beginning of year testing scores, teacher input, retention data, and whether or not they have been identified as a response to intervention student. Taft implements evidence-based instructional programs in reading and math to improve the academic achievement gaps among all disaggregated student groups, including special needs students at Taft.

The following strengths have been identified:

- All classroom teachers have an iPad assigned to them along with a class set of Ipads in every grade level
- Istation, Star Reading and Math, and Star Early Literacy are used to to monitor progress from beginning, middle, and the end of the year
- Supplemental programs are used such as Edmark, Earobics, IXL, and Istation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We still have several at-risk students due to academic struggles. **Root Cause:** Students come to us with a lack of experiences and exposure to early learning.

Perceptions

Perceptions Summary

Taft Elementary will continue to strive to create a warm and successful learning environment for our students. We will welcome support from parents, the community, and local business and organizations in order to provide the best learning atmosphere for our students. Not only do we value strong academics, we provide counseling to all students at Taft Elementary including children who are at risk for multiple reasons. We value our responsibility in both teaching children core academics and good character traits.

Perceptions Strengths

Our goal is to meet the needs of every student in every aspect of their lives. Tradition, pride, and success are common themes among the patrons of PN-GISD. We continually try to reach all of these themes through consistent daily operations which portray a dedication to each and every student and their family on campus.

- Taft Elementary is perceived as a parent friendly and approachable campus with strong community support.
- The campus provides a variety of ways to help parents stay informed and organized with school related events.
- Taft provides a safe and orderly environment with low discipline issues.
- Taft has a shared mission and vision shared by all faculty and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents sometimes feel they are not involved as much as they would like to be on campus. **Root Cause:** Lack of communication in the past has been an issue, but we are making constant improvements.

Priority Problem Statements

Problem Statement 1: Family Engagement is still lacking at Taft Elementary.

Root Cause 1: We feel some parents do not realize the value of the educational partnership.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We had decreases in some areas of our math and reading STAAR scores, so this will be a focus area for 2018-2019. across the campus.

Root Cause 2: We feel the curriculum materials could be more rigorous and engaging.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: We still have several at-risk students due to academic struggles.

Root Cause 3: Students come to us with a lack of experiences and exposure to early learning.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents sometimes feel they are not involved as much as they would like to be on campus.

Root Cause 4: Lack of communication in the past has been an issue, but we are making constant improvements.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Parent/Community Data

- Parent surveys and/or other feedback

Goals




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: To equip students for success, student progress will be measured at the beginning, middle, and end of the school year using both Renaissance and Istation assessments to track growth and progress to ensure all students are excelling. By the end of the school year, all students will show at least +75 scale score growth on reading and math district screeners. Third grade students will be giving periodic STAAR practice tests to monitor growth and learning.

Evaluation Data Source(s) 1: Teacher observation/evaluations, report cards, and additional data from Istation, STAR reports, STAAR practice assessments, and curriculum assessments.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Use state adopted and other new curriculum materials to implement a student-centered teaching and learning environment for all students. | 2.4, 2.5 | <ul style="list-style-type: none"> • Administrator • Faculty | Curriculum support for teachers will lead to increased student success. | | | |
| 2) Use developmentally appropriate manipulatives within lessons and small groups especially during SAT time. All teachers and aides available will be used for interventions during SAT. | 2.4, 2.5, 2.6 | <ul style="list-style-type: none"> • Administrator • Faculty | Curriculum and SAT support for teachers and staff will lead to increased student success. | | | |
| Funding Sources: 211 - Title I-A - 197657.00 | | | | | | |
| 3) Utilize technology during instruction and centers to enhance readiness literacy and math skills. | 2.4 | <ul style="list-style-type: none"> • Administrator • Faculty | Utilizing technology effectively during instruction and intervention will lead to increased student success. | | | |
| Funding Sources: 199 - General Fund - 1000.00 | | | | | | |

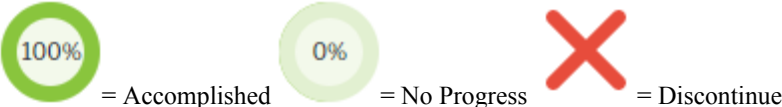
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 4) Follow IEP goals, objectives and schedule of services for all students with disabilities. | 2.4 | <ul style="list-style-type: none"> • Administrator • Special Education Director • Faculty | Special education students will be served according to their IEP, so they are successful according to the plan set forth. | | | |
| | Funding Sources: 225 - IDEA B (Preschool) - 0.00 | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: To equip all students for success, economically disadvantaged, at-risk students, LEP students and special education students will show improvement on the end of year screenings.

Evaluation Data Source(s) 2: Teacher observation/evaluations, report cards, and additional data from Istation, STAR reports, and curriculum assessments.

Summative Evaluation 2:

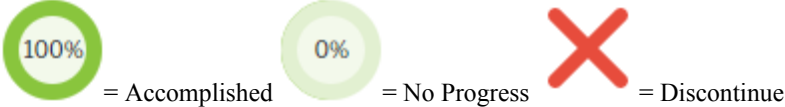
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide an environment that is sensitive to learning differences (LEP, at-risk, SPED, etc.) through the use of books, environmental print, and other resources. | 2.4, 2.6 | <ul style="list-style-type: none"> Administrator Faculty | Curriculum support for teachers will lead to increased student success. | | | |
| Funding Sources: Campus Funds - 0.00, 199 - General Fund - 0.00 | | | | | | |
| 2) Emphasize sequencing, phonics, vocabulary, listening, and articulation activities with identified speech students. | 2.5 | <ul style="list-style-type: none"> Administrator Speech Teacher | Special education students will be served according to their IEP, so they are successful according to the plan set forth. | | | |
| Funding Sources: 263 - Title III - 0.00 | | | | | | |
| 3) 4) Follow IEP goals, objectives and schedule of services for all students with disabilities. | 2.5 | <ul style="list-style-type: none"> Administrator Faculty | Special education students will be served according to their IEP, so they are successful according to the plan set forth. | | | |
| 4) In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading and math to improve the academic achievement of diverse learners (at-risk, economically disadvantaged, LEP, SPED, etc.) and close the identified achievement gaps. | 2.4, 2.5, 2.6 | <ul style="list-style-type: none"> Administrator Faculty | Curriculum support for teachers will lead to increased student success. | | | |
|  | | | | | | |

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an average student attendance rate of at least 92% for the 2018-2019 school year.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide perfect attendance awards and other incentives for students. | 2.5 | <ul style="list-style-type: none"> Principal Faculty | Campus attendance initiatives will lead to increased student attendance. | | | |
| Funding Sources: 199 - General Fund - 50.00 | | | | | | |
| 2) Contact parents of students with excessive absences. | 2.5 | <ul style="list-style-type: none"> Administrator | <ul style="list-style-type: none"> Attendance Reports | | | |
| 3) Send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences. | 2.5 | <ul style="list-style-type: none"> Administrators | Students will attend school regularly without excessive absences in order to increase student achievement. | | | |
|  | | | | | | |

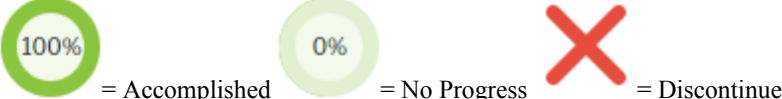
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

Evaluation Data Source(s) 1: Observation, responses and behaviors, faculty and parent feedback.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation) | | <ul style="list-style-type: none"> • Administrator • Faculty | Knowing what to do in an emergency situation will keep students and staff safe in the event something occurs on campus. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) The faculty and staff will review the campus Crisis Management plan and CPI plan. | | <ul style="list-style-type: none"> • Administrator • C.I.C. (Campus Improvement Committee) • Faculty | Knowing what to do in an emergency situation will keep students and staff safe in the event something occurs on campus. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) The campus Principal will ensure that students and faculty comply with district acceptable use policies. | | <ul style="list-style-type: none"> • Administrator • Faculty | If students and staff comply with the acceptable use policy web and internet services will be used properly. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Staff will be provided training or a refresher course for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder. | | <ul style="list-style-type: none"> • District Personal • Trained Instructors • Administrator • Faculty • Local Law Enforcement | Refresher training will reinforce safety protocols. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Provide drug awareness through Red Ribbon Week activities and distribution of materials. | | <ul style="list-style-type: none"> • Administrator • Elementary Counselors | Providing students with drug awareness information will help students make better decisions if faced in a future drug related situation. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
|  | | | | | | |

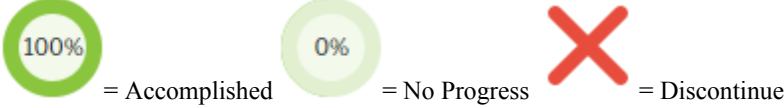
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: To ensure a safe school environment for students, teachers, staff

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) All visitors will sign in at the office and will be issued a badge | | <ul style="list-style-type: none"> Secretary/Nurse | This will identify visitors and will help keep track of who is on the campus. | | | |
| 2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct | | <ul style="list-style-type: none"> Administrator | Communicating to all state holders will help run a safe and orderly environment. | | | |
| 3) Provide Handle With Care training to faculty | | <ul style="list-style-type: none"> Administrator | Appropriate staff will be trained to be able to handle students with severe behavior problems if a situation occurs. | | | |



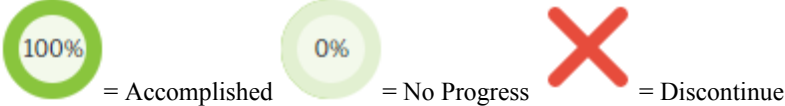
100% = Accomplished 0% = No Progress X = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Staff will be provided staff development on areas determined by their strengths and weaknesses as well as the campus needs.

Evaluation Data Source(s) 1: Staff Development Evaluations and Teacher Feedback

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Allow teacher feedback to determine staff development needs for the school. | | <ul style="list-style-type: none"> Administrator | Staff development geared to teacher feedback and needs will ultimately lead to student success and a safe, orderly, and successful working environment. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Select high quality speakers and workshops for teachers to attend. | | <ul style="list-style-type: none"> Administrator | Staff development geared to teacher feedback and needs will ultimately lead to student success and a safe, orderly, and successful working environment. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children. | | <ul style="list-style-type: none"> Administrator | Training will enable teachers and staff to be effective and create awareness. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |




Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Invite parents to attend a "Meet the Teacher Night" (Open House) and regularly communicate with them via Remind, social media, the campus webpage, etc. | 3.2 | <ul style="list-style-type: none"> Administrator Entire Faculty | A "Meet the Teacher Night" before school starts and regular communication will create and foster positive home to school connections. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 2) Conduct Parent Conferences | 3.2 | <ul style="list-style-type: none"> Administrator Teachers | Parent conferences will create and foster positive home to school connections to keep an open line of communication regarding the students progress. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 3) Encourage parents to utilize Skyward- Family Access | 2.5, 3.1 | <ul style="list-style-type: none"> Administrator Teachers | Parents will have another source to be able to monitor student progress often. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 4) As part of our Family Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish. It will also be available online. | 3.1, 3.2 | <ul style="list-style-type: none"> Administrator | Families will have a better understanding of what programs and interventions our school offers to reach students. | | | |
| 5) Invite parents to attend these meetings or programs for each grade level: - Class Programs - Title I/CIC Meetings - PTA Meetings All offered at various times and repeated if needed. | 2.5, 2.6 | Administrator Faculty | Families will have a better understanding of school operations and ways to be involved. | | | |

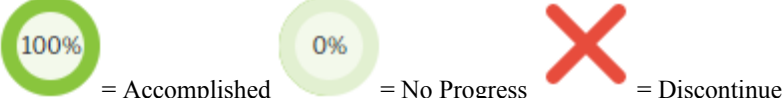
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <div style="display: flex; justify-content: space-around; align-items: 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 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: Maintain 100% certified teachers and qualified support staff.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, teacher interviews, HQ certificates for personnel file, campus demographics, student schedules.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct recruitment activities if needed to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page | 2.4, 2.5, 2.6, 3.1, 3.2 | <ul style="list-style-type: none"> Assistant Superintendent Administrators | Employing certified core academic teachers will lead to increased student achievement. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 2) 2) Establish an effective teacher mentoring system in order to retain certified and qualified staff | 2.5 | <ul style="list-style-type: none"> Administrators | <ul style="list-style-type: none"> Mentor assignments Mentor conference logs Mentor evaluations | | | |
|  | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 2: Taft will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

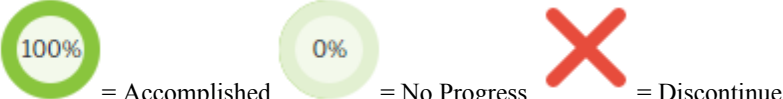
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Work with the District Foster Care Liaison to advocate for all foster children. | | Principal | Communication between the liaison and the campus will support our students. | | | |
| 2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin. | | Principal | Communication between the liaison and the campus will support our students. | | | |
| | | | | | | |

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Classroom Walkthroughs

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Utilize iPads in daily or weekly classroom instruction | 2.5 | <ul style="list-style-type: none"> Administrator Teachers | Access to technology will improve student technology skills and enhance student learning. | | | |
| | Funding Sources: 199 - General Fund - 200.00 | | | | | |
| 2) Teachers will share with the staff technology information learned through peers, training opportunities, etc. | 2.4, 2.5 | <ul style="list-style-type: none"> Administrator Teachers | Access to technology will improve student technology skills and enhance student learning. | | | |
|  | | | | | | |

State Compensatory

Budget for Taft Elementary School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 104 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$7,000.00 |
| 199 11 6119 00 104 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$422,946.00 |
| 199 11 6122 75 104 0 24 0 00 | 6122 Salaries or Wages for Substitute Support Personnel | \$100.00 |
| 199 11 6141 00 104 0 24 0 00 | 6141 Social Security/Medicare | \$5,706.00 |
| 199 11 6141 75 104 0 24 0 00 | 6141 Social Security/Medicare | \$100.00 |
| 199 11 6142 00 104 0 24 0 00 | 6142 Group Health and Life Insurance | \$23,559.00 |
| 199 11 6144 00 104 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$29,496.00 |
| 199 11 6145 00 104 0 24 0 00 | 6145 Unemployment Compensation | \$131.00 |
| 199 11 6146 00 104 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$13,066.00 |
| 199 11 6149 00 104 0 24 0 00 | 6149 Employee Benefits | \$2,185.00 |
| | 6100 Subtotal: | \$504,289.00 |
| 6300 Supplies and Services | | |
| 199 11 6399 00 104 0 24 0 00 | 6399 General Supplies | \$1,000.00 |
| | 6300 Subtotal: | \$1,000.00 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Taft is a very diverse campus including LEP, economically disadvantaged, at-risk, and special education students. Student achievement continues to be successful because of strong classroom instruction, intervention, and collaboration. Our staff continues to research, learn and grow to provide our students with the most update methods of instruction and learning. Parent and Family Engagement is important to our campus as we welcome parents to numerous events both during and after school hours. Our PTA is an asset to our campus as well. Communication happens through varied methods: Remind, Facebook, phone calls, newsletters and notes home. The committee met on May 1, 2019 to work on and finalize our CNA and campus plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is made up with appropriate stakeholders. Stakeholders include principal, general education teachers, special population teachers, parents, and community representatives. This allows our campus improvement decisions to be made by and accurate representation of the entire campus. Committee members are listed on the sign in sheet attached to the plan.

2.2: Regular monitoring and revision

The campus plan was reviewed, revised and approved at the August 14, 2019 CIC/Title meeting held in the library at Taft Elementary. The CNA was revised and finalized at the May 1, 2019 meeting held at Taft Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our CIC also completed an evaluation of the Title I, Part A funds.

2.3: Available to parents and community in an understandable format and

language

The campus improvement plan is available at Taft Elementary in the office. It is also available on our campus webpage via the district website. We also have a copy at our CIC meetings for members to review. We have a both a Spanish and Vietnamese staff member available for translation when needed.

2.4: Opportunities for all children to meet State standards

Taft Elementary provides opportunities for all students to meet the state standards. Our teachers meet to plan and make sure their TEKS are covered throughout the school year. Our teachers use the lead4ward TEKS documents as a check and balance to make sure they are covering all standards. Goal 1 - Performance Objective 1 and 2, Goal 7 - Performance Objective 1. (Pages 11-13 and Page 22)

2.5: Increased learning time and well-rounded education

Taft Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum. Increased learning time is supported by the use of Student Assistance Time (SAT) for each grade level. SAT is a time where students are provided more individualized intervention according to their need. Goal 1 - Performance Objective 1 and 2 (Pages 11-13)

2.6: Address needs of all students, particularly at-risk

Taft Elementary provides instructional programs and strategies that target at-risk students. Many of these are provided during SAT time and include: small group intervention with the classroom teacher, ESL specialist, Title Reading Teacher, Title Math Paraprofessional, Computer Lab Interventions, etc. Goal 1 - Performance Objective 2 (Pages 11-13)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our CIC/Title Committee on August 14, 2019 at Taft Elementary. The committee is listed and attached to this plan. The Parent and Family Engagement Policy was distributed to our CIC/Title meeting, and is available in our office. Our Parent and Family Engagement Policy is available in English and Spanish on our campus website via the district website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our CIC/Title meetings were held on August 15, 2018 at 3:15, January 31, 2019 at 3:15, and May 1, 2019 at 3:15 all in the library on our campus. Our family engagement activities included a Fall STEAM Family Night held at West Groves Park, Book Fairs where families were invited October 15-19 and May 20-22, and we held Relay Recess at West Groves Park on April 23, 2019. We also had several music programs throughout the school year both during and after school hours where families were invited to attend. All of our events are very well attended and we enjoy including our families in as many activities as possible.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------|-----------------|------------|
| Donna Cole | Title Teacher | Taft Elementary | 1 |
| Meagan Whitaker | Teacher | 3rd Grade | 1 |
| Megan Burnett | Teacher | 1st Grade | 1 |

Campus Improvement/Title I Committee

| Committee Role | Name | Position |
|-------------------|------------|----------|
| Classroom Teacher | Donna Cole | |

Campus Funding Summary

| 199 - General Fund | | | | | |
|---------------------------|-----------|----------|------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$1,000.00 |
| 1 | 2 | 1 | | 199 | \$0.00 |
| 2 | 1 | 1 | | | \$50.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 2 | | \$1,000 | \$0.00 |
| 4 | 1 | 3 | | | \$0.00 |
| 7 | 1 | 1 | | | \$200.00 |
| Sub-Total | | | | | \$1,250.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$197,657.00 |
| Sub-Total | | | | | \$197,657.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

| 225 - IDEA B (Preschool) | | | | | |
|---------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 3 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$198,907.00 |

Addendums

Campus Improvement/Title I Committee

Meeting Date: August 15, 2018

3:00 P.M.

Taft Elementary

| Committee Role | Name | Position | Signature |
|--------------------------|-------------------|--|--------------------------|
| Principal | Staci Gary | Principal | <i>Staci Gary</i> |
| School Counselor | Paisely Ware | Counselor | <i>Paisely Ware</i> |
| Classroom Teacher | Donna Cole | Title I Reading Teacher | <i>Donna Cole</i> |
| Business Representative | Lance Barnett | Mike Barnett Construction - Owner | <i>Lance Barnett</i> |
| Classroom Teacher | Tonya Owen | Kindergarten Teacher | <i>Tonya Owen</i> |
| Classroom Teacher | Michelle Mitchell | Webmaster | <i>Michelle Mitchell</i> |
| Classroom Teacher | Suzann Benson | First Grade Teacher | <i>Suzann Benson</i> |
| Classroom Teacher | Dana Jordan | 2nd Grade Teacher | <i>Dana Jordan</i> |
| Classroom Teacher | Angela Moore | 3rd Grade Teacher | <i>Angela Moore</i> |
| Business Representative | Carol Hebert | Manager, Community & Government Affairs - BASF | |
| Professional | Shawna Thornton | Librarian | <i>Shawna Thornton</i> |
| Parent | Mindy Marsh | Parent | <i>Mindy Marsh</i> |
| Parent | Heather Richard | Parent | <i>Heather Richard</i> |
| Parent | Jennifer Guerra | Parent | <i>Jennifer Guerra</i> |
| <i>Classroom Teacher</i> | | | |

Taft Elementary
Parent and Family Engagement Policy
2018-2019

PURPOSE

Taft Elementary School is committed to excellence in education. The combined efforts of the staff, students, parents, and community will provide a learning environment that ensures opportunities for all students to pursue lifelong learning and responsible, productive citizenship. Therefore, Taft Elementary will maximize its resources to enable each child to become a successful learner. School and home must work together to reach higher student achievement. On-going, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.

GENERAL EXPECTATIONS

Taft Elementary agrees to:

- Be governed by the following statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (a) *That families play an integral role in assisting their child's learning.*
 - (b) *That families are encouraged to be actively engaged in their children's education at school*
 - (c) *That families are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
 - (d) *The carrying out of other activities, such as those described in section 1118 of the ESEA.*
-
- Engage the parents and families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
 - Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the policy/plan to the local community.
 - Jointly conduct, with the engagement of parents and families, an annual evaluation of the content and effectiveness of the school's parent and family engagement policy.
 - Use the findings of the parental and family engagement evaluation to design strategies for more effective engagement, and to revise, if necessary, the school's parent and family engagement policy.

- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students’ classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY ENGAGEMENT/DEVELOPMENT

Taft Elementary will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
 - a. All parents shall be invited and encouraged to attend.
 - b. The school will provide information and explain the requirements of Title I and the rights of parents.

| | | | | |
|--------------------|---------------------|----------------------|--|--|
| STEAM Night | Principal and staff | Oct. 2018 | STEAM Activities | Parents, teacher, and community response |
| Family Relay Night | Principal and staff | Spring Semester, TBD | Activities | Parent, teacher, and community response |
| Parent Conferences | staff | Fall of 2018 | Conferencing on individual student needs | Conference forms |

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement.

| | | | | |
|------------------------------|---------------------|--------------------------|--------------------|---|
| 2 evening events | Principal and Staff | October and around April | Parent nights | Parent, teacher, and community response |
| scheduled parent conferences | Principal and Staff | October 2018 | Parent Conferences | Parent Response |

3. Engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parental and family engagement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

| | | | | |
|----------------------------------|---------------------|--------------------------|--|---|
| Fall Title I Committee Meeting | CIC/Title Committee | 1 st semester | Combine Title w/ CIC – have a minimum of 3 meetings per year | Sign in sheets and completion of policy and parent-school compact |
| Spring Title I Committee Meeting | CIC/Title Committee | 2 nd semester | Combine Title w/ CIC – have a minimum of 3 meetings per year | Sign in sheets |

4. Provide parents of participating children:
- Timely information about the Title I programs.
 - Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

| | | | | |
|--------------------------------|----------------------------|--|---|-----------------|
| BOY and EOY assessment summary | Donna Cole Desiree Post | To be given at conferences with first report card and EOY report cards | Assessment will be taken from Istation and Star assessments | Parent Response |
| Parent Conferences | Principal and Staff | October 2018 | Compacts will be distributed | Parent Response |

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parental and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for Taft Elementary is a separate document that is developed in collaboration with parents, and is posted on the campus website.

CAPACITY FOR ENGAGEMENT 1118(e)

Taft Elementary will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
 - a. Texas’s academic content standards
 - b. Texas’s student academic achievement standards
 - c. Texas’s and local academic assessments including alternate assessments
 - d. The requirements of Title I, Part A
 - e. How to monitor their children’s progress
 - f. How to work with educators to improve the achievement of their children

List activities, such as workshops, conferences, classes, and include any equipment or other materials that may be necessary to ensure success.)

| | | | | |
|--------------------------------|--|---|--------------------------------|--------------------|
| STAAR scores and Explanation | Principal, Counselor, and 3 rd grade teachers | June 2019 | Through letter notification | STAAR Results |
| Newsletters/ Family Nights | Mrs. Gary and Mrs. Cole | Monthly newsletter 2 family nights fall and spring | Through letter notification | School Assessments |
| Parent conferences and agendas | staff | Sept. 2018 | Conferences and weekly binders | School Assessments |

2. Foster family and parental engagement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children’s academic achievement.

| | | | | |
|---|---------------|--------------|---------------------------------|----------------|
| Websites listed on school website for parents to use. | Mrs. Mitchell | October 2018 | Will be added to school website | Counter clicks |
|---|---------------|--------------|---------------------------------|----------------|

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

| | | | | |
|--|-----------|----------------|--|--------------------------------------|
| Faculty Meeting and Staff Development Days | Principal | Monthly | Discussion on family and parental engagement | Faculty feedback and parent concerns |
| CIC/Title I Meetings | Principal | 3 times a year | School improvement | Feedback and Sign in Sheets |

4. Coordinate and integrate parental and family engagement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

| | | | | |
|-----------------------------------|---------------|---------|---------------------------------|-----------------------------|
| Monthly Reading Connection Tips | Mrs. Cole | Monthly | Send home with students monthly | Parent and student response |
| Websites listed on school website | Mrs. Mitchell | yearly | online | Parent and teacher response |

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

| | | | | |
|---|----------------------------|--------------------|----------------------------------|-------------------------------------|
| Compact, policy and other information sent in home language | Staff members | With every event | Google Translate and Interpreter | Ethnicity Count |
| All parents will receive a copy of the school parent compact during fall conferences. | all staff | parent conferences | school compact | Verification form |
| Remind | Teachers and Administrator | Year Round | Instructions given to parents | Parent Survey and Remind Directions |

6. Provide reasonable support of parent and family engagement activities as parents may request.

| | | | | |
|---|---------------|------------------|---|--|
| Parent Representation on the Title and CIC committees | Administrator | 3 times per year | Meeting dates and times communicated via Remind101, paper reminders | <ul style="list-style-type: none"> • Attendance/Sign-in sheets • Parent Feedback |
| Title I survey | Dr. Duhon | May 2018 | Online or hard copy TBD | Survey results |

7. Other School Family and Parent Engagement Activities:

| | | | | |
|-------------------|---------------------|----------------------------|--|--------------------------------|
| Fall Fest | PTA | Nov 2018 | Parent participation and the help of PTA | Parent response |
| Music Programs | Mrs. Root and Staff | 4 times per year | Parent Attendance at the programs | Attendance and Parent response |
| Meet the Teacher | Staff | August 2018 | Staff | Parent Response |
| PTA Meetings | PTA President | All Year | Scheduled PTA Meetings | Attendance/Sign-in Sheets |
| Title I Committee | Principal | August 2018 and April 2018 | 2 meetings per year combined with CIC | Attendance/Sign-in Sheets |

ACCESSIBILITY 1118(f)

In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

| | | | | |
|---|---|--------------------------|--|--|
| Provide parent documents in home language | Staff | When needed | Through google translate and an interpreter | Parent participation of ELL students, parents with children of disabilities |
| TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA. | Assistant Superintendent for Curriculum & Instruction/Technology | As made available by TEA | Posted on district website | District website contains active links to supporting documents. |
| District website that can be translated into 8 additional languages, other than English. | Blackboard & Assistant Superintendent for Curriculum & Instruction/Technology | Ongoing | Parents can choose from 8 languages on the district/ campus website for language conversion. | District website contains active links to 8 languages, other than English, on its website. |

ADOPTION

The Taft Elementary Parent and Family Engagement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/revised by Taft Elementary on 8-15-2018 and will be in effect for the period of the school year.

The school will distribute the policy/plan by posting it on the campus website in a timely manner after it is approved.

Staci Gary

Signature of Title I Authorized Representative (Campus Principal)

8-15-2018

Date

These parents were on the committee that developed this document:

Jennifer Guerra
Mindy Marsh
Heather Richard

Other committee members who helped develop this document:

Staci Gary
Tonya Owen
Suzann Benson
Michelle Mitchell
Adrienne Greenway
Shawna Thornton
Donna Cole
Dana Jordan
Angela Moore
Carol Hebert
Lance Barnett

Port Neches-Groves Independent School District

Van Buren Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Board Approval Date: September 9, 2019

Public Presentation Date: September 9, 2019

Mission Statement

The mission of Van Buren Elementary is to provide a positive educational setting in which each child has the opportunity to develop academically, emotionally, and physically to the best of his/her ability.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Van Buren Elementary is located in Groves, TX. It currently serves 341 students. The community has new subdivisions under construction. In the near future, we could see up to 150 new homes constructed that will have an impact on student enrollment.

Over the past few years, demographics at Van Buren have remained relatively unchanged with only slight changes in Hispanic and Economically disadvantaged students. Our Hispanic population was at 21.6% in 11-12 and currently sits at 28.2% while E.D. population was 41.3% in 11-12 and now is 38.4%.

The following is a breakdown of our student population:

| Year | AA | Hispanic | White | AI | Asian | PI | 2 + Races | Econ. Dis. | ELL | At Risk |
|-----------|------|----------|-------|-----|-------|----|--------------|---------------|------|------------|
| 2017-2018 | 3.8% | 28.2% | 62.8% | .3% | 2.9% | 0% | 1.9% | 2.1% | 9.7% | 34.0% |

Van Buren houses all K-3 Emotionally Disturbed students that require placement in an adaptive behavior classroom. There are 3 current students assigned to that classroom. Van Buren also houses K-3 Life Skills students. There will be 9 students in that program.

Demographics Strengths

The following strengths have been identified:

- Mobility rate was 11% on most current data compared to the state average of 16%.
- Student enrollment has increased from 310 in 2011-2012 to a current enrollment of 341.
- ELL population is 9.7% compared to the state average of 18.8%.
- Economically Disadvantaged students is at 38.4% compared to state average of 58.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Van Buren fell short of the goal of 97% attendance rate. 96.09% was the rate for the 2017-2018 school year. **Root Cause:** A small number of students with chronic absenteeism has skewed the percentage. (G2 PO1 S1,2)

Student Academic Achievement

Student Academic Achievement Summary

Van Buren continues to produce strong results in relation to the state and district average on state assessments.

