

Wylie Independent School District
Achieve Academy
2018-2019 Campus Improvement Plan



Mission Statement

The Achieve Academy, in partnership with Wylie ISD and the community, will provide every student individualized, high-quality academics and success skills to prepare them for positive and constructive lives.

Vision

To create a culture of accountability, where students experience academic success and are exposed to attributes in life that will lead to individual success.

Value Statement

At Achieve Academy we believe that:

Every student has the potential to be successful.

Every student deserves respect and the opportunity to learn and grow.

Our success is determined by our own efforts.

We can positively impact our community by serving others. Giving is more important than receiving.

We will help all students recognize their own strengths, value, and potential.

We will teach our students various methods to learn and solve problems.

We will model our values and beliefs through our own words and actions.

We will model a growth mindset for our students by continually learning and growing ourselves.

We celebrate our individual differences, because unique individual strengths make our team stronger as a whole.

Comprehensive Needs Assessment

Needs Assessment Overview

Our goal is to meet students where they are academically and nurture them to getting back at grade level (based on credits) or graduated. We have two main academic hurdles that prohibit student success; Math and English. We try and get as many students as possible to graduate on the Foundation High School Plan with an endorsement. Our counselor works with each student to formulate a graduation plan that meets his or her goals. If the student is in their fourth or more year of high school, and is behind in credits, most likely the focus will be to graduate with the Foundation High School Plan without an endorsement (22 credits in lieu of 26). We are laser focused on getting students to graduate with their cohort, if possible.

We would like to improve the number of students that Approaches or Meets Grade Level on the EOCs for English I. Our English II EOC scores improved significantly (62% Approaches, 27% Meets) with the strategies employed from last year. We have two teacher-led standalone classes, Creative Writing for Eng. I, and Technical Writing for Eng. II, which are geared toward reteach and remediation for those students that have not passed those EOC exams. These classes are a semester in length and will prepare the tester for a retest in the Fall. If the student is still not successful in passing their English EOC, they may be re-scheduled in the spring semester for further remediation so they can retest in the spring. In addition, an outside English tutor will be brought in to assist students in completing Edgenuity courses and comprehending reading and writing strategies.

Math comprehension is another significant need for our students. Our students need more one on one help with math as one unit builds on the next. We will address this issue with outside tutors.

Our students need structure and accountability. They need close supervision and direction in order to stay on task and complete the work. They need notebooks provided for each class so they can take notes and refer back during tests and quizzes. They need expectations placed upon them and processes in place to support those expectations. A significant amount of one on one, tutoring, and support in the classroom is needed. Our students need exposure to career opportunities through field trips and mentors.

Demographics

Demographics Summary

Achieve Academy serves Wylie ISD through three specific programs as follows:

Achieve Credit Recovery and Choice Program: alternative high school to meet student needs in credit recovery and accelerated instruction.

- Learners who have been retained one or more grades in high school.
- Learners who want to accelerate in their graduation plan.
- Over-age learners who have dropped out of school and are returning.
- Learners who are married, pregnant, and/or teen parents.
- Learners who have been in a residential placement facility, substance abuse treatment facility, et cetera.
- Learners with extenuating family or health circumstances necessitating an accelerated education.
- Learners with extenuating circumstances that put them at risk of not completing their high school education.
- No first-time freshmen are allowed into the program.

Disciplinary Alternative Education Placement: Students are served in this program for a specified number of days due to disciplinary infractions. This is a highly structured setting, with students having limited interaction and privileges and students earning progress toward their placement with appropriate behavior. The students in this program come and go frequently throughout the year on an ongoing basis.

Transition to Life: Students in this Special Education program are ages 18-22 and are learning job-ready skills to become productive citizens in the workforce. These students run their own business, Handmade Creations, in which they create stationary items for customers. This real-world learning opportunity gives them experience with budgeting, handling money, physical creation of the products, and marketing/promotion.

PEIMS data for Achieve Academy for 2017-2018 school year:

At-Risk: 100%

Special Education: 13%

ECD: 40%

For the 2017-2018 school year, Achieve Academy had a total of 176 students placed in DAEP.

Grade Levels	DAEP Students Served by Grade Level	
	Total # of Students	Percentage
Kinder-6th	22	13%
7th – 8th	38	22%
9th -12th	116	66%

Type of Placement	% of Students Served at DAEP
Discretionary	27%
Mandatory	73%

Student Mobility for this campus is extremely high due to several factors. First, the Choice program enrolls and withdraws on an ongoing basis throughout the year as students need credit recovery and as students graduate from the program. Secondly, DAEP students are temporarily placed on our campus for a period of time and then return to their home campus.

Student Subpopulations for 2017-2018 school year:

White: 49%

Black: 10%

Hispanic: 33%

Demographics Strengths

We have worked in a collaborative fashion with Wylie High and Wylie East High Schools to ensure that students that are recommended for placement in Choice High School meet the guidelines for placement. In addition, the process for placement has been solidified paving the way for a much more smooth for students to transition into an alternative educational environment.

