

Victoria Independent School District
Liberty Academy
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The mission of Liberty Academy is to provide students a relevant, rigorous education in a nurturing environment aimed at creating adaptable and accountable students.

Liberty Academy is in its eighth year of existence. Liberty serves several different programs: Early College Center (ECC) students, Credit Recovery (CR) students, Academic Recovery Center (ARC) students, and AFJROTC students from East and West high schools as well as Liberty Academy students who choose to take AFJROTC.

The ECC program is designed to help at-risk, first-generation college students graduate with an Associate's Degree from Victoria College by the time that they graduate from high school. Liberty administration and current ECC students visit all VISD middle schools to recruit 8th grade at-risk students to apply to the ECC program. All students who apply to the program are interviewed by a team of Liberty and VC faculty and ranked on a rubric. Students who meet the criteria, based on the rubric are accepted to Liberty Academy and are required to attend a Summer Bridge program, designed to help them pass the Texas Success Initiative (TSI) college entrance test as well as learn research and AVID skills. Students who are TSI complete in Reading and Writing are enrolled in college classes (one per semester) their freshmen year. Students who are not TSI complete are put in a Creative Writing class, designed to improve their reading and writing skills so that they can take the TSI again and become TSI complete. Throughout their four years of high school, students who are TSI complete take Victoria College (Dual Credit -- DC) classes in addition to their regular high school classes. Students who are successful in their college classes have the opportunity to earn their Associate's Degrees.

The Credit Recovery (CR) program targets 3rd, 4th and 5th year students who are behind in credits required for graduation. All students must meet one or more of the 13 At-risk criteria designated by TEA. All 3rd and 4th year students must apply and go through an intake interview with their parent or guardian. Students enter into a contract with Liberty that details the changes that they are willing to make in order to become successful students who attend school regularly, earn their credits, and pass their EOC tests. Student who failed to graduate at the end of their fourth year of high school are enrolled at Liberty. Depending on the credits and EOC's that they need, a educational plan is created for each student.

The ARC program was created to help students who failed all four core classes as freshmen at East and West high school. Students are placed at Liberty by their home campus so that they can earn their freshmen and sophomore level credits by the end of the school year. The goal is for students to have at least 12 credits at the end of their second year of high school so that they can return to their home campus.

Students who attend East or West High Schools and who wish to participate in AFJROTC, travel to Liberty Academy to take the class. Freshmen and sophomores are have either 7th period or 1st period class, which eliminates the need to pair them with a Liberty class. Juniors who take AFJROTC are paired

with a Liberty core or elective class. Seniors who take ROTC are in ROTC for two periods and do not need to be paired with a Liberty class.

Our most recent/available population (based on 2016-17 TAPR) is as follows: 4.6% African American; 72.1% Hispanic; 18.7% White; 2.3% Asian; 2.3% Two or more races; 63.5.3% Economically Disadvantaged; .9% ELL; 9.1% Students with Disciplinary Placements; and 84.9% At-risk.

Demographics Strengths

While the majority of our student population meets one or more of TEA's 13 At-risk Criteria, our students graduate and/or continue as 5th year students. The 2016-17 TAPR Report, comparing Liberty Academy with other schools and the state indicates the following: Liberty Academy out scores the district in all subjects at 71%. For College and Career Ready, Liberty scored 66.7% and the district scored 57.2%. For Campus Performance, all subjects, Liberty scored 71% and the district 66%; in Math, Liberty scored 80% and the district 69%; for Science, Liberty scored 95% and the district 72%; for Social Studies, Liberty scored 77% and the district 72%.

For Campus Performance in the 2016-17 TAPR, Liberty outscored the state in the following: Science with Liberty at 95% and the state at 79%; Meets grade level all grades, two or more subjects, Liberty scored 58% and the state 49%; Meets in Reading, Liberty at 68% and the state at 48%; Meets Math, Liberty at 79% and the state at 48%; Meets Science with Liberty at 73% and the state at 52%; Masters Science with Liberty at 26% and the state at 16%.

