

**Comanche Independent  
School District**

**H.R. Jefferies Junior  
High School**

**2025-2026  
Campus  
Improvement Plan**

# Mission Statement

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

# Vision

The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

# Value Statement

It is the belief of the Board of Trustees of Comanche ISD that the following statements express the fundamental values and core principles to guide all decision-making, planning, organization and administration of the school district. All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential. Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high expectations, and supported by parents and community committed to the pursuit of educational excellence. Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development.

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# Goals

# Goal 1

HRJJH will implement a comprehensive, challenging course of study that addresses the individual and diverse needs of learners while preparing all students with the knowledge and skills necessary to be successful in an ever-changing world.

## Performance Objective 1

HRJJH student achievement data will indicate that each student maintained or exceeded growth, specifically targeting writing skills and scores, with particular attention to our subpopulations.

**Evaluation Data Source:** MAP, 6 week data checks, STAAR, Post-tests, IXL

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Teachers will make learning targets and objectives visible in classrooms.

**Strategy's Expected Result/Impact:** Students will understand the goal of each lesson and strive to work toward the stated goal.

**Staff Responsible for Monitoring:** Classroom teachers, Administrators

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

### Strategy 2

All classroom staff will submit assignments each six weeks as they implement and utilize The Writing Revolution professional development that was provided this summer and during in-service.

**Strategy's Expected Result/Impact:** Student participation in writing and the writing process will improve.

**Staff Responsible for Monitoring:** Administrators

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

**December**

Considerable Progress

**February**

Considerable Progress

**April**



Continue/Modify

**June**

## Performance Objective 2

HRJJH students will participate in diverse, educational field trips immersing students with opportunities and experiences within and outside our community and classrooms that create tangible, real life experiences to connect learning.

**Evaluation Data Source:** The Writing Revolution, MAP, STAAR scores and 6-weeks data checks

**Summative Evaluation:** Met Performance Objective

## Strategy 1

HRJJH students will attend at least one field trip during the school year, connecting real world experiences to the grade level TEKS.

**Strategy's Expected Result/Impact:** Students will be able to tie different learning experiences back to classroom TEKS.

**Staff Responsible for Monitoring:** teacher

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

## Formative Reviews

No Progress

**December**

No Progress

**February**

No Progress

**April**



Accomplished

**June**

# Goal 2

HRJJH will ensure students have access to a safe, supportive and culturally responsive learning environment.

## Performance Objective 1

HRJJH will provide opportunities to facilitate a safe, supportive and culturally responsive learning environment.

**Evaluation Data Source:** Monitor use of bullying app, documentation of guidance lessons, awareness presentations

**Summative Evaluation:** Met Performance Objective

### Strategy 1

The students will be provided with a way to anonymously report bullying.

**Strategy's Expected Result/Impact:** Students feel safe to advocate for themselves and others.

**Staff Responsible for Monitoring:** Counselor, Administration

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

The campus Counselor and agencies such as Abilene Recovery Council will push into classrooms to present guidance lessons to the students.

**Strategy's Expected Result/Impact:** Promote healthy behaviors and relationships among students with their peers, staff, family, and community members.

**Staff Responsible for Monitoring:** Campus Counselor, Administration, outside agencies

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress



Accomplished



# Goal 3

HRJJH will promote an energizing environment that encourages student success and academic achievement among all subpopulations.

## Performance Objective 1

HRJJH will strive to improve the campus attendance rate to 97%, facilitating growth in student performance.

**Evaluation Data Source:** Attendance and PEIMS reports

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Attendance incentives will be offered for the fall and spring semesters.

**Strategy's Expected Result/Impact:** Higher student attendance each day.

**Staff Responsible for Monitoring:** Attendance Clerk, Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Continue/Modify

June

### Strategy 2

Truancy will be monitored on a weekly basis.

**Strategy's Expected Result/Impact:** Increased awareness of habitual absences.

**Staff Responsible for Monitoring:** Attendance Clerk, Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

### Strategy 3

Students and parents will be placed on truancy prevention plans when 7 or more absences are received.