Van Buren received an accountability rating of Met Standard for the 2017-2018 school year. We had a score of 92 on Index 1.

Van Buren received distinctions in the following areas:

- * Top 25% student progress
- * Top 25% closing Performance Gaps
- * Academic Achievement in Reading/English Language Arts
- * Academic Achievement in Mathematics

We are waiting on the 2019 Accountability Summary to update that data.

Van Buren also continues to make impressive gains on beginning, middle, and end of year testing at all grade levels. Each grade has shown more than one grade level worth of growth which has led us to levels on 3rd grade Star Math of (5.0) and Star Reading (4.1).

Student Academic Achievement Strengths

The following strengths have been identified: (2018-2019 results)

- Math scores were 96% approaches grade level compared to the district average of 89%.
- Reading scores were at 96% approaches grade level compared to the district average of 89%.
- Masters grade level in Math scores were at 33% compared to the district average of 25%.
- Van Buren will use supplemental instructional staff (teacher and paraprofessional) to focus on closing educational achievement gaps in core academic subject areas among all disaggregated student groups and improve percentage of students performing at grade level in Reading and Math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Van Buren needs to increase the percentage of "masters grade level" in Reading. **Root Cause:** Van Buren has had an increase in the enrollment of early emergent readers. (G1 PO2 S7)

School Processes & Programs

School Processes & Programs Summary

Van Buren is fortunate to be staffed by 100% certified teachers, and highly qualified paraprofessionals. All staff members are knowledgeable strong instructors, and are able to satisfy students' needs.

Curriculum, Instruction, and Assessment are all a strong focus at Van Buren. Our staff is knowledgeable in required content, they use various assessment tools, and provide interventions when necessary. This includes the Title I program and after school tutorials; as well as, our Reading Intervention program in first grade and KG. We will provide Title I assistance for at-risk students based on the following: a. Star Math for 2-3 and Star Early Literacy for K-1 beginning of the year testing. b. Students that score below 45% along with teacher recommendations qualify to participate in the Title I program.

Van Buren is well equipped with relevant technology. The district has made technology a priority area. Training is made available to help teachers become proficient at using all available technology.

School Processes & Programs Strengths

The following strengths have been identified:

- All teachers are fully certified.
- Talented and effective personnel are recruited through job vacancies posted on an active district web-page.
- The district mentor program for new hires has expedited the learning curve of our younger teachers.
- Van Buren will implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students in grades K-3.
- Van Buren uses assessment results to help determine which children will participate in Title I classes.
- Van Buren also uses various assessments to track student progress such as, iStation, Star Early Literacy, and Star Reading and Math. We will also be implementing 2 district wide benchmark tests in 3rd grade math.
- SAT time affords teachers with opportunities to differentiate instruction, and reinforce content.
- Staff development is made available; as well as, optional summer classes have been offered.
- All classrooms have mimios and projectors installed.
- Van Buren's computer lab has ipads available for teachers to check out to use in their classrooms.
- Teachers have been issued ipads and Chrome Books for use in their classrooms.
- Through grants and PTA donations, we have been able to add additional ipads to our overall inventory.
- The technology department has supplied us with 35 more ipads for the 2019-2020 school year.

Van Buren will provide counseling to all students, including children who are at-risk of academic failure, dropping out of school, involved in the

justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More opportunities for teachers of different grade levels to plan for vertical alignment is needed. **Root Cause:** Requirements for teachers during in-service limits available time for this activity. (G4 PO1 S3)

Problem Statement 2: More school counseling is needed for students at Van Buren. **Root Cause:** More of our students are at risk of academic failure or face difficult situations at home. (G3 PO3 S4,5)

Perceptions

Perceptions Summary

Van Buren has a very close faculty/staff that exhibits a family oriented atmosphere. Our staff is compassionate and aware of students' needs both academically and emotionally. We maintain high yet individualized expectations of all our students. We strive to provide a safe and secure environment for our students.

Family Engagement is high at Van Buren. It is an area of high priority. We realize the positive effect parents have on their child's learning. We value and respect parent input and their presence on campus.

All teachers in each grade level have a common conference period. This allows for team planning which is very successful. There is strong sense of pride at Van Buren from faculty, students, and parents. Daily operations portray a dedication to maximize learning opportunities.

Perceptions Strengths

The following strengths have been identified:

- A consistently strong rapport exists between students/teachers; as well as, among staff members.
- The majority of students remain on-task, and meet behavioral expectations. They respond well to our discipline management system.
- Students have a sense of security while at Van Buren.
- Remind 101 has improved communication with parents. We have received positive feedback through parent surveys.
- Attendance remains high at all functions here at Van Buren including music programs, Meet the Teacher, Character Night, and grade level meetings.
- SAT time has allowed for fewer disruptions during the school day.
- Teachers exhibit a great deal of flexibility in an effort to fully utilize all available instruction time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Classrooms are not as secure as they need to be. **Root Cause:** Glass windows adjacent to classroom doors need to be replaced for security reasons. (G3 PO3 S7)

Problem Statement 2: Students have a difficult time entering the building through the back door, and may have to wait outside for an extended amount of time. **Root Cause:** A buzzer needs to be installed on the back door to enhance student safety. (G3 PO3 S7)

Priority Problem Statements

Problem Statement 1: Van Buren fell short of the goal of 97% attendance rate. 96.09% was the rate for the 2017-2018 school year.

Root Cause 1: A small number of students with chronic absentiism has skewd the percentage. (G2 PO1 S1,2)

Problem Statement 1 Areas: Demographics

Problem Statement 2: Van Buren needs to increase the percentage of "masters grade level" in Reading.

Root Cause 2: Van Buren has had an increase in the enrollment of early emergent readers. (G1 PO2 S7)

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: More oppourtunities for teachers of different grade levels to plan for vertical alignment is needed.

Root Cause 3: Requirements for teachers during in-service limits available time for this activity. (G4 PO1 S3)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Classrooms are not as secure as they need to be.

Root Cause 4: Glass windows adjacent to classroom doors need to be replaced for security reasons. (G3 PO3 S7)

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students have a difficult time entering the building through the back door, and may have to wait outside for an extended amount of time.

Root Cause 5: A buzzer needs to be installed on the back door to enhance student safety. (G3 PO3 S7)

Problem Statement 5 Areas: Perceptions

Problem Statement 6: More school counseling is needed for students at Van Buren.

Root Cause 6: More of our students are at risk of academic failure or face difficult situations at home. (G3 PO3 S4,5)

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: K-3 students will gain at least one grade level as evidenced by Star Math and Early Numeracy.

Evaluation Data Source(s) 1: BMEYOY data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Grade 3 will supplement Scott Foresman-Addison envision Math program with Motivation Math and Building Math supplemental materials. | | Principal, Reg. Ed., Title I, Sp. Ed., Teachers and Aides | Additional supplemental materials will result in increased student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Class room teachers will administer practice STAAR tests. | | Principal, 2nd and 3rd Grade Teachers | Data from these tests will allow us to monitor student growth. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 3) In accordance with the prioritized needs assessment, this campus will implement evidence-based instructional programs in Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, Hispanics, and Economically Disadvantaged. Provide Title I assistance for at-risk students based on the following: a. Star Math for 2-3 and Star Early Literacy for K-1 beginning of the year testing. b. Students that score below 45% along with teacher recommendations qualify to participate in the Title I program. | 2.4 | Principal, counselor, and Title I staff | Having students receive small group instruction through our Title program will help close achievement gaps. | | | |
| | Funding Sources: 211 - Title I-A - 97997.00 | | | | | |
| 4) Implement Response To Intervention to help teachers in the assessment of students' needs: identify specific math skills that students need, provide remediation and interventions, document student progress, SAT meetings | 2.4 | Principal, Reg. Ed., Sp. Ed., Title I Student Assistance Team Counselor | Conducting SAT and/or RTI meetings will result in closing achievement gaps | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Provide tutorials for at-risk students. | 2.4 | Principal, Reg. Ed., Title I, Sp. Ed. | Tutorials will close achievement gaps and increase student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) We will create time for collaboration between Title I teachers and classroom teachers to ensure a process for monitoring, evaluating, and renewing curriculum to meet the needs of all learners. | | Principal Title teachers Classroom teachers | Academic growth in students receiving Title I assistance | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

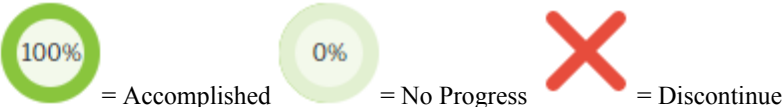
Performance Objective 2:

K-3 students will gain at least one grade level as evidenced by Star Reading and Early Literacy.

Evaluation Data Source(s) 2: BMEYOY data

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Encourage student participation in the Accelerated Reader program through student incentives for attaining established point goals. | | Principal, Teachers, Librarian | Higher AR participation will result in greater reading fluency and comprehension | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| Additional Targeted Support Strategy 2) Grade 3 will supplement the reading program with Motivation Reading and supplemental materials-Staar Ready for second and third grade. | | Principal, Teachers | The use of supplemental materials will result in higher student achievement. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| Additional Targeted Support Strategy 3) Provide tutorials for at-risk students. Provide before school istation class | 2.4, 2.5 | Principal, Teachers Computer Technology Aide | Tutorials will close achievement gaps and increase student learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 4) In accordance with the prioritized needs assessment, this campus will implement evidence-based instructional programs in Reading to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. Provide Title I assistance for at risk students based on the following: istation Beginning of the Year Screening, STAR Early Literacy. Students that score one or more grade levels below along with teacher recommendation qualify for Title I assistance in 2nd and 3rd grade. First grade requires a scaled score of 487. | 2.4 | Principal, counselor, and teachers | Academic growth in students receiving Title I assistance | | | |
| | Funding Sources: 211 - Title I-A - 97997.00 | | | | | |
| Additional Targeted Support Strategy 5) . Implement Response To Intervention to help teachers in the assessment of students' needs : A. identify specific language/reading skills that students need remediation and provide interventions B. provide periodic probes to monitor students' improvement C. document student progress D. Conduct SAT meetings | 2.4 | Principal, teachers Counselor | Conducting SAT and/or RTI meetings will result in closing achievement gaps | | | |
| Additional Targeted Support Strategy 6) First grade and KG will continue to implement a new plan to create small group instruction for struggling readers. | 2.5 | First grade teachers, Principal KG teachers | Small group instruction will help close achievement gaps. | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:

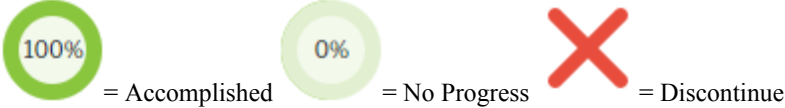
| Student Academic Achievement |
|---|
| Problem Statement 1: Van Buren needs to increase the percentage of "masters grade level" in Reading. Root Cause 1: Van Buren has had an increase in the enrollment of early emergent readers. (G1 PO2 S7) |

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: By May 20, 2019 Van Buren Elementary will attain 97% attendance rate for all students for each six weeks.

Evaluation Data Source(s) 1: TAPR Report Attendance reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|----------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Communicate with parents via mail correspondence and telephone calls to promote the importance of student attendance | | Principal | Consistent communication with parents will result in higher attendance rates. | | | |
| | Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Implement student incentives for outstanding attendance | | Principal, Counselor | Campus attendance initiatives will lead to increased student attendance. | | | |
| | Problem Statements: Demographics 1 Funding Sources: Campus Funds - 0.00 | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

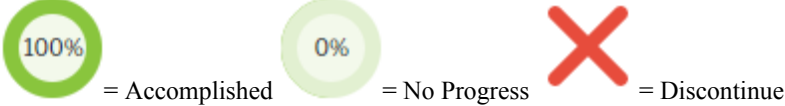
| Demographics |
|---|
| Problem Statement 1: Van Buren fell short of the goal of 97% attendance rate. 96.09% was the rate for the 2017-2018 school year. Root Cause 1: A small number of students with chronic absentiism has skewd the percentage. (G2 PO1 S1,2) |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: By September 1, 2019, 100% of all faculty and staff will receive Active Shooter training.

Evaluation Data Source(s) 1: Sign In Sheets

Summative Evaluation 1:

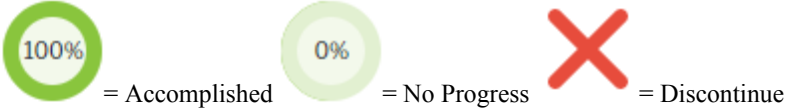
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) All staff members will participate in Armed Intruder training review and implement the strategies presented | | Principal | A review of Immediate Response to Armed Intruder training will reinforce safety protocols. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Staff will review "lock down" protocol and procedures for their classrooms. | | Principal | Reviewing procedures with students will reinforce safety protocols. | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: 100% of staff who work in specific designated assignments will receive initial training/updates for CPR and Handle With Care.

Evaluation Data Source(s) 2: Attendance Rosters

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|----------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Workshop training provided annually for CPR certification | | Principal, Nurse, CPR Instructor | CPR training for identified personnel is critical to loss of life. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Workshop training provided annually for HWC certification | | Principal HWC Instructor | Training staff for HWC will result in student safety | | | |
|  | | | | | | |




Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 3: Van Buren will create a safe and orderly environment resulting in acceptable student behavior.

Evaluation Data Source(s) 3: Skyward discipline reports

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Communicate student expectations through the student handbook. | | Principal teachers | Parents will understand student expectations. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) All doors will remain locked, and all visitors will sign in at the office. | | Principal, secretary, nurse | We will be aware of all visitors to the campus. | | | |
| 3) The campus will be monitored through the use of installed cameras | | Principal | The campus will be more secure. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) Students will receive instruction on bullying, conflict resolution, responsibility, caring, fairness, citizenship, respect, trustworthiness, fire, stranger, personal, street safety, attendance/tardiness, tattling and reporting. | 2.6 | Counselor | Education in these areas will create a safe and orderly environment. | | | |
| Problem Statements: School Processes & Programs 2 | | | | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 5) If funding remains, Van Buren will continue to contract with additional counseling positions to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse. | 2.6 | WGEC Counselor Principal | promote positivity and emotional well being of our students. | | | |
| Problem Statements: School Processes & Programs 2 | | | | | | |
| 6) Van Buren will implement "Little Indians Caught With Character" program. | 2.6 | All staff including teachers, Counselor, and Principal. | There will be fewer discipline referrals and more positive student behaviors. | | | |
| 7) Van Buren will turn in a request for glass adjacent to classrooms be replaced, and a buzzer installed on the back door. | | Principal Maintenance Dept. | A safer and more secure campus. | | | |
| Problem Statements: Perceptions 1, 2 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Performance Objective 3 Problem Statements:

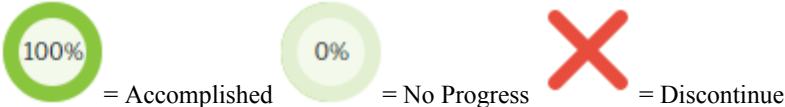
| School Processes & Programs |
|--|
| Problem Statement 2: More school counseling is needed for students at Van Buren. Root Cause 2: More of our students are at risk of academic failure or face difficult situations at home. (G3 PO3 S4,5) |
| Perceptions |
| Problem Statement 1: Classrooms are not as secure as they need to be. Root Cause 1: Glass windows adjacent to classroom doors need to be replaced for security reasons. (G3 PO3 S7) |
| Problem Statement 2: Students have a difficult time entering the building through the back door, and may have to wait outside for an extended amount of time. Root Cause 2: A buzzer needs to be installed on the back door to enhance student safety. (G3 PO3 S7) |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Relevant training will be provided for teachers based on campus needs.

Evaluation Data Source(s) 1: Staff development evaluations

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Teachers will be allowed to have input pertaining to staff development opportunities | | Principal, CIC | Teacher input will result in more impactful trainings. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) High-quality staff development will be provided to teachers through Region 5, conferences, consultants, and/or speakers. | | Principal, CIC Classroom teachers | Quality staff development will positively impact student academic and social growth. | | | |
| Funding Sources: 211 - Title I-A - 16000.00 | | | | | | |
| 3) During August of 2019, time for vertical alignment will be made available to teachers. | | | Continuity of curriculum, and increase student achievement | | | |
| Problem Statements: School Processes & Programs 1 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

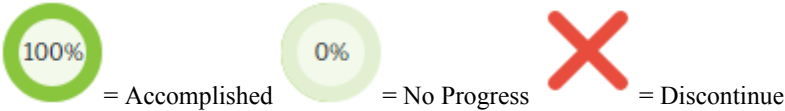
| School Processes & Programs |
|---|
| Problem Statement 1: More opportunities for teachers of different grade levels to plan for vertical alignment is needed. Root Cause 1: Requirements for teachers during in-service limits available time for this activity. (G4 PO1 S3) |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: All staff members will be trained on sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Understanding of roles/responsibilities

Summative Evaluation 2:

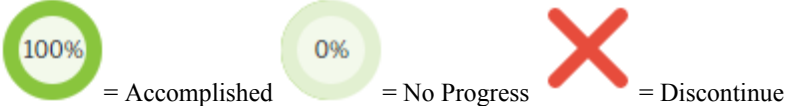
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|----------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Sexual Abuse and Maltreatment of Children training will be provided for all staff. | | Principal WGEC | Educating the staff on Child abuse will result in the safety of our students. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 3: Suicide Prevention and postvention counseling.

Evaluation Data Source(s) 3: teacher understanding

Summative Evaluation 3:

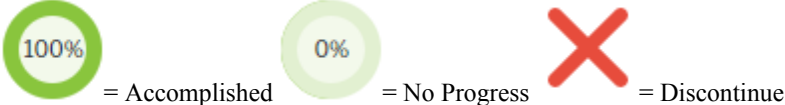
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|----------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Staff will be provided suicide prevention and/or postvention as needed and dictated by circumstances. | | Principal, Counselor | Suicide prevention training equips staff with basic knowledge to identify a student in crisis. | | | |
|  | | | | | | |

Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Van Buren will strive to achieve strong communications with parents and other members of the community.

Evaluation Data Source(s) 1: survey results

Summative Evaluation 1:

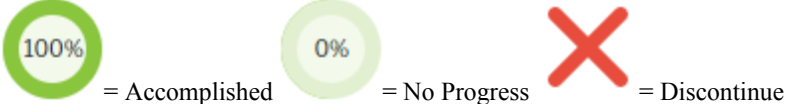
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--------------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Remind 101, campus website, and the school marquee will be used to inform parents of upcoming events. | | Counselor, teachers, PTA | Greater communication will increase family engagement | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Van Buren will strive to attain a high level of family engagement in school related activities.

Evaluation Data Source(s) 2: parent attendance, survey results

Summative Evaluation 2:

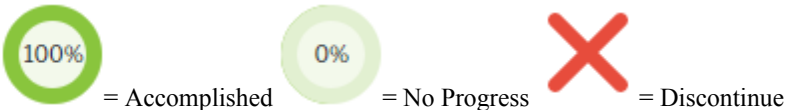
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|----------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Parents will be invited to multiple events including "Meet the Teacher", Character Night, parent conferences, grade level meetings and many others. | 3.2 | Principal | Parent attendance and participation in such events will increase family engagement. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Parents will be invited to attend a Title I parent night to learn about the Title I program | 3.1 | Principal, Title I teacher | Educating parents on strategies to help their child will increase student achievement. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Involve Title I parents in the review of district and campus Title I parent engagement policies. | 3.1 | Principal | Parent involvement in review of Title I parent engagement policies will foster the parent-school relationship. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Enlist three Campus Improvement Committee representatives from the community, and have multiple meetings at flexible times. | 3.2 | Principal | Parent/Community Involvement in the development of the CIP will foster the parent-school relationship. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandate, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the 2019-2020 school year, Van Buren Elementary will maintain a CIC to provide direction, and communicate excellence to all stakeholders.

Evaluation Data Source(s) 1: CIC sign-in sheets Meeting agendas

Summative Evaluation 1:

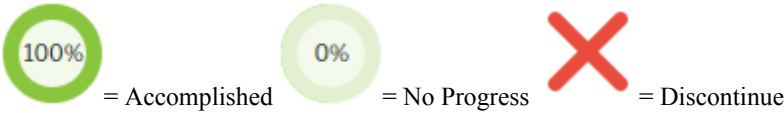
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) CIC will meet at least three times during the year, and members will report to their respective groups. | | Principal | Improved communication from the campus committee to all stakeholders. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) CIC will provide teacher and community input to all areas of campus decisions including planning, staff development, and organization. | | Principal | Utilizing input from multiple sources will result in better decision making. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandate, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: During the 2019-2020 school year, Van Buren will recruit, retain, and develop a staff consisting of 100% certified teachers and highly qualified paraprofessionals.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2:

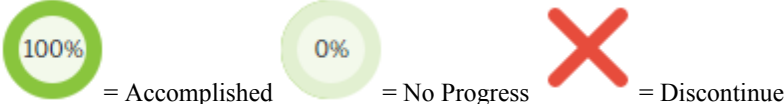
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-----------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Van Buren will provide all new teachers with a mentor teacher. | 2.4 | Principal | Effective mentors will help to develop new staff members. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Van Buren will analyze new hires with regard to certifications to ensure all teachers hold the proper certification, and all paraprofessionals are highly qualified. | 2.4 | Principal | Students being served by certified teachers will increase student achievement. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandate, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 3: Van Buren Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

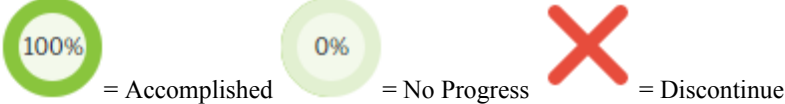
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Work with the District Foster Care Liaison to advocate for all foster children. | | Principal | Foster children will have necessary resources to be successful. | | | |
| 2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin. | | Principal | Each foster child's case will be evaluated on its own merit. | | | |
|  | | | | | | |

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: Van Buren will provide opportunities for all students to use technology as part of their instructional program

Evaluation Data Source(s) 1: Learning.com Google Forms

Summative Evaluation 1:

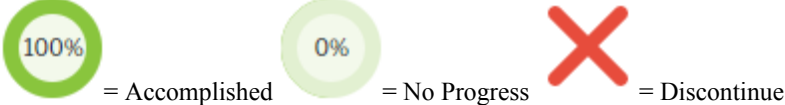
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Students will be provided with computer lab access weekly. We will continue the use of Learning.com. | 2.5 | Principal, Teachers | Students will be able to access technology to enhance learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Van Buren will make ipads available through the computer lab for teachers to use to supplement instruction. | | Principal Computer Lab Aide | Students will be able to access technology to enhance learning. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Teachers will be issued two iPads and two Chrome Books for their instruction and additional iPads purchased for student use. | | Principal, Assistant Superintendent for C&I/T | Available ipads and Chrome Books help create an academically challenging environment. | | | |
| | Funding Sources: 211 - Title I-A - 25000.00 | | | | | |
|  | | | | | | |

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: Van Buren faculty will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 2: Sign-in sheets

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Encourage all staff members with webpages to activate and maintain them. | | Principal | Providing current resources on teacher webpages will strengthen the instructional program. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Technology training will be provided to teachers. | | Campus Principal Technology Lead Teachers | Providing technology training will promote the use of current tools of technology. | | | |
| | Funding Sources: 255 - Title II-A/TPTR - 1705.00 | | | | | |
|  | | | | | | |

State Compensatory

Budget for Van Buren Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 199 11 6112 75 105 0 24 0 00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$8,500.00 |
| 199 11 6119 00 105 0 24 0 00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$225,292.00 |
| 199 11 6122 75 105 0 24 0 00 | 6122 Salaries or Wages for Substitute Support Personnel | \$1,000.00 |
| 199 11 6141 00 105 0 24 0 00 | 6141 Social Security/Medicare | \$3,268.00 |
| 199 11 6141 75 105 0 24 0 00 | 6141 Social Security/Medicare | \$150.00 |
| 199 11 6142 00 105 0 24 0 00 | 6142 Group Health and Life Insurance | \$12,807.00 |
| 199 11 6144 00 105 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$15,640.00 |
| 199 11 6144 75 105 0 24 0 00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$10.00 |
| 199 11 6145 00 105 0 24 0 00 | 6145 Unemployment Compensation | \$185.00 |
| 199 11 6146 00 105 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$7,017.00 |
| 199 11 6146 75 105 0 24 0 00 | 6146 Teacher Retirement/TRS Care | \$5.00 |
| 199 11 6149 00 105 0 24 0 00 | 6149 Employee Benefits | \$1,171.00 |
| 6100 Subtotal: | | \$275,045.00 |
| 6300 Supplies and Services | | |
| 199 11 6399 00 105 0 24 0 00 | 6399 General Supplies | \$300.00 |
| 6300 Subtotal: | | \$300.00 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Van Buren has established a Campus Improvement Committee (CIC); as well as, a Title I Committee composed of educators, parents, community members, and business representatives to identify, review, and revise educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, family engagement, and campus facilities.

Our student population has increased each school year including ESL. Student achievement continues to remain high. We have strong classroom instruction delivered by 100% certified teachers. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. We provide school counseling to all students at VB through classes, small group and individual meetings. Parent Engagement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. The CIC committee will meet on September 4, 2019 and at least two more times to work on the CNA and campus plan. We will offer multiple meeting times to try to accommodate all stakeholders.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is made up of appropriate stakeholders. Stakeholders include principal, general education teachers, special education teachers, special populations teacher, parents, and community members. This allows our site based decisions to be made by an accurate representation of the entire campus. List of committee members are attached.

2.2: Regular monitoring and revision

The Campus Plan will be reviewed, revised and approved at the September 4, 2019 CIC meeting held at Van Buren Elementary. A formative assessment will be performed in October of 2019, February of 2020, and again in May of 2020.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is available at Van Buren Elementary in the office. It will be made available on our campus webpage via the district website. We also have a copy at our CIC meetings for members to review. Our campus improvement plan will be made available in Spanish for the 2019-2020 school year.

2.4: Opportunities for all children to meet State standards

Van Buren Elementary provides opportunities for all students to meet state standards. Goal 1 Performance Objective 1 Strategies 3-5(p.13-14), Goal 1 Performance Objective 2 Strategies 2, 4-6(p.15-16), Goal 6 Performance Objective 2 Strategies 1-2(p.27).

2.5: Increased learning time and well-rounded education

Van Buren provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education. Goal 1 Performance Objective 1 Strategies 4-7(p.15-16), Goal 7 Performance Objective 1 Strategy 1(p.29)

2.6: Address needs of all students, particularly at-risk

Van Buren provides instructional programs and strategies that target at risk students. Goal 3 Performance Objective 3 Strategies 4,5,6 (p.20)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our Title I committee on April 24, 2019. at Van Buren Elementary. This committee is listed and attached to this plan. The Parent and Family Engagement Policy was distributed to all members at that meeting. It is available at Van Buren Elementary in the office. Our Parent and Family Engagement Policy is available in Spanish on our campus webpage via the district website.

3.2: Offer flexible number of parent involvement meetings

We offer multiple opportunities for family engagement at Van Buren Elementary. Our CIC will meet at 3:15pm at Van Buren on September 4, 2019, and again at 9:00am on September 6, 2019 to accomodate all members. We will hold a Title Parent meeting for all parents in November of 2019. Our Character Night will be held in November as well.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|----------------|------------|
| Ann Broussard | Math Aide | Title | 1 |
| Melissa Trahan | Teacher | 2nd | 1 |

Campus Improvement/Title I Committee

| Committee Role | Name | Position |
|----------------------------|------------------|-------------------|
| Administrator | Joe Cegielski | Principal |
| Classroom Teacher | Missy Sturdivant | KG Teacher |
| Classroom Teacher | Christy Jones | 1st grade Teacher |
| Classroom Teacher | Melissa Trahan | 2nd grade teacher |
| Classroom Teacher | Tricia Sandell | 3rd grade teacher |
| Classroom Teacher | Jamie Foster | SPED Teacher |
| Non-classroom Professional | Danielle Vu | Librarian |
| Classroom Teacher | Lisa Badon | SPED Teacher |
| Non-classroom Professional | Taylor McDonald | Counselor |
| Parent | Kelly Barrett | Parent |
| Community Representative | Kelly Moore | Fire Chief |
| Parent | D'Lisa Foster | Parent |
| Parent | Kristin Baxter | Parent |
| Business Representative | Debbie Sherman | Business Rep |
| Parent | Randi Kilkenny | DEIC Rep |

Title I Committee

| Committee Role | Name | Position |
|----------------------------|-----------------|-----------------|
| Administrator | Joe Cegielski | Principal |
| Non-classroom Professional | Taylor McDonald | Counselor |
| Classroom Teacher | Denise Standley | Interventionist |
| Paraprofessional | Ann Broussard | Interventionist |
| Parent | D'lisa Foster | Parent |
| Parent | Kelly Barrett | Parent |
| Parent | Kristen Baxter | Parent |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 4 | | | \$0.00 |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 3 | 1 | | | \$0.00 |
| 3 | 3 | 3 | | | \$0.00 |
| 3 | 3 | 4 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 2 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 5 | 2 | 1 | | | \$0.00 |
| 5 | 2 | 2 | | | \$0.00 |
| 5 | 2 | 3 | | | \$0.00 |
| 5 | 2 | 4 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| 6 | 1 | 2 | | | \$0.00 |

| 199 - General Fund | | | | | |
|------------------------------|------------------|-----------------|-------------------------|---------------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 2 | 1 | | | \$0.00 |
| 6 | 2 | 2 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 2 | | | \$0.00 |
| 7 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$97,997.00 |
| 1 | 2 | 4 | See Goal 1.1.3) | | \$97,997.00 |
| 4 | 1 | 2 | | | \$16,000.00 |
| 7 | 1 | 3 | | | \$25,000.00 |
| Sub-Total | | | | | \$236,994.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 2 | 2 | | | \$1,705.00 |
| Sub-Total | | | | | \$1,705.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$238,699.00 |







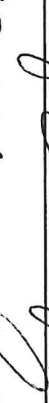
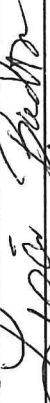






Addendums

Campus Improvement Committee

Meeting Date: August 29, 2018

9:30 A.M.