This school year we have approximately 57% of our students in their fourth year or more of high school. These fourth year plus students tend to be more motivated to earn credits than younger students.

The Credit Recovery/Choice program has had to change to meet the needs of a larger, more diverse group of struggling learners. Very few students in the program are on track to graduate on time/early. Students in the program are largely struggling academically and/or behaviorally. We have found that students do better overall when they change classes periodically to experience different teachers, classmates, and relationship opportunities. This strategy tends to meet the needs of our diverse student population and learning styles. The master schedule enables for smaller groups of students with a content area teacher for instruction that is more direct and intervention oriented. We have a campus Interventionist that coordinates interventions for students. We have a leadership team that meets weekly to track student progress and determine intervention strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overwhelming majority of the student population at Achieve Academy is here a relatively short period of time. **Root Cause:** This is the nature of an alternative educational environment with discipline placements and credit recovery. (Comprehensive-TIP)

Student Academic Achievement

Student Academic Achievement Summary

For school year 2017-2018, Achieve Academy graduated 105 students. Fourth year plus students that were in jeopardy of not graduating were targeted for enhanced accelerated instruction. These students were pulled throughout the day and tutored, or received other interventions, to accelerate the learning process. Last school year, 121 total students (all grade levels) received intervention services. This year we will begin the intervention process the first week of school with tutoring beginning the second full week of school.

For school year 2017-2018, Biology had 9 students take the EOC test with 78% Approach Grade Level and 11% Meet Grade Level. US History had 51 students test with 92% Approaching Grade Level, 59% Meeting Grade Level, and 22% Mastering Grade Level. English I had 22 students testing, 27% Approaching Grade Level, and 9% Meeting Grade Level. English II had 45 students test with 62% Approaching Grade Level, and 27% Meeting Grade Level. Algebra I had 11 students test with 73% Approaching Grade Level and 9% Meeting Grade Level.

Student Academic Achievement Strengths

Our students experienced tremendous improvement with Eng. II EOC scores (increase 32%-Approaches- from 2016-2017), Alg. I EOC improved (increase of 52%-Approaches-from 2016-2017), US History (improved 6%-Approaches-from 2016-2017). We graduated 24 more students (105) than school year 2016-2017. Compared to previous years, students more than doubled the credits earned. Compared to other AEA institutions in the area, Achieve's EOC scores were significantly higher.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our students struggle in two main areas: math comprehension and writing critically. **Root Cause:** Most Achieve Academy students are not strong academically and these two areas are the most difficult to master.

School Processes & Programs

School Processes & Programs Summary

This will be the second year we have a campus Interventionist that coordinates interventions for students. The campus leadership team meets weekly to identify students in need of additional academic assistance. The Interventionist coordinates tutoring support for that student and tracks progress. Our two largest academic needs are math and English. We have outside tutors that provide math and English tutorials four hours per day, four days per week.

We hold students accountable for meeting academic and behavioral expectations. We assign consequences for students that are tardy to any period. We also have a lunch detention process giving administrators another consequence option which may be used in lieu of an ISS assignment. A significant change that was implemented last year was a major factor in student success; prohibiting the use of cell phones in class. If a student is using their cell phone, they will be required to turn it into the office.

Our Information Technology Dept. is investigating new software that will prohibit students from gaining unauthorized access to the internet on Chromebooks. While we feel we have prevented access by restricting websites, a software package would provide another layer of beneficial security. This software should allow teachers more time to assist students with their academics and eliminate the need to monitor internet usage.

This year our 7th and 8th grade DAEP students will be separated from the high school students in all academic environments (mainly lab time). This change should reduce disciplinary actions while in the DAEP lab and should facilitate a better learning environment for the younger DAEP students.

School Processes & Programs Strengths

Our strengths for processes and programs include: consistency in all school policies and procedures, not allowing cell phones in class, requiring students to be at school on time with consequences predetermined, enforcing dress code, encouraging note taking and providing notebooks for every student in every class, requiring teachers to be engaged with students while they are on Edgenuity, the principal being consistently in the classrooms, tracking student progress and a process to provide tutoring and other intervention strategies, and preventing interaction between DAEP and Choice students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students struggle with time management and organizational skills along with overall motivation to be successful in school. **Root Cause:** Many have given up on academic success due to past failures (Comprehensive-TIP).

Perceptions

Perceptions Summary

The overall perception of Achieve Academy in the community and district is most likely still one of negativity but is shifting to more positivity. The school is an alternative school that many view as a place where those go that misbehave or cannot handle the “normal” school environment. We are working diligently to change this perception. We will once again host a parent/student orientation to tout the mission and benefits of our school. The principal conducts an intake with every new student and his or her parent that enrolls throughout the school year. These efforts are to communicate the real mission and value statement of Achieve Academy and to sell the need for an alternative educational environment in the public school system. We use our marquee and Facebook to create positive messages and promote student success. Blackboard is used regularly to communicate with parents on what is happening at school and to directly reach them on successes.

