

Ferris Independent School District
Ferris High School
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2022

Demographics

Demographics Summary

Students:

Enrollment: Approximately 827 students as of 10/04/2022. The enrollment is split male/female evenly with female being slightly great at 50.79%. Ferris High School ninth & tenth grade students are larger than the 11th & 12th grades by 124 students.

Student Demographics: 75.15 Hispanic, 15.52% White, 7.27% African American, .5% Asian, .36% American Indian, 1.3% Two or More, .24% Pacific Islander

Low Socioeconomic: 75.39%

At-Risk Students: 518 or about 62.79% of our students are considered at-risk. Many because of failing classes, STAAR tests, or being previously retained, homeless, or parents.

Staff: 57 Classroom Teachers

Teacher Demographics: 10% Hispanic, 80% White, 6% African American, 4% Other

Gender: 59% Female and 41% Male

Community Profile: Ferris ISD is a working class community with a strong foundation of support for the public school system. Parent support for the HS is strong, but engagement from parents is low accept for activities such as sports and band, etc. There is great support for the Mentoring Care. The community is seeing growth with new neighborhoods being built. The community has a strong Lion's Club and Chamber of Commerce.

Demographics Strengths

Ferris HS has the following strengths:

- Student interaction is generally positive or neutral.

- Students show support for each other's activities.
- Parents are supportive of student activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ferris HS lacks effective systems to support the students' academic needs outside of the regular classroom. **Root Cause:** Ferris HS scheduling does not allow for consistent, effective intervention for students who are not performing well academically. The Advisory period was designed to accommodate activities and intervention. When responding to the Life-world needs (activities) of students appropriately, there is an interference with the System-world needs (structured academics) of the students and vice versa.

Problem Statement 2: Students are not available after school or on the weekends for academic interventions. **Root Cause:** Many students have responsibilities to their families that prevent them from staying after school or coming on the weekend.

Student Learning

Student Learning Summary

The Academic Growth portion of the School Progress Summary on the School Accountability score was a 75 for the areas of math and reading combined.

Opportunity for improvement:

- English I & II EOC Meets Grade Level or above.
- Algebra I EOC Meets Grade Level or above
- Biology EOC Meets Grade Level or above
- US History EOC Meets Grade Level or above
- TSI Readiness

Interventions:

Ferris HS has worked consistently to develop an intervention protocol to close the gap in student achievement. Current intervention protocols include:

- Daily Advisory of 45 minutes each day
- Implementation of House Bill 4545 Tutoring
- Revisions to MTSS processes
- Use of Intervention Days built into the calendar.
- Spiraled instruction protocols in core content sections.
- Addition of Instructional Coaches.
- Additional professional development days.

College, Career & military Readiness

Percentage of Graduates who Met TSI criteria for at least one indicator in ELA/Reading 34%

Met TSI criteria for at least one indicator in Mathematics 31%

Met ACT criteria 1%

Met SAT criteria 2%

Met criterion score on an AP/IB exam in any subject 7%

Dual Course Credits

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject 25%

Industry-Based Certifications

Earned an industry-based certification from approved list 19%

On-Ramps Dual Enrollment Course

Completed an On-Ramps course and qualified for at least 3 hours of university or college credit in any subject 19%



Student Learning Strengths

The chart demonstrates student outcomes at "Approaches Grade Level or Above" in all tested areas combined are at 75%.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	554	241	199	223	1,217	
Approaches GL or Above	381	188	156	186	911	75%
Meets GL or Above	241	65	83	120	509	42%
Masters GL	25	30	26	66	147	12%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Ferris HS lacks effective systems to support the students' academic needs outside of the regular classroom. **Root Cause:** Ferris HS scheduling does not allow for consistent, effective intervention for students who are not performing well academically. The Advisory period was designed to accommodate activities and intervention. When responding to the Life-world needs (activities) of students appropriately, there is an interference with the System-world needs (structured academics) of the students and vice versa.

Problem Statement 2 (Prioritized): A general attitude of apathy exists toward state and college readiness testing. **Root Cause:** A campus wide demeanor of what readiness standards are and mean causes gaps in curriculum and expectations. A focus on what TEKS are aligned to readiness as well as what it takes to be college ready through TSI and SAT/ACT would support further growth in this area.

Problem Statement 3 (Prioritized): There are not consistent school-wide instructional strategies. **Root Cause:** Teachers are not trained adequately in the use of W.I.C.O.R strategies and how they are used to increase levels of inquiry.