Van Buren

| Committee Role | Name | Position | Signature |
|----------------------------|-----------------|-------------------|---|
| Administrator | Joe Cegielski | Principal |  |
| Classroom Teacher | Kathy Brent | Classroom Teacher |  |
| Classroom Teacher | Andy Miller | First Grade |  |
| Classroom Teacher | Amy Brashers | Second Grade |  |
| Classroom Teacher | Tricia Sandell | Third Grade |  |
| Classroom Teacher | Jamie Foster | Special Education |  |
| Non-classroom Professional | Danielle Vu | Librarian |  |
| Classroom Teacher | Lisa Badon | Resource Teacher |  |
| Non-classroom Professional | Taylor McDonald | Counselor |  |
| Parent | Kelly Barrett | Parent |  |
| Community Representative | Kelly Moore | Fire Chief |  |
| Business Representative | Debbie Sherman | Business Rep |  |
| Parent | D'Lisa Foster | Parent |  |
| Parent | Kristin Baxter | Parent |  |

Van Buren Elementary Parent and Family Engagement Policy

2019-2020

PURPOSE

Van Buren Elementary School is committed to excellence in education. The combined efforts of the staff, students, parents, and community will provide a learning environment that ensures opportunities for all students to pursue lifelong learning and responsible, productive citizenship. Therefore, Van Buren Elementary will maximize its resources to enable each child to become a successful learner. School and home must work together to reach higher student achievement. On-going, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success at Van Buren Elementary.

GENERAL EXPECTATIONS

Van Buren Elementary agrees to:

- Be governed by the following statutory definition of Parent and Family Engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (a) That parents play an integral role in assisting their child's learning.*
- (b) That parents are encouraged to be actively involved in their children's education at school*
- (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
- (d) The carrying out of other activities, such as those described in section 1118 of the ESSA.*

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school Parent and Family Engagement Policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.

- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's Parent and Family Engagement Policy.
- Use the findings of the Parent and Family Engagement Policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Policy.
- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

Van Buren Elementary will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
 - a. All parents shall be invited and encouraged to attend.
 - b. The school will provide information and explain the requirements of Title I and the rights of parents.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--------------------------------------|---|------------------------------------|--|--|
| Title I Parent Meeting | Joe Cegielski Taylor McDonald | Sept 2019 | <ul style="list-style-type: none"> • Letters Home | Attendance/Sign-in Sheets |
| Character Night | Denise Standley Kacie Guidry | | | |

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent engagement.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|--|---|---|
| <ul style="list-style-type: none"> Kindergarten Roundup K – 3 Meet the Teacher Night Kindergarten & First Grade Orientation CIC Meetings | Classroom & Supporting Teachers Principal Counselor | <ul style="list-style-type: none"> Spring 2020 August 2019 KG-August 2019 1st –August 2019 <p>CIC meetings will be held at multiple times to allow for greater involvement.</p> | <ul style="list-style-type: none"> Parents meet in cafeteria Parents meet in child’s classroom Marquee School Website Notice sent home Remind 101 | <ul style="list-style-type: none"> Kindergarten students enrolled Attendance Sign-in Sheets |

3. Engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parent and family engagement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|--------------------------------------|---|--|
| <ul style="list-style-type: none"> Fall Title I Committee Meeting Spring Title I Committee Meeting | <p>Joe Cegielski – Facilitator</p> <p>Members: Taylor McDonald – Counselor Denise Standley - Title Teacher Kacie Guidry – Title Aide Kelly Barrett– Parent D’Lisa Foster – Parent Kristin Baxter- Parent</p> | <p>August 2019</p> <p>April 2020</p> | <p>Invitations will be sent to parent committee meetings. Meetings to be held in the Title I classroom.</p> | <p>Sign-in Sheets</p> |

4. Provide parents of participating children:
- Timely information about the Title I programs.
 - Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|--|--|---|--|
| <ul style="list-style-type: none"> • Parent/Teacher Conferences • Title I Parent Night • Title I Survey | Classroom Teachers Principal Title I staff Van Buren Office Staff | October 2019 Fall 2019 Spring 2020 | <ul style="list-style-type: none"> • Parents will be encouraged to attend conferences and trainings • Instructions will be sent home for parents to complete online. Van Buren office staff will compile information. | <ul style="list-style-type: none"> • Parent Participation/ Conference documentation • Survey results |

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parent and family engagement policy /plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for **Van Buren Elementary** is a separate document, developed in collaboration with parents, and is posted on the campus website. All parents will receive a copy of the school-parent compact. It will be sent home with the first report card, and available in Spanish as well.

CAPACITY FOR INVOLVEMENT 1118(e)

Van Buren Elementary will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
 - a. Texas's academic content standards
 - b. Texas's student academic achievement standards
 - c. Texas's and local academic assessments including alternate assessments
 - d. The requirements of Title I, Part A
 - e. How to monitor their children's progress
 - f. How to work with educators to improve the achievement of their children

List activities, such as workshops, conferences, classes, and include any equipment or other materials that may be necessary to ensure success.)

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|------------------------------------|--|--|
| <ul style="list-style-type: none"> • Parent Conferences • Istation • STAR Reading • EasyCBM Progress Monitoring • Progress Reports • Report Cards • Website/Web Links • PTA Meetings • Committee Meetings • School/Home connection | <ul style="list-style-type: none"> • Principal • Title Teachers • Teachers • Supporting Teachers • Counselor | 2019 - 2020 School Year | <ul style="list-style-type: none"> • Communicate to parents their role in monitoring attendance, homework, progress, etc. • Marquee • Remind 101 • Parent Letters • Student Reports | <ul style="list-style-type: none"> • Parent Engagement • Parent Response |

2. Foster parental engagement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|--|-------------------------------------|--|--|
| <ul style="list-style-type: none"> • Provide list of free websites for practice • Links provided on school and teacher websites • Computer Lab for assistance | <ul style="list-style-type: none"> • Principal • Title Teachers • Teachers • Webmaster • Computer Lab Technology Aide | On-going throughout the school year | <ul style="list-style-type: none"> • School Website • Notice sent home | <ul style="list-style-type: none"> • Parent Engagement • Parent Response |

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|-------------------------------------|---|---|
| Faculty Meetings Staff Development | <ul style="list-style-type: none"> Principal Title Teachers Teachers Support Teachers | On-going throughout the school year | <ul style="list-style-type: none"> School Website Remind 101 Notice sent home Meetings throughout the school year | <ul style="list-style-type: none"> Parent Engagement Parent Response Teacher Response Staff sign-in sheet |

4. Coordinate and integrate Parent and Family Engagement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|---------------------------------|---|---|
| Reading Connection | Title I Teacher | November 2019 | Literature sent home | Parent Feedback |
| Home and School Connection | Counselor | Monthly | Literature sent home | Parent Feedback |
| Hold a Character Night – students attending will receive a coupon towards reading material at the Book Fair. | Regular Ed. Teachers Volunteers Principal | TBA | Teachers & Community Representatives will read stories and students/parents will rotate around campus | Parent Attendance Sign-in sheets |

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/ Evaluations (How success will be measured) |
|--|--|--|--|--|
| <ul style="list-style-type: none"> All parents will receive a copy of the school-parent compact. They will be sent home with the first report card, and are available in Spanish. Notify parents of meetings Notify parents of activities Home and School Connection will be available in Spanish. | <ul style="list-style-type: none"> Principal Title I Teachers Regular Ed. Teachers Counselor | <p>Throughout the school year</p> <p>Monthly</p> | <ul style="list-style-type: none"> Remind 101 Literature sent home Translators on request <p>Literature sent home</p> | <ul style="list-style-type: none"> Signed parent conference letters Parent response <p>Parent Feedback</p> |

6. Provide reasonable support of parental engagement activities as parents may request.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|--|--|
| <ul style="list-style-type: none"> Parent/Teacher Conferences Requested Parent Meetings | <ul style="list-style-type: none"> Title I Teachers Regular Ed. Teachers Counselor | <p>Throughout the school year</p> | <ul style="list-style-type: none"> Literature sent home Translators on request | <p>Parent Response</p> |

7. Other School Parent and Family Engagement t activities:

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--------------------------------------|---|------------------------------------|--------------------------------|--|
|--------------------------------------|---|------------------------------------|--------------------------------|--|

| | | | | |
|--|--|----------------------------|--|--------------------------------------|
| <ul style="list-style-type: none">• Book Fairs• Music Programs• PTA Meetings | <ul style="list-style-type: none">• Regular Ed. Teachers• Principal• Counselor | Throughout the school year | <ul style="list-style-type: none">• Remind 101• Literature sent home• School Website | Parent Response Parent attendance |
|--|--|----------------------------|--|--------------------------------------|

ACCESSIBILITY 1118(f)

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|---|--|
| TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA. | Assistant Superintendent for Curriculum & Instruction/Technology | As made available by TEA | Posted on District Website | District website contains active links to supporting documents. |
| District Website that can be translated into 8 additional languages, other than English. | SchoolFusion & Assistant Superintendent for Curriculum & Instruction/Technology | Ongoing | Parents can choose from 8 languages on the District/Campus Website for language conversion. | District Website contains active links to 8 languages, other than English, on its website. |

ADOPTION

 Date

The **Van Buren Elementary Parent and Family Engagement Policy/Plan** has been developed/ revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/ revised by **Van Buren Elementary** on 8/29/2018 and will be in effect for the period of the school year.

The school will distribute the Parental Involvement Policy/Plan by posting it on the campus website in a timely manner after it is approved.

 Signature of Authorized Representative (Campus Principal)

These parents were involved with the development of this document:

Kelly Barrett -Parent

D’Lisa Foster-Parent

Kristin Baxter-Parent

These teachers were involved with the development of this document:

Taylor McDonald - Counselor

Denise Standley – Title I Teacher

Kacie Guidry – Title I Aide

Port Neches-Groves Independent School District

Woodcrest Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Woodcrest Elementary is to provide a quality educational program in an environment that is conducive to learning. To accomplish this, we offer a variety of school programs to encourage the development of each student to his or her highest potential.

Vision

Woodcrest Elementary students will remain engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, national, and world community.

Woodcrest Elementary parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Within a nurturing, safe environment, Woodcrest Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

Core Beliefs

Desired Student Behavior

- Be self-directed, independent, life-long learners
- Exhibit a positive self image and physical well being
- Exhibit respect for self, others, and the environment
- Demonstrate problem solving and decision making skills
- Demonstrate proficiency in communications and academic skills
- Accept responsibility and be a positive contributor to society
- Demonstrate an appreciation for our American heritage, demographic ideals, and multicultural richness

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Comprehensive Needs Assessment

Needs Assessment Overview

When completing our needs assessment, the following are key areas to review:

- Utilize our support staff for interventions to strengthen small group instruction, which will increase student growth
- ESL students need continual support in academic areas via ESL specialist, in-class supports and linguistic accommodations
- Diverse student populations including special education, ESL and economically disadvantaged populations need differentiated instruction and in class supports
- Student growth will be shown through district benchmark testing (Math, Reading, Writing, Science and Social Studies)
- Recruit and hire high quality staff members that can meet the needs of our diverse student population
- Parent and family engagement and communication will continue to be an area of need to maintain positive relationships with parents and students

Demographics

Demographics Summary

Woodcrest Elementary is an established learning community that has seen some changes in its 50+ year history. Over time, Woodcrest has moved from an all-white, limited, economically-disadvantaged, student population to become a schoolwide Title 1 campus. Our student population make up includes: 74.3% white, 1.5% African American, and 21.2% Hispanic (2017-18). Additionally, we have 38.9% of our students eligible for free/reduced food programs. Our ELL group is 4.4%. We average about 96.6% attendance rate and are working on improving that by offering incentives each six weeks for those who achieve perfect attendance. Our classes average in size of about 18-20 children per teacher. Additionally, we have one ESL teacher, one Title Reading teacher, one Resource teacher, and four academic aides, all of which help teachers and students learn and progress. Traditionally, all of our subgroups have showed academic mastery on state achievement testing.

Demographics Strengths

Our student families have strong bonds within our community. They work together to get assistance and help for their children and families. All students at Woodcrest are treated respectfully. Everyone works together to ensure our students are granted the best education that can be provided. We will provide school counseling to tall students at Woodcrest including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use, and/or abuse.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The teachers and staff do not look at all the students and their families as members of a larger school community with needs. **Root Cause:** Teachers have always looked at the needs of their students in their classrooms but they have looked at them as members of a larger school community that has unique needs

Problem Statement 2: The cafeteria often has a large overdue balance from children charging lunches when they could qualify for free or reduced meals. **Root Cause:** Not all families are aware that they can apply for free or reduced lunches and are charging lunches in the cafeteria.

Student Academic Achievement

Student Academic Achievement Summary

One teacher and one instructional aide is funded with Title I funds. Teachers will implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades K-3rd.

| <u>Math</u> | <u>BOY</u> | <u>EOY</u> | <u>Progress</u> |
|-------------|------------|------------|-----------------|
| <u>1st</u> | SS - 290 | SS- 451 | Yes |

*>75th
percentile

(+156) growth

| | | | |
|------------|---------|--------------------|-----|
| <u>2nd</u> | SS- 426 | GE- 2.5 SS- 538 | Yes |
|------------|---------|--------------------|-----|

*> 50th
percentile

(+111) Growth

| | | | |
|------------|----------|-------------------|-----|
| <u>3rd</u> | SS - 531 | GE 3.3 SS- 641 | Yes |
|------------|----------|-------------------|-----|

**>75th
percentile

(+109) growth

GE - 4.6

| <u>Reading</u> | <u>BOY</u> | <u>EOY</u> | <u>Progress</u> |
|-----------------------|------------|-----------------------------|-----------------|
| <u>Kinder</u> | SS - 510 | SS 687 | Yes |
| <u>Early Literacy</u> | | (+170) growth | |
| <u>1st</u> | SS - 99 | *55th percentile SS- 246 | Yes |
| | | *> 75th percentile | |
| | | (+147) growth | |
| <u>2nd</u> | SS- 250 | GE 2.4 SS- 382 | Yes |
| | | *< 75th percentile | |
| | | (+132) growth | |
| <u>3rd</u> | SS - 362 | GE 3.5 SS- 471 | Yes |
| | | *> 50th percentile | |
| | | (+106) | |
| | | GE 4.2 | |

Student Academic Achievement Strengths

Woodcrest Elementary exhibited student achievement strength in the following areas:

- Above state and region averages in all report categories in reading
- Above state and region averages in all report categories in math

Supplemental instruction staff (teachers and paraprofessionals) at grades K-3rd to focus on closing educational achievement gaps in core academic areas

among all disaggregated students groups and improving percentages of students performing at grade level in Reading and Math. This is documented because our student have shown growth in each grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction. **Root Cause:** Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

Problem Statement 2: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause:** Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

School Processes & Programs

School Processes & Programs Summary

Woodcrest staff is committed to providing a quality education for all students, meeting students where they are academically, and then providing them with the knowledge they need to master their grade level skills and promote to the next grade level by the year's end. For those students who are more than a year behind, we expect more than a year's growth in order for them to close their achievement gap and be on grade level. Progress of student improvement is monitored through teacher observation, iStation, Star Early Literacy, Star Math, Star Reading, Easy CBM, IXL, and XtraMath. Additionally, EOY, MOY, BOY assessments, informal assessments, district unit assessments and quick checks provide the data needed to develop intervention strategies for at-risk students. Teachers engage in small group instruction and tailor learning stations to the needs of students. Grade level teams will meet each month to review the progress of students to ensure that they are being taught at appropriate levels.

School Processes & Programs Strengths

Woodcrest staff has had professional development training in the following areas: DMAC, iStation, IXL, Sheltered Instruction and researched and evidence based instructional strategies. The staff will continue to research and evaluate the latest curriculum available and make suggestions for possible purchase. Teachers will implement instructions to all students according to their instructional needs. Classroom teachers have been given an iPad mini and each class works with iPads weekly in the classrooms. Many evidence based curriculum has been purchased to enhance the classroom curriculum: Countdown to Math STAAR, Tornado MathGPS Math and for rigor in reading and math, Mentoring Minds. Grade level teachers have a common conference time so that they can achieve grade level planning and collaboration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Woodcrest uses a lot of different forms of information to assess student's progress. Teachers need to become better at disaggregating the information and have more time to work with the information. **Root Cause:** The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

Problem Statement 2: The faculty and staff are always concerned with the environment that some students go home to and the influence this environment can have on their school performance. **Root Cause:** The lack of parental support from so many parents creates a concern for what children are exposed to at home.

Perceptions

Perceptions Summary

100% of certified teaching staff, including all highly qualified paraprofessionals are providing students the help that they need. Professional Development opportunities are aligned to the various needs of teachers to meet the demands of student needs for learning and progress. Mentors are assigned to first-year teachers through the district's mentor program. Additionally, we assign mentors to teachers new to the Woodcrest campus. When selecting applicants for a new position at Woodcrest, a rigorous selection process is used to assure that the best applicants are chosen for consideration. An extensive check of references is conducted on all applicants.

Perceptions Strengths

Teachers help and support each other in order to meet the needs of all students. All of our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students. Our new staff members are enthusiastic and have a desire to work with at-risk students. They all come highly recommended and will be a healthy addition to our team. The staff is encouraged to go above and beyond to assure the success of all students and teachers. Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful. Our district curriculum coordinator along with the principal meet with teachers on a regular bases to help meet their needs. Our technology lead teacher is there to help teacher integrate more technology into the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of students requiring the assistance of RTI intervention is increasing and teachers are overwhelmed with providing the students with the needed accommodations. **Root Cause:** More training is needed to help teachers to identify and evaluate the needs of their RTI students.

Priority Problem Statements

Problem Statement 1: The teachers and staff do not look at all the students and their families as members of a larger school community with needs.

Root Cause 1: Teachers have always looked at the needs of their students in their classrooms but they have looked at them as members of a larger school community that has unique needs

Problem Statement 1 Areas: Demographics

Problem Statement 2: The cafeteria often has a large overdue balance from children charging lunches when they could qualify for free or reduced meals.

Root Cause 2: Not all families are aware that they can apply for free or reduced lunches and are charging lunches in the cafeteria.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The number of students requiring the assistance of RTI intervention is increasing and teachers are overwhelmed with providing the students with the needed accommodations.

Root Cause 3: More training is needed to help teachers to identify and evaluate the needs of their RTI students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Woodcrest uses a lot of different forms of information to assess student's progress. Teachers need to become better at disaggregating the information and have more time to work with the information.

Root Cause 4: The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction.

Root Cause 5: Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math.

Root Cause 6: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 1: By the end of the school year, students will show growth of +75 scale score on their MATH district benchmark

Evaluation Data Source(s) 1: District Bench mark tests

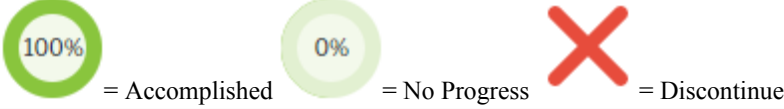
Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) All teachers (including Title I teachers and paraprofessionals) will be provided with staff development on effective strategies for teaching problem solving and on the pre-referral process, including response to intervention, and teachers will attend the following workshops: Math workshop, , Language arts, Writing | 2.5 | Principal, Teachers, Consultant, Educational Directors, Counselor, District Coordinators, Special Education Director, Campus Principal, C.I.C. (Campus Improvement Committee) | Curriculum support for teachers will lead to student success. | | | |
| Funding Sources: 211 - Title I-A - 11451.00, 199 - General Fund - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 2) Grades K-3 will teach the TEKS through hands-on activities and will provide opportunities for G/T students to work on interdisciplinary units. | 2.5 | Principal, Regular Education Teachers, Title I Tutor and Aide, Special Education Teacher and aide, ESL, G/T Teachers, District Coordinators | Curriculum support for teachers will lead to student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Grades 1-3 will supplement En-Vision math with Mentoring Minds, IXL, Prodigy, and Star Math and will integrate the use of technology and STAAR materials to promote student success in math. | 2.5 | Principal, Regular Education Teachers, Title I Teacher and Aide, Special Education Teachers and Aide, ESL Teacher, Instructional Technology Aide, Librarian | Curriculum support for teachers will increase student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Peer Tutors from PN-G High School will provide small-group instruction. | 2.6 | Peer Tutors from PN-G High School, Coordinating High School Sponsor, Classroom teacher, Principal | Additional staff will lead to student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Classroom teachers will supplement with STAAR materials and give two practice STAAR tests. | 2.4 | Principal, 3rd Grade Teachers | Curriculum support for teachers will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 6) We will provide Title I assistance for at-risk students based on the following: Teacher recommendation; Standardized achievement test scores of 25 percentile or less on designated math sub-tests in grades two and three; and Students placed in the Title I math program will be ranked according to their academic achievement level. Students ranked in order of greatest need will receive top priority for program placement. | | Principal, Counselor, Teachers | The additional staff will lead to increased student success. | | | |
| | Funding Sources: 211 - Title I-A - 238949.00 | | | | | |
| 7) We will incorporate the following Title III goals and objectives: Sustained professional development for educators who serve second-language learners; On-going individual student assessment to guide instruction conducted on campus; Implementation of peer assistance where ESL teachers assist regular classroom teachers to differentiate instruction according to individual needs, and; Opportunities for teachers to become immersed in a Language and Cultural Program. | 2.6 | Principal, ESL Teacher, Classroom teacher | Additional language support for ELL will lead to increased success. | | | |
| | Funding Sources: 263 - Title III - 1491.00 | | | | | |
| 8) Implement Response To Intervention (RTI) to help teachers in the assessment of students needs: Identify specific math skills that students need remediation and provide interventions, Provide weekly probes to monitor students improvement, Document student progress, Schedule SAT meetings, Provide remedial instruction for identified students | 2.6 | Principal, ESL Teacher, Regular Education Teacher, Counselor | The RTi program will address student needs and therefore increase student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <p>Additional Targeted Support Strategy</p> <p>9) Each grade level will disaggregate formal and informal assessments and benchmark data to identify any areas of need in all campus subgroups, for instance:</p> <p>Economically disadvantaged students with their special needs, Higher performing G/T students who require more challenging curriculum, Special Education students, ESL students; dents performing with the challenge of Dyslexia students identified as at-risk due to their performance below benchmark; Students identified as RTI students and/or Title I students of most need due to performing below a certain percentage on benchmarks and Hispanic needing to improve from 38% to 41% for Student Success Status and White students needing to improve in reading to the Trage rate of 60%,Math progress from 56% to 59% and Student Success Satus from 56% to 59%; and will develop a plan to address those need using;</p> <p>tar Reading; strict matrices and qualification criteria to identify at-risk students and GT students; students identified as at-risk due to performing below benchmarks; Special Education students; ESL students; Students identified as Title I students of "most need" due to performing a certain percentage below benchmarks; Students performing with the challenge of dyslexia</p> | 2.6 | Principal, Regular Ed. Teacher, Title I Teachers, Counselor, ESL Teacher, Dyslexia Teacher, Special Education Teacher | Teachers PLC 's will allow for more time to address the needs of students to increase student success. | | | |
| <p>Funding Sources: 199 - General Fund - 0.00</p> | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Additional Targeted Support Strategy 10) Implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades PK-5. Sub groups needing improvement are Hispanic needing to improve from 38% to 41% for Student Success Status and White students needing to improve in reading to the Target rate of 60%, Math progress from 56% to 59% and Student Success from 56% to 59%. | 2.5 | Principal, ESL Teacher, Regular Education Teacher, Counselor | Using Best practices and evidence based instructional strategies will lead to increased student success. | | | |
| | Funding Sources: 211 - Title I-A - 103672.00 | | | | | |
|  | | | | | | |

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.







Performance Objective 2: By the end of the school year, students will show growth of +75 scale score on their Reading district benchmark

Evaluation Data Source(s) 2: District Benchmark tests

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Research-based instruction and the use of technology will be provided for campus subgroups such as Title I, RTI, and/or at-risk students, ESL students, students with Dyslexia, and Special Education students to help promote student success in reading and also to provide enrichment opportunities for G/T (Gifted and Talented) students. | 2.5 | Principal, Special Education Teacher, Title I Teacher and Aide, Regular Education Teachers, G/T Teachers, ESL Teacher, Aides, Librarian, Counselor | Research based instruction will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00, 211 - Title I-A - 186833.00, 263 - Title III - 1491.00, 224 - IDEA - 0.00 | | | | | |
| 2) The STAR Early Literacy Reading Program, STAR Reading, and iStation will be utilized to access student reading comprehension level. | 2.5 | Principal, Kindergarten - Second Grade Regular Education Teachers, Special Education Resource Teachers, Librarian | Curriculum support for teachers will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 3) Multi-sensory phonics activities and DIP will be provided for identified dyslexic and special education students and for identified at-risk students. | 2.5 | Principal, Regular Education Teachers (K and 1st), Speech Teacher, Dyslexia Teacher, Title I Teacher | additional curriculum support will lead to increased student success. | | | |
| | Funding Sources: 224 - IDEA - 0.00 | | | | | |
| 4) Small group instruction for identified at-risk students will be provided. | 2.6 | Principal, Counselor, Teachers | The additional staff will lead to increased student success. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Response-to-intervention (RTI) will be implemented to help teachers in the assessment of students needs by: Identifying specific language/reading skills that students need; Provide remediation and interventions, Providing bi-weekly progress monitoring to monitor students improvement, Documenting student progress, and Holding SAT meetings. | 2.6 | Principal, Classroom Teacher, Counselor | The additional staff will lead to increased student success. | | | |
| 6) We will provide Title I assistance for at-risk students based on the following: Teacher recommendation, Standardized achievement test score of 25 percentile or less in the core total for grade one, Standardized achievement test score of 25 percentile or less on designated reading sub-tests in 1st, 2nd, and 3rd grade, and Students placed in the Title I reading program will be ranked according to their academic achievement level. Students ranked in order of greatest need will receive top priority for program placement. | 2.6 | Principal, Counselor, Teachers | The additional staff will lead to increased student success. | | | |
| | Funding Sources: 211 - Title I-A - 238949.00 | | | | | |
| 7) We will provide staff development on effective strategies for teaching reading comprehension for all teachers, including Title I teachers and paraprofessionals. | 2.5 | Principal, Teachers, Consultant | Current and updated curriculum support will lead to increased student success. | | | |
| | Funding Sources: 211 - Title I-A - 5333.00 | | | | | |

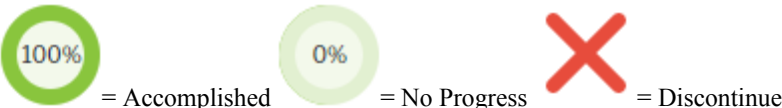
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|---|---|---|
| | | | | Nov | Feb | May |
| 8) Increase the awareness by training 100% of our teachers of ELL and SPED students in order to foster student growth. | | Principal, ELL teachers, SPED teachers, Special Ed. Director, ELL Coordinator, Counselor | Student accommodations, teacher training, and assessment instruments will lead to student growth. | | | |
| 9) Use Accelerated Reader program to motivate and increase interest and achievement in reading. AR incentives/rewards for those who meet criteria. | | Principal, Librarian, all teachers | The use of specific curriculum will lead to increased student achievement. |  |  |  |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an average student attendance rate of at least 96% for the school year.

Evaluation Data Source(s) 1: Attendance reports, TAPR report, PEIMS report

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide perfect attendance awards and other incentives for students. | | Principal, Teachers, Counselor | Campus attendance initiatives will lead to increased student attendance. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Contact parents of students with excessive absences; send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences. | | Principal, Coordinator of Special Services | Communication with parents will lead to increased student attendance. | | | |
|  | | | | | | |

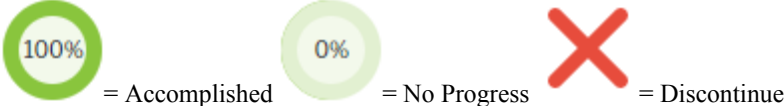
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

Evaluation Data Source(s) 1: Observation, time requirements, observed student responses and behaviors, faculty input, signed forms of acceptable use policy on file in the office, Fitnessgram, data, faculty and student feedback.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation) | | Principal, Faculty | Information from safety audits will guide the campus to provide better safety. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) The Counselor will administer a "Character Education" program to students using "Character Counts" curriculum, providing counseling units for all students regarding, "Child Abuse Awareness", "Conflict Resolution", "Bullying", "Violence Prevention", "Eddie Eagle" (using materials and mascot for gun safety), "Stranger Awareness", "Drug Awareness" (a week long promotion of our anti-drug campaign using "Red Ribbon" special activities) | 2.5 | Principal, Counselor, Teachers (all grades, K-3), Music Teacher, P. E. Teacher, Nurse | Positive behavior will lead to safer schools. | | | |
| Funding Sources: 199 - General Fund - 0.00, PTA Funds - 0.00 | | | | | | |
| 3) The faculty and staff will develop a school wide positive behavior support plan, P.R.I.D.E. Discipline Plan | 2.5 | Principal, C.I.C. (Campus Improvement Committee) | Positive behaviors will lead to safer schools. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) The faculty and staff will review the campus Crisis Management plan and CPI plan. | | Counselor, Principal, C.I.C. (Campus Improvement Committee), Teachers | Proper training will lead to safer schools. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |

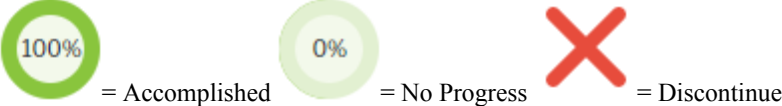
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 5) The campus Principal will ensure that students and faculty comply with district acceptable use policies. | | Principal, Faculty, Students | Awareness of district and campus procedures and policies will lead to a safer school. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) During the school year, 100% of staff will be provided training for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder. | | District Personnel, Trained instructors, Principal, Teachers, Local law enforcement | Reviewing immediate Response to Armed intruder training will reinforce safety protocols. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 7) Implement strategies in the classroom to run, lock, fight in the case of an armed intruder; Drills to practice strategies against intruders; Review/refresh strategies at the beginning of each year; Students practice throughout the year | | Teachers, Principal | Reviewing immediate Response to Armed intruder training will reinforce safety protocols. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: To ensure a safe school environment for students, teachers, staff.

