Sheldon Independent School District

KASE Academy

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 19, 2021
Public Presentation Date: October 19, 2021

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Comprehensive Needs Assessment

Revised/Approved: April 27, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

KASE is on of eleven campus in Sheldon ISD. KASE opened its doors in 2005 and serves an almost 100% at risk population. KASE serves approximately 175 students each year in grades 10-12 and graduates close to 100 students annually. KASE operates under the Optional Flexible School Day Program. We offer students the flexibility to attend one of two four hour sessions daily. Our instruction is facilitated through Edgenuity, which is an online learning platform.

The student population at KASE is 14% African American, 57% Hispanic, 7% White, 50% Male, 50% Female with a low socioeconomic status of 64%. The staff population is 75% African American and 25% White, 100% female with an average of 21 years of service.

The overall mobility rate for the campus is approximately 80% with a dropout rate and a dropout rate of 14.6%.

KASE serves around 20 EL students, 5 Gifted and Talented students, 5 students identified for 504 services, and 10 students served by special education services.

Starting in the 2019-2020 school year we will have adult students serve in the role of parents on our SDMC due to the nature of students who we serve on our campus.

The campus site based team convened on ___4/27/2021_____ to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The site-based team consisted of the following:

Name	Position
John McGee	Principal
Alison Brusch	Classroom Teacher
Allison Spooner	Classroom Teacher
Jennifer Aubespin	Classroom Teacher
Mary Lewis	Classroom Teacher
	Parent
	Parent
	Business Partner

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, campuses with 25 or more students enrolled with a home language

other than English and Spanish will be required to provide communication in that language.

The campus improvement plan and parent and family engagement policy are available on campus in the front office, the campus library, the foyer of the Ney Administration building, and at the local community library.

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To produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the focal point of our work for the 2021-2022 school year:

1. Provide support to teachers and staff in order to improve student outcomes.

2. Improve the approach of intervention instruction where teachers differentiate content, process, products, and/or the learning environment for all students.

3. Continue the use of Best Practices in order to improve student outcomes.

4. Identify and implement evidence-based strategies to address the needs of EL students as it relates to language acquisition.

5. Improve fiscal management as it relates to federal and state funds to support the needs of all students especially struggling students and those identified as at-risk.

6. Implement strategies to improve and increase parent engagement.

7. Review safe and secure assessment data to create a more safe and secure environment for all staff and students.

Demographics

Demographics Summary

Student Enrollment

Year	Enrollment
2014	40
2015	74
2016	86
2017	95
2018	108
2019	70
2020	90
2021	86

Student Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	57%	68%
American Indian	0%	.1%
Asian	0%	.5%
African American	36%	27%
Native Hawaiian	0%	0%
White	5%	3%
Two or More	2%	1%

Student Longitudinal Demographics by Ethnicity

Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021
Hispanic	68%	58%	70%	63%	56%	59%	63%	57%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%	0%	0%

Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021
African American	18%	27%	12%	22%	30%	34%	26%	36%
Native Hawaiian	0%	0%	0%	0%	0%	0%	0%	0%
White	15%	12%	16%	14%	13%	7%	4%	5%
Two or More Races	0%	3%	2%	0%	0%	0%	3%	2%

Student Demographics by Gender

Gender	Campus	District	State
F	41%	49%	49%
M	59%	51%	51%

Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	5%	7%	9%
ELL	13%	21%	18%
Gifted & Talented	2%	6%	8%
Section 504	5%	3%	
Economically Disadvantaged	62%	75%	59%

Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
African American	44%	34%	10%
Hispanic	0%	25%	26%
White	34%	38%	61%
American Indian	0%	0%	0%
Asian	0%	1%	2%
Pacific Islander	23%	0%	0%
Two or More	0%	1%	1%

Staff Demographics by Gender

Gender	Campus	District	State
F	79%	76%	76%
M	21%	24%	24%

Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning	0%	11%	8%
1-5	34%	36%	27%
6-10	21%	26%	22%
11-20	0%	21%	27%
Over 20	45%	6%	16%

Demographics Strengths

We have a wealth of staff member experience to serve our students.

We are nearly at the state and campus average for male staff members.

Our African American staff numbers are higher than the state average.