This year we will continue to focus on a culture of accountability. Our staff is already very accountable, but we are going to place an emphasis on teachers taking personal accountability for student success in classes. We will once again start the year with an accelerated instructional strategy for all fourth year students.

From the student’s perspective, three things will lead to guaranteed success:

- Come to School
 - *Truancy laws and 90% attendance rule will be followed*
 - *Specific consequences and supporting processes have been institutionalized*

- Follow the rules
 - *Lunch detention has been added to allow intermediate level consequences*
 - *Skyward emails are generated for every referral*

- Put forth effort
 - *Intervention referral and single point of coordination of intervention has been created*
 - *Parent conferences with administrators will be conducted for those that demonstrate little effort*

Perceptions Strengths

- Selfless staff who are masterful at building relationships with struggling students and who have a passion for students who are at-risk. Our staff identifies with our kids and truly cares about their success.
- Smaller numbers of students is helpful for those students who suffer from anxiety and stress. Students have opportunities to accelerate their learning in ways that are not offered anywhere else in the district.
- Students who have chosen to return to Choice rather than return to their home campuses. These students enjoy our campus and the staff and are willing to work to achieve their goals.
- DAEP students have opportunities to earn out early (if assigned to more than 30 days) which helps motivate them to be successful.
- Students in DAEP are closely progress monitored using point sheets to monitor daily behaviors.
- Our facilities and procedures are structured so that DAEP students do not mingle/mix with other programs for safety and confidentiality.
- Small student to teacher ratio in DAEP, and Transitions.
- Level 1 room utilized for assisting students in DAEP to learn the rules, reflect on behavior that got them placed at DAEP, and make a plan to change their behavior for future success.
- DAEP is structured so that interaction with other students is limited and engagement is minimal. Students are motivated by this highly-structured environment to return to home campuses and be successful.
- School Resource Officer (SRO) on campus with an office in a central location.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The overall perception of Achieve Academy in the district is most likely negative and the community is not aware of the value proposition of Achieve. **Root Cause:** Most people in the district have little exposure to Achieve Academy and the awareness in the community is limited.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- 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: September 13, 2018











Goal 1: Instill community and ethical values in our students

TEA Priority: District Focus

Performance Objective 1: Create a culture of accountability and personal responsibility in our students.

Evaluation Data Source(s) 1: Discipline referrals in Skyward. Credits earned per student. Master schedule. Documentation from walkthroughs.

Summative Evaluation 1:












Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Institute policies with consistent enforcement regarding students being on time, adhering to dress code expectations, and proper usage of electronic devices.	2.5	Achieve Staff	Students on task more, demonstrating personal responsibility for following rules and meeting academic expectations. School climate is improved with students earning credit at increased rate.			
2) Utilize goal-setting and progress monitoring to improve student success.	2.6	Achieve Staff	Improved performance in Edgenuity by students earning more credits and at a quicker pace.			
3) Participate in the designated Wylie Way days.	2.5	Principal, counselor	Instill in students values in which Wylie ISD places great value which enhances the character of the individual.			
4) Utilize the mentoring program for targeted students.		Counselor	Adult guidance and a positive relationship with a non-educator will enhance self confidence, increased relationship building skills, and improve student success.			
5) Meet with new students and parents before they begin Choice High School and provide details on school's mission, operating policies, and student expectations.		Principal	This meeting leads to students fully understanding expectations which improves student success leads to a more positive learning experience.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students
TEA Priority: District Focus

Performance Objective 2: Ensure classrooms are bully and violence free.

Evaluation Data Source(s) 2: Discipline referrals in Skyward. Bully complaints, both online and in-person.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Build strong relationships with students.	2.5	Administrators, counselor, teachers, paraprofessionals.	Students are less likely to bully or have a tendency of demonstrating violent behavior if they have positive relationships with adults on campus.			
2) Teach the Wylie Way lessons and corporately embrace the Wylie Way philosophy.	2.5	Administrators, counselor, teachers	Character development will help the whole child, improve the learning environment, and ultimately help create a better citizen.			
3) Effectively utilize the new security cameras and processes associated with screening who enters the building.	2.5	Administration	Enhanced security system is a deterrent itself. System may prevent entrance by individuals intending harm to school personnel and/or students.			
4) Adopt and consistently practice disciplinary measures that help prevent bullying and/or violence.	2.5	Administrators	Students adhere to the behavior expectations of an Achieve Academy student.			
5) Train staff and inform students how to report bullying or concern about violence or serious misbehavior.	2.4	Administration	Reports will be addressed promptly preventing escalation, or prevention, of undesirable behavior.			
6) Facilitate an atmosphere of mutual respect and accountability.	2.5	Principal	Students are less likely to mistreat others or engage in combative behavior.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students
TEA Priority: District Focus

Performance Objective 3: Obtain a high attendance rate for Achieve Academy students.