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports.

Summative Evaluation 2:

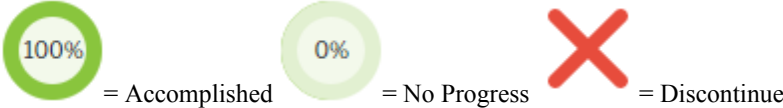
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) All visitors will sign in at the office and will be issued a badge | | Secretary | Procedures will lead to a safer campus. | | | |
| 2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct | | <ul style="list-style-type: none"> Principal | Effective and consistent communication will lead to a safer campus. | | | |
| 3) Provide Handle With Care training to faculty | | <ul style="list-style-type: none"> Principal | Proper training will lead to a safer campus. | | | |
|  | | | | | | |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Increase the percentage of certified core academic subject area teachers on each campus to meet 100% in a reasonable time frame.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, professional development records, teacher interviews, HQ certificates for personnel file, campus demographics, student schedules

Summative Evaluation 1:

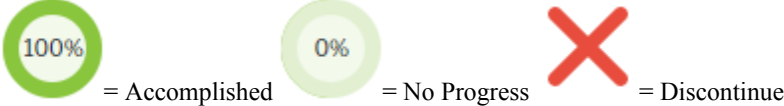
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children | | Campus Principal, School counselor | Additional training will provide teachers with strategies to assist our students. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Monitor the effectiveness of teachers by frequent walk-through | | Campus principal | Leadership professional development will enable instructional leaders to more effectively mentor teachers. | | | |
| 3) Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement and other areas needing support. | | | New instructional strategies will increase student achievement. | | | |
| 4) Provide teachers with staff development on importance of parent and family engagement. | | | Staff development will increase awareness for the importance of parental engagement. | | | |
| 5) Provide all staff with state required Suicide prevention training. | | Counselor | Staff training will increase importance of suicide awareness. | | | |
|  | | | | | | |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% in a reasonable time frame.

Evaluation Data Source(s) 2: Please see Summative Evaluation 1 above.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hours of update training for GT teachers and administrators. | | Principal, GT Teacher | Additional curriculum support for teacher will lead to high quality professional development. | | | |
|  | | | | | | |

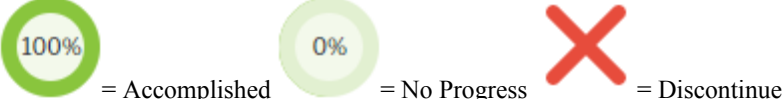
Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer hours documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-------------------------------------|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Invite parents to attend a "Meet the Teacher Night" (Open House). | 3.2 | Principal, Entire Faculty | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 2) Ensure a Parent/Student Handbook is available to all parents/students via online registration procedures on the first day of instruction | 3.2 | Principal | Updated campus and teacher webpages will foster positive parent perceptions of the campus and district. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 3) Conduct parent conferences | 3.2 | Principal, Teacher, Counselor | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 4) Involve business partners in school activities. | | Principal | Input from all stakeholders will foster positive perceptions of the campus and the district. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 5) Conduct an annual PTA membership drive. | 3.2 | Principal, PTA Membership Committee | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 6) Enlist two Campus Improvement Committee representatives from the community. | | Principal, Faculty | Input from all stakeholders fosters positive perceptions of our campus. | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |

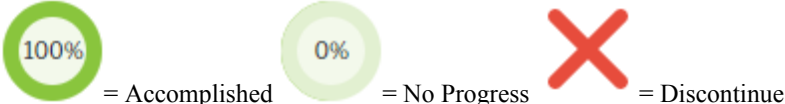
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 7) Provide community programs to enhance curriculum, such as guest speakers and donations. | | Principal, Counselor | shared education will allow ownership and positive perceptions of the campus. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 8) Invite parents to attend these meetings or programs for each grade level: Music Programs, Title I Meetings, PTA Meetings, Theme Night, Math Night | 3.2 | Principal, Classroom Teachers, Music Teachers, P.E. Teacher, Parents | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 9) Webpages with information from the counselor, nurse, PTA, teachers, and other sources, Remind 101 from Principal and teachers | | Counselor, Teachers, Nurse, P.T.A., Campus/Principal's web page | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 10) Encourage parents to register with the Family Access and provide all families with an application for Free and Reduced lunch | | Principal, Librarian, P.T.A., Community members | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 11) Provide parents and students the opportunity to explore math through "Family Math Night at Woodcrest" | 3.1 | Principal, Teachers, Parents and students | Regular and varied modes of communication and engagement with parents will foster positive parent perceptions of the campus and district and also increase student achievement. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
| 12) As part of our Parent Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish during the fall teacher/parent conferences and will sign a verification receipt for the compact, which is also available online. | 3.1 | Principal | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
| 13) Conduct a fall and spring Title I Needs Assessment Meeting | 3.1 | Principal, Counselor, Title I Parent members | Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district. | | | |
|  = Accomplished = No Progress = Discontinue | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the school year, an active CIC committee will meet on a regular bases with teachers, community members and parents.

Evaluation Data Source(s) 1: Campus CIC meetings, sign-in sheets, Plan4learning

Summative Evaluation 1:

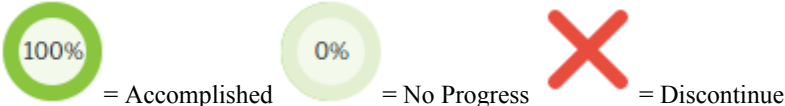
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Principal, CIC members, parents, and community representatives will meet on a regular bases (at least 3 times a year) to make decisions that concern the needs of the campus. | | Principal, CIC facilitator. CIC members | Annual site-based training will support the intent/purpose of the site-based committee. | | | |
| Funding Sources: Campus Funds - 0.00 | | | | | | |
|  | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: Woodcrest Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-----------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Work with the District Foster Care Liaison to advocate for all foster children. | | Principal | Communication documentation Foster Care paperwork | | | |
| 2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin. | | Principal | On-going evaluation of Foster Care cases that are identified by the district. | | | |
|  | | | | | | |

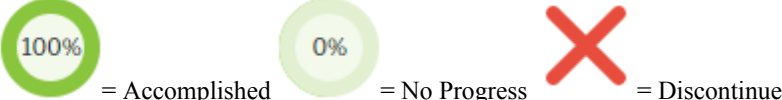
Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Teacher and student response/participation, student reports, staff participation, district technology database, documentation of use of online resources by teachers and/or students, observation of student keyboarding skills, log of teacher participation, evaluation of student computer skills

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Continuation of technology activities: Skyward grading program, iStation, iPads, Learning.com, Accelerated Reading Program | | Principal, Teachers, Librarian, Instructional Aide | Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 2) Inform public of campus activities via a campus web page and a Principal's web page: Remind101, Campus Marquee, Teacher web page and newsletter, Campus web page, Principal's web page, e-mail | | Principal, Technology Committee, Representative, Instructional Technology Coordinator | Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 3) Encourage use of online resources through participation in the Texas Library Connection and ABCD curriculum | | Principal, Librarian, Teachers | Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
| 4) Encourage use of DMAC software to access and analyze STAAR data | | Principal, Teachers | Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills. | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 5) Classroom teachers will provide Learning.com activities to meet technology TEKS. | | Principal, Teachers, Instructional Aide | Learning.com will enable K-5 students the required skills in the TA TEKS. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 6) Teachers will utilize the computer lab and ipads to enhance daily instruction. | | Classroom teacher | Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills. | | | |
| 7) Students will participate in Internet Safety Week, Cyber Bulling, Identity Safety, Manners, Safe Sites, Safety Rules | | Teachers, Technology Instructional Aide | Awareness of current technology and safety will promote the use of technology skills. | | | |
|  | | | | | | |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Woodcrest is a diverse campus including ESL, economically disadvantaged and at risk students. Our student population has remained steady this school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. Our staff is highly qualified and we provide school counseling to all students at GE through class, small group and individual meetings. Parent engagement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home. The committee met on April 23, 2019 to work on the CNA and campus plan and finalized that day at the committee meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Woodcrest is a diverse campus including ESL, economically disadvantaged and at risk students. Our student population has remained steady this school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. Our staff is provides a high level of instruction and we provide school counseling to all students at Woodcrest through class, small group and individual meetings. Parent engagement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home. The committee met on May 23, 2019 to work on the CNA and campus plan and finalized that day at the committee meeting.

2.2: Regular monitoring and revision

The Campus Plan was reviewed, revised and approved at the August 23, 2018 CIC/Title meeting held at Woodcrest Elementary. Campus Needs Assessment

was performed at the May 23, 2019 meeting held at Woodcrest Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our CIC also completed an evaluation of Title I, Part A funds. Minutes of CIC meetings are attached.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is available at Woodcrest Elementary in the office. It is available on our campus web-page via the district website. We also have a copy at our CIC meetings for members to review. Our campus improvement plan is available in Spanish and posted on our campus web-page via the district website.

2.4: Opportunities for all children to meet State standards

Goal 1 Performance Objective 1 Strategy 1,2,3,5,11; Goal 1 Performance Objective 2 Strategy 1 and 2 (Pages 16-20).

2.5: Increased learning time and well-rounded education

Woodcrest Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education. Goal 1, Performance Objective 1, Strategies 4,8,; Goal 1 Performance Objective 2, Strategies 4,5,6: Goal 1, (Pages 16-20)

2.6: Address needs of all students, particularly at-risk

Woodcrest Elementary provides instructional programs and strategies that target at risk students. Goal 1, Performance Objective 1, Strategies 2,6,7 810; Goal 1 Performance Objective 2, Strategies 1,3,4,5,8; (Pages 16-20)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our CIC/Title committee on August 27, 2018 at Woodcrest Elementary. This committee is listed and attached to this plan. The Parent and Family Engagement Policy was distributed at our CIC/Title meeting in August 27 2018. It is available at

Woodcrest Elementary in the office. Our Parent and Family Engagement Policy is available in English on our campus web-page via the district website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our CIC/Title meetings were held on August 27, 2018 at 9:00 am and 5pm at Woodcrest Elementary; March 19, 2019 at 9:00 am and 5:00 pm at Woodcrest Elementary. Our parent engagement activities included STEAM Night , September 25 5:00-7:00 pm in the gym at Woodcrest Elementary. This was in conjunction with our bookfair and we had guest readers in the rooms; We also have several choir programs throughout the school year for parents to attend. All of our events have a moderate to high attendance rate and we enjoy including our parents in as many activities as possible.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| Christian Jordan | Aide | Technology | 1 |
| Cindy Berrier | Math Aide | Title | 1 |
| Demi Stone | Teacher | 2nd Grade | 1 |

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|-----------------|-----------------|
| Administrator | Angela Abel | |
| Parent | Sabrina Cole | parent |
| Parent | Katherine Tatum | parent |
| Classroom Teacher | Debby Addison | teacher |
| Classroom Teacher | Brandi Burks | teacher |
| Classroom Teacher | Charlene Cobb | teacher |
| Non-classroom Professional | Lisa Clark | Speech teacher |
| Classroom Teacher | Ashley Perkins | teacher |
| Parent | Haylee Hartje | parent |
| Classroom Teacher | Casey Stafford | teacher |
| Classroom Teacher | Jamie Haining | teacher |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|----------------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | 199 | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 4 | | | \$0.00 |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 1 | 8 | | | \$0.00 |
| 1 | 1 | 9 | | | \$0.00 |
| 1 | 2 | 1 | See Goals 1.1.9 and 1.1.13 | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 4 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 3 | 1 | 5 | | | \$0.00 |
| 3 | 1 | 6 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 2 | | | \$0.00 |
| 7 | 1 | 3 | | | \$0.00 |

| 199 - General Fund | | | | | |
|---------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 1 | 4 | | | \$0.00 |
| 7 | 1 | 5 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | \$6,118.00 | 211 | \$6,118.00 |
| 1 | 1 | 1 | \$5,3330.00 | 211 | \$5,333.00 |
| 1 | 1 | 6 | | | \$238,949.00 |
| 1 | 1 | 10 | | | \$103,672.00 |
| 1 | 2 | 1 | | | \$186,833.00 |
| 1 | 2 | 6 | See Goal 1.1.9 | | \$238,949.00 |
| 1 | 2 | 7 | | | \$5,333.00 |
| Sub-Total | | | | | \$785,187.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | | | \$1,491.00 |
| 1 | 2 | 1 | | | \$1,491.00 |
| Sub-Total | | | | | \$2,982.00 |
| 224 - IDEA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

| Campus Funds | | | | | |
|---------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 9 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 3 | | | \$0.00 |
| 5 | 1 | 4 | | | \$0.00 |
| 5 | 1 | 5 | | | \$0.00 |
| 5 | 1 | 6 | | | \$0.00 |
| 5 | 1 | 7 | | | \$0.00 |
| 5 | 1 | 8 | | | \$0.00 |
| 5 | 1 | 9 | | | \$0.00 |
| 5 | 1 | 10 | | | \$0.00 |
| 5 | 1 | 11 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| PTA Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$788,169.00 |

Addendums



School Parent and Family Engagement Policy Checklist



In support of strengthening student academic achievement, each campus that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Public Law (PL) 114-95 Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parental involvement and describes how the campus will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your School Parental Involvement Policy:

| Yes | No | |
|-----|----|--|
| ✓ | | Does the school have a current year school parent and family engagement policy? PL 114-95 Section 1116 (b)(1) |
| ✓ | | Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) PL 114-95 Section 1116 (b)(1) |
| | | Was the school parent and family engagement policy jointly developed with and agreed on with parents? PL 114-95 Section 1116 (b)(1) |
| ✓ | | <i>Invitation to parents/families to attend meeting?</i> |
| ✓ | | <i>Agendas for meetings?</i> |
| ✓ | | <i>Sign-in sheet for meetings including name and title/position?</i> |
| ✓ | | <i>Minutes of meeting?</i> |
| | | Was the school parental involvement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) PL 114-95 Section 1116 (b)(1) |
| ✓? | | <i>Student handbook?</i> |
| ✓ | | <i>District website?</i> |
| | ✓ | <i>Direct mail?</i> |
| | ✓ | <i>E-mail?</i> |
| | ✓ | <i>Placed in newspaper?</i> |
| | ✓ | <i>Provided at student registration?</i> |
| | ✓ | <i>Provided and explained at beginning of school year event?</i> |
| | ✓ | <i>Discussed at parent-teacher conference?</i> |
| | | <i>Other?</i> |
| | | Was the school parent and family engagement policy made available to the local community? PL 114-95 Section 1116 (b)(1) |
| ✓ | | <i>Document how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc. (Available @ school on handouts)</i> |

Campus Parental Involvement Policy Checklist

| Yes | No | |
|-----|----|--|
| ✓ | | Does the school policy describe there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved? PL 114-95 Section 1116 (c)(1) |
| | | <i>Provide documentation for the annual meeting...</i> |
| ✓ | ○ | <i>How the meeting was announced and parents invited - website, email blast, newspaper, notice sent home with students, telephone "tree", etc. a invitation - title committee only in Fall</i> |
| ✓ | | <i>Agenda for the meeting including handouts that may be provided</i> |
| ✓ | | <i>Sign-in sheets including name and title/position</i> |
| ✓ | | <i>Minutes of meeting</i> |
| ✓ | | Does the school policy affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement? PL 114-95 Section 1116 (c)(2) |
| ✓ | | Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy? PL 114-95 Section 1116 (c)(3) |
| ✓ | | Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the schoolwide program plan (campus improvement plan)? PL 114-95 Section 1116 (c)(3) |
| ✓ | | Does the school policy address how parents/families will be provided timely information about school programs under this part? PL 114-95 Section 1116 (c)(4)(A) |
| ✓ | ✓ | Does the school policy address how parents/families will be provided a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards? PL 114-95 Section 1116 (c)(4)(B) |
| ✓ | ✓ | Does the school policy address how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible? PL 114-95 Section 1116 (c)(4)(C) |

Campus based questionnaire - ✓ 😊
 All parents be available to All parents *
 Title info
 Assess. / curric.
 Powerpoint

Campus Parental Involvement Policy Checklist

| Yes | No | |
|-----|-------------------------------------|---|
| ✓ | <input checked="" type="checkbox"/> | Does the school policy advise if the schoolwide program plan (campus improvement plan) is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA? PL 107-110 Section 1118 (c)(5) |
| ✓ | <input checked="" type="checkbox"/> | Does the school policy describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways... (Building Capacity Requirements) |
| ✓ | <input checked="" type="checkbox"/> | 1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1) |
| ✓ | <input checked="" type="checkbox"/> | 2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. PL 114-95 Section 1116 (e)(2) <i>Math Night / Conf.</i> |
| ✓ | <input checked="" type="checkbox"/> | 3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. PL 114-95 Section 1116 (e)(3) <i>In Service</i> |
| ✓ | <input checked="" type="checkbox"/> | 4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. PL 114-95 Section 1116 (a)(2)(C) and (e)(4) |
| ✓ | <input checked="" type="checkbox"/> | 5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e)(5) |
| | <input checked="" type="checkbox"/> | 6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. PL 114-95 Section 1116 (e)(14) |
| | <input checked="" type="checkbox"/> | <i>For all the building capacity requirements maintain documentation...</i> |
| ✓ | <input checked="" type="checkbox"/> | <i>Publicity and invitation to parents about events</i> |
| ✓ | <input checked="" type="checkbox"/> | <i>Agendas for meetings and programs</i> |
| ✓ | <input checked="" type="checkbox"/> | <i>Sign-in sheets at meetings and training events including name and position/title</i> |
| ✓ | <input checked="" type="checkbox"/> | <i>Minutes of meetings or record of training event</i> |
| ✓ | <input checked="" type="checkbox"/> | <i>Letters and newsletters and other print info</i> |
| | <input checked="" type="checkbox"/> | <i>E-mails and electronic files</i> |
| | <input checked="" type="checkbox"/> | <i>Telephone log</i> |
| ✓ | <input checked="" type="checkbox"/> | <i>Record of home visits in Service</i> |

web page

Power point

@ meet show

Campus Parental Involvement Policy Checklist

| Yes | No | |
|-----|----|---|
| ✓ | | Does the school policy describe how the school will build the schools' and parents' capacity for parental involvement in the following ways... (Building Capacity Options) |
| | | 1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. PL 114-95 Section 1116 (e)(6) Optional |
| | | 2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. PL 114-95 Section 1116 (e)(7) Optional |
| | | 3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. PL 114-95 Section 1116 (e)(8) Optional |
| | | 4. May train parents to enhance the involvement of other parents. PL 114-95 Section 1116 (e)(9) Optional |
| | | 5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. PL 114-95 Section 1116 (e)(10) Optional |
| | | 6. May adopt and implement model approaches to improving parental involvement. PL 114-95 Section 1116 (e)(11) Optional |
| | | 7. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 114-95 Section 1116 (e)(13) Optional |
| | | <i>For all the building capacity options maintain documentation...</i> |
| | | <i>Publicity and invitation to parents about events</i> |
| | | <i>Agendas for meetings and programs</i> |
| | | <i>Sign-in sheets at meetings and training events including name and position/title</i> |
| | | <i>Minutes of meetings or record of training event</i> |
| | | <i>Letters and newsletters and other print info</i> |
| | | <i>E-mails and electronic files</i> |
| | | <i>Telephone log</i> |
| | | <i>Record of home visits</i> |

Woodcrest Elementary
Title 1/CIC Meeting
Sept. 5, 2019
7:30 am & 3:30 pm



Sign-In Sheet

| | |
|-----------------|--|
| Haylu Hartzi | |
| Sabrina Cope | |
| Katherine Tatum | |
| Chissy Lang | |
| Cash Stapp | |
| Ami Haring | |
| Charlene Cobb | |
| Addison | |
| Brandi Burns | |
| Angie Habel | |
| Aisa Clark | |
| | |
| | |
| | |

Port Neches-Groves Independent School District

West Groves Early Learning Center

2019-2020 Campus Improvement Plan



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of West Groves Early Learning Center is to strive to make our campus a safe, friendly, and consistent environment where every student has equal opportunity to learn. We believe that this will be accomplished by creating a stimulating and non-threatening learning environment for all students.

Vision

"The students of WGELC will encounter success as they transition into kindergarten and beyond at PNGISD!"

Value Statement

We hope our students will exhibit a positive self-image and physical well being, exhibit respect for self, others, and the environment, and demonstrate proficiency in communication and academic skills.

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Comprehensive Needs Assessment

Needs Assessment Overview

West Groves Early Learning Center is a Pre-K and PPCD campus that serves mainly ESL, bilingual, Special Education, and low income students. Because of the unique needs of our students, we strive to assist our students and their families in fostering a mutually successful education.

Demographics

Demographics Summary

The students of West Groves Early Learning Center come from a variety of backgrounds. Our student population make up includes: 43% white, 2% African American, 3% Multi-race, 9% Asian and 41% Hispanic (2017). Additionally, we have 77% of our students eligible for free/reduced food programs. Our classes size average is 10-14 children per Pre-K teacher. Additionally, we have one teacher who is ESL certified and one teacher who is bilingual certified and they serve our LEP students.

Demographics Strengths

- Our teachers are trained to meet the diverse needs of their students which includes general education, special education, LEP, etc.
- Starting in the 2017-2018 school year, we will have a bilingual pre-k class.
- We strive to place our special education students in an inclusive setting of a least restrictive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity. **Root Cause:** WGELC has a large ESL population. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Student Academic Achievement

Student Academic Achievement Summary

The faculty and staff at West Groves Early Learning Center strive to make every student a successful learner. Our campus believes all students can and will learn.

Student Academic Achievement Strengths

Pre-K and PPCD students made considerable growth from the beginning of year to the end of the year based on assessment data from CLI Engage, STAR Early Literacy and Istation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: WGELC students need to acquire early literacy skills to prepare for kindergarten. Supplemental instructional staff are needed to focus on closing achievement gaps for all disaggregated student groups in reading and math. **Root Cause:** Students attending WGELC attend based upon one of six qualifications: limited English, low income, foster care or CPS, military family member, homeless or a student with a disability. These students have not all been exposed to early learning and literacy opportunities.

Problem Statement 2: Early intervention based upon the needs identified in beginning of year benchmarks for all students. **Root Cause:** Students must qualify for either pre-k or PPCD in order to attend WGELC. We may not reach all possible candidates in order to provide early intervention.

School Processes & Programs

School Processes & Programs Summary

West Groves Early Learning Center will continue to strive to create a warm learning environment for our students. We will welcome support from local business and organizations in order to provide the best learning atmosphere for our students. Our faculty and staff are all certified. Professional development opportunities are aligned to the various needs of the faculty and staff and meet the demands of student learning and progress. Mentors are assigned to new teachers through the district's mentor program to offer support. Data from screenings and teacher assessments are a driving force for our curriculum and instruction in order to meet students' academic learning needs. Students are identified "at risk" based upon beginning of year benchmark testing.

School Processes & Programs Strengths

- Low Discipline Issues
- Strong Community Support
- Safe and Orderly Environment
- Teachers help and support each other in order to meet the needs of all students
- Our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students
- Staff members are enthusiastic and have a desire to work with at-risk students.
- Staff comes highly recommended and will be a positive addition to our team.
- The staff is encouraged to go above and beyond to ensure the success of all students and teachers.
- Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful.
- Beginning, Middle, and End of Year benchmarks/screeners are given to track progress.
- All classroom teachers have instructional technology to enhance their instruction.
- Supplemental programs and curriculum are used to enhance learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Meet or increase the STAR Early Literacy overall score of 500 for all students. **Root Cause:** Many students will meet this goal but many students may struggle due to limited English or lack of academic skills prior to starting pre-k program.

Perceptions

Perceptions Summary

Our campus strives to make our school a safe, friendly and consistent environment where every student has an equal opportunity to learn. We believe that this will be accomplished by creating a stimulating and non-threatening learning environment for all students. We will strive to provide parents with the best resources and tools to help be an educational advocate for their child. WGELC keeps an open line of communication for teachers and parents. A parent engagement survey is sent home every year to help the campus evaluate the home-school connection. West Groves Early Learning Center understands the importance of technology when educating our students. Our teachers utilize technology resources in all aspects of teaching and learning.

Perceptions Strengths

WGELC continues to use various means of communicating and encouraging parents and community to be involved as well encourage instruction and communication through technology:

- Remind101
- Invite parents to attend a “Meet the Teacher Night” (Open House).
- Conduct Parent Conferences (provide translator if possible).
- Involve business partners in school activities
- Provide community programs to enhance curriculum, such as guest speakers and donations
- Invite parents to attend school events
- Newsletters with campus information
- Encourage parents to register with Skyward-Family Access
- Conduct bi-annual Title I Meetings and CIC meetings
- Campus Webpage
- Perceived as a parent friendly and approachable campus
- Provides a variety of ways to help parents stay informed and organized with school related events.
- We are a technology-rich district and campus. Utilization of technology enhances learning opportunities for students, as well as our teachers.
- Teachers have interactive white boards and document cameras.
- Teachers and students have access to iPads.
- Teachers and students have access to a computer lab and library.
- Utilize district help desk to trouble shoot technology issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: WGELC will reach out to parents to participate in campus activities. **Root Cause:** We currently communicate with parents through notes home, social media and remind 101. Since not all parents have access to technology, this could cause a communication barrier.

Problem Statement 2: Seek community feedback and family engagement through surveys, teacher interaction, teacher conferences and school events. **Root Cause:** Many parents work and are unable to attend school events. District parent survey participation is requested but not all parents participate. Limited English of ESL parents causes lack of participation at times.

Priority Problem Statements

Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity.

Root Cause 1: WGELC has a large ESL population here. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: WGELC students need to acquire early literacy skills to prepare for kindergarten. Supplemental instructional staff are needed to focus on closing achievement gaps for all disaggregated student groups in reading and math.

Root Cause 2: Students attending WGELC attend based upon one of six qualifications: limited English, low income, foster care or CPS, military family member, homeless or a student with a disability. These students have not all been exposed to early learning and literacy opportunities.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: WGELC will reach out to parents to participate in campus activities.

Root Cause 3: We currently communicate with parents through notes home, social media and remind 101. Since not all parents have access to technology, this could cause a communication barrier.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Seek community feedback and family engagement through surveys, teacher interaction, teacher conferences and school events.

Root Cause 4: Many parents work and are unable to attend school events. District parent survey participation is requested but not all parents participate. Limited English of ESL parents causes lack of participation at times.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Meet or increase the STAR Early Literacy overall score of 500 for all students.

Root Cause 6: Many students will meet this goal but many students may struggle due to limited English or lack of academic skills prior to starting pre-k program.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Early intervention based upon the needs identified in beginning of year benchmarks for all students.

Root Cause 7: Students must qualify for either pre-k or PPCD in order to attend WGELC. We may not reach all possible candidates in order to provide early intervention.

Problem Statement 7 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

Student Data: Assessments

- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

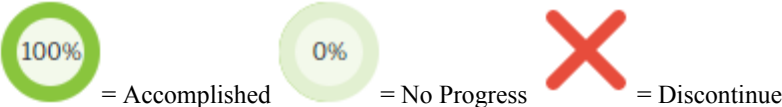
Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 1: To equip students for success in the Kindergarten program, the Pre-Kindergarten students will attain a scale score of a least 500 on the Star Early Literacy end of year screening and an overall score of Tier 1 on the Istation end of year screening.

Evaluation Data Source(s) 1: Teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 1:

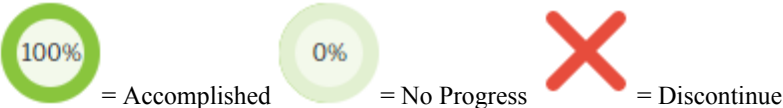
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Use Scholastic's "Big Day" state adopted materials to implement a child-centered curriculum for all students. | 2.4 | <ul style="list-style-type: none"> • Administrator • Faculty | Increased student success | | | |
| 2) Use developmentally appropriate manipulatives within centers. | 2.4, 2.6 | <ul style="list-style-type: none"> • Administrator • Faculty | Increased student success | | | |
| Funding Sources: 199 - General Fund - 1000.00 | | | | | | |
| 3) Utilize technology during instruction and centers to enhance readiness literacy and math skills. | 2.4, 2.5, 2.6 | <ul style="list-style-type: none"> • Administrator • Faculty | Increased student success | | | |
| Funding Sources: 199 - General Fund - 1000.00 | | | | | | |
| 4) Follow IEP goals, objectives and schedule of services for all students with disabilities. | | <ul style="list-style-type: none"> • Administrator • Special Education Director • Faculty | Increased student success | | | |
| Funding Sources: 225 - IDEA B (Preschool) - 0.00 | | | | | | |
|  | | | | | | |

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 2: To equip students for success in the Kindergarten program, the Pre-Kindergarten students with English as a Second Language and Bilingual status will attain a scale score of at least 450 on the STAR Early Literacy end of year screening and an overall score of Tier 2 on the Istation end of year screening.

