

Hamshire-Fannett Independent School District
Hamshire-Fannett Elementary School
2024-2025 Campus Improvement Plan

Mission Statement

At Hamshire-Fannett Elementary, we make a difference by growing, educating, and loving all students.

Vision

Hamshire-Fannett Elementary will create a learning environment that will prepare all students to be productive members of society.

Core Beliefs

Honesty - We communicate honestly

Optimism - We stay optimistic

Respect - We respect one another

Navigators - We guide all our students' learning

Service - We serve all our students and community

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Demographics

Description of School

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TEA TAPR DATA						

Demographics Strengths

Student enrollment is steadily returning to enrollment numbers prior to the two floods and covid. Pre-k and EE continue to be grade levels of growth. Our classes are robust with students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): HFE is near capacity and we have little room for growth. **Root Cause:** Our community is growing. We have a high rated campus and a reputation in the area as one of the best elementaries to attend.

Student Learning

Student Learning Summary

	May 2022 STAAR Mathematics, Grade 3					May 2023 STAAR Mathematics, Grade 3					May 2024 STAAR Mathematics, Grade 3					
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Approaches	Meets	Masters
Elementary School	127	1491	88.19%	57.48%	23.62%	130	1477	86.92%	50%	18.46%	127	22	1496	83.46%	52.76%	18.9%
American Indian/ Alaskan	1	1596	100%	100%	100%	1	1487	100%	100%	0%						
Asian	2	1552	100%	100%							2	29	1626	100%	100%	50%
Black/ African American	6	1570	100%	83.33%	50%	10	1398	80%	20%	0%	13	21	1480	76.92%	46.15%	15.38%
Hispanic	31	1454	77.42%	51.61%	12.9%	26	1422	80.77%	34.62%	0%	28	20	1464	71.43%	53.57%	10.71%
Native Hawaiian/ Pacific	1	1811	100%	100%	100%											
Two or More Races	5	1493	60%	60%	60%	3	1419	100%	33.33%	0%	3	21	1483	66.67%	66.67%	33.33%
White	108	1515	88.89%	58.33%	26.85%	83	1494	90.36%	56.63%	25.3%	81	22	1507	88.89%	51.85%	20.99%
Female	72	1465	76.39%	40.28%	20.83%											
Male	87	1517	86.21%	58.62%	28.74%											
Special Ed Indicator	21	1364	52.38%	14.29%	0%	22	1458	81.25%	50%	18.18%	23	18	1414	60.87%	30.43%	4.35%
	May 2022 STAAR Reading, Grade 3					May 2023 STAAR Reading, Grade 3					May 2024 STAAR Reading, Grade 3					
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Approaches	Meets	Masters

	May 2022 STAAR Mathematics, Grade 3					May 2023 STAAR Mathematics, Grade 3					May 2024 STAAR Mathematics, Grade 3					
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Approaches	Meets	Masters
Elementary School	127	1493	89.76%	59.84%	34.65%	129	1501	93.8%	66.67%	24.03%	132	30	1509	90.15%	60.61%	22.73%
American Indian/ Alaskan	1	1468	100%	100%	0%	1	1490	100%	100%	0%						
Asian	2	1675	100%	100%	100%						2	40	1643	100%	100%	50%
Black/ African American	6	1605	83.83%	66.67	66.67%	10	1444	90%	30%	10%	13	30	1506	84.62%	61.54%	23.08%
Hispanic	31	1466	69.81%	48.39%	29.03%	26	1464	92.31%	50%	15.38%	29	29	1489	86.21%	62.07%	24.14%
Native Hawaiian/ Pacific	1	1901	100%	100%	100%											
Two or More Races	3	1460	100%	66.67%	0%	7	1532	100%	85.71%	28.57%	3	31	1513	100%	33.33%	33.33%
White	83	1487	73.04%	61.45%	33.73%	85	1517	94.12%	74.12%	28.24%	85	30	1513	91.76%	60%	21.18%
Female																
Male																
Special Ed Indicator	14	1441	85.71%	35.71%	21.43%	22	1441	81.82%	40.91%	13.67%	23	22	1399	65.22%	21.74%	4.35%
2023-2024 STAAR Data		Approaches		Meets		Masters										
HFE Math		83		53		20										
Region 5 Math		61		33		10										
Texas Math		69		41		15										
HFE Reading		90		61		23										
Region 5 Reading		68		39		13										
Texas Reading		74		49		21										

Student Learning Strengths

Hamshire-Fannett Elementary performed higher than the state and region averages for both 3rd Grade STAAR math and reading. On the STAAR Academic Achievement Status, HFE met all the state's targets for reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third Grade Math scores dropped from 86 to 83 on Approaches, improved from 50 to 53 on Meets, and remained 20 to 20 on Masters. **Root Cause:** The test was different. There were different question types the students were not familiar with.

