

Lockhart Independent School District
Pride High School
2019-2020 Campus Improvement Plan

Accountability Rating: A



Mission Statement

The mission of PRIDE High School (PHS) is to provide all students an opportunity to graduate through an alternative means. PHS focuses on individualized learning through a “blended” learning environment wherein coursework combines the use of quality student-centered Instruction with online curriculum delivered at a “goal-driven” pace. This model provides more flexibility for students and teachers as well as varied ways for students to engage in and demonstrate their learning. PHS is the ideal choice for students who: wish to accelerate their learning because they are seeking to graduate early, are seeking to recover credits, or are simply seeking a smaller high school community.

Vision

PRIDE High School prepares students to become life-long learners and contributing members of our global society and the local community by providing a nurturing, challenging learning environment in which students can feel connected and successful while developing a strong sense of personal responsibility for their choices and actions.

Core Beliefs

All students can and should earn a high school diploma.

All students come with a unique set of strengths and weaknesses and can learn to enhance their strengths and find useful and constructive strategies to cope with their weaknesses.

Learning is a result of teacher and student choices.

Choices determine outcomes. If you choose a behavior, you inherently choose the outcome that is consequential to that behavior; therefore, you are responsible for your outcomes.

PRIDE stands for Personal Responsibility in Daily Effort.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- PRIDE High School (PHS) is LISD's Academic High School of Choice. PHS focuses on individualized learning through self-paced online curriculum blended with student-centered instruction. PHS exists to serve students with many different stories who, for one reason or another, may not have found success in a more traditional setting. PHS is the ideal choice for students who wish to accelerate their learning because they are seeking to graduate early, those who are seeking to recover credits, or students who are simply seeking a smaller high school community.
- PHS was established in 1991
- Students that attend Lockhart High School (LHS) may be referred to PHS by their Counselor. Students may also contact PHS directly for application information or access the application online. Each student must complete the application and interview process.
- Potential PHS students must ...
 - Be in grades 9-12
 - Have a strong sense of self-motivation and need to succeed
 - Be able to work independently and in groups with more limited direct instruction than in a traditional setting.
- Potential PHS students may also ...
 - Be seeking early graduation
 - Have been retained at least one grade level
 - Have failed to earn credit in 2 or more courses required for graduation
 - PHS enrollment numbers fluctuate throughout the year as students earn credits toward graduation. Students earn a diploma and graduate as they complete all credits and end of course exam requirements. In 2017-18, 75 individual students were served at one time or another at PHS. In 2018-19, 86 individual students were served.

- PIEMS Snapshot Date Enrollment by Year:

- 2013-14: 23
- 2014-15: 24
- 2015-16: 15
- 2016-17: 22
- 2017-18: 47
- 2018-19: 52

- Average Daily Attendance Rates by Year:

- 2013-14: 91.60%
- 2014-15: 87.48%
- 2015-16: 85.29%
- 2016-17: 81.01%
- 2017-18: 82.82%
- 2018-19: 82.00%

Demographics Strengths

The student population largely consists of local high school students who have mostly been educated in Lockhart ISD and surrounding schools such as Hays ISD, Luling ISD, Prairie Lea ISD and Austin ISD. All students who attend PRIDE High School chose to apply and were selected to enroll.

Student Achievement

Student Achievement Summary

PRIDE High School received an “A” rating for overall performance on state accountability. Alternative standards are used to rate PHS. Only the “Student Achievement” domain is rated under this alternative accountability. The “School Progress” and “Closing the Gaps” domains are not rated.

The Student Achievement domain is calculated from three components at the percentages below:

- STAAR Performance 40%
- College, Career, & Military Readiness 40%
- Graduation Rate 20%

In 2019, PRIDE High School scored at the following levels on each component using alternative accountability standards:

- STAAR Performance 87 out of 100
- College, Career, & Military Readiness 85 out of 100
- Graduation Rate 90 out of 100

Student Achievement Strengths

STAAR EOC Performance Strengths:

Algebra 1: Approaches GL - 100%

Biology: Approaches GL - 93%

US History: Approaches GL - 100%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students earned "Approaches GL" at high rates in Algebra 1, Biology, and US History EOCs, but earned "Meets GL" or "Masters GL" at much lower rates than the district as a whole. **Root Cause:** A heavy concentration was placed on instruction that targeted minimum skills and not on higher order thinking.