Our EL students performed much better on STAAR this year than in past years.

We graduated a larger percentage of the students from the 2021 cohort than we have any other cohort.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL students have historically struggled to pass the ELA I and II STAAR exams. **Root Cause:** It is difficult to acquire language and content skills in the short amount of time that most of our EL students are enrolled in US schools.

Problem Statement 2: Despite having our highest graduation ever, we graduated fewer students this year than in the past few years. **Root Cause:** The Covid pandemic was part of the cause, but as KHS offers more options to students and keeps more students on track to graduate on time, KASE will need to provide students with options that are not available at Sheldon's traditional high school.

Student Learning

Student Learning Summary

Grade Level/Subject: ___Algebra 1 _____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male				
Female	0%	100%	0%	0%
Hispanic				
American Indian				
Asian				
African American	0%	100%	0%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Disadvantaged	0%	100%	0%	0%
LEP				
Bilingual				
ESL				
Special Education				
Gifted & Talented				

Grade Level/Subject: _____ELA 1_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	60%	40%	10%	0%
Female	66%	33%	33%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Hispanic	72%	27%	18%	0%
American Indian				
Asian				
African American	67%	33%	0%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	63%	38%	13%	0%
LEP	75%	25%	0%	0%
Bilingual				
ESL				
Special Education				
Gifted & Talented				

Grade Level/Subject: ___ELA 2_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	59%	41%	18%	0%
Female	50%	50%	20%	0%
Hispanic	65%	35%	18%	0%
American Indian				
Asian				
African American	50%	50%	13%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	50%	50%	17%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
LEP	58%	42%	17%	0%
Bilingual				
ESL	58%	42%	17%	0%
Special Education				
Gifted & Talented				

Grade Level/Subject: _____Biology_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	60%	40%	20%	0%
Female	50%	50%	0%	20%
Hispanic	60%	40%	0%	0%
American Indian				
Asian				
African American	50%	50%	20%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	50%	50%	0%	0%
LEP	50%	50%	0%	0%
Bilingual				
ESL	50%	50%	0%	0%
Special Education	100%	0%	0%	0%
Gifted & Talented				

Grade Level/Subject: _____US History_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	22%	78%	49%	22%
Female	16%	89%	28%	0%
Hispanic	15%	75%	55%	15%
American Indian				
Asian				
African American	19%	81%	19%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	15%	85%	41%	7%
LEP	0%	100%	60%	0%
Bilingual				
ESL	0%	100%	60%	0%
Special Education	0%	100%	0%	0%
Gifted & Talented				

Student Learning Strengths

- Our EL pass rate on ELA was greatly improved
- US History continued to be our highest number of Meets and Mastered

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our retest pass rates are close to the state levels but we still have students who are unable to graduate due to failing STAAR scores. **Root Cause:** Students come to KASE without the necessary skills to be successful an the STAAR exams.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Edgenuity is utilized for all initial instruction as well as credit recovery. Edgenuity courses are fully aligned to the TEKS in each subject area.

Students must display mastery of the content by passing a quiz at the end of each instructional lesson. At the end of each semester course students are required to display mastery by passing a cumulative exam.

Teachers develop specific curriculum based on individual student needs for STAAR remediation.

Teachers utilize data from prior STAAR assessments as well as formative and summative assessments to judge mastery of the material that is covered during remediation.

School Context and Organization

Communication

There is only one level of administration so all communication flows directly from the principal to the teachers. Goals and objectives are communicated on a one to one basis in an ongoing manner. Teachers have constant access to the principal through formal and informal meeting times. Teachers have direct input on campus planning through site based decision making meetings as well as annual leadership meetings.

Assessment

Edgenuity courses have assessments embedded in them to ensure student mastery. Tutorial teachers are asked to provide ongoing assessment to show mastery of STAAR specific material as they work through areas of student weaknesses. State and district interim assessments are utilized during the STAAR preparation process.

Technology

We operate on a one to one student to computer ratio. Our students work through their coursework on their device at their own pace. We utilize Google apps for education in order to facilitate tutorials as well as student progress tracking.

School Processes & Programs Strengths

Instructional Strengths

Edgenuity and STAAR tutorials allow our students to work at their own pace and focus on just the courses and topics in areas that they have needs.