Evaluation Data Source(s) 3: Attendance records.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attendance clerk calls parents when students are absent.	2.6	Administration, Attendance Clerk	Parental acknowledgement of absence requires them to explain the absence. Provides opportunity to remind parents about sending notes.			
2) Letters are automatically created and mailed by attendance clerk based on specific absence criteria.	2.6	Attendance Clerk, Assistant Principal	Notification to parent of absences should result in attendance improvement.			
3) Attendance Behavior Improvement Plans are implemented on when a student has 5 unexcused absences.	2.6	Assistant Principal, Attendance Clerk	Provides opportunity to meet with student and parent to understand reason for absences and plan provides direction for attendance improvement.			
4) Truancy may be filed if Attendance Behavior Improvement Plan does not improve student attendance.	2.6	Assistant Principal, Attendance Clerk	Student is placed on a court order to attend school with no unexcused absences.			
5) Automated phones calls are generated for any student absence informing the parent their student was marked absent.	2.6	Assistant Principal, Attendance Clerk	Parent notification of absence should help prevent student missing school without parent knowledge.			
6) The need for regular attendance is communicated consistently to parents through email contact and to the student body through announcements and encouragement from teachers.	2.6	Principal, Teachers	Awareness that regular attendance is critical to academic success.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


Goal 1: Instill community and ethical values in our students

TEA Priority: District Focus

Performance Objective 4: Create a partnership with parents and solicit and encourage parental involvement.

Evaluation Data Source(s) 4: Title I documentation-sign in sheets. Copy of communications to parents.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Host orientation at the beginning of school year and one engagement opportunity in spring to encourage family involvement.	3.2	Principal, Title I Coordinator	Parents will be more vested in their child's education and have a clearer understanding of the mission and goals of Achieve Academy.	✓	✓	✓
						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs










TEA Priority: Build a foundation of reading and math

Performance Objective 1: Provide support and direct interventions to increase by 10% credits earned in Math and English and increase graduation rate to 90%.

Evaluation Data Source(s) 1: Documentation on credits earned per student. Copy of parental correspondence. Logs for tutoring and interventions. Documented policies and procedures clearly displayed and communicated.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Identify 4th and 5th year students at the beginning of school year and provide academic assistance to help ensure graduation.	2.6	Principal, Counselor, Interventionist, DCSI	Graduation rate increases for 4th year students to 90%.			
<p>Critical Success Factors CSF 1 CSF 4</p> 2) Increase the hours that outside math and English tutors will work with students assisting students struggling in those areas.	2.6	Principal, Interventionist, DCSI	Increase the number of math and English credits earned by 10% over last year and increase by 10% the number of students Meeting Grade Level in each of those subject areas.			
Funding Sources: Title I - 0.00						
3) Weekly communication to parents and student body regarding students completing courses.	3.1	Principal	Students respond positively to positive affirmation resulting in increased productivity.			
4) ESL teacher providing academic assistance four days per week to ESL students.	2.6	Principal, Interventionist, ESL teacher	Increase academic results from close progress monitoring and support for ESL students.			
Funding Sources: State ELL Allotment - 0.00						
5) Campus leadership team meets weekly to determine students in need of interventions.	2.5	Leadership team: Asst. Prin., Counselor, Interventionist, Edgenuity Coordinator, DCSI	Tutoring resources will be more effectively utilized providing assistance to students resulting in improved academic performance.			
6) Provide students with Edgenuity courses that were specifically designed with accelerated instruction in mind.	2.5	Principal, ESC staff	More streamlined online course offerings will result in more students earning credits at a faster rate. Students will develop confidence resulting in positive self-image.			
















7) Provide clear understanding of academic program, policies, procedures, and expectations, to all students entering Achieve Academy.	2.5	Principal	Student behavior and academic results will improve with clear expectations.			
8) Provide notebooks for note taking for every student in every class.	2.4	Principal,	Consistent note taking will result in more academic success in Edgenuity.			
Funding Sources: State Comp Ed - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 2: Provide support and direct interventions in support of increasing Eng. I and Alg. I EOC results at the Meets Level by 10%.

Evaluation Data Source(s) 2: STAAR scores data.