Problem Statement 2: While PHS students demonstrated high levels of growth in English 1 and English 2 EOCs, students earned "Approaches GL" at lower rates than the district as a whole. PHS students performed particularly poorly in writing. **Root Cause:** In response to historical student assessment data, a curricular focus was developed to target gaps in prerequisite skills. The focus on writing was insufficient.

School Culture and Climate

School Culture and Climate Summary

Students and teachers are recognizing and reinforcing a culture of academic focus and excellence. The PHS community understands that PHS faculty and staff are invested in students and their success.

School Culture and Climate Strengths

PHS has established a Student Advisory Council and a Parent Teacher Student Organization (PTSO)

Campus events including Principal Breakfast, End-of-Year Cookout, and Campus Beautification Day have been well-attended.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance has been in general decline for the last five school years. Except for a slight increase from 2016-17 to 2017-18, average daily attendance for the year has decreased each year compared to the previous year. **Root Cause:** PHS has not successfully established a culture of good attendance. Systems for responsive intervention have not been effectively implemented.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PHS staff follow an explicit interview protocol when vacancies occur. The leadership team reviews applications and selects applicants for phone screening interviews. A Phone Screen Interview Protocol is used to conduct calls. The leadership team confers on the results of phone screening interviews to narrow the candidates for a round 1 interview. Before the interviews, TalentEd is used to schedule interview times. An email message is sent that includes details about the interview. During each interview, the Principal serves as the interview team leader. The Interview team members rotate through all questions taking one each in turn and score each answer based on the Interview Scoring Rubric. Teacher candidates present a mini-lesson (10-12 minutes) to the team and are also asked to complete an inbox activity that includes data analysis.

For the beginning of the 2019-20 school year, the PHS/LDMC staffing was reorganized and the number of staff members was increased. An Assistant Principal position and a SPED Aide position were added. Both positions are shared between the two campuses. An existing SPED Teacher position at LDMC was reorganized to be shared with PHS.

All positions for PHS were fully staffed to start the school year. PHS faculty and staff have been retained at a 100% rate. All teachers are certified and highly qualified.

Staff Quality, Recruitment, and Retention Strengths

All positions for PHS were fully staffed to start the school year. PHS faculty and staff have been retained at a 100% rate. All teachers are certified and highly qualified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PHS focuses on individualized learning through a “blended” learning environment. Coursework combines the use of quality student-centered instruction with online curriculum delivered at a goal-driven pace. This model provides more flexibility for students and teachers as well as varied ways for students to engage in and demonstrate their learning.

The opportunity to work at an accelerated pace allows PHS students to move through course content at a pace that matches their level of readiness to demonstrate mastery. Upon completion of course requirements, students accrue credit and move on to new course content

An individualized learning plan is developed for each student that maps out a detailed path to meeting graduation goals. PHS teachers and leaders use frequent assessments to identify the instructional needs of students, develop differentiated and enhanced learning experiences, and identify the specific students that need additional support.

PHS students enrolled in courses associated with an EOC test participate in district checkpoint and benchmark assessments. Teachers use this data to adjust curriculum and instruction based on student needs.

Curriculum, Instruction, and Assessment Strengths

Teachers meet weekly as a Professional Learning Community to analyze data, adapt instruction, respond to student needs, and develop intervention/reteach plans.

Parent and Community Engagement

Parent and Community Engagement Summary

PHS uses the school website, the Skylert system, Twitter, Instagram and Facebook to communicate with parents, families, and the community. All parent communication via Skylert is in both English and Spanish. Parent and community representatives participate in the Campus Advisory Team.

Parent and Community Engagement Strengths

PHS has established a SParent Teacher Student Organization (PTSO)

Campus events including Principal Breakfast, End-of-Year Cookout, and Campus Beautification Day have been well-attended.

School Context and Organization

School Context and Organization Summary

Instructional time is maximized through the master schedule by providing increased time for students attempting EOC exams. Credit recovery opportunities are provided through Edgenuity lab sections. Each teacher holds a weekly support meeting with administration during planning time. All teachers meet as a PLC once weekly. Each teacher holds weekly tutoring hours either before or after school.

Both individual teacher and whole staff classroom management plans are developed by teachers. Plans include procedures used to reduce overuse of discipline practices that remove students from the classroom.