School Processes & Programs

School Processes & Programs Summary

Hamshire-Fannett Elementary is a PreKindergarten - 3rd-grade campus. Hamshire-Fannett Elementary is implementing Professional Learning Communities processes to guide our support and growth for administration, teachers, and staff. Through the PLC processes, we develop team norms, goals, common formative assessments, and develop strategic instructional strategies to improve instruction and student learning.

Hamshire-Fannett Elementary has a PreKindergarten Program that is all day for students identified as needing special education services starting at 3 years old and also offers all-day PreKindergarten to students meeting specific qualifying criteria set forth by the Texas Education Agency starting at 4 years old. HFE starting offering a 4-year-old Tuition PreKindergarten program for the 2021 school year. Enrollment is growing in the Pre-kindergarten with 4 classes for the 2024-25.

Hamshire-Fannett Elementary utilizes Houghton Mifflin Harcourt, Saxon-Phonics, Guided Reading and Math, and scheduled intervention time to meet the academic needs of our students. Hamshire-Fannett Elementary is self-contained for PreKindergarten, Kindergarten, and First Grade; and Second and Third Grades are departmentalized (two teachers partnered to split the following courses math, reading, language, science, and social studies). Each grade level meets weekly and every six weeks to discuss instructional strategies based on data from teacher observations, teacher-made assessments, curriculum-based assessments, common formative assessments, developmental reading assessments, and Istation reports.

Hamshire-Fannett Elementary has a Response to Intervention (RTI) / Multi-Tiered Support System (MTSS) team made up of teachers, specialists, and administration reviews data to determine the appropriate interventions and steps to implement. Tier-II and Tier-III students receive specialized interventions.

Hamshire-Fannett Elementary has a campus-wide positive behavior program (PRIDE). P stands for Patience, R stands for Respect, I stands for Integrity, and D stands for Determination, and E stands for Excellence. Students are nominated every six weeks by demonstrating one of the PRIDE standards, an announcement is made describing why the student was nominated and then displayed on their grade level bulletin board. At the end of each six weeks, one student for each standard in each grade level will be nominated to receive recognition from the campus. Hamshire-Fannett Elementary also communicates daily behavior results home using a class folder that documents the student's behavior for the day using a classroom behavior management system (moving their clip or documenting in Classroom Dojo). For students needing additional support, they are given a personal behavior plan which allows them to earn incentives for reaching his/her goals for the day or week. The counselor provides guidance lessons once a six weeks for all classes.

Hamshire-Fannett Elementary is a Capturing Kids Heart Campus for the 2024-25 school year. Students will be supported with the Leadworthy Character Lessons for growth in social emotional learning.

School Processes & Programs Strengths

Hamshire-Fannett Elementary PRIDE behavior program, scheduled intervention, and common planning times in our master schedule have positively impacted our growth academically and behaviorally. Social emotional learning will be through Capturing Kids Hearts and through guidance lessons delivered by the counselor.

Perceptions

Perceptions Summary

HFE works to create a warm welcoming learning environment for all students, staff, and community members. HFE has worked hard to improve communication through social media (Zoom, Google Meet, Facebook, Remind, and Blackboard) to reach as many community members. Parents and family members are invited to campus to each lunch with their students. HFE partners with the PTA to offer many family engagement opportunities. Volunteers are encouraged at school to help in many ways. HFE staff is comprised of many "hometown" (Teachers who attended HF) teachers, veteran teachers and novice teachers.

Perceptions Strengths

Hamshire-Fannett Elementary builds a positive culture/environment for staff, students, and the community. Having an open campus for parents and family to eat lunch with their students contributes to a positive perception of school. Parents and family are invited to awards programs and to eat for Grandparents Day, Thanksgiving and Christmas. Parents also were invited to parties throughout the year. Staff has been recognized for their longevity to Hamshire Fannett Elementary. PTA honors the "STAR" Teacher of the month.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increased rate of turnover among staff **Root Cause:** Compensation package, better employment opportunities elsewhere, homeschool shift

Priority Problem Statements

Problem Statement 1: Increased rate of turnover among staff

Root Cause 1: Compensation package, better employment opportunities elsewhere, homeschool shift

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Third Grade Math scores dropped from 86 to 83 on Approaches, improved from 50 to 53 on Meets, and remained 20 to 20 on Masters.

Root Cause 2: The test was different. There were different question types the students were not familiar with.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: HFE is near capacity and we have little room for growth.