Summative Evaluation 2:











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Schedule students in remediation courses focused on writing critically if they did not meet state standards in English EOCs.	2.5	Principal, Counselor, DCSI	Improve scores on the writing portion of Eng. I and Eng. II EOC. It is expected that a 10% increase will result for Eng. I in students Meeting Grade Level and a 5% improvement in Eng. II.			
2) Use Red Ink as an ELA tool for grammar, conventions, and writing.	2.4	Principal, ELA teachers, District Learning Specialist, DCSI	Improve students' ability to effectively write leading to improved EOC scores in English I by 10% in students Meeting Grade Level and a 5% improvement in Eng. II.			
3) Use online Interim Assessment tool for assessing students' weaknesses relating to passing the Eng. I and Eng. II EOCs.	2.4	Principal, Eng. Teachers, English Learning Specialist, DCSI	Improve scores on the writing portion of Eng. I and Eng. II EOC. It is expected that a 10% increase will result for Eng. I in students Meeting Grade Level and a 5% improvement for Eng. II.			
4) Schedule students needing to retake the Alg. I EOC in same class period.	2.5	Counselor, Principal, DCSI	Goal is that 90% of Alg. I re-testers pass the EOC.			
5) Condense Eng. II and US History course into semester courses enabling students to take EOC in Dec.	2.4	Principal, Counselor, DCSI	Goal is that 60% of students earn a passing grade in Eng. II on the first administration and that 85% of students earn a passing grade on the US History exam.			
6) Students that do not pass Eng. II and US History EOC tests will be assigned to specific remediation courses.	2.5	Counselor, Principal, DCSI	Students will receive remediation and test again in the spring where our goal is that 90% of re-testers will earn a passing score.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 3: Facilitate a partnership with parents on student progress and success.

Evaluation Data Source(s) 3: Copy of parental communications.

Summative Evaluation 3:













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Communicate with parents via email when their student earns a credit.	3.1	Principal	Celebrate course completions, keep parents informed of positive student progress.			
2) Call parents when students are not making sufficient progress.	3.1	Principal, Counselor, Interventionist	Parent is informed of lack of progress creating intervention at home.			
3) Parent understands and agrees to Title I school-parent compact.	3.1	Principal	Parent is agreeing to being engaged with their student's education at Achieve Academy.			
4) Conduct an "Intake" meeting with student and parent to go over operating policies, student expectations and academic information.	3.1	Principal	Parent and student have clear understanding of Achieve Academy and how to be successful.			
5) Work with parents cooperatively to create best graduation plan (Foundation vs. Foundation Plus Endorsement) for individual student based on their post-high school plans.	3.1	Counselor	Partnership with parent on student graduating from high school.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 4: Facilitate a positive school culture.

Evaluation Data Source(s) 4: Achieve Academy t-shirt. Data on credits earned per student and graduates. Climate surveys.

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students will receive a campus T-Shirt that can be worn on Spirit wear day.	2.5	Principal,	Students will view Achieve Academy in a more positive light when they can wear a student designed shirt on spirit day.			
2) Quarterly celebrations of birthdays for staff and students.		Principal, teacher	Improved school atmosphere.			
3) Celebrate student successes (credits earned and graduations). Award Jimmy Johns Student of the Week and Shining The Way Award	2.5	Principal	Motivate students to earn credits toward graduation.			
4) Staff will receive training on strategies to connect with and motivate at-risk, difficult, and challenging students. Training will specifically be on students that have experienced trauma and will be presented by Mary Wells of Embrace.	2.5	Principal, Interventionist	Staff will have strategies on reaching our student population to help them achieve their academic and personal goals.			
Funding Sources: Title I - 0.00						
5) Positive relationships with students and staff is emphasized and modeled.	2.5	Principal, All Staff	People feel good about being part of Achieve Academy because there is positivity all around them.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 5: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 5: Number of students identified in Skyward as Homeless. Track the number of Student Residency Questionnaires (SRQ) that are submitted for consideration

Summative Evaluation 5:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide staff development session for district counselors and teachers.	2.6	Principal	Staff members better able to identify and support McKinney-Vento students.			
2) Utilize data to increase the awareness of the McKinney-Vento Act students.	2.6	Principal, Counselor	Staff members more fully understand McKinney-Vento and the reason and benefits of identifying students that may qualify.			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.	2.6	Counselor, Principal	More effective support of these students that will lead to more academic success and overall well-being.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 6: Provide dyslexia services for students identified with dyslexia.

Evaluation Data Source(s) 6: Documentation on the number of students that are identified as dyslexic.

Summative Evaluation 6:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide services using dyslexia specialist assigned to Achieve Academy.	2.4	Principal	Student will be better equipped to overcome dyslexia.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 7: Campus will ensure compliance with Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Source(s) 7: School lunch menus. Notifications of summer lunch programs where students can receive free lunch during summer vacation.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	2.6	District nutrition personnel/Principal	Students will be educated on nutrition and make healthier eating choices, benefiting the student in their overall well-being.			
2) The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional developments to staff responsible of nutrition education.	2.5	District nutrition personnel/Principal	Students will be more likely to make healthy eating choices.			
3) The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.	2.5	Principal	Students will better understand the need for physical activity and adopt it into their lifestyle.			
4) The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.	2.5	Principal				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 8: Campus drop out rate will be less than 1.8%.