Evaluation Data Source(s) 2: Classroom and ESL teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 2:

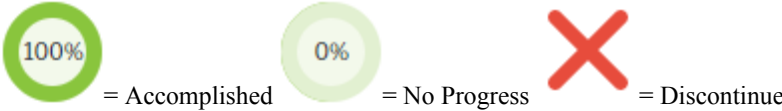
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Research-based instruction and the use of technology will be provided for LEP students to help promote student success in early reading skills | 2.4, 2.6 | <ul style="list-style-type: none"> Administrator Faculty ESL Teacher | Increased student success | | | |
| | Funding Sources: 263 - Title III - 500.00, 199 - General Fund - 0.00, 211 - Title I-A - 0.00 | | | | | |
| 2) The STAR Early Literacy Reading Program and Istation will be utilized to target areas of weakness. In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading and math to improve the academic achievement of diverse learners and close the identified achievement gaps. | 2.6 | <ul style="list-style-type: none"> Administrator Faculty | Increased student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Emphasize letter and number recognition, vocabulary, and speaking activities with LEP students. | 2.4, 2.5, 2.6 | <ul style="list-style-type: none"> Administrator Faculty | Increased student success | | | |
| | Funding Sources: 263 - Title III - 100.00, 199 - General Fund - 0.00 | | | | | |
| 4) Supplemental instructional staff (teachers and paraprofessionals) to focus on closing educational achievement areas among all disaggregated student groups and improvement of reading and math performance. | 2.4, 2.6 | | Increased student success | | | |
| | Funding Sources: 211 - Title I-A - 77500.00 | | | | | |
|  | | | | | | |

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 3: To equip students for success in the appropriate program, the students with disabilities will show improvement on the end of year screenings.

Evaluation Data Source(s) 3: Teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 3:

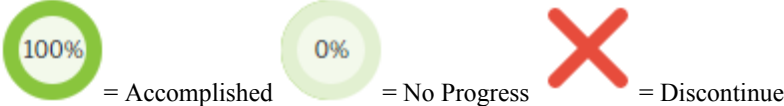
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide an environment that is sensitive to learning differences through the use of books, environmental print, and other resources. | 2.4, 2.6 | <ul style="list-style-type: none"> • Administrator • Faculty | Increased student success | | | |
| | Funding Sources: Campus Funds - 0.00, 199 - General Fund - 0.00 | | | | | |
| 2) Emphasize sequencing, phonics, vocabulary, listening, and articulation activities with identified speech students. | 2.4, 2.6 | <ul style="list-style-type: none"> • Administrator • Speech Pathologist | Increased student success | | | |
| | Funding Sources: 263 - Title III - 0.00 | | | | | |
| 3) Use knowledge of the stages of languages development in planning instruction. | 2.4 | <ul style="list-style-type: none"> • Administrator • Faculty | Increased student success | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Follow IEP goals, objectives and schedule of services for all students with disabilities. | 2.4 | <ul style="list-style-type: none"> • Administrator • Faculty | Increased student success | | | |
|  | | | | | | |

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an average student attendance rate of at least 92% for the current school year.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Provide perfect attendance awards and other incentives for students. | | <ul style="list-style-type: none"> Principal Faculty | Increased student attendance | | | |
| Funding Sources: 199 - General Fund - 50.00 | | | | | | |
| 2) Contact parents of students with excessive absences. | | <ul style="list-style-type: none"> Administrator | Increased student attendance | | | |
| 3) Send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences. | | <ul style="list-style-type: none"> Administrator Coordinator of Special Services | Increased student attendance | | | |
|  | | | | | | |




Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

Evaluation Data Source(s) 1: Observation, time requirements, observed student responses and behaviors, faculty input, signed forms of acceptable use policy on file in the office, faculty and parent feedback.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation) | | <ul style="list-style-type: none"> • Administrator • Faculty | Reinforced safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) The faculty and staff will review the campus Crisis Management plan and CPI plan. | | <ul style="list-style-type: none"> • Administrator • C.I.C. (Campus Improvement Committee) • Faculty | Reinforced safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) The campus Principal will ensure that students and faculty comply with district acceptable use policies. | | <ul style="list-style-type: none"> • Administrator • Faculty | Guidance for the district in providing safer campuses | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 4) Staff will be provided training or a refresher course for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder. | | <ul style="list-style-type: none"> • District Personal • Trained Instructors • Administrator • Faculty • Local Law Enforcement | Reinforced safety protocols | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 5) Provide drug awareness through Red Ribbon Week activities and distribution of materials. | | <ul style="list-style-type: none"> • Administrator • Elementary Counselors | Providing safer campuses | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <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 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: To ensure a safe school environment for students, teachers, staff

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) All visitors will sign in at the office and will be issued a badge | | <ul style="list-style-type: none"> Secretary/Nurse | Reinforced safety protocols | | | |
| 2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct | | <ul style="list-style-type: none"> Administrator | Providing safer campuses | | | |
| 3) Provide Handle With Care training to faculty | | <ul style="list-style-type: none"> Administrator | Providing safer campuses | | | |

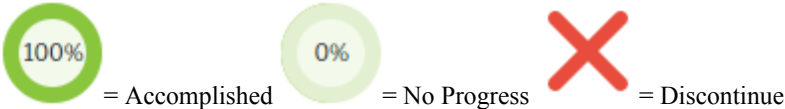
 = Accomplished
  = No Progress
  = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Staff will be provided staff development on areas determined by their strengths and weaknesses as well as the campus needs.

Evaluation Data Source(s) 1: Staff Development Evaluations and Teacher Feedback

Summative Evaluation 1:

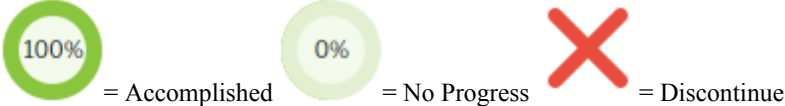
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-----------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Allow teacher feedback to determine staff development needs for the school. | | • Administrator | Provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) Select high quality speakers and workshops for teachers to attend. | | • Administrator | Provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 3) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children. | | • Administrator | Provide teachers with strategies for all learners | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: Staff will be provided staff development in the sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Teacher and Staff Understanding

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------------|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) All faculty and staff members will be trained on the district provided PowerPoint and information. | | Administrator | Provide teachers with strategies for all learners | | | |
|  | | | | | | |

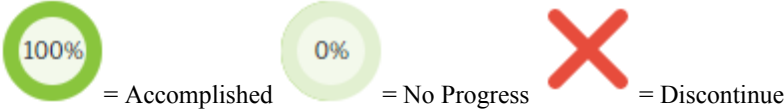
Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer hours documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Invite parents to attend a "Meet the Teacher Night" (Open House). | 3.2 | <ul style="list-style-type: none"> Administrator Entire Faculty | Positive parent perspectives of the district | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 2) Conduct Parent Conferences | 3.2 | <ul style="list-style-type: none"> Administrator Teachers | Positive parent perspectives of the district | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 3) Enlist two Campus Improvement Committee representatives from the community | | <ul style="list-style-type: none"> Administrator Faculty | Foster parent and community engagement in planning | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 4) Provide community programs to enhance curriculum, such as guest speakers and donations | 3.2 | <ul style="list-style-type: none"> Administrator | Positive parent perspectives of the district | | | |
| | Funding Sources: 211 - Title I-A - 1000.00 | | | | | |
| 5) Invite parents to attend these meetings or programs for each grade level: <ul style="list-style-type: none"> Class Programs Title I Meetings Family Nights | 3.2 | <ul style="list-style-type: none"> Administrator Faculty | Positive parent perspectives of the district | | | |
| | Funding Sources: Campus Funds - 600.00 | | | | | |
| 6) Newsletters with campus information and other sources, including the campus web page and Remind 101 | | <ul style="list-style-type: none"> Administrator Teachers | Positive parent perspectives of the district | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 7) Encourage parents to utilize Skyward- Family Access | | <ul style="list-style-type: none"> Administrator Teachers | Positive parent perspectives of the district | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 8) As part of our Parent and Family Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish during the fall teacher/parent conferences. | 3.1, 3.2 | <ul style="list-style-type: none"> Administrator | Positive parent perspectives of the district | | | |
| 9) WGELC will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements. | | Principal | Support for all learners | | | |
|  | | | | | | |

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: Maintain 100% certified faculty and staff.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, teacher interviews, campus demographics, student schedules.

Summative Evaluation 1:

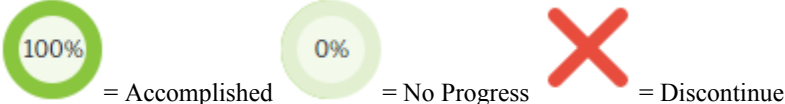
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Conduct recruitment activities if needed to ensure certified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page | | <ul style="list-style-type: none"> Assistant Superintendent Administrators | High quality instruction for all learners | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | | |
| 2) Establish an effective teacher mentoring system in order to retain certified staff | | <ul style="list-style-type: none"> Administrators | High quality instruction for all learners | | | |
| 3) Analyze data from paraprofessional's files to ensure all instructional aides are highly qualified, requiring any instructional aide not considered "highly qualified" to attend designated paraprofessional training | | <ul style="list-style-type: none"> Assistant Superintendent Administrator Paraprofessionals | High quality instruction for all learners | | | |
| 4) Assign certified teachers in equal proportions to classes, including low-income and minority students | | <ul style="list-style-type: none"> Administrator | High quality instruction for all learners | | | |
| 5) Assist teachers in maintaining or attaining certification through alternative programs, coursework, and TExES testing in order to assure all staff is certified. | | <ul style="list-style-type: none"> Administrator | High quality instruction for all learners | | | |
| <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 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Classroom Walkthroughs

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) Utilize iPads in daily or weekly classroom instruction | 2.4 | <ul style="list-style-type: none"> Administrator Teachers | Instructional strategies to address all learners | | | |
| | Funding Sources: 199 - General Fund - 200.00 | | | | | |
| 2) Teachers will share with the staff technology information learned through peers, training opportunities, etc. | 2.4 | <ul style="list-style-type: none"> Administrator Teachers | Instructional strategies to address all learners | | | |
|  | | | | | | |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

West Groves Early Learning Center is a Title I Schoolwide campus. We have a diverse student population including ESL, Bililingual, economically disadvantaged, special education, at-risk, and general education students. Kindergarten readiness goals continue to be reached by this campus because of the strong student focus of all stakeholders. Our campus provides both a bilingual class for our Spanish speaking students and an ESL class for students of all other languages. We provide counseling to students through counselors from other campuses, both through individual and group opportunities, and use the services of Samaritan Counseling when needed. Since our campus is the beginning of our students' educational career we strive to encourage parent and family engagement at a high level. We offer meet the teacher night, parent conferences, two parent nights per year, and a grandparents' day. Communication occurs through newsletters, Facebook, Remind, conferences, and phone calls. The committee met on April 16, 2019 to review and revise the CNA and campus plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is comprised of pre-k, PPCD, and ESL teachers, principal, parents, and community members. Our campus is adequately represented and the list of members is attached to this plan.

2.2: Regular monitoring and revision

The campus plan was reviewed and approved at the August 29, 2018 committee meeting. The plan and needs assessment were reviewed and discussed again at the December 13, 2018 meeting and revisions were made for the 2019-20 plan at the April 16, 2019 meeting. Our committee also completed an evaluation of the Title I, Part A funds, and it was determined at that time that the use of funds for salaries was most appropriate for our campus.

2.3: Available to parents and community in an understandable format and language

Our campus improvement plan is available in the office at WGELC. It is also available on the district website and made available in other languages upon request.

2.4: Opportunities for all children to meet State standards

Faculty members meet regularly for planning and training on State Pre-K guidelines and a review of the campus curriculum. Training needs are determined by faculty and the campus principal.

2.5: Increased learning time and well-rounded education

WGELC reviews that student schedule each year in order to provide the most appropriate learning time for students. The learning day was increased by 15 minutes per session in the 2018-19 school year to maximize learning time.

2.6: Address needs of all students, particularly at-risk

The needs of our at-risk students are monitored by classroom teachers and the campus principal in order to make adjustments to meet the needs of all students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy was developed by our CIC/Title committee on August 29 at WGELC. It is available in the campus office and on the campus website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our committee met on August 29, December 13, and April 16 at 10:00 am. Meet the teacher night was held on August 14 at 3:30 pm and our Title I parent nights were held on October 18 at 5:00 pm and March 26 at 5:30. We offered a Grandparents Day on May 23 at 10:00 and 2:00.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------|--------------------|----------------|------------|
| Kayla Borne | Instructional Aide | PreK | 1 |
| Sarah Walker | Teacher | PreK | 1 |

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|--------------------|----------------------|
| Administrator | Tanya Davis | Principal |
| Classroom Teacher | Sarah Walker | Teacher |
| Classroom Teacher | Patsy Marks | Teacher - ESL |
| Classroom Teacher | Adela Hochstrasser | Teacher - Bilingual |
| Classroom Teacher | Britney Haynes | Teacher - Special Ed |
| Classroom Teacher | Cara Holder | Teacher - Special Ed |
| Non-classroom Professional | Allison Monk | Secretary/Nurse |
| Community Representative | Patsy Arredondo | Community |
| Parent | Deedra Young | Parent |
| Parent | Tammy Coates | Parent |
| Business Representative | Melody Butler | Business Rep |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|----------------------------|--------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$1,000.00 |
| 1 | 1 | 3 | | | \$1,000.00 |
| 1 | 2 | 1 | See Goals 1.1.9 and 1.1.13 | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 3 | 1 | | 199 | \$0.00 |
| 1 | 3 | 3 | | | \$0.00 |
| 2 | 1 | 1 | | | \$50.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 2 | | \$1,000 | \$0.00 |
| 4 | 1 | 3 | | | \$0.00 |
| 7 | 1 | 1 | | | \$200.00 |
| Sub-Total | | | | | \$2,250.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 4 | | | \$77,500.00 |

| 211 - Title I-A | | | | | |
|---------------------------------|------------------|-----------------|----------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 4 | | | \$1,000.00 |
| Sub-Total | | | | | \$78,500.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | See Goals 1.1.9 and 1.1.13 | | \$500.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 3 | | | \$100.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$600.00 |
| 225 - IDEA B (Preschool) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 3 | | | \$0.00 |
| 5 | 1 | 5 | | | \$600.00 |
| 5 | 1 | 6 | | | \$0.00 |
| 5 | 1 | 7 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$600.00 |

| Campus Funds | | | | | |
|---------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | Grand Total | \$81,950.00 |

Addendums

West Groves Early Learning Center
Parent and Family Engagement Policy
2019-2020

PURPOSE

The goal of Title I parent and family engagement is to provide opportunities and information for parents that will help them assume a more meaningful role in improving student achievement and increase their effectiveness when participating in the planning, design, implementation and evaluation of Title I programs.

GENERAL EXPECTATIONS

WGELC agrees to:

- Be governed by the following statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (a) That parents play an integral role in assisting their child's learning.*
 - (b) That parents are encouraged to be actively involved in their children's education at school*
 - (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
 - (d) The carrying out of other activities, such as those described in section 1118 of the ESEA.*
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
 - Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community.
 - Jointly conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the school's parent and family engagement policy.
 - Use the findings of the parent and family engagement policy evaluation to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parental engagement policy.
 - Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
 - If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
 - Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
 - Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

WGELC will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
 - a. All parents shall be invited and encouraged to attend.
 - b. The school will provide information and explain the requirements of Title I and the rights of parents.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|--|---|--|
| Fall Parent and Family Engagement Night | All Staff Members | October 2019 | --Parent and Student Activities --Parents will be given information on the importance of parent and family engagement. | <ul style="list-style-type: none"> ● Attendance/Sign-in sheets ● Parent Feedback |

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|--|--|--|
| Meet the Teacher Night | All Staff | August 13, 2019 | Parents and students meet teachers and bring supplies | <ul style="list-style-type: none"> ● Attendance Record ● Feedback |
| Parent Teacher Conferences | All Staff | October 14 or 15, 2019 | Teachers will conduct parent conferences either by phone or in person as appropriate | <ul style="list-style-type: none"> ● Parent information forms with report cards ● Conference records ● Feedback |

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parent and family engagement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|--|--|--|
| Fall Title I Committee Meeting | Tanya Davis--facilitator | 1 st semester | Combine Title w/ CIC – have a minimum of 3 meetings per year | Sign in sheets and completion of policy and parent-school compact |

| | | | | |
|----------------------------------|--------------------------|--------------------------|--|---|
| Winter Title I Committee Meeting | Tanya Davis--facilitator | 1 st semester | Combine Title w/ CIC – have a minimum of 3 meetings per year | Sign in sheets and completion of policy and parent-school compact |
| Spring Title I Committee Meeting | Tanya Davis--facilitator | 2 nd semester | Combine Title w/ CIC – have a minimum of 3 meetings per year | Sign in sheets and completion of policy and parent-school compact |

4. Provide parents of participating children:

- a. Timely information about the Title I programs.
- b. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- c. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--------------------------------------|---|------------------------------------|--|--|
| Parent / Teacher Conference | All teachers of record | October 14 or 15, 2019 | Teachers will conduct parent conferences either by phone or in person as appropriate | <ul style="list-style-type: none"> ● Parent information forms with report cards ● Conference records ● Feedback |
| Title I Survey | Curriculum Department | May 2020 | Sent home with students for parents to complete | <ul style="list-style-type: none"> ● Surveys completed & responses aggregated |

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for **WGELC** is a separate document that is developed in collaboration with parents, and is posted on the campus website.

CAPACITY FOR INVOLVEMENT 1118(e)

WGELC will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
 - a. Texas’s academic content standards
 - b. Texas’s student academic achievement standards
 - c. Texas’s and local academic assessments including alternate assessments
 - d. The requirements of Title I, Part A
 - e. How to monitor their children’s progress
 - f. How to work with educators to improve the achievement of their children

Activities to ensure success:

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|--|--|
| Fall Parent and Family Engagement Night | All Staff Members | October 2019 | Parents and students will be able to visit the classrooms to read with their children and will be given information on the importance of parent and family engagement. | <ul style="list-style-type: none"> ● Attendance/Sign-in sheets ● Parent Feedback |
| Spring Parent and Family Engagement Night | All Staff Members | April 2020 | Parents will learn what they can do at home to prepare their child for kindergarten . | <ul style="list-style-type: none"> ● Attendance/Sign-in sheets ● Parent Feedback |

2. Foster parent and family engagement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|--|--|
| Monthly Reading Connection Tips | Classroom Teachers | Monthly | Parents will be given a monthly resource with tips and suggestions for improving literacy at home. | <ul style="list-style-type: none"> ● Parent Feedback |
| Monthly "Big Day" Scholastic newsletter | Classroom Teachers | Monthly | Students will be given the resources to bring home with current events to discuss. | <ul style="list-style-type: none"> ● Parent Feedback |
| Parent / Teacher Conference | All teachers of record | October 14 or 15, 2019 | Teachers will conduct parent conferences either by phone or in person as appropriate | <ul style="list-style-type: none"> ● Parent information forms with report cards ● Conference records ● Feedback |
| I-Station at home access | Classroom Teachers | Year Round | Teachers will provide parents with at home access to I-Station to assist with learning. | <ul style="list-style-type: none"> ● Parent Feedback |

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|--|--|--|
| Staff Development on Parent and Family Engagement | Tanya Davis -Administrator | October 14 or 15, 2019 | Staff Meeting – discuss ways to improve parental engagement for CIP and the importance of parent and family engagement | <ul style="list-style-type: none"> ● Attendance/Sign-in sheets ● Campus Improvement Plan |

4. Coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--|---|--|--|--|
| Fall Parent and Family Engagement Night | All Staff Members | October 2019 | Parents and students will be able to visit the classrooms to read with their children and will be given information on the importance of parent and family engagement. | <ul style="list-style-type: none"> ● Attendance/Sign-in sheets ● Parent Feedback |
| Spring Parent and Family Engagement Night | All Staff Members | April 2020 | Parents will learn what they can do at home to prepare their child for kindergarten . | <ul style="list-style-type: none"> ● Attendance/Sign-in sheets ● Parent Feedback |
| Monthly Newsletters | Administrator & Teachers | Monthly | <ol style="list-style-type: none"> 1. Sent home with students in both English and Spanish 2. Remind101 sent to parents | <ul style="list-style-type: none"> ● Parent Feedback |

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--------------------------------------|---|------------------------------------|---|--|
| Remind | Teachers and Administrator | Year round | Parents will be given instructions on how to sign up for Remind | <ul style="list-style-type: none"> • Parent Surveys • Remind Directories |
| Newsletters and Letters Home | Administrator & Teachers | Monthly | Sent home with students in both English and Spanish | <ul style="list-style-type: none"> • Parent Feedback |

6. Provide reasonable support of parent and family engagement activities as parents may request.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|---|--|
| Parent Representation on the Title and CIC committees | Administrator | 3 times per year | Meeting dates and times communicated via Remind101, paper reminders | <ul style="list-style-type: none"> • Attendance/Sign-in sheets • Parent Feedback |
| Parent Engagement Survey | Dr. Duhon | April 2020 | Online or hard copy | <ul style="list-style-type: none"> • Survey results |
| Title I survey | Dr. Duhon | May 2020 | Online or hard copy TBD | <ul style="list-style-type: none"> • Survey results |

7. Community Resources:

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|----------------------------------|--|
| Partner with local businesses for donations for students & teachers-Groves Chamber of Commerce, Neches Credit Union, Casa Ole, Nannie & PawPaw's Sno Biz, First Baptist | Administrator and Secretary | As needed | Contact local business as needed | <ul style="list-style-type: none"> • Faculty Feedback |

| | | | | |
|---|--|--|--|--|
| Church-Groves, Classic Hair Studio, Raising Cane's, Mazzio's Pizza, United Methodist Temple, Immaculate Conception Church | | | | |
|---|--|--|--|--|

8. Other School Parent and Family Engagement activities:

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|--------------------------------------|---|--|--------------------------------|---|
| Title I Committee | Administrator | 2 meetings per year (combined with CIC) | | <ul style="list-style-type: none"> Attendance/Sign-in sheets |

ACCESSIBILITY 1118(f)

In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

| Activity/Task (What will be done) | Staff Responsible (Who will be doing it) | Timeline (When it will be done) | Steps (How it will be done) | Accountability/Evaluations (How success will be measured) |
|---|---|------------------------------------|---|--|
| TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA. | Assistant Superintendent for Curriculum & Instruction/Technology | As made available by TEA | Posted on district website | District website contains active links to supporting documents. |
| District website that can be translated into 8 additional languages, other than English. | Blackboard & Assistant Superintendent for Curriculum & Instruction/Technology | Ongoing | Parents can choose from 8 languages on the district/campus website for language conversion. | District website contains active links to 8 languages, other than English, on its website. |
| Bilingual Staff | Adela Hochstrasser | Ongoing | As needed | Case load |
| Translators | Administrator | As needed | As needed | Case load |

ADOPTION

The West Groves Early Learning Center Parent and Family Engagement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/revised by WGELC on **May 9, 2019** and will be in effect for the period of the school year.

The school will distribute the Parent and Family Engagement Policy/Plan by posting it on the campus website in a timely manner after it is approved.

Tanya Davis

Signature of Title I Authorized Representative (Campus Administrator)

5/9/19

Date

These parents were involved with the development of this document:

Rachel Roy
Zulma Wolford





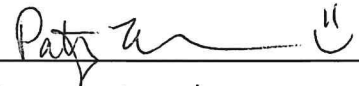
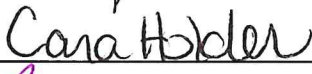

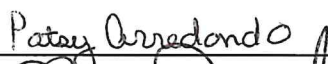
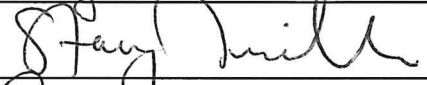
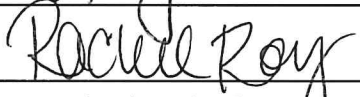

Staff Involved:

Tanya Davis
Sarah Walker
Patricia Marks
Cara Holder
Adela Hochstrasser
Britney Haynes
Allison Monk

Community Member Involved:

Patsy Arredondo
Stacy Trimble

**CIC/Title I Meeting
West Groves Early Learning Center
May 9, 2019**

| Name | Role | Signature |
|--------------------|-----------------------------|--|
| Tanya Davis | Administrator |  |
| Allison Monk | Nurse |  |
| Adela Hochstrasser | Bilingual Teacher |  |
| Sarah Walker | Teacher/Facilitator |  |
| Patsy Marks | Teacher/ESL |  |
| Cara Holder | Teacher/Special Populations |  |
| Britney Haynes | Teacher/Special Populations |  |
| Patsy Arredondo | Community |  |
| Stacy Trimble | Business/Community |  |
| Rachel Roy | Parent |  |
| Zulma Wolford | Parent |  |

Port Neches-Groves Independent School District

Alternative Education Center

2019-2020 Campus Improvement Plan



Mission Statement

The mission of the Port Neches-Groves Alternative Education Center is to provide a safe, respectful and structured environment that educates along state and district standards, encourages students to be responsible citizens, and builds skills necessary for success in life.

Vision

The vision of the Alternative Education Center is to have students reflect on their experience here as one that brought about a positive change in their life, measured academic growth, and prepared them for the path to a worthwhile future.

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Comprehensive Needs Assessment

Revised/Approved: August 06, 2019

Demographics

Demographics Summary

The Alternative Education Center serves the Port Neches-Groves ISD's students from 6-12 grade as the DAEP. We also house the Credit Recovery Program for those students who are 3 or less credits short of graduation. A recent equity audit revealed that our demographics are in line with the overall district demographics.

Demographics Strengths

- The ethnicity of the students at the Alternative Education Center mirrors the population of the district.
- The completion rate for students finishing their courses in credit recovery was 100%.
- Last year's attendance was at 89.78%.
- With recent changes to the state attendance policy, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Last years attendance rate was a slight improvement from the year before, however our goal of 90% attendance was not met. **Root Cause:** With recent changes to the state attendance policy in regards to truancy laws and resolutions, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Student Academic Achievement

Student Academic Achievement Summary

The Alternative Education Center does not have an accountability rating at this time. The scores that the student receive on their state exams while at the AEC count for their home campus. We administer all state exams from 6-12 grade in a comfortable testing environment with highly trained staff members.

Student Academic Achievement Strengths

- The teachers do an excellent job of keeping the students up to their core curriculum.
- The teachers do a good job of preparing students for state exams.
- We have a very good testing environment during state exams.
- Student grades tend to increase due to more time on task and elimination of outside distractions.
- Our Odysseyware computer program has recently added STAAR testing programs for students.
- Our Odysseyware program continues to grow due to increased use in Elective Courses.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students overall academic achievement and progression is difficult to evaluate for the academic year due to being a transitional discipline setting campus. **Root Cause:** Due to our campus being a transitional discipline setting campus, the student achievement record is usually incomplete.

School Processes & Programs

School Processes & Programs Summary

We have an outstanding staff at the Alternative Education Center that works well with at-risk youth. All of our teachers are highly qualified.

We have also dealt with many special needs students and have been successful in returning them back to their home campuses.

The Alternative Education Center uses the state curriculum and district maps when planning instruction for the students. The teachers keep in contact with the home campuses to ensure that the students are not behind when they return. We also utilized the Odysseyware program for online instruction.

School Processes & Programs Strengths

- Teachers use Odysseyware program for credit recovery and high school electives.
- Curriculum is aligned with state standards.
- Students have more one on one time with teachers here than home campuses.
- We have an outstanding, highly qualified staff.
- The teachers work well with at risk students.
- We have an excellent team environment for staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The teachers feel like they could use more communication from home campuses. **Root Cause:** Lack of communication from home campuses along with a lack of understanding and knowledge from those home campuses of the mission of AEC.

Perceptions

Perceptions Summary

The Alternative Education Center provides an excellent environment for students to succeed. Students benefit from the structure and lack of distractions at the AEC. The Kyler Counseling program affords the students an opportunity to meet with a licensed counselor that specializes in working with teens.

The schedule at the Alternative Education Center maximizes the students' academic learning time. The students attend all of their core classes, taught by a highly qualified teacher, on every school day. The teachers work together to extend the students' time in one area, if necessary to benefit the learning.

Perceptions Strengths

- We have an excellent system for student discipline with a good balance between punishment and rewards.
- We have an excellent atmosphere for students who have been bullied.
- The students feel respected here.
- Kyler counseling provides an outstanding resource for the students.
- We have a very safe environment where students benefit from the structure.
- The students have a good perception of our staff once we have worked with them.
- The schedule maximizes time on instruction.
- When students need more time in one particular subject, we are flexible.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Recidivism rate continues to be high with students returning to an AEC placement. **Root Cause:** The students seem to be more apathetic in regard to taking pride in themselves and their performance.

Problem Statement 2: Drug and alcohol use seems continue to be high among students and families outside of school. **Root Cause:** Dysfunctional family history and lack of understanding of effects of drug usage on decision-making skills.

Priority Problem Statements

Problem Statement 1: Last years attendance rate was a slight improvement from the year before, however our goal of 90% attendance was not met.

