

Comanche Independent School District



Comanche High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading

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.

Comanche High School's vision is:

To equip students with academic, vocational and technical knowledge and skills to reach their fullest potential.

To create a student centered school striving for excellence in all areas.

To promote a safe, progressive and culturally diverse school based on character and moral values.

To create an atmosphere in which students and staff view learning as a lifelong endeavor and are inspired in a quest for new knowledge.

To develop an environment that encourages collaboration and teamwork among all stakeholders.

To encourage, promote and support a parent/community partnership in completing campus goals and objectives.

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.

Table of Contents

Goals	4
Goal 1 : Comanche High School will implement rigorous, innovative and challenging...	5
Goal 2 : Comanche High School will ensure students have access to a safe, suppor...	8
Goal 3 : Comanche High School will build a collaborative relationship that actively ...	12
Goal 4 : Comanche High School will recruit, retain, and support quality educators.	14
Committees	16
CHS Campus Improvement Committee	17
Members	17
CHS Safety and BTAT	17
Members	17
Principal/Faculty Department Head Committee	17
Members	18
Faculty Morale Committee	18
Members	18
Principal/Student Advisory Committee	18
Members	18
CTE Campus Advisory Committee	19
Members	19
Campus Faculty Meeting	19
Members	19
Policies, Procedures, and Requirements	22
Addendums	24



Goals

Goal 1

Comanche High School will implement rigorous, innovative and challenging courses of study cultivating an environment for students to learn and grow; thriving not only in academia but also entrepreneurship as well.

Performance Objective 1

Comanche High School student achievement data will indicate that each student maintained or exceeded growth, specifically targeting writing skills and scores, with particular attention to our subpopulations. CTE course completion and certificates will be assessed to determine the usage and effectiveness of the courses

Evaluation Data Source: EOC Test Scores
Course Checkpoints
CTE student enrollment
CTE Student Certificate Completion

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Focus on student completion of course work

Strategy 1 Results Driven Accountability

Teachers will: Assess BOY, Benchmarks, EOC and EOY scores as the year progresses.
CTE teachers will meet with Administration regularly to discuss their programs, ideas, future goals, etc.

Strategy's Expected Result/Impact: Student will understand the goal of each lesson during the class period, striving to work towards that goal.

Staff Responsible for Monitoring: Classroom teachers
Administrators

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

All staff will submit assignments each six weeks to reflect engagement in the writing process.

Strategy's Expected Result/Impact: Student writing will improve

Staff Responsible for Monitoring: Principal

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

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

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Strategy 3

All staff will attend the writing revolution training.

Strategy's Expected Result/Impact: Faculty will be well equipped with strategies to implement in the classroom to improve writing.

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

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

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Performance Objective 2

Increasing Student Certifications: A primary goal is to boost the number and types of industry certifications and training opportunities available for both students and teachers. In addition, provide opportunities for student to receive "real-world" experience in their specific learning pathway.

Evaluation Data Source: Certifications complete
Percentage of student population enrolled
Successful school/community/business partnerships

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

All programs of study will offer a level 1 or level 2 certification during the freshmen or sophomore year. This will allow for additional certification testing as upperclassmen

Staff Responsible for Monitoring: Principal, Teacher, CCMR Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Goal 2 Comanche High School will ensure students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1

Comanche High School will improve campus attendance to 97% to help facilitate an increase in student performance.

Evaluation Data Source: Attendance & PIEMS reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Work with students, faculty, staff and parents to identify simple changes or modifications that would make the school's physical environment more pleasant.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Promote healthy behaviors and relationship skills through social-emotional guidance and campaigns around positive personal decision-making. Examples include Start With Hello week, Suicide Prevention week, and opportunities for group and individual support time with Counselors.

Strategy's Expected Result/Impact: Students will be active in on campus events and organizations

Staff Responsible for Monitoring: Administrators
Counselors

TEA Priorities: Connect high school to career and college

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

Formative Reviews

Some Progress

Some Progress

Some Progress



Continue/Modify

Strategy 3

CHS Counselors will provide monthly self awareness meetings for all students during the school day to promote healthy habits and recognizing appropriate behaviors and responses.