Root Cause 3: Our community is growing. We have a high rated campus and a reputation in the area as one of the best elementaries to attend.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett Elementary campus will maintain our ratings of "A".

Performance Objective 1: Hamshire-Fannett Elementary percent of 3rd graders that score meets grade level or above on the 2024-2025 STAAR Reading will score 65% or above.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Reviews			
Strategy 1: Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method Use Assessments (Circle, MClass, Texas Primary Reading Inventory, Developmental Reading Assessment, and Common Formative Assessments) to identify strengths and weaknesses to adapt instruction to meet the needs of the students Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards Utilize Learning Aly, Edmentum (Reading Eggs), Renaissance, and IXL to assist students not meeting standards and for those students that are meeting standards to extend their learning Strategy's Expected Result/Impact: The above strategies are expected to improve student learning using the Professional Learning Communities Process by answering the following questions: What do we want students to learn? (Essential Standards) How do we know the students learned it? (Assessments) How do we respond if the students didn't learn it? (Multi-Tiered Support System, and IXL) How do we respond if the students already know it? (Multi-Tiered Support System, and IXL) Staff Responsible for Monitoring: HFE Teachers HFE Administration Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I, Part A Improving Basic Program - \$10,354	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett Elementary campus will maintain our ratings of "A".

Performance Objective 2: Hamshire-Fannett Elementary percent of 3rd graders that score meets grade level or above on the 2024-2025 STAAR Math will score 58% or above.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Math Assessment

Strategy 1 Details		Reviews			
Strategy 1: Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method Use Assessments (Circle, MyClass, Texas Primary Reading Inventory, I-Station, and Common Formative Assessments) to identify strengths and weaknesses to adapt instruction to meet the needs of the students Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards Purchased Explore Learning (Reflex Math) and IXL to assist students not meeting standards and for those students that are meeting standards to extend their learning Strategy's Expected Result/Impact: The above strategies are expected to improve student learning using the Professional Learning Communities Process by answering the following questions: What do we want students to learn? (Essential Standards) How do we know the students learned it? (Assessments) How do we respond if the students didn't learn it? (Multi-Tiered Support System and IXL) How do we respond if the students already know it? (Multi-Tiered Support System and IXL) Staff Responsible for Monitoring: HFE Teachers HFE Administration Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I, Part A Improving Basic Program - \$3,295		Formative			Summative
		Oct	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗





Discontinue

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett Elementary campus will maintain our ratings of "A".

Performance Objective 3: Hamshire-Fannett Elementary increase program options that develop the strength, needs, and interest of students served in special programs.

Evaluation Data Sources: 3-4 week Common Formative Assessments, STAAR test, I-station, Eduphoria, three-week progress reports, 6-week report cards





Strategy 1 Details	Reviews			
Strategy 1: Disaggregate special education data using Eduphoria and CFA's focusing on objective weaknesses below 70%. Strategy's Expected Result/Impact: Teachers identify low scoring standards and implement interventions to improve learning. Staff Responsible for Monitoring: Campus Teacher Campus Administration Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor strategies to promote continuous improvement for students receiving services in Special Education and 504. Strategy's Expected Result/Impact: Increase the percentage scored on Common Formative Assessments and STAAR Assessments Staff Responsible for Monitoring: Campus Teachers Campus Paraprofessionals Campus Administration	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorials/Intervention/Summer Programs-Accelerated instructional time focusing on re-teaching to assist students with mastering TEKS and daily lessons during the school year and summer school. Strategy's Expected Result/Impact: Increase the percentage scored on Common Formative Assessments and STAAR Assessments, and mastery of TEKS. Staff Responsible for Monitoring: Campus Teachers Campus Paraprofessionals Campus Administration Title I: 2.4, 2.6 - Results Driven Accountability Funding Sources: - 199 - State Compensatory Ed (SCE): State, - 211 - Title I, Part A Improving Basic Program - \$196,724	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue vertical/horizontal teaming/planning to align, write, extend, and revise TEKS lessons - based on Formal/Informal Assessments. Strategy's Expected Result/Impact: Improve lessons and differentiation to increase student learning Staff Responsible for Monitoring: Campus Teachers Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize school counselor to help homeless students transition and cope with school and master TEKS and daily lessons during the school year and summer Strategy's Expected Result/Impact: Increase the percentage scored on Common Formative Assessments and STAAR Assessments, and mastery of TEKS. Staff Responsible for Monitoring: Counselor Administration Teachers Funding Sources: - 199 - State Compensatory Ed (SCE): State - \$6,254	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett Elementary campus will maintain our ratings of "A".

Performance Objective 4: Hamshire-Fannett Elementary will end the year with a 95% percentage rate for the attendance rate 2024-2025 school year.