Student Academic Achievement

Student Academic Achievement Summary

The 2016-17 Accountability for Liberty Academy is as follows: Index 1 -- 88; Index 2 --34; Index 3 -- 52; Index 4 -- 100.

INDEX 1: Student Achievement

All Subjects Pass Rate/All Students: 71%

ELAR:

60% pass rate for All Students

43% pass rate for AA students

53% pass rate for Hispanic students

64% pass rate for Economically Disadvantaged Students

MATH:

80% pass rate for All students

77% pass rate for AA students

81% pass rate for Economically Disadvantaged students

Science:

95% pass rate for ALL students

75% pass rate for AA students

96% pass rate for Hispanic students

Social Studies:

77% pass rate for ALL students

73% pass rate for Hispanic students

69% pass rate for Economic Disadvantaged students

INDEX 2: Student Progress

ALL Subjects (ENG II (listed as reading) and Algebra I)

60% of all students met or exceeded progress

9% of all students exceeded progress

Reading:

52% met or exceeded progress

0% exceeded progress

Math:

71% met or exceeded progress

21% exceeded progress

INDEX 3: Closing the Performance Gap

For us, only Economically Disadvantaged students are scored in Index 3. Our lowest area for Closing the Performance Gap is in Reading, with a weighted performance rate of 52. Of the 106 Reading tests, 54 tests approached the grade level and 1 test mastered grade level. Of the 21 math tests, 17 approached grade level and 3 mastered grade level.

INDEX 4: Postsecondary Readiness

We scored 100—no need to “target” this Index.

Student Academic Achievement Strengths

2016-17 Accountability Results:

Exceeded Accountability Target Scores by 36 points for Index 1; 27 points for Index 2; 28 points for Index 3; and 67 points for Index 4.

In terms of actual students' lives, Liberty Academy had a record 114 graduates. Only 1 senior ended the summer still needing credits and EOC tests and has enrolled as a 5th year continuer.

For Index 2, Student Progress: 52% Met or Exceeded Progress for Reading and 71% Met or Exceeded Progress for Math. The sub-population percentages for all tests is as follows: African Americans -- 100%; Hispanics -- 53%; Whites -- 62%; Asians -- 100%; 2 or more races -- 100%

For Index 3, Closing the Performance Gap, the overall score was a 41 (target score 13).

For Index 4, Postsecondary Readiness, the overall score was a 100 (target score 33).

ECC students outscore CR students by a substantial margin for all tests.

School Processes & Programs

School Processes & Programs Summary

Teachers engage in backwards design, analyzing their TEKS and creating their tests before they design their lessons. Professional Learning Communities (PLC's) are integral in the interpretation of the TEKS and creation of lessons that will enable students to master TEKS and be successful, not only in their daily learning, but on teacher, district, and state exams as well.

Lesson plan templates are updated and improved based on the successful (or unsuccessful) implementation of the lessons. One part that Liberty added to the district lesson plan templates was a reflection piece so that while lessons were still fresh, teachers could reflect upon what worked well, what did not work well, and what changes might enhance student achievement.

Professional development is planned based on deficits in student achievement and engagement as evidenced in peer and administrator walkthroughs.

School Processes & Programs Strengths

Teachers use a rating system for Closing Tasks that requires that they rank their students work as Emerging, Proficient, and Exemplar. Discussions focus on moving students from Emerging to Exemplar, and teachers make adjustments to their next day of instruction. Teachers plan questions for their lessons and identify the questions as Close Ended or Open Ended. While a combination of types of questions is necessary for instruction, the goal is to have more Open Ended questions so that teachers are cultivating creative and critical thinking.

Teachers perform Peer Walks, looking for specific engagement strategies and Fundamental Five components and provide feedback to each other about strengths and possible suggestions for engagement.