Staff Responsible for Monitoring: Principal & Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Performance Objective 2

Comanche High School will be proactive in an effort to decrease the number of students who have excessive absences; Focusing on Truancy and 90% attendance.

Evaluation Data Source: Attendance Reports
Truancy Prevention Plans

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Campus will continue to monitor and report truancy cases to parents each week.

Strategy's Expected Result/Impact: Parents will be notified when their student has excessive absences: 3 in a 4 week period, 5 or more with a ten month period, 10 or more within a 6 month period and 90% attendance violations. Parents will be notified via email with truancy letters and phone calls. Truancy will be filed once 10 or more unexcused absences in a 6 month time frame have accrued. Student will need to come to Saturday school for violation of 90% rule.

Staff Responsible for Monitoring: Anisa Coates

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

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Strategy 2

Students will be placed on a truancy prevention plan.

Strategy's Expected Result/Impact: Students will be monitored and a plan created to prevent further absences.

Staff Responsible for Monitoring: Anisa Coates

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

Formative Reviews



Strategy 3

Students will be required to attend a truancy hearing before the court when 10+ absences occur in any given course.

Strategy's Expected Result/Impact: Students will report to judicial processes and abide by legal boundaries for school attendance.

Staff Responsible for Monitoring: Anisa Coates

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

Formative Reviews



Performance Objective 3

Increase the quality of student involvement opportunities and number of students involved and ensure every student graduates college and career ready.

Evaluation Data Source: Number of students attending college post HS
Number of students enrolling in a career tech program, or the like, post HS

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Organize an event (rush week) that informs students of all possible extracurricular opportunities.

Staff Responsible for Monitoring: Principal & Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Strategy 2

Encourage college and tech school visits. Promote a career day for the students

Strategy's Expected Result/Impact: Encourage student exploration in post secondary studies: collegiate and technical institutes

Staff Responsible for Monitoring: Principal and staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

December

No Progress

February

No Progress

April



Continue/Modify

June

Performance Objective 4

Comanche High School will provide students with the opportunity to experience learning opportunities outside of the regular class schedule by offering events such as field trips, extracurricular organizations for involvement and enrichment activities or events that deepen the students understanding of our curriculum and engage real world experiences.

Evaluation Data Source: Student surveys

Staff input

Parent input

Summative Evaluation: Some progress made toward meeting Performance Objective

Goal 3 Comanche High School will build a collaborative relationship that actively engages our district, families and community.

Performance Objective 1

Comanche High School will increase the quality and quantity of parent/community interactions.

Summative Evaluation: Significant progress made toward meeting Performance Objective

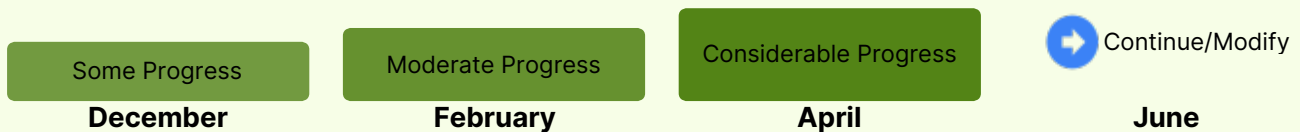
Strategy 1

Plan and communicate parent support nights such as: a robust Freshman orientation, FAFSA and college readiness, , night, community pep rally, community bon fire, Ag and Theatre Ice Cream socials, Theatre night.

Strategy's Expected Result/Impact: Increase communication with parents and community.

Staff Responsible for Monitoring: Administration/Counselors

Formative Reviews



Strategy 2

Develop a communication system for modes and frequency of communications.

Strategy's Expected Result/Impact: Consistent communication that reaches more stakeholders. Comanche ISD App, Facebook, CISD website

Staff Responsible for Monitoring: Administration

Formative Reviews



Strategy 3

Increase campus events to include community participation for events at homecoming and holidays.

Strategy's Expected Result/Impact: Increase attendance to school functions and events.

Staff Responsible for Monitoring: Administration

Formative Reviews

Some Progress

December

Some Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 4

Comanche High School will recruit, retain, and support quality educators.