Evaluation Data Source(s) 8: PEIMS data.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
PBMAS 1) Assign students to mentors using the Wylie mentoring program.	2.6	Counselor	Encouragement from adults outside of education.			
PBMAS 2) Early release program.	2.6	Counselor	Early release enables student to go to school and work preventing drop outs.			
PBMAS 3) Increase electives to include more CTE courses.	2.6	Counselor	Variety of courses keeps students interested in learning.			
PBMAS 4) Each student's path to graduation is customized based on where they are and what their interests and plans are post high school.	2.6	Counselor	Education model is customized for individual resulting in student feeling unique and valued and less likely to drop out.			
PBMAS 5) Collin College on campus assisting students to register for college.	2.6	Counselor	Students understand how to gain entrance into college.			
PBMAS 6) Create a culture of positive relationships between adults and students.	2.6	Principal, All staff	Students more open to accepting that dropping out should not be an option. 100% of students will indicate via survey that their teacher cares about them.			
PBMAS 7) Discuss with staff warning signs of potential drop outs and encourage communication to counselor and administrators about students exhibiting those signs.	2.6	Principal	Engage with potential drop outs before they quit school.			
PBMAS 8) Students in DAEP will receive training 1 hour per week for 4 weeks.	2.6	Counselor	Students are more aware of the dangers of drugs.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						











Goal 3: Prepare students for a successful life beyond high school

TEA Strategic Priority: Connect high school to career and college

Performance Objective 1: Students will explore individual interests and career opportunities for personal growth.

Evaluation Data Source(s) 1: Field trip attendance roster. Observation of students wearing college shirts. Recruiter sign-in sheet.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students will go on a field trip to a local junior college to explore technical careers opportunities.	2.5	Principal, Interventionist	Students explore possible career opportunities and gain knowledge of training available.			
2) Inform students and parents of college night on the campuses for Wylie East High School and Wylie High School.	2.5	Principal	Students visit with college representatives to explore secondary educational opportunities.			
3) Support "Think College Thursday" weekly by allowing students to wear jeans with college shirts.	2.5	Principal	Facilitate an awareness and desire to attend college.			
4) Facilitate military recruiters to set up booths during lunch periods.	2.5	Principal, Counselor	Provide opportunity for students to learn about military career opportunities and provide incentive to graduate.			
5) Participate in the videos distributed by the district that highlight local community members and their careers.	2.5	Counselor	Students' knowledge of careers expanded.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 1: Create a culture where teachers and staff feel an inherent part of the mission and goals of Achieve Academy.

Evaluation Data Source(s) 1: Emails to and from staff members.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Solicit input from staff on what issues need addressed and how to fix those issues.	2.5	Principal	Staff will react positively and support change if they had input into the process. Ownership of the change will be the result.			
2) Provide consistent communication to all staff members where expectations are clear and no ambiguity exists regarding goals, policies, or procedures.	2.5	Principal	Clear communications will result in a more effective organization focused on student success.			
3) Institute policies and procedures where the school environment is safe, secure, and orderly.	2.5	Principal	A safe, secure, and orderly environment will create an atmosphere where teachers feel they are in charge and feel confident administration will back them.			
4) Make transparency a priority. Keep staff well informed of all strategies to help students, reasons behind policy/procedures changes, personnel/duty changes.	2.5	Principal	Staff feels respected and part of an organization that has a positive mission.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						











Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 2: Provide teachers with consistent and specific feedback regarding instruction.

Evaluation Data Source(s) 2: Documentation from Strive: walkthroughs, observations. Emails to teachers regarding instruction.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Based on classroom observations and walkthroughs, provide teachers with consistent and timely feedback on instruction.	2.5	Principal, Assistant Principal	A clear understanding of instructional expectations with feedback will result in better instruction.			
2) Support and monitor teachers toward meeting instructional goals.	2.5	Principal, Assistant Principal	Teachers are more likely to meet personal instructional goals if leader is aware of those goals and provides feedback specific to meeting stated goals.			
3) Provide new personnel on campus with mentor.	2.5	Principal, Assistant Principal	New staff members are more likely to be successful and feel part of a cohesive team.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 3: Develop leadership among staff and organize personnel to take advantage of their personal strengths.

Evaluation Data Source(s) 3: Documentation from Strive. Emails with teachers regarding leadership assignments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Understand professional personal goals for each staff member and guide them toward reaching those goals.	2.5	Principal, Assistant Principal	Staff will react in positive manner when leader is helping them grow professionally.			
2) Providing opportunities for individuals to take on tasks which need to be performed. For example: Wylie ISD Foundation Fund Raising, Create tool to monitor all students' progress, Title I Coordinator Website Coordinator Food Drive Coordinator Crisis Response Team Teacher Leader Academy	2.5	Principal	Enables aspiring leaders to organize and multi-task expanding their leadership abilities.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 4: Ensure teachers receive ongoing and quality professional development.