Root Cause 1: With recent changes to the state attendance policy in regards to truancy laws and resolutions, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students overall academic achievement and progression is difficult to evaluate for the academic year due to being a transitional discipline setting campus.

Root Cause 2: Due to our campus being a transitional discipline setting campus, the student achievement record is usually incomplete.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The teachers feel like they could use more communication from home campuses.

Root Cause 3: Lack of communication from home campuses along with a lack of understanding and knowledge from those home campuses of the mission of AEC.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Recidivism rate continues to be high with students returning to an AEC placement.

Root Cause 4: The students seem to be more apathetic in regard to taking pride in themselves and their performance.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Drug and alcohol use seems continue to be high among students and families outside of school.

Root Cause 5: Dysfunctional family history and lack of understanding of effects of drug usage on decision-making skills.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Action research results

Goals

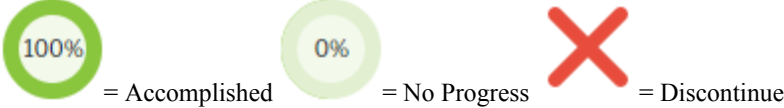
Revised/Approved: August 06, 2019

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: 80% of all DAEP students will pass their state exams.

Evaluation Data Source(s) 1: Home campus AEIS reports

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Continue to align curriculum with home campuses. | Director | PEIMS/AEIS | | | |
| Additional Targeted Support Strategy 2) Provide faculty with the staff development necessary to meet the academic needs of our students. | Director | PEIMS/AEIS | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
| Additional Targeted Support Strategy 3) Provide faculty with training in the use of computer-assisted instruction, such as: Odysseyware. | Director | PEIMS/AEIS | | | |
| | Funding Sources: Campus Funds - 0.00 | | | | |
|  | | | | | |




Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: 100% of all students who enter the credit recovery program will receive their diploma.

Evaluation Data Source(s) 2: Graduation rate of Credit Recovery students.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------------------|--------------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Communicate with high school counselors to find students who are eligible for the program. | Director, counselors | High school and AEC completion rate. | | | |
| Additional Targeted Support Strategy 2) Direct instruction for credit recovery students in the core classes. | Director and staff | credit recovery completion rate | | | |

 = Accomplished
  = No Progress
  = Discontinue

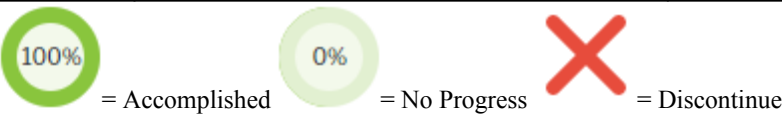
Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Attendance rate at the Alternative Education Center will remain above 90%

Evaluation Data Source(s) 1: AEIS/PEIMS reports

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|------------------------|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Contact parents of absentee students. | Director and Secretary | Attendance rate | | | |
| Additional Targeted Support Strategy 2) File with Judge Burnett for excessive absences | Director and secretary | Attendance rate | | | |
| Additional Targeted Support Strategy 3) Give students a one day reduction in their placement at the AEC if they have perfect attendance. | Director and Secretary | Attendance rate | | | |



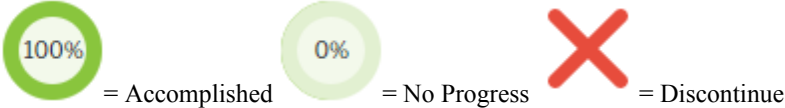
100% = Accomplished 0% = No Progress X = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: Staff will remain current in district's crisis prevention training.

Evaluation Data Source(s) 1: Handle with Care documentation

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) The staff at the AEC will be trained in personal safety techniques and in crisis management. | Director | Handle with Care documentation | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| Additional Targeted Support Strategy 2) Eric Laing will keep current and train the Adaptive Behavior Units and Life Skills staff in the Handle with Care program. | Director, Eric Laing | Handle with Care documentation | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |




Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: Staff will use a variety of strategies to ensure student and staff safety.

Evaluation Data Source(s) 2: Updated Safety Training, PEIMS data, end of the year report

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|-------------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Daily search of students, including metal detector, upon entry into the AEC | Director, staff | end of year report | | | |
| Additional Targeted Support Strategy 2) Invite law enforcement personnel to meet with students. | Director | PNPD visits at least once a week. | | | |
| Additional Targeted Support Strategy 3) Regular safety drills. | Director | Drill report to Dale Fontenot | | | |
| Additional Targeted Support Strategy 4) Use surveillance system to monitor the campus. | Director | End of year report | | | |
| Additional Targeted Support Strategy 5) Utilize best practices to minimize student illness and improve overall student health by teaching personal hygiene and increasing physical activity. | Director, secretary, and school nurses | End of year report, attendance rate | | | |

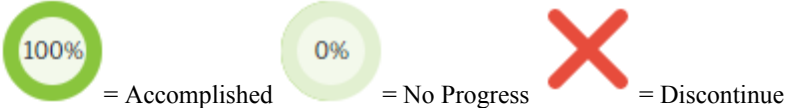
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  = No Progress
  = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Professional development will be provided based on teachers' needs.

Evaluation Data Source(s) 1: End of year teacher survey

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Teachers will communicate their staff development needs to the CIC in order to find quality staff development based on needs. | Director, CIC facilitator | End of year survey | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| Additional Targeted Support Strategy 2) Funds will be available in the campus budget in order to meet our staff development needs. | Director, Business manager | End of year report | | | |
| | Funding Sources: 255 - Title II-A/TPTR - 0.00 | | | | |
|  | | | | | |

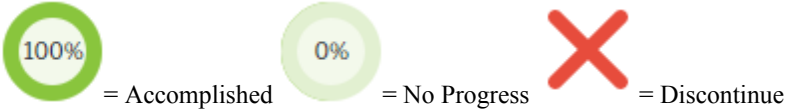
Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Parents will receive regular communication concerning their student's progress at the AEC.

Evaluation Data Source(s) 1: Progress Reports, Exit conference

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|------------------------|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Require at least one parent or guardian to attend enrollment conference. | Director | End of year report | | | |
| Additional Targeted Support Strategy 2) Provide reports of academic progress while at the AEC. | Director, secretary | Progress reports, report cards | | | |
| Additional Targeted Support Strategy 3) Make positive phone calls/contacts to parents while their student is at the AEC. | Director, Secretary | Exit conference | | | |
| Additional Targeted Support Strategy 4) Conduct exit conference with at least one parent or guardian when the student is being released back to their home campus. | Director, secretary | Exit conference | | | |



100% = Accomplished 0% = No Progress X = Discontinue




Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: AEC staff will regularly communicate with home campus faculty in regards to where the student is at academically.

Evaluation Data Source(s) 2: Better transition at the beginning of enrollment on our campus and back to the home campus once the student's placement is finished. AEC will work with home campus to address transition plan.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|-----------------------|--|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Upon intake at AEC, teachers will correspond with home campus teachers in order to find out where the student is at academically and how far along the class is in the curriculum. | Director, instructors | Progress Reports, Report Card, Exit Conference | | | |
| Additional Targeted Support Strategy 2) Teachers will give a pre and post test to measure growth from the time of entry to the student's exit. | Director, instructors | Progress Reports, Report Card, Exit Conference | | | |

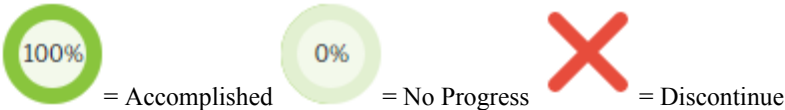
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  = No Progress
  = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: Special education and 504 students will have their unique educational needs met while at the Alternative Education Center.

Evaluation Data Source(s) 1: State Standards, Exit ARDs and 504 meetings with counselor

Summative Evaluation 1:

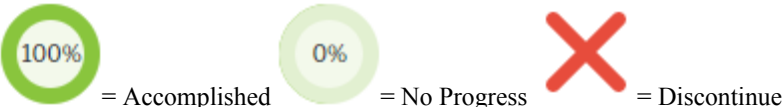
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-----------------------------------|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) An AEC representative will attend ARD on student's home campus prior to placement at the AEC. | Director, Director of Special Education | ARD minutes | | | |
| Additional Targeted Support Strategy 2) Staff will review student's IEP upon receipt from Special Education. | Director, Special Education Teacher, Diagnostician | Exit ARD, student report card | | | |
| Additional Targeted Support Strategy 3) IEP will be implemented by Regular ED and Special Ed staff in the least restrictive environment. | AEC staff, Director | Exit ARD | | | |
| Additional Targeted Support Strategy 4) Exit ARD will be conducted for students when they are to return to their home campus. | Director, diagnostician | ARD minutes | | | |
| Additional Targeted Support Strategy 5) Manifestation determination ARD will be convened prior to conducting expulsion hearing/JCYA placement. | Director, diagnostician | ARD minutes | | | |
|  | | | | | |

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: AEC teachers will utilize and promote technology to engage students in learning.

Evaluation Data Source(s) 1: End of year teacher survey, walkthrough and evaluation data

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Nov | Feb | May |
| Additional Targeted Support Strategy 1) Teachers will remain current in technology training. | Director | End of year survey | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
| Additional Targeted Support Strategy 2) The technology at the AEC will be well maintained and up to date according to state standards. | Director, Technology director. | End of year teacher survey, lesson plans. | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | |
|  | | | | | |

State Compensatory

Budget for Alternative Education Center:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|----------------------------|-------------------|
| 6200 Professional and Contracted Services | | |
| 199 11 6219 19 002 0 24 0 00 | 6219 Professional Services | \$1,000.00 |
| | 6200 Subtotal: | \$1,000.00 |

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------|------------------|------------------------|
| Administrator | Brian Waguespack | Director |
| Classroom Teacher | Molly Bergman | Homebound Instructor |
| Classroom Teacher | Eric Laing | Social Studies Teacher |
| Classroom Teacher | Kenneth Leavins | Science Teacher |
| Secretary | Stephanie Jungen | Campus Secretary |
| Classroom Teacher | Pam Viator | English Teacher |
| Classroom Teacher | Julie Latiolais | Math Teacher |

Campus Funding Summary

| 199 - General Fund | | | | | |
|------------------------------|-----------|----------|------------------|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 - Title II-A/TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Campus Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$0.00 |

Addendums

CIC Sign In
August 6, 2019

Molly Bergman *Molly Bergman*

Stephanie Jungen *Stephanie Jungen*

Eric Laing *Eric Laing*

Julie Latiolais *Julie Latiolais*

Kenneth Leavins *Kenneth Leavins*

Rob Nobles *Robert Nobles*

Pam Viator *Pam Viator*

Brian Waguespack *Brian Waguespack*

Port Neches-Groves Independent School District

Board Document

MEETING DATE: September 9, 2019

AGENDA ITEM: Information on Budget Transfers

Budget Transfers within Function Codes are allowed without prior Board approval. Details of these transfers will be reported to the Board of Trustees each month for discussion. This report also includes any budget amendments approved by the Board of Trustees.

Recommendation: Information Only

Resource Personnel: Sheri Drawhorn, Business Manager

| | | | | | | AUGUST | | | | | |
|--|--------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | |
| REVENUES - 199 | | | | | | | | | | | |
| 199 R 00 5811 00 000 0 00 0 00 | GENERAL . | | AVAILABLE FU | | | | \$2,168,376 | \$200,000 | \$0 | \$2,368,376 | |
| 199 R 00 5812 00 000 0 00 0 00 | GENERAL . | | FOUNDATION | | | | \$9,842,824 | \$300,000 | \$0 | \$10,142,824 | |
| 199 R 00 5931 00 000 0 00 0 00 | GENERAL . | | SHARS | | | | \$830,000 | \$400,000 | \$0 | \$1,230,000 | |
| 199 R 00 7913 00 000 0 00 0 00 | GENERAL . | | - | | | | <u>\$151,000</u> | <u>(\$151,000)</u> | <u>\$0</u> | <u>\$0</u> | |
| | | | - | | | | | | | | |
| | | | - | | | | | | | | |
| GRAND TOTAL ALL REVENUE ADJUSTMENTS | | | | | | | | <u>\$749,000</u> | | <u>\$0</u> | |
| EXPENDITURES - 199 | | | | | | | | | | | |
| 199 E 11 6112 75 001 0 11 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | PNGHS | BASIC | \$80,000 | \$15,000 | (\$9,500) | \$85,500 | |
| 199 E 11 6112 75 002 0 28 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | ALTERNATIVE | DISCIPLINA | \$3,000 | \$15,000 | \$0 | \$18,000 | |
| 199 E 11 6112 75 041 0 11 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | GM | BASIC | \$46,000 | \$0 | (\$10,000) | \$36,000 | |
| 199 E 11 6112 75 041 0 24 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | GM | ACC ED | \$5,000 | \$0 | (\$1,800) | \$3,200 | |
| 199 E 11 6112 75 042 0 11 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | PNM | BASIC | \$32,000 | \$10,000 | \$0 | \$42,000 | |
| 199 E 11 6112 75 042 0 22 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | PNM | C & T | \$15,000 | \$0 | (\$2,000) | \$13,000 | |
| 199 E 11 6112 75 102 0 11 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | PNE | BASIC | \$32,000 | \$0 | (\$5,000) | \$27,000 | |
| 199 E 11 6112 75 105 0 24 0 00 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | VBE | ACC ED | \$8,500 | \$0 | (\$1,000) | \$7,500 | |
| 199 E 11 6112 75 999 0 99 0 99 | GENERAL INST | | SUBSTITUTES | SUBSTITUTE | | UNDISTRIB | \$5,000 | \$0 | (\$300) | \$4,700 | |
| 199 E 11 6118 00 699 0 24 0 00 | GENERAL INST | | EXTRA DUT P | - | SUMMER SCH | ACC ED | \$87,000 | \$20,000 | \$0 | \$107,000 | |
| 199 E 11 6119 00 001 0 11 0 00 | GENERAL INST | | PROFESSIONAL | | PNGHS | BASIC | \$3,570,246 | \$150,000 | (\$50,000) | \$3,670,246 | |
| 199 E 11 6119 00 041 0 11 0 00 | GENERAL INST | | PROFESSIONAL | | GM | BASIC | \$1,684,772 | \$100,000 | (\$25,000) | \$1,759,772 | |
| 199 E 11 6119 00 042 0 11 0 00 | GENERAL INST | | PROFESSIONAL | | PNM | BASIC | \$1,666,347 | \$100,000 | (\$25,000) | \$1,741,347 | |
| 199 E 11 6119 00 104 0 11 0 00 | GENERAL INST | | PROFESSIONAL | | TE | BASIC | \$762,328 | \$0 | (\$30,000) | \$732,328 | |
| 199 E 11 6119 00 999 0 11 0 00 | GENERAL INST | | PROFESSIONAL | | | BASIC | \$0 | \$50,000 | \$0 | \$50,000 | |
| 199 E 11 6122 75 104 0 23 0 00 | GENERAL INST | | SUB SUPPORT | SUBSTITUTE | TE | SP ED | \$8,000 | \$20,000 | \$0 | \$28,000 | |
| 199 E 11 6122 75 872 0 23 0 00 | GENERAL INST | | SUB SUPPORT | SUBSTITUTE | SPECIAL ED | SP ED | \$7,000 | \$20,000 | \$0 | \$27,000 | |
| 199 E 11 6129 00 102 0 11 0 00 | GENERAL INST | | CLERICAL/AID | | PNE | BASIC | \$43,945 | \$0 | (\$4,000) | \$39,945 | |
| 199 E 11 6129 00 104 0 11 0 00 | GENERAL INST | | CLERICAL/AID | | TE | BASIC | \$21,539 | \$0 | (\$10,000) | \$11,539 | |

| | | | | | | AUGUST | | | | | |
|--------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | |
| 199 E 11 6141 00 999 0 11 0 99 | GENERAL | INST | SOC.SEC. & M | | | BASIC | \$10,000 | \$0 | (\$10,000) | \$0 | |
| 199 E 11 6142 00 105 0 24 0 99 | GENERAL | INST | HEALTH & LIF | | VBE | ACC ED | \$12,807 | \$20,000 | \$0 | \$32,807 | |
| 199 E 11 6142 00 999 0 99 0 99 | GENERAL | INST | HEALTH & LIF | | | UNDISTRIB | \$50,000 | \$0 | (\$46,450) | \$3,550 | |
| 199 E 11 6179 00 999 0 99 0 99 | GENERAL | INST | | | | UNDISTRIB | \$2,100 | \$0 | (\$2,100) | \$0 | |
| 199 E 11 6219 21 872 0 23 0 00 | GENERAL | INST | PROFESSIONAL | CONTRACTS | SPECIAL ED | SP ED | \$400,000 | (\$100,000) | \$174,437 | \$575,300 | |
| 199 E 11 6249 00 874 0 11 0 00 | GENERAL | INST | MAINT. REPAIR | | TECHNOLOGY | BASIC | \$10,000 | \$0 | (\$2,495) | \$7,505 | |
| 199 E 11 6269 00 001 0 11 0 00 | GENERAL | INST | RENTAL & LEA | | PNGHS | BASIC | \$36,500 | \$0 | \$3,500 | \$40,000 | |
| 199 E 11 6269 00 041 0 11 0 00 | GENERAL | INST | RENTAL & LEA | | GM | BASIC | \$18,500 | \$0 | \$1,500 | \$20,000 | |
| 199 E 11 6269 00 042 0 11 0 00 | GENERAL | INST | RENTAL & LEA | | PNM | BASIC | \$18,500 | \$0 | \$1,500 | \$20,000 | |
| 199 E 11 6269 00 111 0 32 0 00 | GENERAL | INST | RENTAL & LEA | | WGEL | Pre-K | \$2,000 | \$0 | (\$2,000) | \$0 | |
| 199 E 11 6269 00 870 0 22 0 00 | GENERAL | INST | RENTAL & LEA | | VOC | C & T | \$0 | \$0 | \$11,000 | \$11,000 | |
| 199 E 11 6299 00 871 0 25 0 00 | GENERAL | INST | MISC CONT | | CURRICULUM | BILINGUAL | \$100 | \$0 | \$4,700 | \$4,800 | |
| 199 E 11 6299 00 872 0 23 0 00 | GENERAL | INST | MISC CONT | | SPECIAL ED | SP ED | \$20,000 | \$0 | \$1,000 | \$21,000 | |
| 199 E 11 6321 00 871 0 11 0 00 | GENERAL | INST | INSTRUCT MAT | | CURRICULUM | BASIC | \$17,050 | \$0 | (\$7,000) | \$10,050 | |
| 199 E 11 6325 00 001 0 11 0 00 | GENERAL | INST | LIBRARY MAT | | PNGHS | BASIC | \$15,000 | \$0 | \$800 | \$15,800 | |
| 199 E 11 6334 00 871 0 11 0 00 | GENERAL | INST | TESTING MAT | | CURRICULUM | BASIC | \$27,250 | \$0 | (\$1,200) | \$26,050 | |
| 199 E 11 6334 00 871 0 25 0 00 | GENERAL | INST | TESTING MAT | | CURRICULUM | BILINGUAL | \$2,000 | \$0 | \$1,200 | \$3,200 | |
| 199 E 11 6334 00 872 0 23 0 00 | GENERAL | INST | TESTING MAT | | SPECIAL ED | SP ED | \$17,000 | \$0 | (\$2,700) | \$14,300 | |
| 199 E 11 6334 60 001 0 11 0 00 | GENERAL | INST | TESTING MAT | CURRIC HS | PNGHS | BASIC | \$0 | \$0 | \$1,000 | \$1,000 | |
| 199 E 11 6395 53 105 0 11 0 00 | GENERAL | INST | SPECIAL MAT | TECHNOLOG | VBE | BASIC | \$2,000 | \$0 | \$480 | \$2,480 | |
| 199 E 11 6396 18 871 0 22 0 00 | GENERAL | INST | GEN. SUPPLY | Ink - CTE | CURRICULUM | C & T | \$0 | \$0 | \$6,500 | \$6,500 | |
| 199 E 11 6399 00 001 0 11 0 00 | GENERAL | INST | GENERAL SUPP | | PNGHS | BASIC | \$80,000 | \$0 | (\$2,000) | \$78,000 | |
| 199 E 11 6399 00 001 0 22 0 00 | GENERAL | INST | GENERAL SUPP | | PNGHS | C & T | \$0 | \$0 | \$2,000 | \$2,000 | |
| 199 E 11 6399 00 101 0 11 0 00 | GENERAL | INST | GENERAL SUPP | | GE | BASIC | \$28,576 | \$0 | \$4,693 | \$33,269 | |

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|--------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> |
| 199 E 11 6399 00 102 0 11 0 00 | GENERAL | INST | GENERAL SUPP | | PNE | BASIC | \$27,079 | \$0 | (\$714) | \$26,365 |
| 199 E 11 6399 00 104 0 11 0 00 | GENERAL | INST | GENERAL SUPP | | TE | BASIC | \$26,321 | \$0 | \$800 | \$27,121 |
| 199 E 11 6399 00 104 0 25 0 00 | GENERAL | INST | GENERAL SUPP | | TE | BILINGUAL | \$3,000 | \$0 | (\$800) | \$2,200 |
| 199 E 11 6399 00 105 0 11 0 00 | GENERAL | INST | GENERAL SUPP | | VBE | BASIC | \$27,501 | \$0 | (\$1,418) | \$26,083 |
| 199 E 11 6399 00 107 0 11 0 00 | GENERAL | INST | GENERAL SUPP | | WE | BASIC | \$27,076 | \$0 | \$300 | \$27,376 |
| 199 E 11 6399 00 699 0 25 0 00 | GENERAL | INST | GENERAL SUPP | | SUMMER SCH | BILINGUAL | \$1,000 | \$0 | (\$200) | \$800 |
| 199 E 11 6399 00 870 0 22 0 00 | GENERAL | INST | GENERAL SUPP | | VOC | C & T | \$36,650 | \$0 | \$29,750 | \$66,400 |
| 199 E 11 6399 00 872 0 23 0 00 | GENERAL | INST | GENERAL SUPP | | SPECIAL ED | SP ED | \$15,000 | \$0 | \$2,563 | \$17,563 |
| 199 E 11 6399 00 874 0 11 0 99 | GENERAL | INST | GENERAL SUPP | | TECHNOLOGY | BASIC | \$20,000 | \$0 | (\$2,232) | \$17,768 |
| 199 E 11 6399 00 999 0 11 0 99 | GENERAL | INST | GENERAL SUPP | | | BASIC | \$6,000 | \$0 | (\$5,941) | \$59 |
| 199 E 11 6399 53 874 0 11 0 00 | GENERAL | INST | GENERAL SUPP | TECH SUPP | TECHNOLOGY | BASIC | \$118,669 | \$0 | (\$5,273) | \$113,396 |
| 199 E 11 6399 60 001 0 31 0 00 | GENERAL | INST | GENERAL SUPP | CURRIC HS | PNGHS | HIGH SCH A | \$13,000 | \$0 | (\$1,000) | \$12,000 |
| | | | | | | | | | | |
| 199 E 11 6412 00 103 0 25 0 00 | GENERAL | INST | TRAVEL - STU | | RE | BILINGUAL | \$0 | \$0 | \$400 | \$400 |
| 199 E 11 6412 00 699 0 25 0 00 | GENERAL | INST | TRAVEL - STU | | SUMMER SCH | BILINGUAL | \$0 | \$0 | \$500 | \$500 |
| 199 E 11 6491 00 870 0 22 0 00 | GENERAL | INST | PUBLIC NOTICE | | VOC | C & T | \$0 | \$0 | \$1,000 | \$1,000 |
| | | | | | | | | | | |
| 199 E 11 6639 00 870 0 22 0 00 | GENERAL | INST | F & E > \$5,0 | | VOC | C&T | <u>\$0</u> | <u>\$0</u> | <u>\$7,500</u> | <u>\$7,500</u> |
| | | | | | | | | | | |
| 199 E 11 6644 00 874 0 11 0 00 | GENERAL | INST | TECHNOLOGY | | TECHNOLOGY | BASIC | <u>\$208,235</u> | <u>\$0</u> | <u>\$10,000</u> | <u>\$218,235</u> |
| TOTAL INSTRUCTION | | | | | | | <u>\$9,376,591</u> | <u>\$420,000</u> | <u>\$0</u> | <u>\$9,897,454</u> |
| | | | | | | | | | | |
| 199 E 12 6129 00 101 0 11 0 00 | GENERAL | MEDIA | CLERICAL/AID | | GE | BASIC | \$0 | \$30,000 | \$0 | \$30,000 |
| 199 E 12 6129 00 102 0 11 0 00 | GENERAL | MEDIA | CLERICAL/AID | | PNE | BASIC | \$0 | \$10,000 | \$0 | \$10,000 |
| | | | | | | | | | | |
| 199 E 12 6142 00 101 0 11 0 00 | GENERAL | MEDIA | HEALTH & LIFE | | GE | BASIC | \$0 | \$5,000 | \$0 | \$5,000 |
| 199 E 12 6142 00 102 0 11 0 00 | GENERAL | MEDIA | HEALTH & LIFE | | PNE | BASIC | \$0 | \$5,000 | \$0 | \$5,000 |
| | | | | | | | | | | |
| 199 E 12 6329 00 001 0 11 0 00 | GENERAL | MEDIA | READING MATE | | PNGHS | BASIC | \$15,000 | \$0 | (\$800) | \$14,200 |
| | | | | | | | | | | |
| 199 E 12 6411 00 107 0 11 0 00 | GENERAL | MEDIA | TRAVEL | | WE | BASIC | \$200 | \$0 | (\$200) | \$0 |
| 199 E 12 6411 00 999 0 11 0 99 | GENERAL | MEDIA | TRAVEL | | | BASIC | <u>\$1,000</u> | <u>\$0</u> | <u>\$1,000</u> | <u>\$2,000</u> |
| TOTAL MEDIA | | | | | | | <u>\$16,200</u> | <u>\$50,000</u> | <u>\$0</u> | <u>\$66,200</u> |