School Processes & Programs

School Processes & Programs Summary

Ferris HS is in year 4 of implementation of the PLC process. Currently, all core subjects have the extra time built in their schedule to do the work during the day.

Additional programs/ supports include:

- Dual Credit partnership with Dallas College, Lamar State & Texas State Technical College
- Mentors Care program to support struggling learners who need outside motivation
- Dual enrollment program with On-ramps at Tarleton State University for math & science
- AVID program is in its fourth year
- Implement TSI boot camps
- College Bridge in math and ELA for the third year
- A committee supporting the early college model focused on industry (P-TECH)
 - Construction Management
 - Teaching and Learning
 - Cybersecurity

Personnel:

Active recruitment occurs from the principal using:

Teacher Job Network, Social Media, and networking to find candidates for open positions in Ferris ISD. Additionally, the JH and HS principal partner together to support full staffing at both campus for continuity of the learning experience.

Professional Growth, Development & Practices:

Ferris ISD and Ferris HS have implemented district/ campus wide training using the 7 Steps to a Language Rich Classroom to support consistent instruction for ELL students that supports all students.

Additional PD for staff includes:

- TSI Testing administration for all junior level Math/ Reading teachers. .
- Implementation of SLO/ MAP goals in alignment with TIA allotment.
- Training from the Director of Innovation on CCMR and the impact in all classrooms.
- Mastery Prep Training for ACT in all core subjects
- Ed-Camp teacher lead professional development
- Ferris HS has also removed all teacher duty.

School Processes & Programs Strengths

The teachers in each department plan and work well together to implement aligned lessons and assessments. The number of programs provide several options for students to reach their potential.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a district of innovation there are many programs that need to be developed. **Root Cause:** There have been additions or changes to programs prior to allowing the programs to develop. Communication of the relevance of programs is inconsistent across all stakeholders.

Problem Statement 2 (Prioritized): There is misunderstanding of what each program is and how it impacts the students. **Root Cause:** Teacher turnover is a cause for some misunderstanding. When new staff arrive the on-boarding process doesn't offer much of an explanation of the programs.

Perceptions

Perceptions Summary

Attendance Rates:

- Ferris HS struggles with consistent attendance. In order to address this concern, Ferris HS is continuing the weekly admin meetings to identify students who have low attendance rates and provide a recovery plan.

Drop Out Rate:

Ferris HS and Ferris ISD have consistently worked to support a high graduation rate. Over the years we have realigned our graduation plan to support more consistent alignment with neighboring schools and TEA to support increased graduation.

Community & Campus Engagement:

Ferris HS has tremendous opportunity for growth in engaging the community more actively in the life of the campus and academic success.

Barriers:

- Labor based community limits access.
- Spanish speaking community. Translation service is a critical part of our programming.
- High School engagement is low. Increased awareness on hiring staff who want to engage, opportunities for community input to campus life, and working to engage business and community partners are of continued need and focus.

Perceptions Strengths

In order to address this concern, Ferris HS is continuing the weekly admin meetings to identify students who have low attendance rates and provide a recovery plan.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception of poor communication that causes an unexpected loss of class time. **Root Cause:** Event schedulers don't always report their events right away. Some events occur unexpectedly as well.

Priority Problem Statements

Problem Statement 1: Ferris HS lacks effective systems to support the students' academic needs outside of the regular classroom.

Root Cause 1: Ferris HS scheduling does not allow for consistent, effective intervention for students who are not performing well academically. The Advisory period was designed to accommodate activities and intervention. When responding to the Life-world needs (activities) of students appropriately, there is an interference with the System-world needs (structured academics) of the students and vice versa.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 3: As a district of innovation there are many programs that need to be developed.

Root Cause 3: There have been additions or changes to programs prior to allowing the programs to develop. Communication of the relevance of programs is inconsistent across all stakeholders.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 5: There is a perception of poor communication that causes an unexpected loss of class time.

Root Cause 5: Event schedulers don't always report their events right away. Some events occur unexpectedly as well.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: A general attitude of apathy exists toward state and college readiness testing.

Root Cause 2: A campus wide demeanor of what readiness standards are and mean causes gaps in curriculum and expectations. A focus on what TEKS are aligned to readiness as well as what it takes to be college ready through TSI and SAT/ACT would support further growth in this area.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: There is misunderstanding of what each program is and how it impacts the students.