Performance Objective 1

Comanche High School will develop a recruiting and supporting teachers that fosters a culture of excellence.

Evaluation Data Source: Staff retention data

Summative Evaluation: Some progress made toward meeting Performance Objective

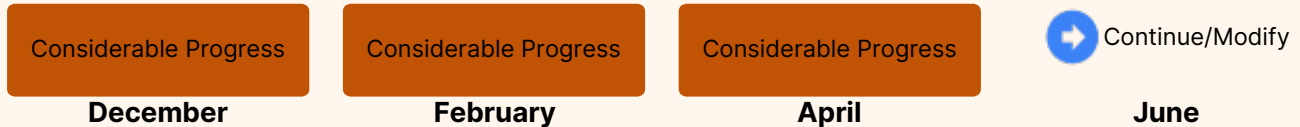
Strategy 1

Continue a clear and consistent discipline policy for students carried out by Administration that allows the teachers to focus on their main goal which is to provide a rigorous, supportive and encouraging classroom fostering excellence in learning.

Strategy's Expected Result/Impact: Supporting teachers creates a positive campus culture for both faculty and students alike.

Staff Responsible for Monitoring: Administration

Formative Reviews



Strategy 2

Provide support for new to CHS teachers through instructional coach and PLC meetings.

Strategy's Expected Result/Impact: Retain new to Comanche teachers and support those teachers who may be changing teaching subjects.

Staff Responsible for Monitoring: Instructional coach will provide individual support to new teachers. Administration will systematically meet with PLCs to check on new teachers.

Formative Reviews



Strategy 3

Support teacher growth by embedded support from an Instructional Coach.

Strategy's Expected Result/Impact: Teachers will accomplish their professional and student growth goals set each fall.

Staff Responsible for Monitoring: Campus administrators

Formative Reviews





Committees

Committees

CHS Campus Improvement Committee

Members

First Name	Last Name	Position	Committee Role
*	*	Paraprofessional	Member
Diana	Salinas	Teacher - SPED	Member
Kellie Jo	Creech	Coach	Member
Michelle	Lancaster	Teacher - Science	Member
*	*	Parent	Member
Lindsey	Furlong	Counselor	Member
Miranda	Boatman	Teacher - Math	Member
*	*	Teacher - English	Member
*	*	Teacher - CTE	Member
Anisa	Coates	Administrator	Member

CHS Safety and BTAT

Members

First Name	Last Name	Position	Committee Role
Joni	Patterson	Principal	Administrator
Reed	Trosper	Assistant Principal	Administrator
Penny	Hamilton	School Nurse	Non-classroom Professional
Elizabeth	Santiago	Teacher	Classroom Teacher
Brad	Whittlesey	Teacher	Classroom Teacher
Lindsay	Furlong	Counselor	Non-classroom Professional
Annie	Alday	SRO	SRO

Principal/Faculty Department Head Committee

Members

First Name	Last Name	Position	Committee Role
Joni	Patterson	Administrator	Administrator
Reed	Trosper	Assistant Principal	Administrator
Jake	Escobar	Athletic Director	Administrator
Diana	Salinas	Teacher/Coach	Classroom Teacher/Girls Coordinator
Jeremy	Oskins	Teacher	Classroom Teacher
Sarah	Potter	Teacher	Classroom Teacher
Elizabeth	Santiago	Teacher	Classroom Teacher
Heather	Cuellar	Teacher	Classroom Teacher
Shawna	Garcia	Teacher	Classroom Teacher

Faculty Morale Committee

Members

First Name	Last Name	Position	Committee Role
Joni	Patterson	Administrator	Member
Kody	Travis	Teacher	Member
Penny	Hamilton	Nurse	Member
Cristi	Mallory	Paraprofessional	Member
Lisa	Sierra	Teacher	Member
Judith	Ozuna	Teacher	Member

Principal/Student Advisory Committee

Members

First Name	Last Name	Position	Committee Role
Anthony	Guerrero	12th Grade Student	Member
Jacci	Pate	12th Grade Student	Member

