

South Texas Independent School District



South Texas ISD

**Rising Scholars
Academy**

GRADES 6-8 | SAN BENITO

South Texas ISD Rising Scholars Academy

2026-2027 Campus Improvement Plan

Mission Statement

Rising Scholars Academy paves the foundation for academic excellence and leadership via a rigorous and innovative curriculum enhanced by a nurturing system of support, community, and opportunity for all.

Vision

Rising Scholars Academy will cultivate a powerful learning environment that will inspire our students to impact their communities through stewardship and leadership.

Value Statement

Core Values:

Stewardship - We are entrusted and responsible for carrying out our school's mission and ensuring that student learning is our priority.

Teamwork - We work hand in hand to support one another and achieve our goals.

Results - We hold ourselves accountable for overcoming obstacles and achieving excellent results for all students.

Integrity - We act with honesty, respect, and responsibility

Community - We are unified by our shared vision, mission, commitments and culture.

Perseverance - We work hard and give 100% effort, never giving up on our goals.

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Comprehensive Needs Assessment

Demographics

Summary

We are Rising Scholars Academy! We are the youngest school in the South Texas Independent School District, and we opened our doors in 2015. We serve students from Cameron, Willacy and Hidalgo county, and our students come from public, charter and private schools. Our campus is located in San Benito.

2024 - 2025

Enrollment: 765 (3-25-25)

6th Grade: 221

7th Grade: 282

8th Grade: 262

Attendance: 97%

Ethnicity: Hispanic/Latino: 86.54%; American Indian/Alaskan Native: 0%; Asian: 4.60%; Black/African American: 0.99%; Native Hawaiian/Pacific Islander: 0%; White: 7.39%; Two or More: 0.49%

Economically Disadvantaged: 56.65%

Special Education: 4.93%

Section 504: 7.39%

Emergent Bilingual: 18.39%

Gifted & Talented: 16.58%

Strengths

Our diversity is our strength. Our students and families are invested in their education.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	We have seen an increase in special population of students that include SPED, Section 504, Gifted and Talented, and Emergent Bilinguals but we do not have a proper support system to meet their needs.	Only our ELA department is required to be ESL certified, only core is required to receive their GT hours. It would benefit for all teachers to be certified to better serve our students.
2	We do not have many parents or community members involved in school events or schoolwide decisions.	There is no active PTSO since COVID.
3 ★	Emergent Bilingual population has increased 6.43%	There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.
4 ★	Special Education population has significantly increased	More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

★ = Priority

Student Learning

Summary

Curriculum, Instruction, and Assessment

1-Data is used to update:

Used for District Curriculum Planning

Used for Dept Curriculum Planning

Interventions

- Dept & Team

Assessments:

- Scheduling
- Depth of Knowledge
- Improve teaching strategies

2-College:

- Inquiry Based Learning (PBL)

3- Process in place for Instructional Materials:

- Dept Needs Assessment- created by the department
- We would like to set up a specialized committee in special pop needs for purchasing
- ELs, SPED, 504s GT

Student Achievement

1-Eduphoria & TFAR- testing platforms must be screened in order to get effective data that is useful for lesson planning.(P.18)

2- There are several interventions in place for at-risk students, which improve their performance, however, we would like to provide services that can challenge our high performing students: Curriculum opportunities (P20)

- Health Science, Project Lead
- Innovative courses
- Increase differentiation
- Leadership opportunities

3- Intervention- (P 13-15)

- Create a campus bell that is able to allow for effective Intervention sessions
- AIME Enrich/Inter Improvements

Technology

1-Technology used for Assessments & Interv.

(P 18-30)

2- Being aligned with campus needs not with district. (Ex- We have repeated training for Nearpod, S3)

- Middle School Specialized Trainings
- High School Specialized Trainings

We need updated technology structures within campus. Student barriers- we need to emphasize responsible use of technology agreement/plan for students.

Assign Dept Technology Carts that can minimize issues.

3- Professional Development geared towards campus needs. (P 18-19)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a deficit in writing skills across the curriculum	Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.
2 ★	The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.	Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.
3 ★	Student mastery performance is consistently below 30% in STAAR Results.	Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.
4 ★	Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.	Special Education students do not perform at grade level due to their area of identified disability.
5 ★	Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.	Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

6

We have seen an increase in special population of students that include SPED, Section 504, Gifted and Talented, and Emergent Bilinguals but we do not have a proper support system to meet their needs.

Only our ELA department is required to be ESL certified, only core is required to receive their GT hours. It would benefit for all teachers to be certified to better serve our students.

7
★

Emergent Bilingual population has increased 6.43%


There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

8
★

Special Education population has significantly increased

More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.

Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.

2
★

There is a deficit in writing skills across the curriculum

Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

3
★

Student mastery performance is consistently below 30% in STAAR Results.

Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

4
★

Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.

Special Education students do not perform at grade level due to their area of identified disability.

5
★

Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.

Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

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There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

7



Special Education population has significantly increased

More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

Parent surveys and/or other feedback

Support Systems and Other Data

Communications data



Goals

Goal 1

We will develop plans to grow and expand the organizational infrastructure and programs to better serve the students and community of the tri-county area.

Performance Objective 1 High Priority

We will look at historical enrollment data since 2015 (founding) and look at trends including grade levels and residence.

Strategy 1

Ensure that programs meet the needs of all students - this will include after school programs, in school programs (AIME), and extracurricular activities.

Strategy's Expected Result/Impact: Programs will allow for stakeholders to gain a better understanding of offerings at the campus

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Demographics 3, 4 - Student Learning 7, 8 - School Processes & Programs 2

Funding Sources: Instructional Supplies 211 - Title I, Part A School Wide,

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

January

March

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Strategy 2

We will look at building to determine the maximum capacity of students and teachers

Strategy's Expected Result/Impact: student enrollment

Staff Responsible for Monitoring: Campus Leadership Team, Maintenance Supervisor

Problem Statements: Student Learning 5

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Emergent Bilingual population has increased 6.43%

There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

4

Special Education population has significantly increased

More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.

Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

7

Emergent Bilingual population has increased 6.43%

There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

8

Special Education population has significantly increased

More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Special Education population has significantly increased

More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

Goal 2

We will develop and implement an effective communication process to engage and inform all relevant parties involved in the education and well-being of students, ensuring clear and consistent flow of information.

Performance Objective 1 High Priority

Increase communication with stakeholders to keep them informed about campus events

Strategy 1

We will create a system of communication (chain of command) that will allow for easy accessibility for the school community to increase communication

Strategy's Expected Result/Impact: Communication efforts will aid and enhance the school community

Staff Responsible for Monitoring: Campus Leadership Team, Social Media/Webmaster, Teachers, Students

Problem Statements: Student Learning 5

Funding Sources: 211 - Title I, Part A School Wide, , 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Rising Scholars Academy will use all available methods of communication to increase communication and awareness of campus and district events and news (Remind, Parent Portal, Parent Newsletters, Website, Social Media, Remind, campus display screens, and Marquee)

Strategy's Expected Result/Impact: Increased communication as a campus; well informed stakeholders

Staff Responsible for Monitoring: Campus Leadership Team, Webmaster/Social Media

Problem Statements: Student Learning 5

Funding Sources: 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

RSA will offer comprehensive parent advisement sessions throughout the year to inform families of our programs, opportunities, and requirements

Strategy's Expected Result/Impact: Well informed stakeholders and school community regarding campus programming

Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Teachers

Problem Statements: Student Learning 5

Funding Sources: 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.

Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

Goal 3

We will enrich formative assessment practices to increase student engagement and achievement in all grade levels by implementing and refining a comprehensive formative assessment system through Professional Learning Communities (PLCs).

Performance Objective 1 High Priority

We will use data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Source: PLCs, student data

Strategy 1

Use Eduphoria for formative and summative assessments to support data driven decisions to support academic needs of students and implement supports for acceleration, intervention, mentoring, and enrichment.

Strategy's Expected Result/Impact: Meeting the academic needs of students; increase academic success

Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Teachers

Problem Statements: Student Learning 1, 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

During PLCs teachers will collaborate to develop lesson plans, common assessments, analyze data, model instructional strategies, and determine academic needs of students.

Strategy's Expected Result/Impact: Increased teacher collaboration, increased student engagement and scores

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Problem Statements: Student Learning 3

Funding Sources: 199 - English Language Learner, , 199 - General Fund, , 199 - Special Education, , 211 - Title I, Part A School Wide, , 244 - Career Technical Education,

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a deficit in writing skills across the curriculum	Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.
2	The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.	Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.
3	Student mastery performance is consistently below 30% in STAAR Results.	Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

Goal 4

We will enhance the comprehensive Social-Emotional Learning (SEL) program that addresses the needs of students in all grade levels and results in a measurable improvement in students' SEL competencies.

Performance Objective 1 High Priority

Develop the whole child cultivating the social and emotional skills

Strategy 1

Implement Social Emotional Learning (SEL) weekly during AIME

Strategy's Expected Result/Impact: Focus on SEL skills to increase the use of appropriate social skills

Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Teachers, Paraprofessionals

Problem Statements: Student Learning 5

Funding Sources: 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Provide responsive and proactive counseling services to meet the needs of our students social and emotional needs

Strategy's Expected Result/Impact: Students will be equipped to deal with various situations

Staff Responsible for Monitoring: Campus Leadership Team, Counselors

Problem Statements: Student Learning 5

Funding Sources: 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.

Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

Goal 5

We will implement a comprehensive and sustainable initiative to enhance student global readiness, ensuring that our students go to high school with the knowledge, skills, and perspectives necessary to thrive in an interconnected world.

Performance Objective 1

Expand collaborative learning models that integrate real world experiences to enhance instruction

Strategy 1

Build teacher capacity through the utilization of instructional rounds, coaching feedback protocols, and campus professional development

Strategy's Expected Result/Impact: increased student engagement, aligned curriculum, instruction and assessment.

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Rising Scholars Academy will provide instructional support through campus-led mini sessions focused on instructional methods through modeling best practices, Teach Like A Champion strategies, and Kagan.

Strategy's Expected Result/Impact: Increase teacher confidence, promote positive school culture, and reduce turnover rate.

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Rising Scholars Academy will promote the teacher development through quarterly instructional rounds, and the assignment of an experienced mentor to all new to campus teachers.

Strategy's Expected Result/Impact: Promote teacher development, and retention.

Staff Responsible for Monitoring: Campus Leadership Team

Funding Sources: 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Goal 6

We will elevate instructional excellence and student learning outcomes through a comprehensive, dynamic, and sustainable professional development program.

Performance Objective 1

Evaluate and implement changes to professional development to support staff

Strategy 1

Provide teachers with various professional development activities during Power Tuesday (PD days) and campus professional development days.

Strategy's Expected Result/Impact: attend and participate in professional development that supports learning

Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Teachers

Funding Sources: 199 - General Fund, , 211 - Title I, Part A School Wide,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Seek out customized campus based professional development and resources that support our teachers and students.

Strategy's Expected Result/Impact: Attend and participate professional development that supports learning outcomes

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Funding Sources: 199 - General Fund, , 211 - Title I, Part A School Wide,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Evaluate effectiveness of professional development plan and use results to drive future professional development

Strategy's Expected Result/Impact: Staff feedback

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Funding Sources: 211 - Title I, Part A School Wide, , 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 7

We will develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 1

Evaluate processes to support teacher recruitment, induction, and retention

Evaluation Data Source: Teacher turnover rate, exit interviews, staff surveys

Strategy 1

Rising Scholars Academy will provide a culture camp for all new teachers providing culture, expectations, campus procedures, and team building.

Strategy's Expected Result/Impact: Teacher onboarding, longevity

Staff Responsible for Monitoring: Campus Leadership Team

Funding Sources: 199 - General Fund,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Rising Scholars Academy will provide instructional support through campus-led mini sessions focused on instructional methods through modeling best practices, Teach Like A Champion strategies, and Kagan.

Strategy's Expected Result/Impact: Teacher longevity

Staff Responsible for Monitoring: Campus Leadership Team

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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June

Strategy 3

Rising Scholars Academy will promote the teacher development through quarterly instructional rounds, and the assignment of an experienced mentor to all new to campus teachers.

Strategy's Expected Result/Impact: teacher longevity

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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June



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	1	2		--	\$0.00
5	1	1		--	\$0.00
5	1	2		--	\$0.00
5	1	3		--	\$0.00
6	1	1		--	\$0.00
6	1	2		--	\$0.00
6	1	3		--	\$0.00
7	1	1		--	\$0.00
7	1	2		--	\$0.00
7	1	3		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$265,663.52
				+/- Difference	\$265,663.52

199 - State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$3,541.00
				+/- Difference	\$3,541.00

199 - Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$36,215.04
				+/- Difference	\$36,215.04

199 - English Language Learner

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$8,960.78
				+/- Difference	\$8,960.78

204 - Title IV, Part A Student Support and Academic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$3,496.31
				+/- Difference	\$3,496.31

211 - Title I, Part A School Wide

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	--	\$0.00
2	1	1		--	\$0.00
3	1	2		--	\$0.00
6	1	1		--	\$0.00
6	1	2		--	\$0.00
6	1	3		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$56,360.35
				+/- Difference	\$56,360.35

212 - Title I, Part C Migrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

224 - IDEA B, Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,544.65
+/- Difference					\$20,544.65

244 - Career Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,180.79
+/- Difference					\$1,180.79

255 - Title II, Part A Training

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,328.98
+/- Difference					\$11,328.98

350 - English Language Learner

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,553.01
+/- Difference					\$8,553.01

397 - Advanced Placement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<hr/>					
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

410 - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<hr/>					
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00