Root Cause 4: Teacher turnover is a cause for some misunderstanding. When new staff arrive the on-boarding process doesn't offer much of an explanation of the programs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: There are not consistent school-wide instructional strategies.

Root Cause 6: Teachers are not trained adequately in the use of W.I.C.O.R strategies and how they are used to increase levels of inquiry.

Problem Statement 6 Areas: Student Learning

Goals

Revised/Approved: October 12, 2022

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 1: Ferris High School student performance results will increase in English Language Arts as measured on the STAAR Assessments and evidenced as follows:

Mastering the grade level on the STAAR Assessments in English I & English II will increase from 5% in 2022 to 10% in 2023.

Meeting the grade level on the STAAR Assessments in English I & English II will increase from 44% in 2022 to 49% in 2023.





Approaching the grade level on the STAAR Assessments in English I & English II will increase from 69% in 2022 to 74% in 2023.

High Priority

Evaluation Data Sources: Data to be used for intermittent measurement will be the common assessments created by the teachers and the MAP Data collected at BOY, MOY, & EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus administrators will perform weekly walk-throughs of teachers with specific focus on providing feedback on T-TESS indicators of student engagement & high levels of inquiry.</p> <p>Strategy's Expected Result/Impact: Teachers will receive immediate and specific feedback that will help guide their professional learning community planning that will positively impact the learning of students.</p> <p>Staff Responsible for Monitoring: Campus principal with assistance from the assistant principals and the department leader.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus administrators will support teachers in the use of AVID strategies designed to increase levels of inquiry specifically using Costa's levels of inquiry & WICOR strategies.</p> <p>Strategy's Expected Result/Impact: Educators will use common vocabulary and strategies that will guide planning an assessments that will challenge the students.</p> <p>Staff Responsible for Monitoring: Campus principal with assistance from the assistant principals and the department leader.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: A general attitude of apathy exists toward state and college readiness testing. Root Cause: A campus wide demeanor of what readiness standards are and mean causes gaps in curriculum and expectations. A focus on what TEKS are aligned to readiness as well as what it takes to be college ready through TSI and SAT/ACT would support further growth in this area.</p> <p>Problem Statement 3: There are not consistent school-wide instructional strategies. Root Cause: Teachers are not trained adequately in the use of W.I.C.O.R strategies and how they are used to increase levels of inquiry.</p>

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 2: Ferris High School student performance results will increase in Algebra I as measured on the STAAR Assessments and evidenced as follows:

Mastering the grade level on the STAAR Assessments in Algebra I will increase from 12% in 2022 to 17% in 2023.





Meeting the grade level on the STAAR Assessments in Algebra I will increase from 27% in 2022 to 32% in 2023.

Approaching the grade level on the STAAR Assessments in Algebra I will increase from 78% in 2022 to 83% in 2023.

High Priority

Evaluation Data Sources: Data to be used for intermittent measurement will be the common assessments created by the teachers and the MAP Data collected at BOY, MOY, & EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus administrators will perform weekly walk-throughs of teachers with specific focus on providing feedback on T-TESS indicators of student engagement & high levels of inquiry.</p> <p>Strategy's Expected Result/Impact: Teachers will receive immediate feedback that will help guide their professional learning community planning that will positively impact the learning of students.</p> <p>Staff Responsible for Monitoring: Campus principal with assistance from the assistant principals and the department leader.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus administrators will support teacher in the use of AVID strategies designed to increase levels of inquiry specifically using Costa's levels of inquiry & WICOR strategies.</p> <p>Strategy's Expected Result/Impact: Educators will use common vocabulary and strategies that will guide planning an assessments that will challenge the students.</p> <p>Staff Responsible for Monitoring: Campus principal with assistance from the assistant principals and the department leader.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 3: There are not consistent school-wide instructional strategies. Root Cause: Teachers are not trained adequately in the use of W.I.C.O.R strategies and how they are used to increase levels of inquiry.</p>

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 3: Ferris HS will increase student success in the 2022 and 2023 Cohorts on TSIA 2.0

HB3 Goal

Evaluation Data Sources: Campus will utilize data from the Spring of 2021 to see the growth of both cohorts over the course of the year with the implementation of Texas College Bridge and targeted instructional supports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ferris HS will increase the numbers of students graduating with TSIA met status by 20% overall for Cohorts 2022 and 2023 by monitoring curriculum and increasing teacher training.</p> <p>Strategy's Expected Result/Impact: - Increase college readiness for students. - Increase alignment to district goals of opening multiple pathways for students. - Increase access to dual enrollment and dual credit courses for students. - Increase access to trade school programs through MOU with TSTC that require TSIA met status.</p> <p>Staff Responsible for Monitoring: CTE Director, Director of Secondary Schools, Principal, 11th & 12th teachers for TSIA students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: A general attitude of apathy exists toward state and college readiness testing. Root Cause: A campus wide demeanor of what readiness standards are and mean causes gaps in curriculum and expectations. A focus on what TEKS are aligned to readiness as well as what it takes to be college ready through TSI and SAT/ACT would support further growth in this area.</p>

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 1: Ferris High School will provide ongoing relevant, teacher-led, professional development.

