

Poth ISD

*District
Improve
ment Plan*

2017 - 2018



POTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

TO: Unite home, school, and community in the learning process and develop citizens who are better prepared for the future

IN A WAY THAT:

- increases accountability to and achievement for all students; fosters positive community, parent, teacher, and student relationship
- develops cultural awareness
- enhances professional and staff development
- provides appropriate curriculum
- builds a unified team through administrative and board leadership and support

SO THAT:

all students in the Poth Independent School District have the opportunity to achieve their maximum potential.

2017-2018
Poth ISD Board of Trustees

Les Miller, President

Rogelio Roy Cruz, Vice-President

Anthony Cantu, Secretary

Donnie Beasley, Member

Dawn Kerby, Member

Lance Malcher, Member

Wesley West, Member

Poth ISD Board Vision Statement

Poth ISD, an exemplary district, where a dynamic staff challenges all students to greatness.

***POTH INDEPENDENT SCHOOL DISTRICT
PURPOSE
SITE-BASED DECISION MAKING***

TO: implement a system of site based decision making which fosters collaboration between students, teachers, parents, and the community where good decisions are based on individual campus needs

IN A WAY THAT:

- develops a high trust among participants through appropriate training
- utilizes “bottom up” decisions
- establishes open lines of communication
- provides for individual campus needs
- promotes school ownership by students, parents, teachers, administration, school board, and community

SO THAT:

there will be improved school attendance, an increase in students’ performance on achievement and STAAR test, and students will become motivated and successful citizens.

SITE BASED DISTRICT GOAL

Poth ISD will strive for academic excellence by developing higher level and independent thinking skills in order to prepare all students to become productive citizens with Career and College Readiness skills. *Poth ISD will actively engage parents and the district communities in the education process of our students by providing opportunities for parents and community members to become active campus volunteers.

Poth ISD Site Based Decision Making Committee 2017-2018

Superintendent

Paula Renken

District Administrators

Todd Deaver

Laura Kroll

Phillip Zwicke

District Professional

Betty Moy

Business Representative

Special Populations

Susie Martinez

Lori Spencer

Teachers

Lynette Holston – High School

Cheryl Cantu – High School

Tara Loeffler – High School

Kim McClure – Junior High

Kim Lynch – Junior High

Shawn Pruski - Elementary

Joyce Pawelek - Elementary

Parents

Olga Munoz

Wendy Fuller

Audrey Respondek

Diane Korus

District Needs Assessment 2017-2018

The District Needs Assessment tool is compiled with information to include the following sources to identify district goals, objectives and strategies:

- District and Campus TAP Reports
- State Accountability Data
- Federal System Safeguard Data
- Student performance on the Texas Academic Performance Indicators, disaggregated by grade level, content, gender, ethnicity, economic status, language differences, and qualifications for Special Programs.
- PBMAS student data
- Locally developed assessments and measures
- Federal Programs Evaluations
- At Risk Student Information
- Elementary campus CNA (Title 1 Schoolwide campus)
- TTESS Walkthrough and Observation Data
- School Board Priorities
- Student/Teacher/Parent Survey Results
- SAT/ACT Scores
- PEIMS data related to special programs
- 17 - 18 Employee compensation plan

Poth ISD has conducted comprehensive needs assessments to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems which may inhibit academic success. The comprehensive needs assessments also took into account the needs of district/campus staff as well as parents and community members through the use of meetings and surveys. The documentation reviewed included, but was not limited to, the documents listed above, the district strategic plan, PEIMS Student and Financial reports, Highly Qualified Teacher reports, and reviews of previous district and campus improvement plans for goals and objectives that have not yet been achieved. This information was used to set priorities and goals, to allocate available funding resources, and to direct funding to areas of greatest need in keeping with saving and/or creating jobs as well as improving education. This information is also used to allocate funds from all alternative funding sources.

**POTH INDEPENDENT SCHOOL DISTRICT
DISTRICT GOALS
2017-2018**

Academic Performance

Poth ISD will strive for academic excellence by developing higher level and independent thinking skills in order to prepare all students to become productive citizens with Career and College Readiness skills.

Teachers and Staff

Poth ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

Technology

Poth ISD will invest in evolving technology and maintaining existing infrastructure in order to promote meaningful student/technology engagement in the teaching and learning process.

Facilities

Safe and secure facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.

Parental/Community Involvement

Poth ISD will actively engage parents and the district communities in the education process of our students by providing opportunities for parents and community members to become active campus volunteers.