**Strategy's Expected Result/Impact:** An effective plan will discourage additional absences.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

#### Formative Reviews

Moderate Progress

**December**

Moderate Progress

**February**

Moderate Progress

**April**



Continue/Modify

**June**

# Goal 4

HRJJH will build a collaborative relationship that actively engages our district, our families and community.

## Performance Objective 1

HRJJH will increase quality and quantity of parent and community interactions.

**Evaluation Data Source:** Administrators

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

HRJJH will host a beginning of the year open house and Meet the Teacher.

**Strategy's Expected Result/Impact:** Lay the foundation to foster positive relationships and lines of communication between school and home.

**Staff Responsible for Monitoring:** Teachers, Staff and Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

### Strategy 2

Utilize social media and School Messenger for effective communication, including our new CISD App.

**Strategy's Expected Result/Impact:** Parent and community awareness of important events and dates.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

### Strategy 3

Host the annual Fall Festival.

**Strategy's Expected Result/Impact:** Provide an opportunity to build school/community relationships.

**Staff Responsible for Monitoring:** Teachers, staff, Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews



Discontinue

**December**



Discontinue

**February**



Discontinue

**April**



Discontinue

**June**

### Strategy 4

Encourage Parents to take an active role in Teacher Appreciation Week

**Strategy's Expected Result/Impact:** Parent and students model appreciation for teachers and staff.

**Staff Responsible for Monitoring:** Parents, Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

No Progress

**December**

No Progress

**February**

No Progress

**April**



Accomplished

**June**

# Goal 5

HRJJH will recruit, retain and support quality educators, according to TEA and the District of Innovation plan.

## Performance Objective 1

HRJJH will foster opportunities that promote good faculty and staff morale and retention.

**Evaluation Data Source:** Higher retention rates and overall increased campus morale.

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Each professional teacher will have an opportunity to participate in the Teacher Incentive Allotment.

**Strategy's Expected Result/Impact:** Recruit and retain teachers within Comanche ISD.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews



Accomplished

**December**



Accomplished

**February**



Accomplished

**April**



Accomplished

**June**

### Strategy 2

Provide Comanche Instructional Coaches (CIC) and support for all new staff, staff new to positions and teachers that are in need of assistance.

**Strategy's Expected Result/Impact:** Teachers will accomplish professional and student growth goals set each school year.

**Staff Responsible for Monitoring:** Instructional Coaches, Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

## Strategy 3

Host one staff luncheon per six-weeks.

**Strategy's Expected Result/Impact:** Increased teacher and staff morale.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

## Strategy 4

Collect campus feedback from a staff survey sent out by Administration once each semester.

**Strategy's Expected Result/Impact:** Stakeholder buy-in.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

# Goal 6

HRJJH will ensure the safety and security of our students and staff.

## Performance Objective 1

HRJJH will diligently follow state and local safety procedures, including scheduled drills and committee meetings.

**Evaluation Data Source:** Drill logs, meeting agendas and sign-in sheets

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Guardians will be present on the JH campus.

**Strategy's Expected Result/Impact:** Licensed carrier to protect our students and staff if needed.

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

JH will have access to a School Marshall to periodically check door security and procedures, as well as have a presence in the hallways.

**Strategy's Expected Result/Impact:** Ensuring access to the building and safety practices are meeting expectation.

**Staff Responsible for Monitoring:** School Marshall, Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

## Performance Objective 2

Work toward the removal of lockers and replace with open shelving to ensure safety of students and belongings and replace unraveling carpet across multiple classrooms.

**Evaluation Data Source:** Removal and replacement of lockers with open shelving and replace old carpet.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Lockers being installed over the 2026 summer.

## Performance Objective 3

Work to ensure sound proofing measures are put into place for the cafeteria, creating an atmosphere that is more accommodating to all students.