Evaluation Data Sources: Mid-Year and End-of-Year surveys. Sign in sheets and schedules from the training.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and host an Ed-Camp that teachers may volunteer to lead professional development sessions for other teachers. Learners will be able to choose their session of interest.</p> <p>Strategy's Expected Result/Impact: Teachers will feel a sense of ownership of the professional development.</p> <p>Staff Responsible for Monitoring: Campus principal, assistant principals and the Department Leaders.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule regular administration meetings with the department leaders, counselors and administrators to learn and plan as a leadership team.</p> <p>Strategy's Expected Result/Impact: Improved communication with all of the staff and increased ownership of decision making.</p> <p>Staff Responsible for Monitoring: Principal and department leaders.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: There is misunderstanding of what each program is and how it impacts the students. **Root Cause:** Teacher turnover is a cause for some misunderstanding. When new staff arrive the on-boarding process doesn't offer much of an explanation of the programs.





Perceptions

Problem Statement 1: There is a perception of poor communication that causes an unexpected loss of class time. **Root Cause:** Event schedulers don't always report their events right away. Some events occur unexpectedly as well.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 1: Ferris HS will implement an effective discipline management and enforce the student code of conduct in a fair and equitable manner.





Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will review the discipline data weekly in order to identify students with repetitive behaviors. The meetings will also be used to identify teachers who need assistance and plan methods to assist them.</p> <p>Strategy's Expected Result/Impact: Increased awareness of problem areas that will allow for adjustments for improvement.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals and intern.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ferris High School administrators will check doors each passing period to ensure the locked door policy is implemented.</p> <p>Strategy's Expected Result/Impact: Exterior doors and classroom doors will remain locked at all times.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ferris High School administrators will perform safety drills in conjunction with the Ferris ISD police department and local safety officials.</p> <p>Strategy's Expected Result/Impact: School staff and students will have the appropriate knowledge and practice for a readiness situation.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 1: Ferris HS will work to grow parent involvement by introducing parent committees to support campus planning and direction.

Evaluation Data Sources: Google forms and agendas from parent committee meetings.





Strategy 1 Details	Reviews			
<p>Strategy 1: Ferris HS will add a parent committee to support developing partnerships for dual credit and increased course offerings through the P-TECH program.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and connection to the campus vision and goals.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, and CLT.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ferris High School will host events such as Strong Fathers Breakfast to increase the involvement of fathers and male mentors for the students.</p> <p>Strategy's Expected Result/Impact: Parents will be more involved with their students at school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 2: Ferris HS will use data from Texas Workforce Commission to find partners that lead to high paying career and paid internships for students.

HB3 Goal

Evaluation Data Sources: - Workforce data reports from both Ellis and Dallas County, Workforce data from partners at both TSTC and Dallas College.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ferris HS will seek out business/ industry partners that align to high yield career pathways for students in our geographic area.</p> <p>Strategy's Expected Result/Impact: - Strong relationships between the job market and local school system. - Pipeline of industry experts to lead learning with students and staff. - Pathways to paid internships while in HS for students in the first cohort of the P-TECH program.</p> <p>Staff Responsible for Monitoring: - CTE Director, Principal, Assistant Principals, Director of Secondary Learning.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
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Campus Improvement Committee

Committee Role	Name	Position
Administrator	Lee Joffre	Principal
District-level Professional	Jane Dvorak	Director of Innovation
Classroom Teacher	Sara Horn	Classroom Teacher
Classroom Teacher	Lauren Robles	Classroom Teacher
Classroom Teacher	Stephanie Stewart	Classroom Teacher
Parent	Jessica Welling	Parent
Business Representative	Felicia Brown	Business Representative
Parent	Brittany Padilla	Parent

Campus Funding Summary

199-PIC 30 - State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	2			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
Sub-Total					\$0.00