Both the PLC and the Campus Advisory Team are used to review goals for the campus and the district. Target areas are stated as measurable performance objectives. Multiple data sources are used throughout the year to monitor progress every three weeks. Goals, performance objectives and strategies are communicated during PLC and CAT meetings. Formative reviews are conducted quarterly and summative reviews are conducted at the end of each year.

The campus is focused on improving student academic achievement and there is a sense of urgency and strong commitment.

School Context and Organization Strengths

The campus is focused on improving student academic achievement and there is a sense of urgency and strong commitment.

Technology

Technology Summary

Each PHS student is assigned a Chromebook to use throughout the day. Students check out the device in their first period class and return it at the end of the day.

The Chromebooks support the blended learning experiences by providing access to Edgenuity, Google Classroom and other applications. Every classroom is equipped with a presentation TV and a document camera.

Technology Strengths

Priority Problem Statements

Problem Statement 1: Students earned "Approaches GL" at high rates in Algebra 1, Biology, and US History EOCs, but earned "Meets GL" or "Masters GL" at much lower rates than the district as a whole.

Root Cause 1: A heavy concentration was placed on instruction that targeted minimum skills and not on higher order thinking.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: While PHS students demonstrated high levels of growth in English 1 and English 2 EOCs, students earned "Approaches GL" at lower rates than the district as a whole. PHS students performed particularly poorly in writing.

Root Cause 2: In response to historical student assessment data, a curricular focus was developed to target gaps in prerequisite skills. The focus on writing was insufficient.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student attendance has been in general decline for the last five school years. Except for a slight increase from 2016-17 to 2017-18, average daily attendance for the year has decreased each year compared to the previous year.

Root Cause 3: PHS has not successfully established a culture of good attendance. Systems for responsive intervention have not been effectively implemented.

Problem Statement 3 Areas: District Culture and Climate

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 Achievement Domain
- Student Progress Domain
- PBMAS data
- Alternative Education Accountability (AEA) 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Enrollment trends

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
- T-PESS data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: All students taking the Algebra 1 STAAR EOC will meet or exceed STAAR progress measure requirements.

Performance Objective 1: For the 2019-20 school year, 75% of PRIDE High School students taking the Algebra 1 STAAR EOC will meet STAAR progress measure requirements by May 2020.

Evaluation Data Source(s) 1: Success will be demonstrated when, at the end of the 2019-20 school year, student performance on all STAAR EOCs will demonstrate growth as compared to 8th grade Math STAAR. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.	2.4, 2.6	Principal, Asst. Principal	Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of write critically.				
Problem Statements: Student Achievement 1, 2							
TEA Priorities Build a foundation of reading and math 2) All students enrolled in Algebra 1 will take checkpoint assessments aligned to district course scope and sequences.	2.4, 2.6	Principal, Assistant Principal	Formativ				
Problem Statements: Student Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 3) PHS teachers and leaders will meet as a PLC to use item analysis and learning target analysis tools on data from checkpoint assessments, formative assessments, and Edgenuity reports.	2.4, 2.6	Principal, Assistant Principal	Teachers will make curricular decisions based on data analysis. Teachers will develop reteach plans for standards on which students demonstrate difficulty. Students will demonstrate improved performance over time.				
	Problem Statements: Student Achievement 1, 2						
TEA Priorities Build a foundation of reading and math 4) Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"	2.4, 2.6	Principal, Assistant Principal	Students will demonstrate improved performance on identified "power standards."				
	Problem Statements: Student Achievement 1, 2						
TEA Priorities Build a foundation of reading and math 5) Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support	2.4, 2.6	Principal, Assistant Principal	Students not demonstrating mastery will be identified so that they and can be connect to a higher tier of support.				
	Problem Statements: Student Achievement 1, 2						
6) Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration		Principal, Assistant Principal	Students will demonstrate improved performance to targeted levels on assessments				
	Problem Statements: Student Achievement 1, 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students earned "Approaches GL" at high rates in Algebra 1, Biology, and US History EOCs, but earned "Meets GL" or "Masters GL" at much lower rates than the district as a whole. Root Cause 1: A heavy concentration was placed on instruction that targeted minimum skills and not on higher order thinking.
Problem Statement 2: While PHS students demonstrated high levels of growth in English 1 and English 2 EOCs, students earned "Approaches GL" at lower rates than the district as a whole. PHS students performed particularly poorly in writing. Root Cause 2: In response to historical student assessment data, a curricular focus was developed to target gaps in prerequisite skills. The focus on writing was insufficient.