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|--------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | | |
| 199 E 13 6119 00 872 0 23 0 00 | GENERAL | CUR DEV | PROFESSIONAL | | SPECIAL ED | SP ED | \$90,049 | \$13,000 | \$0 | \$103,049 | | |
| 199 E 13 6137 00 871 0 11 0 99 | GENERAL | CUR DEV | SALARY CONTI | | CURRICULUM | BASIC | \$1,200 | \$0 | (\$250) | \$950 | | |
| 199 E 13 6142 00 999 0 99 0 99 | GENERAL | CUR DEV | HEALTH & LIFE | | | UNDISTRIB | \$10,000 | \$0 | (\$7,200) | \$2,800 | | |
| 199 E 13 6219 00 107 0 11 0 00 | GENERAL | CUR DEV | PROFESSIONAL | | WE | BASIC | \$100 | \$0 | (\$100) | \$0 | | |
| 199 E 13 6219 00 870 0 22 0 00 | GENERAL | CUR DEV | PROFESSIONAL | | VOC | C&T | \$1,500 | \$0 | (\$1,000) | \$500 | | |
| 199 E 13 6299 00 871 0 11 0 00 | GENERAL | CUR DEV | MISC CONT | | CURRICULUM | BASIC | \$27,465 | \$0 | \$11,200 | \$38,665 | | |
| 199 E 13 6299 00 871 0 25 0 00 | GENERAL | CUR DEV | MISC CONT | | CURRICULUM | BILINGUAL | \$6,135 | \$0 | \$2,300 | \$8,435 | | |
| 199 E 13 6399 00 999 0 11 0 99 | GENERAL | CUR DEV | GENERAL SUPP | | | BASIC | \$0 | \$0 | \$2,692 | \$2,692 | | |
| 199 E 13 6411 00 001 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | PNGHS | BASIC | \$9,000 | \$0 | \$170 | \$9,170 | | |
| 199 E 13 6411 00 041 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | GM | BASIC | \$9,300 | \$0 | (\$1,500) | \$7,800 | | |
| 199 E 13 6411 00 041 0 21 0 00 | GENERAL | CUR DEV | TRAVEL | | GM | G&T | \$0 | \$0 | \$1,500 | \$1,500 | | |
| 199 E 13 6411 00 101 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | GE | BASIC | \$5,000 | \$0 | (\$592) | \$4,408 | | |
| 199 E 13 6411 00 102 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | PNE | BASIC | \$4,300 | \$0 | (\$125) | \$4,175 | | |
| 199 E 13 6411 00 105 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | VBE | BASIC | \$1,000 | \$0 | \$301 | \$1,301 | | |
| 199 E 13 6411 00 107 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | WE | BASIC | \$800 | \$0 | \$500 | \$1,300 | | |
| 199 E 13 6411 00 870 0 22 0 00 | GENERAL | CUR DEV | TRAVEL | | VOC | C&T | \$2,000 | \$0 | \$750 | \$2,750 | | |
| 199 E 13 6411 00 871 0 11 0 00 | GENERAL | CUR DEV | TRAVEL | | CURRICULUM | BASIC | \$47,100 | \$0 | (\$12,000) | \$35,100 | | |
| 199 E 13 6411 00 871 0 25 0 00 | GENERAL | CUR DEV | TRAVEL | | CURRICULUM | BILLINGUAL | \$500 | \$0 | \$5,700 | \$6,200 | | |
| 199 E 13 6411 00 872 0 23 0 00 | GENERAL | CUR DEV | TRAVEL | | SPECIAL ED | SP ED | \$12,800 | \$0 | \$1,000 | \$13,800 | | |
| 199 E 13 6411 00 999 0 11 0 99 | GENERAL | CUR DEV | TRAVEL | | | BASIC | \$5,000 | \$0 | \$654 | \$5,654 | | |
| 199 E 13 6411 60 001 0 31 0 00 | GENERAL | CUR DEV | TRAVEL | CURRIC HS | PNGHS | HIGH SCH A | \$10,000 | \$0 | (\$4,000) | \$6,000 | | |
| 199 E 13 6491 00 871 0 11 0 00 | GENERAL | CUR DEV | PUBLIC NOTICE | | CURRICULUM | BASIC | \$0 | \$0 | \$250 | \$250 | | |
| 199 E 13 6499 00 871 0 11 0 00 | GENERAL | CUR DEV | MISC | | CURRICULUM | BASIC | <u>\$2,800</u> | <u>\$0</u> | <u>(\$250)</u> | <u>\$2,550</u> | | |
| TOTAL CURRICULUM | | | | | | | <u>\$246,049</u> | <u>\$13,000</u> | <u>\$0</u> | <u>\$259,049</u> | | |

| | | | | | | | AUGUST | | | | | |
|------------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | | |
| 199 E 23 6142 00 001 0 99 0 00 | GENERAL | SCH LDS | HEALTH & LIF | | PNGHS | UNDISTRIB | \$30,587 | \$5,000 | \$0 | \$35,587 | | |
| 199 E 23 6142 00 042 0 99 0 00 | GENERAL | SCH LDS | HEALTH & LIF | | PNM | UNDISTRIB | \$13,257 | \$5,000 | \$0 | \$18,257 | | |
| 199 E 23 6142 00 102 0 99 0 00 | GENERAL | SCH LDS | HEALTH & LIF | | PNE | UNDISTRIB | \$4,434 | \$5,000 | \$0 | \$9,434 | | |
| 199 E 23 6142 00 104 0 99 0 00 | GENERAL | SCH LDS | HEALTH & LIF | | TE | UNDISTRIB | \$8,853 | \$5,000 | \$0 | \$13,853 | | |
| 199 E 23 6399 00 002 0 99 0 00 | GENERAL | SCH LDS | GENERAL SUPP | | ALTERNATIVE | UNDISTRIB | \$900 | \$0 | (\$75) | \$825 | | |
| 199 E 23 6399 00 041 0 99 0 00 | GENERAL | SCH LDS | GENERAL SUPP | | GM | UNDISTRIB | \$4,200 | \$0 | (\$30) | \$4,170 | | |
| 199 E 23 6399 00 102 0 99 0 00 | GENERAL | SCH LDS | GENERAL SUPP | | PNE | UNDISTRIB | \$1,000 | \$0 | (\$1,000) | \$0 | | |
| 199 E 23 6399 00 104 0 99 0 00 | GENERAL | SCH LDS | GENERAL SUPP | | TE | UNDISTRIB | \$2,000 | \$0 | \$1,000 | \$3,000 | | |
| 199 E 23 6399 00 999 0 99 0 99 | GENERAL | SCH LDS | GENERAL SUPP | | | UNDISTRIB | \$5,000 | \$0 | \$187 | \$5,187 | | |
| 199 E 23 6411 00 101 0 99 0 00 | GENERAL | SCH LDS | TRAVEL | | GE | UNDISTRIB | \$1,500 | \$0 | (\$901) | \$599 | | |
| 199 E 23 6411 00 102 0 99 0 00 | GENERAL | SCH LDS | TRAVEL | | PNE | UNDISTRIB | \$1,000 | \$0 | \$1,714 | \$2,714 | | |
| 199 E 23 6411 00 104 0 99 0 00 | GENERAL | SCH LDS | TRAVEL | | TE | UNDISTRIB | \$1,500 | \$0 | (\$1,000) | \$500 | | |
| 199 E 23 6411 00 105 0 99 0 00 | GENERAL | SCH LDS | TRAVEL | | VBE | UNDISTRIB | \$1,000 | \$0 | (\$11) | \$989 | | |
| 199 E 23 6495 00 002 0 99 0 00 | GENERAL | SCH LDS | DUES | | ALTERNATIVE | UNDISTRIB | \$250 | \$0 | \$75 | \$325 | | |
| 199 E 23 6495 00 041 0 99 0 00 | GENERAL | SCH LDS | DUES | | GM | UNDISTRIB | \$450 | \$0 | \$30 | \$480 | | |
| 199 E 23 6495 00 105 0 99 0 00 | GENERAL | SCH LDS | DUES | | VBE | UNDISTRIB | <u>\$375</u> | <u>\$0</u> | <u>\$11</u> | <u>\$386</u> | | |
| TOTAL SCHOOL ADMINISTRATION | | | | | | | <u>\$76,306</u> | <u>\$20,000</u> | <u>\$0</u> | <u>\$96,306</u> | | |
| 199 E 31 6117 75 102 0 99 0 00 | GENERAL | G & C | SUB PROFESSI | SUBSTITUTE | PNE | UNDISTRIB | \$10,000 | (\$5,000) | \$0 | \$5,000 | | |
| 199 E 31 6119 00 001 0 23 0 00 | GENERAL | G & C | PROFESSIONAL | | PNGHS | SP ED | \$0 | \$20,000 | \$0 | \$20,000 | | |
| 199 E 31 6119 00 105 0 99 0 00 | GENERAL | G & C | PROFESSIONAL | | VBE | UNDISTRIB | \$57,211 | (\$4,000) | \$0 | \$53,211 | | |
| 199 E 31 6299 00 102 0 99 0 00 | GENERAL | G & C | MISC CONT | | PNE | UNDISTRIB | \$675 | \$0 | (\$675) | \$0 | | |
| 199 E 31 6399 00 101 0 99 0 00 | GENERAL | G & C | GENERAL SUPP | | GE | UNDISTRIB | \$800 | \$0 | \$251 | \$1,051 | | |
| 199 E 31 6399 00 107 0 99 0 00 | GENERAL | G & C | GENERAL SUPP | | WE | UNDISTRIB | \$500 | \$0 | (\$319) | \$181 | | |
| 199 E 31 6411 00 101 0 99 0 00 | GENERAL | G & C | TRAVEL | | GE | UNDISTRIB | \$675 | \$0 | (\$251) | \$424 | | |
| 199 E 31 6411 00 102 0 99 0 00 | GENERAL | G & C | TRAVEL | | PNE | UNDISTRIB | \$450 | \$0 | \$675 | \$1,125 | | |
| 199 E 31 6411 00 105 0 99 0 00 | GENERAL | G & C | TRAVEL | | VBE | UNDISTRIB | \$600 | \$0 | \$637 | \$1,237 | | |
| 199 E 31 6411 00 107 0 99 0 00 | GENERAL | G & C | TRAVEL | | WE | UNDISTRIB | \$200 | \$0 | \$319 | \$519 | | |

| | | | | | | AUGUST | | | | | |
|-----------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | |
| 199 E 31 6411 01 999 0 99 0 99 | GENERAL | G & C | TRAVEL | Project Serv | | UNDISTRIB | \$3,000 | \$0 | (\$637) | \$2,363 | |
| TOTAL COUNSELING SERVICES | | | | | | | \$74,111 | \$11,000 | \$0 | \$85,111 | |
| TOTAL SOCIAL WORK SERVICES | | | | | | | \$0 | \$0 | \$0 | \$0 | |
| 199 E 33 6117 75 041 0 99 0 00 | GENERAL | HEALTH | SUB PROFESSI | SUBSTITUTE | GM | UNDISTRIB | \$500 | \$5,000 | \$0 | \$5,500 | |
| 199 E 33 6119 00 001 0 99 0 00 | GENERAL | HEALTH | PROFESSIONAL | | PNGHS | UNDISTRIB | \$60,014 | \$5,000 | \$0 | \$65,014 | |
| 199 E 33 6399 00 101 0 99 0 00 | GENERAL | HEALTH | GENERAL SUPP | | GE | UNDISTRIB | \$800 | \$0 | \$395 | \$1,195 | |
| 199 E 33 6411 00 101 0 99 0 00 | GENERAL | HEALTH | TRAVEL | | GE | UNDISTRIB | \$700 | \$0 | (\$395) | \$305 | |
| 199 E 33 6411 00 102 0 99 0 00 | GENERAL | HEALTH | TRAVEL | | PNE | UNDISTRIB | \$400 | \$0 | \$125 | \$525 | |
| 199 E 33 6498 00 999 0 99 0 99 | GENERAL | HEALTH | MISC. COST | | | UNDISTRIB | \$795 | \$0 | (\$125) | \$670 | |
| TOTAL HEALTH SERVICES | | | | | | | \$63,209 | \$10,000 | \$0 | \$73,209 | |
| 199 E 34 6121 76 937 0 99 0 00 | GENERAL | TRANS | EXTRA DUTY / | OVERTIME | TRANS | UNDISTRIB | \$30,000 | \$4,500 | \$0 | \$34,500 | |
| 199 E 34 6219 03 937 0 99 0 00 | GENERAL | TRANS | PROFESSIONAL | Enterprise L | TRANS | UNDISTRIB | \$10,000 | \$0 | (\$10,000) | \$0 | |
| 199 E 34 6269 00 937 0 99 0 00 | GENERAL | TRANS | RENTAL & LEA | | TRANS | UNDISTRIB | \$1,760 | \$30,000 | \$0 | \$31,760 | |
| 199 E 34 6311 00 937 0 23 0 00 | GENERAL | TRANS | FUEL | | TRANS | SP ED | \$25,000 | \$0 | \$5,000 | \$30,000 | |
| 199 E 34 6311 00 937 0 99 0 00 | GENERAL | TRANS | FUEL | | TRANS | UNDISTRIB | \$80,000 | \$0 | \$3,000 | \$83,000 | |
| 199 E 34 6315 00 937 0 23 0 00 | GENERAL | TRANS | VEHICLES-UPK | | TRANS | SP ED | \$20,000 | \$0 | \$10,000 | \$30,000 | |
| 199 E 34 6315 00 937 0 99 0 00 | GENERAL | TRANS | VEHICLES-UPK | | TRANS | UNDISTRIB | \$100,000 | \$0 | \$30,000 | \$130,000 | |
| 199 E 34 6425 00 937 0 23 0 00 | GENERAL | TRANS | PROPERTY INS | | TRANS | SP ED | \$2,200 | \$0 | \$710 | \$2,910 | |
| 199 E 34 6426 00 937 0 23 0 00 | GENERAL | TRANS | LIABILITY INS | | TRANS | SP ED | \$3,800 | \$0 | \$1,110 | \$4,910 | |
| 199 E 34 6426 00 937 0 99 0 00 | GENERAL | TRANS | LIABILITY INS | | TRANS | UNDISTRIB | \$20,000 | \$0 | \$5,200 | \$25,200 | |

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|--------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | | |
| 199 E 34 6631 00 937 0 99 0 00 | GENERAL | TRANS | VEHICLES >5, | | TRANS | UNDISTRIB | \$1,250,000 | (\$539,500) | (\$142,020) | \$568,480 | | |
| TOTAL TRANSPORTATION | | | | | | | \$1,542,760 | (\$505,000) | (\$97,000) | \$940,760 | | |
| 199 E 36 6118 00 999 0 99 0 99 | GENERAL | CO-CURR | EXTRA DUTY P | | | UNDISTRIB | \$17,500 | \$0 | (\$17,500) | \$0 | | |
| 199 E 36 6118 12 001 0 99 0 00 | GENERAL | CO-CURR | EXTRA DUTY P | ACCOMP CH | PNGHS | UNDISTRIB | \$3,000 | \$0 | (\$2,000) | \$1,000 | | |
| 199 E 36 6118 95 873 0 91 0 91 | GENERAL | CO-CURR | EXTRA DUTY P | CONDITIONI | ATHLETIC D | ATH | \$20,000 | \$5,000 | (\$3,000) | \$22,000 | | |
| 199 E 36 6119 01 001 0 91 0 91 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | PNGHS | ATH | \$271,727 | \$40,000 | \$0 | \$311,727 | | |
| 199 E 36 6119 01 041 0 91 0 91 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | GM | ATH | \$45,914 | \$5,000 | \$0 | \$50,914 | | |
| 199 E 36 6119 01 042 0 91 0 91 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | PNM | ATH | \$43,871 | \$5,000 | \$0 | \$48,871 | | |
| 199 E 36 6119 02 001 0 99 0 00 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | PNGHS | UNDISTRIB | \$10,874 | \$5,000 | \$0 | \$15,874 | | |
| 199 E 36 6119 03 001 0 99 0 00 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | PNGHS | UNDISTRIB | \$78,201 | \$20,000 | \$0 | \$98,201 | | |
| 199 E 36 6119 03 101 0 99 0 00 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | GE | UNDISTRIB | \$0 | \$6,500 | \$0 | \$6,500 | | |
| 199 E 36 6119 03 102 0 99 0 00 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | PNE | UNDISTRIB | \$0 | \$8,000 | \$0 | \$8,000 | | |
| 199 E 36 6119 04 001 0 99 0 00 | GENERAL | CO-CURR | PROFESSIONAL | INCREMENT | PNGHS | UNDISTRIB | \$16,984 | \$6,000 | \$0 | \$22,984 | | |
| 199 E 36 6141 00 999 0 99 0 99 | GENERAL | CO-CURR | SOC SEC & M | | | UNDISTRIB | \$10,000 | \$0 | (\$10,000) | \$0 | | |
| 199 E 36 6219 15 042 0 99 0 00 | GENERAL | CO-CURR | PROFESSIONAL | ACCOM PNM | PNM | UNDISTRIB | \$900 | \$0 | \$70 | \$970 | | |
| 199 E 36 6249 07 873 0 91 0 91 | GENERAL | CO-CURR | MAINT. REPAI | REPAIR | ATHLETIC D | ATH | \$42,000 | \$0 | \$5,000 | \$47,000 | | |
| 199 E 36 6399 00 001 0 99 0 00 | GENERAL | CO-CURR | GENERAL SUPP | . | PNGHS | UNDISTRIB | \$0 | \$0 | \$8,500 | \$8,500 | | |
| 199 E 36 6399 16 101 0 99 0 00 | GENERAL | CO-CURR | GENERAL SUPP | U.I.L. | GE | UNDISTRIB | \$0 | \$1,000 | \$1,000 | \$2,000 | | |
| 199 E 36 6399 16 102 0 99 0 00 | GENERAL | CO-CURR | GENERAL SUPP | U.I.L. | PNE | UNDISTRIB | \$0 | \$1,000 | \$1,000 | \$2,000 | | |
| 199 E 36 6399 20 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | FOOTBALL | ATHLETIC D | ATH | \$52,250 | \$0 | \$1,905 | \$54,155 | | |
| 199 E 36 6399 24 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | POWER LIFTI | ATHLETIC D | ATH | \$1,900 | \$0 | (\$1,000) | \$900 | | |
| 199 E 36 6399 25 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | BASKETBALL | ATHLETIC D | ATH | \$7,220 | \$0 | (\$2,000) | \$5,220 | | |
| 199 E 36 6399 26 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | BASKETBALL | ATHLETIC D | ATH | \$7,220 | \$0 | (\$1,000) | \$6,220 | | |
| 199 E 36 6399 27 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | TRACK-BOYS | ATHLETIC D | ATH | \$7,220 | \$0 | (\$2,400) | \$4,820 | | |
| 199 E 36 6399 37 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | CONTINGEN | ATHLETIC D | ATH | \$10,000 | \$0 | (\$10,000) | \$0 | | |
| 199 E 36 6399 40 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | POWERLIFT | ATHLETIC D | ATH | \$1,800 | \$0 | (\$500) | \$1,300 | | |
| 199 E 36 6399 53 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | SWIMMING | ATHLETIC D | ATH | \$1,500 | \$0 | (\$600) | \$900 | | |
| 199 E 36 6399 69 041 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | GIRLS | GM | ATH | \$7,125 | \$0 | (\$3,000) | \$4,125 | | |
| 199 E 36 6399 89 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | SPORTS-BOY | ATHLETIC D | ATH | \$0 | \$0 | \$32,523 | \$32,523 | | |

| | | | | | | AUGUST | | | | | |
|--------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | |
| 199 E 36 6399 90 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | SPORTS-GIRL | ATHLETIC D | ATH | \$0 | \$0 | \$12,500 | \$12,500 | |
| 199 E 36 6399 95 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | CONDITIONI | ATHLETIC D | ATH | \$9,500 | \$0 | (\$1,905) | \$7,595 | |
| 199 E 36 6399 98 873 0 91 0 91 | GENERAL | CO-CURR | GENERAL SUPP | TICKET OFFIC | ATHLETIC D | ATH | \$8,000 | \$0 | (\$2,000) | \$6,000 | |
| 199 E 36 6411 18 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL | COACHES-BC | ATHLETIC D | ATH | \$19,000 | \$0 | \$2,000 | \$21,000 | |
| 199 E 36 6412 20 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | FOOTBALL | ATHLETIC D | ATH | \$21,630 | \$0 | \$4,000 | \$25,630 | |
| 199 E 36 6412 21 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | BASEBALL | ATHLETIC D | ATH | \$15,570 | \$0 | (\$9,500) | \$6,070 | |
| 199 E 36 6412 24 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | POWER LIFTI | ATHLETIC D | ATH | \$3,490 | \$0 | (\$1,223) | \$2,267 | |
| 199 E 36 6412 27 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | TRACK-BOYS | ATHLETIC D | ATH | \$9,000 | \$0 | (\$5,000) | \$4,000 | |
| 199 E 36 6412 28 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | TRACK-GIRLS | ATHLETIC D | ATH | \$7,000 | \$0 | (\$2,500) | \$4,500 | |
| 199 E 36 6412 29 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | TENNIS-BOY: | ATHLETIC D | ATH | \$3,200 | \$0 | (\$1,500) | \$1,700 | |
| 199 E 36 6412 32 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | GOLF-GIRLS | ATHLETIC D | ATH | \$8,190 | \$0 | (\$3,000) | \$5,190 | |
| 199 E 36 6412 33 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | SOCCER-BOY | ATHLETIC D | ATH | \$4,410 | \$0 | (\$2,200) | \$2,210 | |
| 199 E 36 6412 34 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | SOCCER-GIRI | ATHLETIC D | ATH | \$4,410 | \$0 | \$900 | \$5,310 | |
| 199 E 36 6412 37 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | CONTINGEN: | ATHLETIC D | ATH | \$10,290 | \$0 | (\$7,000) | \$3,290 | |
| 199 E 36 6412 52 001 0 99 0 00 | GENERAL | CO-CURR | TRAVEL-STU | ACTIVITIES | PNGHS | UNDISTRIB | \$65,000 | \$0 | \$14,500 | \$79,500 | |
| 199 E 36 6412 53 873 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | SWIMMING | ATHLETIC D | ATH | \$700 | \$0 | \$400 | \$1,100 | |
| 199 E 36 6412 64 041 0 99 0 00 | GENERAL | CO-CURR | TRAVEL-STU | BAND | GM | UNDISTRIB | \$3,000 | \$0 | \$500 | \$3,500 | |
| 199 E 36 6412 68 041 0 91 0 91 | GENERAL | CO-CURR | TRAVEL-STU | BOYS | GM | ATH | \$1,000 | \$0 | \$500 | \$1,500 | |
| 199 E 36 6495 52 001 0 99 0 00 | GENERAL | CO-CURR | DUES | ACTIVITIES | PNGHS | UNDISTRIB | \$4,250 | \$0 | \$3,250 | \$7,500 | |
| 199 E 36 6495 64 041 0 99 0 00 | GENERAL | CO-CURR | DUES | BAND | GM | UNDISTRIB | \$500 | \$0 | (\$70) | \$430 | |
| 199 E 36 6497 52 870 0 22 0 00 | GENERAL | CO-CURR | MISC COST | ACTIVITIES | VOC | C & T | \$29,350 | \$0 | (\$6,500) | \$22,850 | |
| 199 E 36 6497 63 999 0 99 0 99 | GENERAL | CO-CURR | MISC COST | CONTINGENCY | | UNDISTRIB | \$10,000 | \$0 | (\$3,900) | \$6,100 | |
| 199 E 36 6499 38 873 0 91 0 91 | GENERAL | CO-CURR | MISC | BOYS TOURN | ATHLETIC D | ATH | \$5,000 | \$0 | (\$750) | \$4,250 | |
| 199 E 36 6499 44 873 0 91 0 91 | GENERAL | CO-CURR | MISC | GAME EXPE: | ATHLETIC D | ATH | \$3,000 | \$0 | \$1,000 | \$4,000 | |
| 199 E 36 6499 49 873 0 91 0 91 | GENERAL | CO-CURR | MISC | GAME EXPE: | ATHLETIC D | ATH | \$135,000 | \$0 | (\$3,500) | \$131,500 | |
| 199 E 36 6639 00 873 0 91 0 91 | GENERAL | CO-CURR | F & E > \$5,0 | | ATHLETIC D | ATH | \$0 | \$0 | \$86,000 | \$86,000 | |
| 199 E 36 6649 00 873 0 91 0 91 | GENERAL | CO-CURR | CAPITAL <5,0 | | ATHLETIC D | ATH | <u>\$10,000</u> | <u>\$0</u> | <u>(\$2,000)</u> | <u>\$8,000</u> | |
| TOTAL ATHLETICS | | | | | | | <u>\$1,047,696</u> | <u>\$102,500</u> | <u>\$70,000</u> | <u>\$1,220,196</u> | |
| 199 E 41 6119 00 701 0 99 0 00 | GENERAL | GEN ADM | PROFESSIONAL | | SUPT | UNDISTRIB | \$173,360 | \$2,000 | \$0 | \$175,360 | |

| | | | | | | | AUGUST | | | | | |
|--------------------------------|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | | |
| 199 E 41 6119 00 720 0 99 0 00 | GENERAL | GEN ADM | PROFESSIONAL | | ADMIN | UNDISTRIB | \$127,097 | \$2,000 | \$0 | \$129,097 | | |
| 199 E 41 6119 00 750 0 99 0 00 | GENERAL | GEN ADM | PROFESSIONAL | | GEN ADMIN | UNDISTRIB | \$116,436 | \$2,000 | \$0 | \$118,436 | | |
| 199 E 41 6122 75 720 0 99 0 00 | GENERAL | GEN ADM | SUB SUPPORT | SUB PAY | ADMIN | UNDISTRIB | \$5,000 | \$0 | (\$5,000) | \$0 | | |
| 199 E 41 6129 00 701 0 99 0 00 | GENERAL | GEN ADM | CLERICAL/AID | | SUPT | UNDISTRIB | \$48,114 | \$1,000 | \$0 | \$49,114 | | |
| 199 E 41 6129 00 720 0 99 0 00 | GENERAL | GEN ADM | CLERICAL/AID | | ADMIN | UNDISTRIB | \$96,177 | \$1,000 | \$0 | \$97,177 | | |
| 199 E 41 6141 00 750 0 99 0 99 | GENERAL | GEN ADM | SOC.SEC. & M | | GEN ADMIN | UNDISTRIB | \$3,000 | \$5,000 | \$0 | \$8,000 | | |
| 199 E 41 6141 00 999 0 99 0 00 | GENERAL | GEN ADM | SOC.SEC. & M | | | UNDISTRIB | \$5,000 | \$0 | (\$5,000) | \$0 | | |
| 199 E 41 6211 09 701 0 99 0 00 | GENERAL | GEN ADM | LEGAL | REGULAR | SUPT | UNDISTRIB | \$65,000 | \$0 | \$15,000 | \$80,000 | | |
| 199 E 41 6212 00 750 0 99 0 00 | GENERAL | GEN ADM | AUDIT | | GEN ADMIN | UNDISTRIB | \$19,000 | \$0 | (\$1,000) | \$18,000 | | |
| 199 E 41 6219 14 701 0 99 0 00 | GENERAL | GEN ADM | PROFESSIONAL | CONSULTING | SUPT | UNDISTRIB | \$27,000 | \$0 | (\$25,200) | \$1,800 | | |
| 199 E 41 6219 16 750 0 99 0 00 | GENERAL | GEN ADM | PROFESSIONAL | STUDY | GEN ADMIN | UNDISTRIB | \$0 | \$0 | \$42,000 | \$42,000 | | |
| 199 E 41 6239 18 702 0 99 0 00 | GENERAL | GEN ADM | SERVICES | REGION V | BOARD | UNDISTRIB | \$2,000 | \$0 | (\$2,000) | \$0 | | |
| 199 E 41 6269 01 750 0 99 0 00 | GENERAL | GEN ADM | RENTAL & LEA | OVERTIME | GEN ADMIN | UNDISTRIB | \$1,600 | \$0 | (\$1,000) | \$600 | | |
| 199 E 41 6299 00 999 0 99 0 00 | GENERAL | GEN ADM | MISC CONT | | | UNDISTRIB | \$0 | \$0 | \$3,000 | \$3,000 | | |
| 199 E 41 6399 25 750 0 99 0 00 | GENERAL | GEN ADM | GENERAL SUPP | BUSINESS OF | GEN ADMIN | UNDISTRIB | \$10,000 | \$0 | (\$1,000) | \$9,000 | | |
| 199 E 41 6399 27 750 0 99 0 00 | GENERAL | GEN ADM | GENERAL SUPP | BUSINESS OF | GEN ADMIN | UNDISTRIB | \$3,300 | \$0 | (\$2,800) | \$500 | | |
| 199 E 41 6411 00 701 0 99 0 00 | GENERAL | GEN ADM | TRAVEL | | SUPT | UNDISTRIB | \$10,000 | \$0 | (\$3,000) | \$7,000 | | |
| 199 E 41 6411 00 750 0 99 0 00 | GENERAL | GEN ADM | TRAVEL | | GEN ADMIN | UNDISTRIB | \$10,000 | \$0 | (\$1,000) | \$9,000 | | |
| 199 E 41 6439 00 702 0 99 0 00 | GENERAL | GEN ADM | ELECTION COS | | BOARD | UNDISTRIB | \$50,000 | \$0 | (\$17,000) | \$33,000 | | |
| 199 E 41 6491 00 701 0 99 0 00 | GENERAL | GEN ADM | PUBLIC NOTICE | | SUPT | UNDISTRIB | \$3,000 | \$0 | (\$1,000) | \$2,000 | | |
| 199 E 41 6491 00 750 0 99 0 00 | GENERAL | GEN ADM | PUBLIC NOTICE | | GEN ADMIN | UNDISTRIB | <u>\$0</u> | <u>\$0</u> | <u>\$5,000</u> | <u>\$5,000</u> | | |
| TOTAL ADMINISTRATION | | | | | | | <u>\$775,084</u> | <u>\$13,000</u> | <u>\$0</u> | <u>\$788,084</u> | | |

| ACCOUNT NUMBER | FUND | FUNCTION | OBJECT | SUB-OBJECT | AUGUST | | PROGRAM CODE | 2018-19 ORIGINAL BUDGET | 2018-19 BUDGET AMENDMENT | 2018-19 BUDGET TRANSFERS | 2018-19 REVISED BUDGET |
|--------------------------------|---------|----------|---------------|-------------|--------------|--|-----------------|-------------------------------|--------------------------------|--------------------------------|------------------------------|
| | | | | | ORGANIZATION | | | | | | |
| 199 E 51 6125 00 001 0 99 0 00 | GENERAL | MAINT | SALARIES | | PNGHS | | UNDISTRIB | \$274,937 | \$0 | (\$5,000) | \$269,937 |
| 199 E 51 6126 98 936 0 99 0 00 | GENERAL | MAINT | SUPPORT | REGULAR | MAINT | | UNDISTRIB | \$977,546 | (\$20,000) | \$0 | \$957,546 |
| 199 E 51 6249 11 936 0 99 0 00 | GENERAL | MAINT | MAINT. REPAIR | TELEPHONE | MAINT | | UNDISTRIB | \$13,100 | \$0 | \$650 | \$13,750 |
| 199 E 51 6259 10 936 0 99 0 00 | GENERAL | MAINT | UTILITIES | WATER & SE | MAINT | | UNDISTRIB | \$105,000 | \$0 | (\$650) | \$104,350 |
| 199 E 51 6259 11 936 0 99 0 00 | GENERAL | MAINT | UTILITIES | TELEPHONE | MAINT | | UNDISTRIB | \$150,000 | \$0 | \$5,000 | \$155,000 |
| 199 E 51 6259 12 936 0 99 0 00 | GENERAL | MAINT | UTILITIES | ELECTRICITY | MAINT | | UNDISTRIB | \$1,250,000 | \$0 | (\$35,000) | \$1,215,000 |
| 199 E 51 6259 13 936 0 99 0 00 | GENERAL | MAINT | UTILITIES | GAS | MAINT | | UNDISTRIB | \$100,000 | \$0 | \$35,000 | \$135,000 |
| 199 E 51 6269 00 936 0 99 0 00 | GENERAL | MAINT | RENTAL & LEA | | MAINT | | UNDISTRIB | \$1,600 | \$82,000 | \$0 | \$83,600 |
| 199 E 51 6299 00 936 0 99 0 00 | GENERAL | MAINT | MISC CONT | | MAINT | | UNDISTRIB | \$200,000 | \$0 | \$99,100 | \$299,100 |
| 199 E 51 6316 00 935 0 99 0 00 | GENERAL | MAINT | SUPPLIES | | ADMIN MAIN | | UNDISTRIB | \$1,800 | \$0 | \$500 | \$2,300 |
| 199 E 51 6316 14 999 0 99 0 99 | GENERAL | MAINT | SUPPLIES | CONTINGENCY | | | UNDISTRIB | \$10,000 | \$0 | (\$500) | \$9,500 |
| 199 E 51 6317 00 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | | MAINT | | UNDISTRIB | \$150,000 | \$0 | (\$16,293) | \$133,707 |
| 199 E 51 6317 16 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | AC & HEATIN | MAINT | | UNDISTRIB | \$125,000 | \$0 | (\$16,100) | \$108,900 |
| 199 E 51 6317 17 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | PLUMBING | MAINT | | UNDISTRIB | \$45,000 | \$0 | (\$500) | \$44,500 |
| 199 E 51 6317 18 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | CARPENTRY | MAINT | | UNDISTRIB | \$25,000 | \$0 | (\$4,100) | \$20,900 |
| 199 E 51 6317 19 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | ELECT & COM | MAINT | | UNDISTRIB | \$45,000 | \$0 | (\$4,100) | \$40,900 |
| 199 E 51 6318 21 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | GROUNDS | MAINT | | UNDISTRIB | \$7,000 | \$0 | (\$5,236) | \$1,764 |
| 199 E 51 6318 22 936 0 99 0 00 | GENERAL | MAINT | SUPPLIES | ATHLETIC GR | MAINT | | UNDISTRIB | \$45,000 | \$0 | (\$10,260) | \$34,740 |
| 199 E 51 6411 00 936 0 99 0 00 | GENERAL | MAINT | TRAVEL | | MAINT | | UNDISTRIB | \$2,000 | \$0 | (\$411) | \$1,589 |
| 199 E 51 6429 00 936 0 99 0 00 | GENERAL | MAINT | INS. & BONDI | | MAINT | | UNDISTRIB | \$1,300,000 | (\$80,000) | \$0 | \$1,220,000 |
| 199 E 51 6631 00 936 0 99 0 00 | GENERAL | MAINT | VEHICLES >5, | | MAINT | | UNDISTRIB | \$128,000 | (\$128,000) | \$0 | \$0 |
| 199 E 51 6639 00 936 0 99 0 00 | GENERAL | MAINT | F & E > \$5,0 | | MAINT | | UNDISTRIB | \$29,000 | \$200,000 | (\$15,100) | \$213,900 |
| TOTAL MAINTENANCE | | | | | | | | \$4,984,983 | \$54,000 | \$27,000 | \$5,065,983 |