Gideon	Webber	11th Grade Student	Member
Emily	Sierra	11th Grade Student	Member
Teagan	Kieson	10th Grade Student	Member
Sutton	Fishback	9th Grade Student	Member
Bella	Askew	9th Grade Student	Member
Joni	Patterson	Principal	Administrator
Reed	Trosper	Assistant Principal	Administrator

CTE Campus Advisory Committee

Members

First Name	Last Name	Position	Committee Role
Anisa	Coates	Principal	Admin
Jeremy	Oskins	Teacher - Automotive	Member
Danny	Lewis	Industry Partner	Member
Dana	Oskins	Teacher - Education & Training	Member
Michelle	Mcllvain	Industry Partner	Member
Kasey	Schwartz	Teacher - Ag	Member
Bailee	Buchanan	Teacher - Ag Mech	Member
Sydney	Deal	Industry Partner	Member
Betty	Molk	Teacher - Health Science	Member

Campus Faculty Meeting

Members

First Name	Last Name	Position	Committee Role
Anisa	Coates	Principal	Admin
Nathan	Turner	Classroom Teacher	Classroom Teacher
Courtney	Steed	Paraprofessional	Paraprofessional
Rachel	Constancio	Migrant/Office	Office Professional

Dana	Oskins	Classroom Teacher	Classroom Teacher
Judith	Ozuna	Classroom Teacher	Classroom Teacher
Kellie	Creech	Classroom Teacher	Classroom Teacher
Daisy	Scott	Paraprofessional	Paraprofessional
Ashton	Lopez	Classroom Teacher	Classroom Teacher
Jake	Escobar	Athletic Director	Administrator
Corey	Scott	Classroom Teacher	Classroom Teacher
Stacy	Murphy	Classroom Teacher	Classroom Teacher
Diana	Salinas	Classroom Teacher	Classroom Teacher
Christi	Mallory	Paraprofessional	Paraprofessional
Branda	Seider	Paraprofessional	Paraprofessional
Penny	Hamilton	Nurse	Office Professional
Della	Hicks	Counselor	Non-classroom Professional
Lindsay	Furlong	Counselor	Non-classroom Professional
Kasey	Schwartz	Classroom Teacher	Classroom Teacher
Jeremy	Oskins	Classroom Teacher	Classroom Teacher
Betty	Molk	Classroom Teacher	Classroom Teacher
Brad	Roberts	Classroom Teacher	Classroom Teacher
Meredith	Jones	Classroom Teacher	Classroom Teacher
Lisa	Sierra	Classroom Teacher	Classroom Teacher
Veronica	Garza	Classroom Teacher	Classroom Teacher
Brad	Whittlesey	Classroom Teacher	Classroom Teacher
Kody	Travis	Classroom Teacher	Classroom Teacher
Sarah	Potter	Classroom Teacher	Classroom Teacher
Patrick	Adams	Classroom Teacher	Classroom Teacher
Marty	Wyatt	Classroom Teacher	Classroom Teacher
Dylan	Riley	Classroom Teacher	Classroom Teacher
Michelle	Lancaster	Classroom Teacher	Classroom Teacher
Carrie	Kuklies	Classroom Teacher	Classroom Teacher
Heather	Cuellar	Classroom Teacher	Classroom Teacher



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



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



Plan 4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description) (If all campuses Schoolwide then NA)</i>
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education 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	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 11	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	Procedures, Systems, and Policies



Plan 4 Learning

	(Description)
Description 12	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education 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. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Staff/Department	Procedures, Systems, and Policies
	(Description)
Description 13	
Any other information on how the LEA proposes to use funds to meet the purposes of this grant 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.	
Staff/Department	Procedures, Systems, and Policies
	(Description)



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



Plan 4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description) (If all campuses Schoolwide then NA)</i>
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education 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	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 11	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	Procedures, Systems, and Policies



Plan 4 Learning

	(Description)
Description 12	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education 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. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Staff/Department	Procedures, Systems, and Policies
	(Description)
Description 13	
Any other information on how the LEA proposes to use funds to meet the purposes of this grant 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.	
Staff/Department	Procedures, Systems, and Policies
	(Description)