Fiscal Responsibility

Poth ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

Title 1, Part A Schoolwide (Improving Basic Programs)

Purpose: To enable schools to provide opportunities for ALL children served to acquire the knowledge and skills contained in the State content Standards (Texas Essential Knowledge and Skills- TEKS) and performance standards (State of Texas Assessments of Academic Readiness)- STAAR and STAAR Alternative Assessments).

Poth ISD utilizes Title I, Part A funding to provide a school wide program at the Elementary School. The school wide plan incorporates the ten (10) essential components of a school wide program:

1. a comprehensive needs assessment of the entire school that is based on information which includes the achievement of students in relation to the state academic content standards (TEKS) and the state student academic achievement standards (STAAR).
2. school wide reform strategies,
3. instruction by highly qualified professional staff,
4. high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, public services personnel, parents, and other staff,
5. strategies to increase parental involvement,
6. strategies to attract high quality qualified teachers to high need schools,
7. plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start to local elementary school programs,
8. involvement of teachers in the decisions regarding the use of assessments,
9. strategies that provide effective and timely additional assistance for students who experience difficulty mastering any of the State's content and performance standards,
10. coordination and integration of Federal, State, and local services and programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

THE STATE OF TEXAS
PUBLIC EDUCATION OBJECTIVES AND ACADEMIC GOALS

TEC Chapter 4.00 (b) – The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: The state’s students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.



TEC Chapter 4.002 – To serve as a foundation for a well-balanced and appropriate education:

- GOAL 1: the students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2: the students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3: the students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4: the students in the public education system will demonstrate exemplary performance in the understanding of social studies.



No Child Left Behind (NCLB) goals (PL 107-110): (ESSA)

- PERFORMANCE GOAL 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics.
- PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- PERFORMANCE GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- PERFORMANCE GOAL 4: All students will graduate from high school.

Poth ISD Supplemental Funding Sources 2017-2018

Title I, Part A School Wide (Improving Basic Programs):	\$ 37,904
Title II, Part A (Teacher and Principal Training and Recruiting):	\$ 9,720
Title III, Part A (Limited English Proficient):	\$ 4,563
Title IV, Part A (SSAEP):	\$ 10,000
State Compensatory Education:	\$401,380
Career and Technology	\$710,640
Carl Perkins CTE Grant	\$ 3,884

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?
Demographics	EOC Remediation for all students who did not meet standards. Special Education staff consultation with teachers to increase support. Poth Elementary is a Title I School Wide campus.	Continue to see a decrease in the numbers of At-Risk students. Have all students meet College and Career Readiness standards for testing and graduation. Continue to assist the LEP population. Provide support for sub-populations that are not meeting state expectations for identification, testing and graduation.
Student Achievement	Exceeded state wide performance for students meeting Level II in all tested areas	Continue preparation for STAAR/ EOC Increase number of students meeting Level 3 performances across all populations. Continue awareness with parents and students on impact of EOC on graduation
School Culture and Climate	Students feel safe in their school environment and are exploring new post-secondary options for college and careers. Counselors provide anti-bullying and other guidance lessons to all students.	Continue College/Post-Secondary Awareness programs. Improved security on all campuses and integrity of drug testing, safety drills and canine contraband visits. Continue to monitor teacher/student positive interactions.
Staff Quality and Professional Development	Variety of Professional development opportunities Early release collaboration days Trade days Large percentages of teachers are properly certified.	Continue expanding and modifying Mentor Program to increase communication/reflection time between mentor/mentee. Continue research for/and provide staff development opportunities. 100% of teachers are certified in all areas taught.
Curriculum, Instruction, Assessment	Closing gaps between sub-groups	Continue improving alignment & integration of strategies and activities in core contents Promote graduation as a goal for all students.
Family and Community Involvement	Increased opportunities for family and community involvement	Continue to expand opportunities for family/community involvement programs
School Context and Organization	Programs such as Dual Credit, and Career and Technology offerings All 5 Foundation Endorsements Offered; Junior High Double Block for ELA and Math Scheduled Rtl time on each campus.	Continue to diversify our program offerings focusing on electives and career and technology.

Technology	All teachers have access to laptops in every classroom and most students have access to technology throughout the day.	Maintain and update technology. Continue training for staff on technology integration in engaging lessons.
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District Performance Objective: In the 2017-18 school year, all populations will increase scores on STAAR.