Evaluation Data Source(s) 4: Teacher professional development documentation. Professional development schedule for on-campus PD.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Meet with teachers individually about their professional development plans.	2.5	Administrators	Ensures that teachers are receiving beneficial professional development.			
2) Understand the needs of staff and provide quality PD on district designated PD days.	2.5	Principal	Staff experiences targeted PD together.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Develop guidelines and processes for operating Choice High School and gain support from all stakeholders.

Evaluation Data Source(s) 1: Documentation outlining guidelines for sending students to Choice High School. Master schedule. Documentation specifying total credits earned and credits per student.

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with Wylie East and Wylie High on guidelines for sending students to Choice High School.	2.6	Principal, Administration & Counselors from high schools.	Smoother transition from home campus to Choice High School for student and for all campuses.			
2) Determine effective operating capacity of Choice High School.	2.6	Principal, Assistant Principal, Counselor	Organization will be structured to support the effective operating capacity resulting in targeted interventions and improved student success. Stakeholders will be informed of capacity with feeder high schools better able to prioritize students in need of accelerated instruction.			
3) Schedule in such a manner that only teachers that teach common subjects will have common conferences for PLCs.	2.6	Principal, Assistant Principal, Counselor	Creates more scheduling flexibility and better utilization of facility.			
4) Clearly delineate responsibilities and cross-train personnel as a backup.	2.6	Principal	More efficient operation and organizational functionality if someone is out.			
5) Ensure that both feeder high schools understand how many slots they have available for sending new students.	2.6	Principal, Registrar	Transparency with feeder high schools enables better planning for utilizing available slots.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 2: Clear communication of academic and behavioral expectations among all students, staff, and parents.

Evaluation Data Source(s) 2: Documentation outlining DAEP processes and procedures. Emails to and from staff regarding student performance. Documentation for interventions. Emails to senior leadership.

Summative Evaluation 2:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Further refining processes and scheduling for DAEP environment preventing interaction between DAEP program and other Achieve Academy programs.	2.5	Principal, Assistant Principal	DAEP students receiving excellent instruction with virtually no interaction with other populations.			
2) Consistent communications to all stakeholders on student progress and intervention processes in place when progress is unsatisfactory.	2.6	Principal, Counselor, Interventionist	Students making positive gains in earning credit as opposed to taking a slot at Choice High School and making little or no gain.			
3) Facilitating a culture of accountability where students and staff take personal responsibility for student success and abiding by rules and policies.	2.6	All staff	Student performance and overall behavior will improve if all parties are made aware of expectations and consistently held accountable for meeting them.			
4) Keeping district leadership apprised of issues/concerns that may affect current or future operation. Safety and security, academic effectiveness, and operating capacity are key issues.	2.6	Principal	Senior leadership will be informed and supportive.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Celebrate our excellence.

Performance Objective 1: Ensure student success is know to students, staff, and community.

Evaluation Data Source(s) 1: Emails announcing graduates. Marquee displays.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Graduates are announced and celebrated as they complete required coursework.	2.5	Principal, Counselor	Students celebrate the success of their peers which solidifies that graduation is possible and Achieve Academy can help them be successful.			
2) New graduate names are placed on marquee.	2.5	Principal	Community recognizes graduates.			
3) Weekly communication to all Choice High School parents informing them how many different students completed a total number of courses.	2.5	Principal	Parents are informed of the number of students completing courses.			
4) Student Intakes provide opportunity to tout the success our students are experiencing.	2.5	Principal	Upon hearing about Choice's support provided to students and the success they are experiencing, it more likely they will have hope for their individual success.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Increase the hours that outside math and English tutors will work with students assisting students struggling in those areas.
2	2	1	Schedule students in remediation courses focused on writing critically if they did not meet state standards in English EOCs.
2	2	3	Use online Interim Assessment tool for assessing students' weaknesses relating to passing the Eng. I and Eng. II EOCs.
2	2	4	Schedule students needing to retake the Alg. I EOC in same class period.
2	2	5	Condense Eng. II and US History course into semester courses enabling students to take EOC in Dec.
2	2	6	Students that do not pass Eng. II and US History EOC tests will be assigned to specific remediation courses.

State Compensatory

Budget for Achieve Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199e1161120000402600	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
199e1161120000402800	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199e1161180000402600	6118 Extra Duty Stipend - Locally Defined	\$322,161.00
199e1161180000402800	6118 Extra Duty Stipend - Locally Defined	\$282,173.00
199e1161250000402600	6125 Salary Support - Locally Defined	\$21,603.00
199e1161250000402800	6125 Salary Support - Locally Defined	\$84,218.00
199e1161410000026000	6141 Social Security/Medicare	\$4,986.00
199e116141000002800	6141 Social Security/Medicare	\$5,312.00
199e116142000002600	6142 Group Health and Life Insurance	\$13,248.00
199e116142000002800	6142 Group Health and Life Insurance	\$19,868.00
199e116143000002600	6143 Workers' Compensation	\$852.00
199e116143000002800	6143 Workers' Compensation	\$909.00
199e116144000002600	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$22,610.00
199e116144000002800	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$24,493.00
199e116145000002600	6145 Unemployment Compensation	\$242.00
199e116145000002800	6145 Unemployment Compensation	\$259.00
199e116146000002600	6146 Teacher Retirement/TRS Care	\$11,683.00
199e116146000002800	6146 Teacher Retirement/TRS Care	\$12,141.00
6100 Subtotal:		\$833,758.00
6200 Professional and Contracted Services		