Other Strengths

Having a one to one students to computer ratio allows us to truly personalize each student's path to graduation.

Our small learning environment and flexible schedule allows students the flexibility that they need in order to take care of the other things in their lives.

Perceptions

Perceptions Summary

Family and Community Engagement

When each student enters KASE and twice a year during parent meeting day we have a discussion with parents and students about their progress toward graduation and give strategies to that will lead to success.

Parents have access to see student progress on Edgenuity courses through the parent portal of the learning system.

Patents can sign up to have weekly emails sent from Edgenuity to inform them of the progress their students make weekly.

When students are not making adequate progress teachers make contact with parents.

We send progress reports home each week outlining progress and attendance.

We call home each day that students are absent.

Students have access to their personal graduation plan through Google Drive.

School Culture and Climate

We work each day to ensure success for all students.

Perceptions Strengths

Staff Survey

The 2020-2021 staff survey revealed that teachers feel good about the campus leadership but there are some issues with relationships between teachers.

The perception from one teacher is that we may not be challenging students as much as we could be.

Student Survey

For the most part, students felt that they learned more from the KASE instructional format than they did at a comprehensive high school.

Students felt that the campus staff cared about their success.

The area of concern was respect for each other among the student population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a perception from students who do not attend KASE that we are the lesser of two options for graduation in Sheldon ISD. **Root Cause:** We have been the school of last choice when students were too far behind to graduate at the comprehensive high school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- 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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 19, 2021

Goal 1: KASE will maximize learning for all.

Performance Goal: By June 2022, KASE will increase the overall STAAR component score from 8 to 18 by increasing the number of students who achieve meets and masters.

Performance Objective 1: 80% of KASE students will successfully complete College Prep Math and English by June of 2022 in order to demonstrate college readiness in English and Math.

Targeted or ESF High Priority

Evaluation Data Sources: 2021-2022 course completion records.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and monitor procedures to ensure that all students are properly assigned English and Math courses in Edgenuity. **Strategy's Expected Result/Impact:** Improve CCMR rating to 95. **Staff Responsible for Monitoring:** Teacher Counselor Principal **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

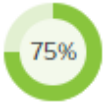
Goal 1: KASE will maximize learning for all.

Performance Goal: By June 2022, KASE will increase the overall STAAR component score from 8 to 18 by increasing the number of students who achieve meets and masters.

Performance Objective 2: EL Reading

By June of 2022, 20% of EL students will score approaches or better on the ELA I and ELA II STAAR exams.

Evaluation Data Sources: ELA STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement specific ELA tutorials to EL students. **Strategy's Expected Result/Impact:** Improved ELA STAAR scores **Staff Responsible for Monitoring:** Staff Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KASE will maximize learning for all.

Performance Goal: By June 2022, KASE will increase the overall STAAR component score from 8 to 18 by increasing the number of students who achieve meets and masters.

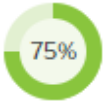
Performance Objective 3: At the end of the 201-2022 school year, the raw score for STAAR performance will increase to at least 30.

Evaluation Data Sources: STAAR scores and interim assessment data.

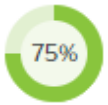
Summative Evaluation: Met Objective

Next Year's Recommendation: Increase the raw score to 33

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with district the curriculum coordinators to create TEKS aligned interim assessments for Science, and Social Studies, and utilize the ETS assessments for ELA and Math. **Strategy's Expected Result/Impact:** Interim assessment protocol will be established. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish tutorial protocol that involves student ownership of data and instruction in all STAAR tested subjects. **Strategy's Expected Result/Impact:** Establish an interactive tutorial program **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Administer interim assessments. **Strategy's Expected Result/Impact:** 100% participation rate **Staff Responsible for Monitoring:** Curriculum Coordinators, Campus Testing Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Analyze ongoing student data to ensure that growth is taking place for each student. **Strategy's Expected Result/Impact:** Increase in STAAR performance, Increase Attendance, Increase Graduation Rate **Staff Responsible for Monitoring:** Teachers and Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KASE will maximize learning for all.

Performance Goal: By June 2022, KASE will increase the overall STAAR component score from 8 to 18 by increasing the number of students who achieve meets and masters.