| | | | | | | AUGUST | | | | | |
|---------------------------------------|-------------|-----------------|---------------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|--|
| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> | |
| 199 E 52 6118 00 001 0 99 0 00 | GENERAL | SECURITY | EXTRA DUTY P | | PNGHS | UNDISTRIB | \$0 | \$5,000 | \$0 | \$5,000 | |
| 199 E 52 6219 01 877 0 99 0 00 | GENERAL | SECURITY | PROFESSIONAL E SRO | | SECURITY | UNDISTRIB | \$194,500 | \$5,000 | (\$6,690) | \$192,810 | |
| 199 E 52 6219 02 877 0 99 0 00 | GENERAL | SECURITY | PROFESSIONAL E CURR | | SECURITY | UNDISTRIB | \$15,000 | \$0 | \$7,900 | \$22,900 | |
| 199 E 52 6411 00 877 0 99 0 00 | GENERAL | SECURITY | TRAVEL | | SECURITY | UNDISTRIB | <u>\$3,000</u> | <u>\$0</u> | <u>(\$1,210)</u> | <u>\$1,790</u> | |
| TOTAL SECURITY | | | | | | | <u>\$212,500</u> | <u>\$10,000</u> | <u>\$0</u> | <u>\$222,500</u> | |
| 199 E 53 6119 00 001 0 99 0 00 | GENERAL | DATA PR | PROFESSIONAL | | PNGHS | UNDISTRIB | \$85,106 | \$5,000 | \$0 | \$90,106 | |
| 199 E 53 6119 00 874 0 99 0 00 | GENERAL | DATA PR | PROFESSIONAL | | TECHNOLOGY | UNDISTRIB | \$80,004 | \$5,000 | \$0 | \$85,004 | |
| 199 E 53 6141 00 999 0 99 0 99 | GENERAL | DATA PR | SOC.SEC. & M | | | UNDISTRIB | \$5,000 | \$0 | (\$1,800) | \$3,200 | |
| 199 E 53 6269 00 874 0 99 0 00 | GENERAL | DATA PR | RENTAL & LEA | | TECHNOLOGY | UNDISTRIB | \$0 | \$15,000 | \$0 | \$15,000 | |
| 199 E 53 6399 00 001 0 99 0 00 | GENERAL | DATA PR | GENERAL SUPP | | PNGHS | UNDISTRIB | \$3,000 | \$0 | \$1,800 | \$4,800 | |
| 199 E 53 6399 00 874 0 99 0 00 | GENERAL | DATA PR | GENERAL SUPP | | TECHNOLOGY | UNDISTRIB | \$7,000 | \$0 | (\$600) | \$6,400 | |
| 199 E 53 6399 11 874 0 99 0 00 | GENERAL | DATA PR | GENERAL SUPP | SKYWARD M | TECHNOLOGY | UNDISTRIB | \$90,000 | \$0 | \$600 | \$90,600 | |
| 199 E 53 6644 00 874 0 99 0 00 | GENERAL | DATA PR | TECHNOLOGY | | TECHNOLOGY | UNDISTRIB | <u>\$66,050</u> | <u>\$7,000</u> | <u>\$0</u> | <u>\$73,050</u> | |
| TOTAL DATA PROCESSING | | | | | | | <u>\$336,160</u> | <u>\$32,000</u> | <u>\$0</u> | <u>\$368,160</u> | |
| 199 E 71 6512 00 937 0 99 0 00 | GENERAL | DBT SVC | CAP LEASE PR | | TRANS | UNDISTRIB | \$81,000 | (\$81,000) | \$0 | \$0 | |
| 199 E 71 6522 00 937 0 99 0 00 | GENERAL | DBT SVC | | | TRANS | UNDISTRIB | <u>\$43,000</u> | <u>(\$43,000)</u> | <u>\$0</u> | <u>\$0</u> | |
| TOTAL DEBIT SERVICES | | | | | | | <u>\$124,000</u> | <u>(\$124,000)</u> | <u>\$0</u> | <u>\$0</u> | |
| TOTAL CONSTRUCTION | | | | | | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | |
| CONT. INST. SVCS.\PUBLIC SCHLS | | | | | | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | |

| <u>ACCOUNT NUMBER</u> | <u>FUND</u> | <u>FUNCTION</u> | <u>OBJECT</u> | <u>SUB-OBJECT</u> | <u>ORGANIZATION</u> | <u>PROGRAM</u> | <u>2018-19 ORIGINAL BUDGET</u> | <u>2018-19 BUDGET AMENDMENT</u> | <u>2018-19 BUDGET TRANSFERS</u> | <u>2018-19 REVISED BUDGET</u> |
|--|-------------|-----------------|---------------|-------------------|---------------------|----------------|--------------------------------|---------------------------------|---------------------------------|-------------------------------|
| | | | | | | | | | | |
| 199 E 99 6213 00 999 0 99 0 99 | GENERAL | TRF OUT | TAX APPR./CO | TAX APPR SVC | | UNDISTRIB | \$425,000 | (\$60,000) | \$0 | \$365,000 |
| OPERATING TRANSFERS OUT | | | | | | | <u>\$425,000</u> | <u>(\$60,000)</u> | <u>\$0</u> | <u>\$365,000</u> |
| GRAND TOTAL ALL EXPENDITURE ADJUSTMENTS | | | | | | | | <u>\$46,500</u> | <u>\$0</u> | |

**PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT**

MEETING DATE: September 9, 2019

AGENDA ITEM: Consider Approval of Transactions that Cost \$25,000 or More

According to CH(LOCAL) Purchasing and Acquisition:

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$25,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Therefore, the following transaction(s) are submitted for the board's approval (supporting documentation attached):

| Vendor | Requisition Initiated By: | Brief Description/Justification of Purchase | Total Cost |
|---------------|----------------------------------|---|-------------------|
| Dell Inc | Dale Fontenot | Purchase a total of 58 desktop computers for the following classroom subjects: 18 – Journalism; 18 – Architectural Design; 22 - Printing & Imagery @ \$736.34 each See attached quote #3000044212461.1 | \$42,707.72 |
| | | | |

Recommendation: It is recommended that the Port Neches-Groves ISD Board of Trustees approve the above transactions.

Resource Personnel: Sheri Drawhorn, Business Manager
Dale Fontenot, Director Information Services, Safety, & Homeland Security

INVOICE TO:
 PORT NECHES GROVES
 INDEPENDENT SCHOOL DISTRICT
 620 AVENUE C
 PORT NECHES, TX 77651

REQ. NUMBER: 0000070181
 VENDOR KEY : DELL COR000
 PAGE NUMBER: 1
 REQ. DATE : 09/03/2019
 SHIP DATE : 09/03/2019
 FISCAL YEAR: 2019-2020
 ENTERED BY : CAVARBEC000

PRINTED 09/04/2019

PURCHASE ORDER

| | |
|---|---|
| <p>COMPANY: DELL CORP. PO BOX 676021 DALLAS, TX 75267-6021</p> <p>Phone: (888) 977-3355 Fax: (512) 213-2097</p> | <p>DELIVER TO: PORT NECHES-GROVES HIGH SCHOOL 1401 MERRIMAN ST PORT NECHES, TX 77651</p> <p>ATTN: ROBERT JOHNSON</p> |
|---|---|

| QUANT. | UNIT OF MEASURE | CATALOG | DESCRIPTION | UNIT COST | TOTAL COST |
|--------|-----------------|---------|--|-----------|------------|
| 58 | Pkg. | | DIR-TSO-3763 Quote #3000044212461.1 - PNG High School 8 - Journalism; 24 - Architectural Design; 24 - Printing & Imagery; 2 - Pressbox #210-ADOL - OptiPlex 3050 AIO XCTO includes Intel Core i3-6100T; Win 10 Pro 64 English; 8GB DDR4 at 2400MHz; 2.5" 256GB SATA Class 20 Solid State Drive; Keyboard; mouse; ProSupport Plus: Accidental Damage Service, 3 years; ProSupport Plus: Keep Your hard Drive, 3 years; ProSupport Plus: Next Business Day Onsite, 3 years; ProSupport Plus: 7x24 Technical Support, 3 years | 736.34000 | 42707.72 |

****For information regarding this purchase order, please contact Becky Cavaretta at 409-962-4268 ext. 5516****

TOTAL 42,707.72



A quote for your consideration.

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

| | | | |
|------------------|------------------------|-------------------|----------------------------|
| Quote No. | 3000044212461.1 | Sales Rep | Tim Vanzile |
| Total | \$42,707.72 | Phone | (800) 456-3355, 7250210 |
| Customer # | 43016560 | Email | Tim_Vanzile@Dell.com |
| Quoted On | Aug. 13, 2019 | Billing To | AP AP |
| Expires by | Sep. 12, 2019 | | PORT NECHES-GROVES ISD |
| Deal ID | 18482592 | | 620 AVENUE C |
| | | | PORT NECHES, TX 77651-3030 |

Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you're ready to place an order. Thank you for shopping with Dell!

Regards,
Tim Vanzile

Shipping Group

| Shipping To | Shipping Method |
|--|-------------------|
| BECKY CAVARETTA PORT NECHES-GROVES ISD 1401 MERRIMAN PORT NECHES, TX 77651-2952 (409) 729-7644 | Standard Delivery |

| Product | Unit Price | Qty | Subtotal |
|-------------------|------------|-----|-------------|
| Optiplex 3050 AIO | \$736.34 | 58 | \$42,707.72 |

| | |
|----------------------------|--------------------|
| Subtotal: | \$42,707.72 |
| Shipping: | \$0.00 |
| Non-Taxable Amount: | \$42,707.72 |
| Taxable Amount: | \$0.00 |
| Estimated Tax: | \$0.00 |
| <hr/> | |
| Total: | \$42,707.72 |

Special lease pricing may be available for qualified customers and offers. Please contact your DFS Sales Representative for details.

Shipping Group Details

Shipping To

BECKY CAVARETTA
 PORT NECHES-GROVES ISD
 1401 MERRIMAN
 PORT NECHES, TX 77651-2952
 (409) 729-7644

Shipping Method

Standard Delivery

Optiplex 3050 AIO

Estimated delivery if purchased today:
 Aug. 28, 2019
 Contract # 75AHH
 Customer Agreement # DIR-TSO-3763

\$736.34 **Qty 58** **Subtotal \$42,707.72**

| Description | SKU | Unit Price | Qty | Subtotal |
|--|----------|------------|-----|----------|
| OptiPlex 3050 AIO XCTO | 210-AKOL | - | 58 | - |
| Intel Core i3-6100T (DC/3MB/4T/3.2GHz/35W); supports Windows 7/8.1/10/Linux | 338-BHWY | - | 58 | - |
| Win 10 Pro 64 English, French, Spanish | 619-AHKN | - | 58 | - |
| No AutoPilot | 340-CKSZ | - | 58 | - |
| No Productivity Software | 630-AAPK | - | 58 | - |
| 8GB (1x8GB) DDR4 at 2400MHz | 370-ADJW | - | 58 | - |
| No Optical Disk Drive | 429-AAZD | - | 58 | - |
| No Additional Hard Drive | 401-AADF | - | 58 | - |
| Intel Integrated Graphics, Dell OptiPlex | 490-BBFG | - | 58 | - |
| 2.5" 256GB SATA Class 20 Solid State Drive | 400-ANPQ | - | 58 | - |
| No Wireless LAN Card | 555-BBFO | - | 58 | - |
| No Wireless LAN Card | 555-BBFO | - | 58 | - |
| No Accessories | 461-AABV | - | 58 | - |
| 3050 19.5, HDPlus Non Touch with Camera, Integrated Graphics, 35W, External Power | 329-BDIU | - | 58 | - |
| Black Dell KB216 Wired Multi-Media Keyboard English | 580-ADJC | - | 58 | - |
| Black Dell MS116 Wired Mouse | 275-BBBW | - | 58 | - |
| No Accessories | 461-AABV | - | 58 | - |
| Not selected in this configuration | 817-BBBC | - | 58 | - |
| Articulating Easel Stand for OptiPlex 3050AIO | 575-BBLH | - | 58 | - |
| SupportAssist | 525-BBCL | - | 58 | - |
| Dell(TM) Digital Delivery Cirrus Client | 640-BBLW | - | 58 | - |
| Dell Client System Update (Updates latest Dell Recommended BIOS, Drivers, Firmware and Apps) | 658-BBMR | - | 58 | - |
| Waves Maxx Audio | 658-BBRB | - | 58 | - |
| Dell Developed Recovery Environment | 658-BCUV | - | 58 | - |
| OS-Windows Media Not Included | 620-AALW | - | 58 | - |
| Energy Star | 387-BBLW | - | 58 | - |

| | | | | |
|--|----------|---|----|---|
| Non-Touch LCD, Dell OptiPlex AIO | 391-BBDM | - | 58 | - |
| No Diagnostic/Recovery CD media | 340-ABJI | - | 58 | - |
| No FGA | 817-BBBB | - | 58 | - |
| MOD,PLCMT,QSG,AIO,3050,BCC/DAO | 340-BKTW | - | 58 | - |
| US Order | 332-1286 | - | 58 | - |
| No Chassis Intrusion Switch | 461-AAEI | - | 58 | - |
| TPM Enabled | 329-BBJL | - | 58 | - |
| No UPC Label | 389-BCGW | - | 58 | - |
| Intel Core i3 Processor Skylake Label | 389-BHGC | - | 58 | - |
| US Power Cord | 450-AAHV | - | 58 | - |
| Safety/Environment and Regulatory Guide (English/French Multi-language) | 340-AGIK | - | 58 | - |
| MOD,LBL,REG,JSD2,130,GS,3050AI | 389-BRQH | - | 58 | - |
| MOD,SHP MTL,STG,EAS,19.5,DAO | 340-BKUB | - | 58 | - |
| Shipping Label for DAO | 389-BBUU | - | 58 | - |
| No Out-of-Band Systems Management | 631-ABGD | - | 58 | - |
| 130W AC Adapter | 450-AGDQ | - | 58 | - |
| No Intel Rapid Start or Smart Connect | 409-BBCF | - | 58 | - |
| CMS Software not included | 632-BBBJ | - | 58 | - |
| No Anti-Virus Software | 650-AAAM | - | 58 | - |
| Dell Limited Hardware Warranty Plus Service | 824-5289 | - | 58 | - |
| ProSupport Plus: Accidental Damage Service, 3 Years | 824-5379 | - | 58 | - |
| ProSupport Plus: Keep Your Hard Drive, 3 Years | 824-5393 | - | 58 | - |
| ProSupport Plus: Next Business Day Onsite, 3 Years | 824-5407 | - | 58 | - |
| ProSupport Plus: 7x24 Technical Support, 3 Years | 824-5421 | - | 58 | - |
| Thank you for choosing Dell ProSupport Plus. For tech support, visit www.dell.com/contactdell or call 1-866-516-3115 | 997-8367 | - | 58 | - |
| Client ProSupport Plus Asset Label without Company Name | 365-0896 | - | 58 | - |
| CFI,Information,VAL,CHASSISDEF,Factory Install | 377-8262 | - | 58 | - |

| | |
|-----------------------|--------------------|
| Subtotal: | \$42,707.72 |
| Shipping: | \$0.00 |
| Estimated Tax: | \$0.00 |
| Total: | \$42,707.72 |

Important Notes

Terms of Sale

Unless you have a separate written agreement that specifically applies to this order, your order will be subject to and governed by the following agreements, each of which are incorporated herein by reference and available in hardcopy from Dell at your request: [Dell's Terms of Sale](#), which include a binding consumer arbitration provision and incorporate Dell's U.S. [Return Policy](#) and Warranty (for [Consumer warranties](#); for [Commercial warranties](#)).

If this purchase includes software: in addition to the foregoing applicable terms, your use of the software is subject to the license terms accompanying the software, and in the absence of such terms, then use of the Dell-branded application software is subject to the Dell End User License Agreement - [Type A](#) and use of the Dell-branded system software is subject to the Dell End User License Agreement - [Type S](#).

If your purchase is for Mozy, in addition to the foregoing applicable terms, your use of the Mozy service is subject to the terms and conditions located at <https://mozy.com/about/legal/terms>.

If your purchase is for Boomi services or support, your use of the Boomi Services (and related professional service) is subject to the terms and conditions located at <https://boomi.com/msa>.

If your purchase is for Secureworks services or support, your use of the Secureworks services (and related professional service) is subject to the terms and conditions located at <https://www.secureworks.com/eula/eula-us>.

If this purchase is for (a) a storage product identified in the DELL EMC Satisfaction Guarantee Terms and Conditions located at (["Satisfaction Guarantee"](#)) and (ii) three (3) years of a ProSupport Service for such storage product, in addition to the foregoing applicable terms, such storage product is subject to the Satisfaction Guarantee.

You acknowledge having read and agree to be bound by the foregoing applicable terms in their entirety. Any terms and conditions set forth in your purchase order or any other correspondence that are in addition to, inconsistent or in conflict with, the foregoing applicable online terms will be of no force or effect unless specifically agreed to in a writing signed by Dell that expressly references such terms.

Pricing, Taxes, and Additional Information

All product, pricing, and other information is valid for U.S. customers and U.S. addresses only, and is based on the latest information available and may be subject to change. Dell reserves the right to cancel quotes and orders arising from pricing or other errors. Please indicate any tax-exempt status on your PO, and fax your exemption certificate, including your Customer Number, to the Dell Tax Department at 800-433-9023. Please ensure that your tax-exemption certificate reflects the correct Dell entity name: **Dell Marketing L.P.**

Note: All tax quoted above is an estimate; final taxes will be listed on the invoice.

If you have any questions regarding tax please send an e-mail to Tax_Department@dell.com.

For certain products shipped to end-users in California, a State Environmental Fee will be applied to your invoice. Dell encourages customers to dispose of electronic equipment properly.

ORDER OF CANCELLATION
ORDEN DE CANCELACIÓN

The Port Neches-Groves ISD hereby cancels the election scheduled to be held on
(official name of governing body)
November 5, 2019 in accordance with Section 2.053(a) of the Texas
(date on which election was scheduled to be held)
Election Code. The following candidates have been certified as unopposed and are hereby
elected as follows:

El Port Neches-Groves ISD por la presente cancela la elección que, de lo contrario,
(nombre oficial de la entidad gobernante)
se hubiera celebrado el November 5, 2019 de conformidad, con
(fecha en que se hubiera celebrado la elección)
la Sección 2.053(a) del Código de Elecciones de Texas. Los siguientes candidatos han sido
certificados como candidatos únicos y por la presente quedan elegidos como se haya indicado
a continuación:

| Candidate (Candidato) | Office Sought (Cargo al que presenta candidatura) |
|------------------------------|--|
| Lana Parker | Place 4 |
| Brandon Cropper | Place 5 |

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.

El Día de las Elecciones se exhibirá una copia de esta orden en todas las mesas electorales que se hubieran utilizado en la elección.

President (Presidente)

Secretary (Secretario)

(seal) (*sello*)

Date of adoption (Fecha de adopción)

See reverse side for instructions
Instrucciones en el reverso

Instructions for sample order of cancellation:

To cancel an election, the governing body must first receive and accept the Certification of Unopposed Candidates form (or the authority may create its own form) from the authority responsible for preparing the ballot. The cancellation order/ordinance must be adopted in an open meeting. The candidates are not required to be present. Certificates of election should be prepared for each unopposed candidate; however, the certificates of election should not be issued until after Election Day, as follows. Section 2.053 provides that the certificate of election shall be issued “in the same manner and at the same time” as for a candidate elected at an election. Therefore, the candidates, who have been declared “elected” at the meeting ordering the cancellation, must wait until after the official election day (even though no election is held) and no earlier than the prescribed canvassing period (even though no canvass is held) to be sworn in and assume their duties. Candidates may complete the Statement of Elected Officer prior to Election Day. The Statement should be kept locally; it does not need to be sent to the Secretary of State’s Office. Copies of this order/ordinance must be posted on Election Day at each polling place that would have been used had the election not been cancelled.

An election* may be cancelled if:

- 1) The election is one in which a declaration of write-in candidacy is required; and
- 2) No opposed at-large race is on the ballot* within that election;*and
- 3) Each candidate whose name is to appear on the ballot* is unopposed, with some exceptions;

This means:

- In an all at-large election* (with no single-member districts), if there is one or more opposed at-large races, then all the races go on the ballot within that election.*
- In an election* in which any members of the governing body are elected from single-member districts, an election in a particular district may be cancelled if the candidate is unopposed and the election otherwise meets the above requirements (i.e., there is no at-large opposed race on the ballot).

Note: A general election (for full terms) or a special election (to fill a vacancy in an unexpired term) is considered a *separate election* with a *separate ballot* for purposes of these tests, even if held on the same election date. See our online Cancellation guide for details.

Instrucciones para el ejemplo de orden de cancelación:

Para cancelar una elección, la entidad gobernante primero debe recibir y aceptar, de la autoridad responsable para preparar la boleta, el formulario de Certificación para Candidatos Sin Oposición (o la autoridad puede crear su propio formulario) de la autoridad responsable para preparar la boleta. La orden/ordenanza de cancelación debe ser adoptada en una reunión abierta. No se requiere que los candidatos estén presentes. Se debe preparar un certificado de elección para cada candidato sin oposición; sin embargo, los certificados de elección no se deben emitir hasta el Día de las Elecciones, así como se detalla a continuación. La sección 2.053 indica que el certificado de elección será publicado “en la misma manera y al mismo tiempo” para un candidato elegido en una elección. Por lo tanto, los candidatos que hayan sido declarados "elegido" en la reunión de la cancelación, deben esperar hasta después del día oficial de elecciones (aunque no se hayan llevado una elección) y no antes del período prescrito de la campaña política (aunque no se lleve a cabo la campaña política) a ser jurados y asumir sus deberes. Los candidatos pueden llenar la Declaración de Funcionario Elegido antes del Día de las Elecciones. Este documento se debe mantener en los archivos locales. No es necesario enviarlo a la Oficina del Secretario de Estado. El Día de las Elecciones se debe exhibir una copia de esta orden/ordenanza en todos los sitios de votación que se hubieran utilizado en la elección si no hubiera sido cancelada.

Una elección* puede ser cancelada si:

- 1) *la elección es una en la que se requiere una declaración de candidatos por escrito en la boleta de votación; y,*
- 2) *no hay oposición para la carrera por acumulación en la boleta* de votación dentro de esa elección* y*
- 3) *Todos los candidatos cuyos nombres deben aparecer en la boleta* de votación no tienen oposición, con unas excepciones;*

Esto significa:

- *En una elección* por acumulación (sin ningún distrito con miembro único), si se encuentra una o más de una carrera por acumulación con oposición, entonces todas las carreras estarán en la boleta dentro de esa elección*.*
- *En una elección* en la que cualquiera de los miembros de la entidad gobernante se eligen de distritos con un solo miembro, se puede cancelar una elección en un distrito específico si hay oposición para el candidato y la elección cumple con los requisitos que anteceden (ej. no hay oposición para la carrera por acumulación en la boleta).*

Nota: Una elección general (con términos completos) o una elección especial (para llenar una vacante de un término no vencido) es considerada como una elección distinta con una boleta distinta con los propósitos de estas pruebas, aunque se lleven a cabo en la misma fecha electoral. Vea nuestra guía de cancelación en línea para más detalles.

**CERTIFICATION OF UNOPPOSED CANDIDATES FOR
OTHER POLITICAL SUBDIVISIONS (NOT COUNTY)
CERTIFICACIÓN DE CANDIDATOS ÚNICOS
PARA OTRAS SUBDIVISIONES POLITICAS (NO EL CONDADO)**

To: Presiding Officer of Governing Body
Al: Presidente de la entidad gobernante

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on November 5, 2019

Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el November 5, 2019

List offices and names of candidates:
Lista de cargos y nombres de los candidatos:

| Office(s) Cargo(s) | Candidate(s) Candidato(s) |
|-------------------------------|----------------------------------|
| School Board Trustee, Place 4 | Lana Parker |
| School Board Trustee, Place 5 | Brandon Cropper |

Signature (Firma)

Eric Sullivan

Printed name (Nombre en letra de molde)

PNGISD Board Secretary

Title (Puesto)

September 9, 2019

Date of signing (Fecha de firma)

(Seal) (sello)

See reverse side for instructions
(Instrucciones en el reverso)

Instructions for certification of unopposed candidates:

The authority responsible for preparing the ballot must certify the unopposed status to the authority responsible for ordering the election. This document is filed with the presiding officer of the political subdivision. The governing body must meet, accept this certification, and issue an order or ordinance declaring the election cancelled and the unopposed candidates elected. To complete the cancellation process, a copy of the order or ordinance canceling the election must be posted on Election Day at each polling place that would have been used in the election. See sample Order of Cancellation and outlines for additional instructions.

An election* may be cancelled if:

- 1) The election is one in which a declaration of write-in candidacy is required; and
- 2) No opposed at-large race is on the ballot* within that election;*and
- 3) Each candidate whose name is to appear on the ballot* is unopposed, with some exceptions;

This means:

- In an all at-large election* (with no single-member districts), if there is one or more opposed at-large races, then all the races go on the ballot within that election.*
- In an election* in which any members of the governing body are elected from single-member districts, an election in a particular district may be cancelled if the candidate is unopposed and the election otherwise meets the above requirements (i.e., there is no at-large opposed race on the ballot).

Note: A general election (for full terms) or a special election (to fill a vacancy in an unexpired term) is considered a *separate election* with a *separate ballot* for purposes of these tests, even if held on the same election date. See our online Cancellation guide for details.

Instrucciones para la certificación de una elección con candidatos únicos:

La autoridad a cargo de preparar la boleta de votación debe certificar los candidatos únicos sin oposición a la autoridad encargada de ordenar la elección. Este documento se debe presentar al presidente de la subdivisión política. La entidad gobernante debe reunirse, aceptar esta certificación y emitir una orden o una ordenanza en la que declara la cancelación de la elección y la elección de los candidatos únicos sin oposición. Para completar el proceso de cancelación, se debe exhibir el Día de la Elección una copia de la orden u ordenanza de cancelación de la elección en todos los sitios de votación que se hubieran utilizado en la elección. Vea el ejemplo Orden de Cancelación y el resumen para más instrucciones.

Una elección* puede ser cancelada si:

- 1) *la elección es una en la que se requiere una declaración de candidatos por escrito en la boleta de votación; y,*
- 2) *no hay oposición para la carrera por acumulación en la boleta* de votación dentro de esa elección* y*
- 3) *Todos los candidatos cuyos nombres deben aparecer en la boleta* de votación no tienen oposición, con unas excepciones;*

Esto significa:

- *En una elección* por acumulación (sin ningún distrito con miembro único), si se encuentra una o más de una carrera por acumulación con oposición, entonces todas las carreras estarán en la boleta dentro de esa elección*.*
- *En una elección* en la que cualquiera de los miembros de la entidad gobernante se eligen de distritos con un solo miembro, se puede cancelar una elección en un distrito específico si hay oposición para el candidato y la elección cumple con los requisitos que anteceden (ej. no hay oposición para la carrera por acumulación en la boleta).*

Nota: Una elección general (con términos completos) o una elección especial (para llenar una vacante de un término no vencido) es considerada como una elección distinta con una boleta distinta con los propósitos de estas pruebas, aunque se lleven a cabo en la misma fecha electoral. Vea nuestra guía de cancelación en línea para más detalles.

Port Neches-Groves Independent School District

Board Document

At this time the Board will adjourn into closed session pursuant to Texas Government Code Sec. 551 to discuss matters as specifically listed or authorized by law.

- 1) Consultation with Attorney – Texas Government Code, Chapter 551.071;
- 2) Personnel Matters – Texas Government Code, Chapter 551.074
Discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a member of an advisory body; or to hear a complaint or charge against a member of an advisory body

The time is _____.

Recommendations: Discussion and deliberation.