199e1162180000402800	6218 Professional Services - Locally Defined	\$1,366.00
199e1162220000402800	6222 Student Tuition - Public Schools	\$24,000.00
199e1162230000402800	6223 Student Tuition - Other Than Public Schools	\$45,000.00
6200 Subtotal:		\$70,366.00
6300 Supplies and Services		
199e1163290000402600	6329 Reading Materials	\$1,500.00
199e31639800004028000	6398 Computer Supplies/Software - Locally Defined	\$200.00
199e1163980000402600	6398 Computer Supplies/Software - Locally Defined	\$15,200.00
199e11639800004026012	6398 Computer Supplies/Software - Locally Defined	\$3,000.00
199e11639800004026026	6398 Computer Supplies/Software - Locally Defined	\$1,600.00
199e11639800004028000	6398 Computer Supplies/Software - Locally Defined	\$7,000.00
199e11639800004028012	6398 Computer Supplies/Software - Locally Defined	\$2,100.00
199e11639900004028000	6399 General Supplies	\$439.00
6300 Subtotal:		\$31,039.00
6400 Other Operating Costs		
199e13641100004028000	6411 Employee Travel	\$3,500.00
199e31641100004028000	6411 Employee Travel	\$1,400.00
199e136494500004026000	6495 Membership Fees	\$100.00
199e316494500004026000	6495 Membership Fees	\$250.00
199e116499500004026000	6499 Miscellaneous Operating Costs	\$3,000.00
6400 Subtotal:		\$8,250.00

Personnel for Achieve Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Despain	Teacher	DAEP	1
Amy Southern	Teacher	Choice	1
Angela Blakeney	Nurse	Achieve Academy	1
Angela Hathaway	Teacher	Choice	1
Angela Riley	Teacher	TTL	1
Benny Johnson	Para 10	DAEP	1
Brenda Cantrell	Para 10	DAEP	1
Christine DeMarias	Teacher	Choice	1
Dana Roberts	Principal	Achieve Academy	1
Danna Ross	Teacher	Choice	1
Debbie Courtney	Para 10	TTL	1
Frank Buhr	Teacher	DAEP/Choice	1
James Roberts	Teacher	DAEP	1
Janna Pearce-Aleman	Teacher	DAEP	
Jason Patterson	Teacher	Choice	1
Jennifer Jackson	Teacher	Choice	1
Joseph Mehring	Teacher	DAEP	1
Kathrine Dowdy	Teacher	DAEP	1
Keith Kirkpatrick	Assistant Principal	Achieve Academy	1
Kristin Cash	Teacher	Choice	1
Laura Rodriguez	Para 10	Achieve Academy	1
Marsie Clark	Para 10	Choice	1
Michael Molett	Teacher	DAEP	1
Pat Shepard	Para 10	DAEP	1

Rhonda Burton	Para 12	Achieve Academy	1
Sandra Jones	Para 10	DAEP	1
Stacy Klem	Para 12	Achieve Academy	1
Tammy Baldwin	Para 10	TTL	1
Wendy Murphy	Para 10	Choice	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dani Womack	Teacher	Choice	1
Sai Guturu	Para 10	DAEP	1

Academic Response Team

Committee Role	Name	Position
Administrator	Dana Roberts	Principal
Classroom Teacher	Katie Dowdy	Teacher
Non-classroom Professional	Dani Womack	Teacher
Counselor	Kristine Sims	Counselor
Administrator	Keith Kirkpatrick	Assistant Principal

2018-2019 Campus Needs Assessment

Committee Role	Name	Position
Administrator	Dana Roberts	Principal
Administrator	Keith Kirkpatrick	Assistant Principal
Non-classroom Professional	Dani Womack	Interventionist
Counselor	Kristine Sims	Counselor
Classroom Teacher	Katie Dowdy	Teacher
Parent	Heather Pedersen-Borgmann	Parent

Campus Improvement Team

Committee Role	Name	Position
Administrator	Dana Roberts	Principal
Administrator	Keith Kirkpatrick	Assistant Principal
Counselor	Kristine Sims	Counselor
Non-classroom Professional	Dani Womack	Interventionist
Classroom Teacher	Katie Dowdy	Teacher
Parent	Heather Pedersen-Borgmann	Parent

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Notebooks		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$1,800.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$320.00
+/- Difference					\$320.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	tutor pay	211-116221-00-004-8-24-000	\$0.00
2	4	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$32,538.00
+/- Difference					\$32,538.00
Grand Total					\$0.00