Summative Evaluation: District level data meetings

Strategy Description	TITLE I Component	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide supplemental academic opportunities to At Risk students across the district including tutoring, homework assistance, RtI courses, accelerated instruction, make up work opportunities, and summer camps.	2	Content Teachers Tutors RtI teachers Principals	Progress on Winter and Spring Benchmark tests.				
	Funding Sources: State/Local/ Title I at Elem						
2) Support and implement reading and math programs to encourage student skill development beyond grade level for all students.	2, 4	Content teachers Library Staff Principals	Progress on Winter & Spring Benchmark testing, data from Reading + and Math remediation programs. Increase in STAAR testing achievement for individual students.				
	Funding Sources: State/Local/State Comp Ed.						
3) Monitor student attendance, notify parents and provide incentives to encourage attendance.	9	Homeroom Teachers Principals Attendance Clerks Counselors	Improved Attendance Rates				
	Funding Sources: State/Local						
4) Monitor and support the process of adjusting instructional strategies to meet the needs of students.	9	Math Teachers Principals Reading Interventionist	Progress met on Winter and Spring Benchmarks. Benchmark Assessment Data Teacher TTESS goal achievement				
	Funding Sources: State/Local/Title 1 at Elem						
5) Support and Implement student support strategies through on-going staff development throughout the school year.	4	Teachers Principals Counselors	Progress met on Benchmark Testing. Increase in grade levels attaining national norm or higher/Increased Level II and III STAAR scores for sub-populations				
	Funding Sources: State/Local						

6) Monitor progress of at risk students and provide support and interventions.	9	Teachers Principals Elementary Reading Interventionist	Students will show progress toward grade level proficiency in core academic areas and at risk students and sub-populations will show increased achievement and graduation rates.				
	Funding Sources: State/Local						
7) Monitor ELL students each six weeks and provide teacher support with professional development in instructional strategies.	9, 4	All Teachers Principals ELL staff support	Increased student achievement (STAAR, campus specific programs.) Individual Student Profiles Progress toward Advanced High level TELPAS scores				
	Funding Sources: State/Local / Title III						
8) Provide support and training at campus level for new teachers. (Grade/Content Level Meetings, District New Hire Training, Individual Meetings) Develop a competitive compensation plan to help recruit and retain highly effective employees.	3	Superintendent and Administrative Staff Business Office Staff Department Chairs	Retain New Hires Monitor outcome of individual Meetings Retention rate of current highly effective teachers and staff.				
	Funding Sources: State/Local						
9) Support, evaluate, and implement research based instructional programs and resources.	2	Principals Classroom Teachers Interventionist Department Chairs	Use campus specific benchmark assessment data to inform instruction. Increase in grade levels attaining national norm or higher. STAAR progress Increased collaboration between teachers at various grade levels to share ideas. Increased student achievement				
	Funding Sources: State/Local/Title II Funds						

10) Utilize released Reading, Math, Science, Writing, Social Studies and EOC /STAAR assessments for benchmarks to determine gaps in curriculum. Develop and evaluate Benchmarks aligned to new standards.	8	Teachers Principals	Implementation of Scope and Sequences developed by each teacher. Benchmark Data Assessment Data				
	Funding Sources: State/Local						
11) Provide an array of services including inclusion and resource for instruction of Spec. Ed. students by providing in-class supports.	9	Special Ed Teachers Special Ed Aides Classroom Teachers Principals Special Ed Director	Student mastery of goals set forth in IEP by ARD committee Progress on campus benchmark test. Increase in grade levels attaining national norm or higher. STAAR progress Increased student achievement				
	Funding Sources: State/Local/IDEA B						
12) Provide accelerated instruction programs for identified at-Risk students such as credit recovery, accelerated instruction and intervention.	2	Teachers Principals Reading Interventionists Credit Recovery teacher	Data analysis Increase in graduation rates for all students Reduced retention rates				
	Funding Sources: State/Local						
13) Students provided engaging and hands-on lessons 95% of the time.	3, 9	Classroom Teachers Principals	Walkthroughs 2 x per teacher per six weeks Goals / TTES – Texas Teacher Evaluation System				
	Funding Sources: State/Local						
14) Provide programs to enhance classroom instruction	9	Librarian Principal Counselors	Planning and scheduling events				
	Funding Sources: State/Local						
15) Support all professional development for all teachers and instructional aides to ensure they maintain status as certified and highly effective.	4, 5	Principals	Sign-in sheets Certifications on file				
	Funding Sources: State/Local/Title I and II						

16) Closely monitor students with IEP's to ensure academic success including need for ESY.	9	Principals Special Ed Teachers Classroom Teachers	IEP Report Cards STAAR Accelerated Instruction Plans in IEP 3 and 6 week Progress and Report Cards				
	Funding Sources: State/Local						
17) Early Release Days for teacher collaboration to determine gaps in curriculum.	8	Reading Teacher Reading Interventionist Principal Department Chairs	Increased STAAR Results				
	Funding Sources: State/Local						
18) Monitor and discuss students classified as Migrant		Teachers Principal Counselors	Progress all data sources				
	Funding Sources: Local/Title I, Part C (Migrant) ESC 20 SSA						
19) Implement goals set forth in Poth ISD Strategic Plan		Teachers Principal	Evidence in walkthroughs and observations				
	Funding Sources: State and Local						
20) Implement goals and strategies set forth in Texas Teacher Evaluation System		Teachers Principal	Walk throughs per six weeks Formal observation per year Continued meetings each semester on goals				
	Funding Sources: State and Local						

Campus Performance Objective: In the 2017-2018 school year, the At-Risk student group will increase scores on all STAAR tested areas and improve graduation rates.

Summative Evaluation: Campus level data meetings

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identification of at-risk student population will include all students meeting state AT-Risk criteria and other students identified by campus specific standards such as Benchmark testing and Six Week Grades.	2, 9	Homeroom Teachers Content Teachers Principals ESL & SPED Certified Teachers Reading and Math Interventionists	Increased STAAR, EOC scores for At Risk Students Increased graduation rates for sub-populations.				
	Funding Sources: State/Local						
2) Monitor at – risk students’ progress toward being removed from list, meeting STAAR met progress standards and attaining EOC passing criteria. Monitor At- Risk student progress toward graduating with designated cohort.	2, 8	Homeroom Teachers Content Teachers Principals ESL & SPED Certified Teachers Reading Interventionists Counselors	Increase in STAAR testing achievement for individual students. Decreased retention rates High school students attaining required credits to progress toward graduation with cohort members.				
	Funding Sources: State/Local/State Comp						
3) Provide a systematic approach to RtI that includes time allocated in the master schedule. Proactively provide Early Childhood Reading Intervention.	2	Content Teachers Principals Counselors Interventionists PK Aide	Increase in STAAR testing achievement for individual students. Decreased retention rates High school students attaining required credits to progress toward graduation with cohort members.				
	Funding Sources: State/Local /State Comp Ed/Title II						

CAMPUS PERFORMANCE OBJECTIVE: Parental Involvement and communication will be promoted to ensure a positive learning environment for all students.

Summative Evaluation: End of Year Surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use of variety of ways to communicate with parents the progress of students or campus needed items.	6	Teachers Principal	Feedback from Parent Survey				
	Funding Sources: State/Local						
2) Plan Parent/Student Involvement Nights related around academic content.	6, 10	Classroom Teachers Principal Support Staff	Sign-in sheets End of year Parent Survey				
	Funding Sources: State/Local						
3) Use of October Parent Conference day to schedule parent conferences with parents and continue conferences throughout year as needed for student progress	6, 9	Teachers Principals Interventionists	Sign-in sheets Documentation of conferences Increase in student academic and behavior achievement End of year Parent Survey				
	Funding Sources: State/Local						
4) Community Involvement activities will be provided and participation increased.	6, 10	Home Room Teachers Principal Instructional Facilitator Support Staff	Increased parent and community involvement in student needs and success. Increased awareness of campus needs End of year Parent Survey				
	Funding Sources: State/Local						

5) Provide a Volunteer program for Poth Elementary to increase community involvement.	6	Principal	End of Year Parent Survey End of Year VIP Survey Campus Climate Survey Volunteer Sign-in sheet				
6) Provide opportunities for teachers in Kinder to have access to PK students end of year data to focus on needs of incoming Kinder students from PK in transition. Prepare parents and students for transition by providing resources at Lunch and Learns.	7	PK Teacher Kinder Teachers Reading Interventionist Principal	Increased success of students on their Kinder assessments when transitioning coming from PK.				
	Funding Sources: State/Local						
7) Provide opportunity for students in 5 th grade and 8 th grade to tour and prepare for transition to next campus by meeting with teachers and counselor.	7	Teachers Principal Counselor	Increase in student awareness and support in transition from Elementary to Junior High and Junior High to High School.				
	Funding Sources: State/Local						
8) Use of positive office referral calls, Proud Pirate Pass to communicate about student positive behavior to parents at elementary campus.		Teachers Principal Counselors	Increase in positive communication with parents.				
	Funding Sources: State/Local						

CAMPUS PERFORMANCE OBJECTIVE: In 2017-2018, student attendance will be 98% or higher.