Evaluation Data Sources: TAPR, State Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Increase parent/guardian involvement and communication by having parent/teacher and administrator conferences with those parents whose children are at risk or chronically absents. Strategy's Expected Result/Impact: Improve attendance on campus Staff Responsible for Monitoring: Campus Teachers Campus Administration Campus Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Acknowledge students with perfect attendance with an incentive every six weeks, first and second semester, and for the entire year. Strategy's Expected Result/Impact: Improve attendance on campus Staff Responsible for Monitoring: Campus Teachers Campus Administration Campus Counselor Funding Sources: - 461 - Campus Activity Fund - \$750, - 199 - General Fund: Local - \$2,250	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement interventions required by the State of Texas Compulsory Attendance Law regarding Truancy. Strategy's Expected Result/Impact: Improve attendance on campus Staff Responsible for Monitoring: Campus Administration Campus Counselor	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Goal 2: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff.

Performance Objective 1: Hamshire-Fannett Elementary will train 100% of the staff on EOP procedures and processes each school year.

Evaluation Data Sources: Sign-in sheets and certificates

Strategy 1 Details	Reviews			
Strategy 1: Increase knowledge of Campus Crisis Management Plan/Emergency Operation Plan by having safety drills each month utilizing RAPTOR. Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue training and communication with staff and students on Response Standard Protocols. Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Participate in active shooting training at the campus. Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase awareness of visitors on campus by providing visitor passes to adults who come on campus. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Coordinate with local and district emergency personnel during practice drills throughout the year to establish aligned protocols. Strategy's Expected Result/Impact: Align protocols between local and district emergency protocols Staff Responsible for Monitoring: Campus Administration Counselor	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: LEADERSHIP: Hamshire-Fannett ISD will establish a positive district culture.

Performance Objective 1: Hamshire-Fannett Elementary will increase email and electronic communications to parents, staff, and community members concerning school events, grading periods, positive notifications, and all pertinent information. HFE will utilize the district communications director to increase positive district culture by keeping him informed of all events and activities on campus

Evaluation Data Sources: Number of parents receiving information from the campus using technology devices and apps

Strategy 1 Details	Reviews			
Strategy 1: Use elementary technology to list the school calendar, special events, and other important information for parents/guardians. Strategy's Expected Result/Impact: Campus Website Marquee Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue posting to Facebook to improve communication between Hamshire-Fannett Elementary and home. Strategy's Expected Result/Impact: Number of parents/guardians followers and comments on posts. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue using SeeSaw and Dojo to communicate with parents and guardians regarding students. Strategy's Expected Result/Impact: Teachers will report to administration if they are using an app in class to communicate with parents. Staff Responsible for Monitoring: Campus Administration Grade Level Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hamshire-Fannett Elementary will develop a parent involvement policy, conduct parent conferences, and hold the Title I Annual Meeting. Strategy's Expected Result/Impact: Meet the expectations documented in our Title I Parent Compact and Parent Involvement Policy Staff Responsible for Monitoring: Campus Staff Title I: 2.6, 4.1, 4.2	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: LEADERSHIP: Hamshire-Fannett ISD will establish a positive district culture.

Performance Objective 2: Hamshire-Fannett Elementary will reduce the turnover rate among staff.

Evaluation Data Sources: Staff Turnover

Strategy 1 Details	Reviews			
Strategy 1: Make staff feel appreciated and valued by giving hand written notes in appreciation for a job well done, end of year questionnaire for input on how to improve morale. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a supportive atmosphere for employees by giving them input on Staff development and curriculum decisions. Strategy's Expected Result/Impact: Reduce staff turn over Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: LEADERSHIP: Hamshire-Fannett ISD will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 1: Hamshire-Fannett Elementary will have a UIL team participate in every UIL category that is offered at the elementary level, with each team having max participants.

Evaluation Data Sources: Members of UIL academic teams

Strategy 1 Details	Reviews			
Strategy 1: Request that all teachers advocate for the program and encourage students to try out to participate for Academic UIL. Strategy's Expected Result/Impact: Number of students trying out for Academic UIL Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send fliers home informing parents/guardians the benefits of participating in Academic UIL activities. Strategy's Expected Result/Impact: Communication Binder Staff Responsible for Monitoring: Campus Administration Counselor All Teachers	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Campus Funding Summary

199 - General Fund: Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$2,250.00
Sub-Total					\$2,250.00
199 - State Compensatory Ed (SCE): State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	3	5			\$6,254.00
Sub-Total					\$6,254.00
211 - Title I, Part A Improving Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,354.00
1	2	1			\$3,295.00
1	3	3			\$196,724.00
Sub-Total					\$210,373.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$750.00
Sub-Total					\$750.00