Performance Objective 4: Research, develop, and implement strategies to offer students with training and certification options that will allow 20% of KASE students to leave KASE with a certification and the ability to acquire gainful employment by June of 2022.

Evaluation Data Sources: Certification numbers

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify certification options that can be offered to students that meet our time and staffing constraints. **Strategy's Expected Result/Impact:** A list of available certifications and training will be developed by October of 2021. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase resources to support career training and skills acquisition and have these resources available for students by January 2022. **Strategy's Expected Result/Impact:** 20% of KASE students will leave with some sort of certification or specific job-related training. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Technology 1	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: KASE will attract, develop, and maintain highly effective staff.

Performance Objective 1: By June of 2022, KASE will have lower than 15% turnover of staff.

Evaluation Data Sources: Staff resignations.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work with the district personnel department to identify and hire highly effective staff members. **Strategy's Expected Result/Impact:** Increased student performance and low staff turnover. **Staff Responsible for Monitoring:** Principal	N/A	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By June of 2022, KASE will maintain high staff morale. **Strategy's Expected Result/Impact:** Positive responses to all culture questions of staff survey. **Staff Responsible for Monitoring:** Principal	70%	85%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

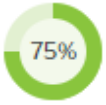
Goal 3: KASE will continue to build positive relationships with parents and community members.

Performance Objective 1: Staff members will document one parent contact a week for each student from week one through May of 2022 .

Evaluation Data Sources: Contact log documentation

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent contact information will be collected at the initial parent/student interview and maintained for accuracy. **Strategy's Expected Result/Impact:** Ongoing parent communication and involvement. **Staff Responsible for Monitoring:** Staff Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet with each student and their parents before they are admitted to KASE. **Strategy's Expected Result/Impact:** Initiate a positive relationship with parents. **Staff Responsible for Monitoring:** Counselor Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 1: Design, implement, and refine classroom routines and procedures that are the same in 100% of the classrooms by January of 2022.

Evaluation Data Sources: Routine and procedures documents
Classroom walkthrough data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the implementation and consistent enforcement of classroom procedures. This will assist in helping students adjust to the new environment. **Strategy's Expected Result/Impact:** All classrooms follow the same procedures. **Staff Responsible for Monitoring:** Principal	55%	70%	90%	

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 2: Refine the system which integrates PBIS and mentoring to maintain a positive campus culture, which will be evident in student survey results collected by May of 2022.

Evaluation Data Sources: Student survey results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop teacher schedules which allow time during the school day for personalized student support. **Strategy's Expected Result/Impact:** Establish an effective mentoring program **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy**	60%	70%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Refine student goal setting practices to ensure that all students can articulate specific short and long term goals. **Strategy's Expected Result/Impact:** Establish student goal setting and data tracking protocol. **Staff Responsible for Monitoring:** KASE teachers, students, and supplies **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy**	60%	70%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement and follow through with PBIS strategies to increase attendance rates for all students. **Strategy's Expected Result/Impact:** Implement practices and procedures to incentivize regular attendance **Staff Responsible for Monitoring:** PBIS committee **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	60%	70%	45%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 3: KASE will refine and sustain the use of metal detector searches to ensure that safety within the campus.

Evaluation Data Sources: Campus procedure documents
Campus discipline reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design and implement search procedures that result in zero reports of prohibited items on campus through May of 2022. **Strategy's Expected Result/Impact:** Zero incidents of prohibited items on campus. **Staff Responsible for Monitoring:** Principal	70%	75%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

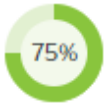
Goal 5: KASE will maintain and monitor systems to ensure financial accountability.

Performance Objective 1: By March 2022, 90% of the campus budget will be spent or encumbered to address the needs of the students and aligned to the campus goals.

Evaluation Data Sources: District budget reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allocate funds for instructional resources, materials, and instructional tools to aid in instructional strategies. **Strategy's Expected Result/Impact:** Resources and supplies are in place **Staff Responsible for Monitoring:** Principal Office Manager **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet with principal's secretary monthly to review budget reports. **Strategy's Expected Result/Impact:** Campus fiscal needs are met. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue