Sheldon Independent School District

KASE Academy

2020-2021 Campus Improvement Plan

Board Approval Date: November 17, 2020
Public Presentation Date: November 17, 2020

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Comprehensive Needs Assessment

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. Six years ago KASE graduated 42 student, this year we graduated 125 students, which is an increase of 297%. 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 ___5/26/2020_____ 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 2019-2020 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

Demographic Data

1. Student Enrollment

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

2. Student Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	63%	71%
American Indian	0%	0%
Asian	0%	0%
African American	26%	21%
Native Hawaiian	0%	0%
White	4%	7%
Two or More	3%	1%

3. Student Longitudinal Demographics by Ethnicity

Ethnicity	2014	2015	2016	2017	2018	2019	2020
Hispanic	68%	58%	70%	63%	56%	59%	63%
American Indian	0%	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%	0%
African American	18%	27%	12%	22%	30%	34%	26%
Native Hawaiian	0%	0%	0%	0%	0%	0%	0%
White	15%	12%	16%	14%	13%	7%	4%
Two or More Races	0%	3%	2%	0%	0%	0%	3%

4. Student Demographics by Gender

Gender	Campus	District	State
F	38%	49%	49%
M	61%	51%	51%

5. Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	7%	7%	9%
ELL	16%	27%	18%
Gifted & Talented	3%	5%	8%
Section 504	7%	2%	
Economically Disadvantaged	70%	82%	59%

6. 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%

7. Staff Demographics by Gender

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

8. 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%

Years of Experience	Campus	District	State
Over 20	45%	6%	16%

Demographics Strengths

Demographics Strengths

- Our African American staff numbers are higher than the state average.
- We have an EL Instructional Aide to focus on the ELL students.
- We have an abundance of staff experience.
- Historically, males drop out at a higher rate, so we are most likely properly identifying students.
- The program is serving more students
- We have increased dual credit enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1: The KASE student to teacher ratio is higher than the district and state ratio. **Root Cause:** Because of our two session schedule we are able to serve more students.

Problem Statement 2: We are starting the year with fewer students. **Root Cause:** We don't have effective systems in place to identify and recruit students.

Student Learning

Student Learning Summary

Student Achievement Summary

STAAR Results: Data is Fall retest data only due to Covid closure

Grade Level/Subject: ___Algebra 1 _____

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

Grade Level/Subject: _____ELA 1_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	57%	43%	14%	0%
Female	58%	42%	25%	0%
Hispanic	50%	50%	21%	0%
American Indian				
Asian				
African American	75%	25%	13%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	54%	46%	19%	0%
LEP	78%	22%	0%	0%
Bilingual				
ESL				
Special Education				
Gifted & Talented				

Grade Level/Subject: ___ELA 2_____

Grade Level/Subject: _____Biology_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	29%	71%	29%	0%
Female	40%	60%	20%	20%
Hispanic	44%	56%	22%	0%
American Indian				
Asian				
African American	0%	100%	33%	33%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	44%	56%	22%	11%
LEP	60%	40%	40%	0%
Bilingual				
ESL	60%	40%	40%	0%
Special Education	100%	0%	0%	0%
Gifted & Talented				

Grade Level/Subject: _____US History_____

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	40%	60%	20%	20%
Female	22%	78%	44%	11%
Hispanic	33%	67%	20%	13%
American Indian				
Asian				
African American	25%	75%	75%	25%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	23%	77%	23%	15%
LEP	60%	40%	0%	0%
Bilingual				
ESL	60%	40%	0%	0%
Special Education	100%	0%	0%	0%
Gifted & Talented				

Student Learning Strengths

- Biology - We had 3 Meets and one Masters
- US History - 32% Meets and 16% Masters
- There was marked improvement in our ELA I scores this year.

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 2019-2020 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 (Prioritized): The 2019-2020 parent and community survey yielded only 2 survey responses. **Root Cause:** Our students are older and parents have proven to be less involved.

Priority Problem Statements

Problem Statement 2: The 2019-2020 parent and community survey yielded only 2 survey responses.

Root Cause 2: Our students are older and parents have proven to be less involved.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- 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 (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 released test questions
- 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

- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- T-PESS 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

Goal 1: KASE will maximize learning for all.

Performance Objective 1: Secondary Math

80% of KASE students will successfully complete College Prep Math and English by June of 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020-2021 course completion records.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to refine these practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and monitor procedures to ensure that all students are properly assigned math courses in Edgenuity. **Strategy's Expected Result/Impact:** Improve CCMR rating to 95. **Staff Responsible for Monitoring:** Teacher Counselor Principal **Comprehensive Support Strategy** **Funding Sources:** - 199-General funds - $2,000	40%	70%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: KASE will maximize learning for all.

Performance Objective 2: EL Reading

By June of 2021, 50% of students who are assessed by TELPAS will improve their reading score.

Evaluation Data Sources: TELPAS reading results

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue strategies

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the implementation of targeted vocabulary and reading support. **Strategy's Expected Result/Impact:** Improved reading levels on TELPAS **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 Objective 3: At the end of the 2020-2021 school year the raw score for STAAR performance will increase to at least 34.

Evaluation Data Sources: STAAR scores and interim assessment data.

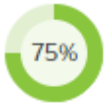
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue and refine current strategies.

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** **Funding Sources:** District Technology - 199-State Comp. Ed.	50%	50%	50%	

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**	80%	90%	90%	

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**	40%	70%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Analyze attendance and PBIS data. **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 2: KASE will attract, develop, and maintain highly effective staff.

Performance Objective 1: By June of 2021, KASE will have lower than 15% turnover of staff.

Evaluation Data Sources: Staff resignations.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue current practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work with the district personnel department to identify and hire teachers who mirror our student demographics. **Strategy's Expected Result/Impact:** Staff demographics more closely mirror student demographics. **Staff Responsible for Monitoring:** Principal	N/A	N/A	N/A	

 No Progress  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 .

Evaluation Data Sources: Event sign in sheets.

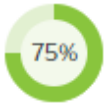
Summative Evaluation: Met Objective

Next Year's Recommendation: Look at setting other parent participation goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase written and oral communication with parents about the survey. **Strategy's Expected Result/Impact:** Increased survey responses **Staff Responsible for Monitoring:** Staff Principal **Funding Sources:** - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold an open house type event in order to get parents to the campus and have them complete the survey during the event. **Strategy's Expected Result/Impact:** Increased number of survey responses. **Staff Responsible for Monitoring:** Staff Principal **Funding Sources:** - 199-General funds - $1,000	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold parent meetings to provide information about college application and financial aide. **Strategy's Expected Result/Impact:** Increased parent involvement and increased number of students transitioning to college. **Staff Responsible for Monitoring:** Principal, Teachers, College and Career Counselor. **Schoolwide and Targeted Assistance Title I Elements:** 3.1	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Research and develop effective methods of communication with all parents. **Strategy's Expected Result/Impact:** Increased parent participation in events. **Staff Responsible for Monitoring:** Counselor Principal Teachers				

 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 2021.

Evaluation Data Sources: Routine and procedures documents
Classroom walkthrough data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We need to consider remote learning procedures.

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				

 No Progress  Accomplished  Continue/Modify  Discontinue

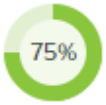
Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 2: Refine the system which integrates PBIS and mentorships to increase the federal graduation rate from 74% to 77% by June of 2021.

Evaluation Data Sources: Federal accountability reports, and district generated reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Adapt the mentor procedures to function in remote or classroom settings.

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**				

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**				

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	N/A	N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monitor and adjust mentor and goal setting and tracking processes. **Strategy's Expected Result/Impact:** Increase rate of course completion to no less than an average of one semester credit per student each two week period. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Analyze tutorial protocol results and adjust accordingly for the 2021-2022 school year. **Strategy's Expected Result/Impact:** Increase in STAAR performance, Increase Attendance, Increase Graduation Rate **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy**	N/A	N/A		

 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: No progress made toward meeting Objective

Next Year's Recommendation: Continue current practices

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design and implement search procedures. **Strategy's Expected Result/Impact:** Zero incidents of prohibited items on campus. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

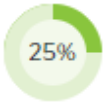
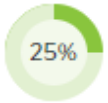
Goal 5: KASE will maintain and monitor systems to ensure financial accountability.

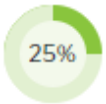
Performance Objective 1: By March 2021, 90% of the campus budget will be spent or encumbered to address the needs of the students and aligned to the campus goals.

Evaluation Data Sources: District budget reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current practices

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

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,000.00
3	1	1			$500.00
3	1	2			$1,000.00
				Sub-Total	$3,500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	District Technology		$0.00
				Sub-Total	$0.00