Goal 2: All students taking the English 2 STAAR EOC will meet or exceed STAAR progress measure requirements.

Performance Objective 1: For the 2019-20 school year, 75% of Pride High School students taking the English 2 STAAR EOC will meet STAAR progress measure requirements by May 2020.

Evaluation Data Source(s) 1: Success will be demonstrated when, at the end of the 2019-20 school year, student performance on all STAAR EOCs will demonstrate growth as compared to English 1 STAAR EOC. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.	2.4, 2.6		Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of write critically.				
Problem Statements: Student Achievement 1, 2							
TEA Priorities Build a foundation of reading and math 2) All students enrolled in English 2 will take checkpoint assessments aligned to district course scope and sequences.	2.4, 2.6	Principal, Assistant Principal	Formative data will be collected for all students.				
Problem Statements: Student Achievement 1, 2							
TEA Priorities Build a foundation of reading and math 3) PHS teachers and leaders will meet as a PLC to use item analysis and learning target analysis tools on data from checkpoint assessments, formative assessments, and Edgenuity reports.	2.4, 2.6	Principal, Assistant Principal	Teachers will make curricular decisions based on data analysis. Teachers will develop reteach plans for standards on which students demonstrate difficulty. Students will demonstrate improved performance over time.				
Problem Statements: Student Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 4) Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"	2.4, 2.6	Principal, Assistant Principal	Students will demonstrate improved performance on identified "power standards."				
				Problem Statements: Student Achievement 1, 2			
TEA Priorities Build a foundation of reading and math 5) Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support	2.4, 2.6	Principal, Assistant Principal	Students not demonstrating mastery will be identified so that they and can be connect to a higher tier of support.				
				Problem Statements: Student Achievement 1, 2			
6) Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration		Principal, Assistant Principal	Students will demonstrate improved performance to targeted levels on assessments				
	Problem Statements: Student Achievement 1, 2						



Performance Objective 1 Problem Statements:

Student Achievement
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Goal 3: PRIDE High School will improve average daily attendance rates for the 2019-20 school year as compared to the 2018-19 school year

Performance Objective 1: Pride High School will improve average daily attendance from a rate of 82% in 2018-19 to a rate of 88% or higher in 2019-20 by refining systems for monitoring and responding to attendance data, by improving interventions for students with poor attendance, and by cultivating a school-wide culture of good attendance.

Evaluation Data Source(s) 1: Success will be demonstrated when, at the end of the 2019-20 school year, the average daily attendance meets or exceeds 88% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PHS will offer Optional Flexible School Day Program (OFSDP) to students with demonstrated barriers to full-time attendance.	2.5	Principal, Assistant Principal, Counselor	Students that would accrue more absences under standard daily attendance recording procedures will be able to demonstrate attendance by accruing a minimum number of instructional minutes over the course of the year.				
	Problem Statements: School Culture and Climate 1						
2) PHS teachers and leaders will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.	2.5	Principal, Assistant Principal	Families will view Pride High School as a welcoming and engaging school environment that emphasizes building relationships with and stresses the importance of going to class every day.				
	Problem Statements: School Culture and Climate 1						
3) PHS teachers and leaders will send a clear message that going to school every day is a priority by providing regular recognition and rewards to students and families who have good and improved attendance.	2.5	Principal, Assistant Principal, Counselor	Students will demonstrate improved attendance				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) PHS teachers and leaders will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance. Teachers will record attendance and tardies for every period throughout the day.	2.5	Principal, Assistant Principal, Counselor	Accurate period-by-period attendance and tardy data will be collected.				
Problem Statements: School Culture and Climate 1							
5) PHS teachers and leaders will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.	2.5	Principal, Assistant Principal, Counselor	Students at risk of chronic absence will be identified so that they can be connected to a higher tier of support.				
Problem Statements: School Culture and Climate 1							
6) The Attendance Committee will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students	2.5	Assistant Principal, Counselor	Students will demonstrate improved attendance				
Problem Statements: School Culture and Climate 1							
							

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Student attendance has been in general decline for the last five school years. Except for a slight increase from 2016-17 to 2017-18, average daily attendance for the year has decreased each year compared to the previous year. Root Cause 1: PHS has not successfully established a culture of good attendance. Systems for responsive intervention have not been effectively implemented.</p>

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Attendance Incentives		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00