Summative Evaluation: End of Year Average Daily Attendance Percentage

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use of incentive programs to increase student attendance.		Principal Classroom Teachers Attendance Clerks Counselors	Attendance rates Perfect Attendance per class per six weeks Number of students receiving attendance rewards				
	Funding Sources: State/Local						
2) Ensure student success by contacting parents regarding attendance concerns or absences.	9	Principal Classroom Teachers Counselors	Attendance Rates Excessive Absence Report PEIMS (contact @ 5, 9, 10, and more absences)				
	Funding Sources: State/Local						

**CAMPUS PERFORMANCE OBJECTIVE: Continue to provide students and staff with an environment that is safe and drug free.
Summative Evaluation: PEIMS Data and End of Year Surveys**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement the Stay Alert school safety program to confidentially report school-related unsafe or criminal behavior any time, day or night.		Principal Superintendent	Safer Campus				
	Funding Sources: State/Local						
2) Continue to use Raptor© system to screen visitors to campus.		Receptionists Principals	Reports on visitor trends Daily Visitor logs				
	Funding Sources: State/Local						
3) Provide information regarding the district's anti-bullying policy and reporting procedures and utilize anti-bullying programs for students, parents, and staff (Student Council). Provide security cameras at selected campuses as deterrent to bullying and criminal acts.		Principal Counselors	Incident Reports PEIMS				
	Funding Sources: State/Local						
4) Observance and participation in Red Ribbon Week.		Counselors	Activities documented				
	Funding Sources: State/Local						
5) Provide incentives through Positive Behavior Systems		Counselors Classroom Teachers Principal	Site Base End of Year Meetings Campus Climate Survey Parent Surveys				
	Funding Sources: State/Local						
6) Provide safety drills throughout the year.		Principals	Debriefing with admin team after drills. Communicate with staff.				
	Funding Sources: State/Local						

7) Provide drug testing at high school for all students driving to school or participating in extracurricular activities. Provide Canine contraband services at secondary campuses.		District Administrative Staff	Reduced drug related occurrences at secondary campuses.				
8) Provide counselor services for violence prevention and safety. Counselors provide Guidance Lessons around topics such as bullying and other needs.	10	Counselors Principal	Reduced number of referrals. Reduced number of incidents involving bullying.				
	Funding Sources: State/Local						
9) Counselors coordinate services as part of Homeless identification and services.	10	Counselors	Monitored homeless identification. Increase in success of Homeless students across all areas.				
	Funding Sources: State/Local						
10) Ensure that all staff completes required trainings including Sexual Abuse Prevention and Suicide Prevention.	Principals Supervisors						

Campus Performance Objective: Improve student fitness and wellness by increasing Fitness Gram by 10%.

Summative Evaluation: *Fitness gram data*

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement CATCH program during PE rotations		PE Teachers Principal	Progress of Mile Clubs				
	Funding Sources: State/Local						
2) Coordinate with the School Health Advisory Council (SHAC) to review fitness data. Provide CPR training for all high school students. Offer Health as an elective credit at High School.	10	Nurse PE Teachers	Fitness gram data Sign-in sheets				
	Funding Sources: State/Local						
3) Conduct a campus-wide wellness event in the manner of field days.		PE Teachers Principal	Schedule and attendance				
	Funding Sources: State/Local						

CAMPUS PERFORMANCE OBJECTIVE: In 2017-2018 and future years, all graduates will meet College Career Readiness Standards.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews
1) Introduce 7 th and 8 th grade students to career clusters and career awareness.	Counselor	Student choices of Endorsement Pathways as they enter high school	Graduation status
Funding Sources: State/Local			
2) Provide PSAT test to all 10 th and 11 th grade students. Monitor and adjust instruction for at-risk students that fall below TSI standards on PSAT results .Explore possibility of providing opportunity for all 9 th grade students to take TSI test in fall so that instruction could be adjusted so more students qualify for dual credit coursework.	Principal Teachers Counselors	Increased number of students considered TSI ready to take Dual Credit/Advanced coursework. Improved SAT and ACT scores for students applying for post-secondary educational opportunities	Graduation status Number of students meeting CCR criteria based on advanced academic coursework.
Funding Sources: State/Local/State Comp Ed			
3) Provide a variety of Endorsement Pathways to meet the interest and needs of all students. Continue to explore and add CTE courses based on student interest.	Counselor Principal CTE Director Teachers	Increased number of students attaining Career Readiness based on completion of Coherent Sequence of CTE courses.	CTE Program Review Graduation status of students
Funding Sources: State/Local			