**Evaluation Data Source:** Addition of sound proofing/acoustic panels around the ceiling in the cafeteria.

**Summative Evaluation:** No progress made toward meeting Performance Objective

**Next Year's Recommendation:** continue to advocate for this addition to the cafeteria.



# Committees

# Committees

## Campus Site-Based Committee Members

### Meeting Logs

Date	Location	Sign In Sheet	Notes
October 6, 2025 @ 4:00 PM	HRJJH Library	--	--

### Members

First Name	Last Name	Position	Committee Role
Meredith	Barker	Business Representative	Business Representative
Bridget	Lacy	Community Representative	Community Representative
Judy	Gore	Parent Representative	Parent
Kara	Thompson	Fine Arts Teacher	Classroom Teacher
Laura	Spurlen	General Education Teacher	Classroom Teacher
Rosa	Maldonado	Emergent Bilingual Paraprofessional	Paraprofessional
Mindy	McAliley	General Education Teacher	Classroom Teacher
Cassie	Gaines	Special Education Teacher	Classroom Teacher
John	Edwards	General Education Teacher	Classroom Teacher
Mindy	Sides	HRJJH Counselor	HRJJH Counselor
Angela	Askew	Principal	Administrator



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/ Violence Management	Curtis Stahnke	4/30/2025	Curtis Stahnke	4/30/2025

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# Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

## Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 3

How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 4

The poverty criteria that will be used to select **school attendance areas** under Section 1113



# Plan4Learning

<i>(Within-LEA Allocation Procedures)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 5</b>	
The <b>nature of the programs to be conducted</b> under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for <b>children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</b>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 6</b>	
The <b>services</b> the LEA will provide <b>homeless children and youth</b> to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act ( <i>Homeless LEA Reservation</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 7</b>	
The strategy the LEA will use to implement <b>effective parent and family engagement (PFE)</b> under Section 1116 ( <i>LEA Written Parent and Family Engagement Policy</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 8</b>	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with <b>early childhood education programs</b> at the LEA or individual school level, including <b>plans for the transition of participants</b> in such programs to local elementary	



# Plan4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 9</b>	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a <b>Targeted Assistance program</b> under Section 1115, will <b>identify the eligible children most in need of services</b> under Title I, Part A	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description) (If all campuses Schoolwide then NA)</i>
<b>Description 10</b>	
How the LEA will implement strategies to facilitate effective <b>transitions for students from middle grades to high school and from high school to postsecondary education</b> including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 11</b>	
How the LEA will <b>support efforts to reduce the overuse of discipline practice that remove students from the classroom</b> , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>



## Plan 4 Learning

	<i>(Description)</i>
<b>Description 12</b>	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and <b>career and technical education</b> content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. <b>Work-based learning opportunities</b> that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 13</b>	
Any <b>other information on how the LEA proposes to use funds to meet the purposes of this grant</b> and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>



# Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

## Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 3

How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 4

The poverty criteria that will be used to select **school attendance areas** under Section 1113



# Plan4Learning

<i>(Within-LEA Allocation Procedures)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 5</b>	
The <b>nature of the programs to be conducted</b> under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for <b>children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</b>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 6</b>	
The <b>services</b> the LEA will provide <b>homeless children and youth</b> to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act ( <i>Homeless LEA Reservation</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 7</b>	
The strategy the LEA will use to implement <b>effective parent and family engagement (PFE)</b> under Section 1116 ( <i>LEA Written Parent and Family Engagement Policy</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 8</b>	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with <b>early childhood education programs</b> at the LEA or individual school level, including <b>plans for the transition of participants</b> in such programs to local elementary	



# Plan 4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 9</b>	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a <b>Targeted Assistance program</b> under Section 1115, will <b>identify the eligible children most in need of services</b> under Title I, Part A	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description) (If all campuses Schoolwide then NA)</i>
<b>Description 10</b>	
How the LEA will implement strategies to facilitate effective <b>transitions for students from middle grades to high school and from high school to postsecondary education</b> including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 11</b>	
How the LEA will <b>support efforts to reduce the overuse of discipline practice that remove students from the classroom</b> , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>



## Plan 4 Learning

	<i>(Description)</i>
<b>Description 12</b>	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and <b>career and technical education</b> content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. <b>Work-based learning opportunities</b> that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 13</b>	
Any <b>other information on how the LEA proposes to use funds to meet the purposes of this grant</b> and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>