Perceptions

Perceptions Summary

The culture and climate of our Liberty Academy involves family--our Liberty Academy Family and our students. Liberty Academy embraces the Liberty Way, structures which have been put in place to help the at-risk student find success, earn credits, and graduate (both from high school and Victoria College).

The principal attended over 140 teacher- parent conferences with teachers and parents this year, concerning student progress. The AP attended over 70 teacher-parent conferences, concerning student progress. There were conferences that the principal and AP could not attend but that teachers held. Further, teachers were required to assign students to Extended Day contracts so that they could make up missing work. During the school year, teachers wrote over 1000 Extended Day contracts for students to complete work. Considering that our highest enrollment was 231 students, this data is further evidence that our students need careful monitoring of their progress for them to be successful, earn credits, and graduate.

Teachers used the A-Team system, calling each parent when a student was absent to their 3rd period class. Students who had more than 10 % absences entered into Truancy Prevention Measures, with many students taken to court for truancy. The data is as follows: 10 students were denied some of their credits due to attendance (91% of students earned the credits needed to progress to the next grade level or graduate). We had 115 students who should have graduated this year. Of those 115 students, 114 students met all graduation requirements for a total of 99%. The one student who did not graduate enrolled in September.

Perceptions Strengths

Based on our Accountability Summary, all stakeholders embrace our processes because they understand that they processes work. While students (and parents) may not love the rules and structures that we have in place, they have difficulty arguing about those processes when their students are successful, often for the first time in a very long time. Students who subscribe to and adhere to The Liberty Way are successful.

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
- Critical Success Factor(s) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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
- Discipline records

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

Support Systems and Other Data

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

Annual Goals

Annual Goal 1: The Credit Recovery Students who have more than 10% absences will not exceed 88% of the CR population.

Quarterly Goal 1: 100% of all teachers will document team building activities and/or relationship building activities biweekly (1 team building activity every other week).





Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: The overall attendance rate for Q2 will be 93% or higher.

Quarterly Goal 3: 100% of students who are on the 10% absent report will have been put on a Principal's Plan/Tuancy Prevention Measure system.

Quarterly Goal 4: 90% of students who owe make-up time will have served all of their make-up time to be able to retain their credits.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>1) Teachers will use team building strategies from various sources, documenting the activities in lesson plans.</p>	2.4, 2.5, 2.6	Esther Gutierrez, Sheila Garcia, Cheborah Ross, and all teachers.	Students will have more positive interaction with their peers and teachers.				
Funding Sources: 199 - PIC 24 State Comp Ed - 600.00							
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7</p> <p>2) Students will be assigned to tutorials, based on the EOC tests that they previously failed.</p>	2.4, 2.5, 2.6	Cheborah Ross	Students will increase their knowledge of EOC tested material and have increased attendance during the regular school day as well.				
Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 Funding Sources: 199 - PIC 24 State Comp Ed - 30000.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 5</p> <p>3) CR students who need EOC tests will be "adopted" by a Liberty Academy Staff member. The "adopted parent" will contact the student's teachers to determine progress and then have conversations with the students about their academic progress and behavior.</p>	2.4, 2.5, 2.6, 3.2	Each staff member who elects to "adopt" a student.	Students will have an adult, other than their parent, who is tracking their progress and praising them or encouraging them to do better.				
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 2</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 2000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>4) EOC tutorials will be used for make-up time for any students who are assigned to EOC tutorials and owe makeup time.</p>	2.4, 2.5, 2.6	Cheborah Ross, Gloria Martinez	Students will be motivated to attend the EOC tutorials to learn the material and to use the time toward their absences.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 300.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 6 AIM 7</p> <p>5) Teachers will call all 3rd period students who are absent and document their calls on their A-Team Call Logs to be turned in each Friday to the Principal's office.</p>	2.4, 2.5, 2.6, 3.2	Rebecca Magallan, Sheila Garcia, and Cheborah Ross	Students and parents will be able to have contact and get make-up work information before the student returns. Students and parents will come to understand the importance of attending school and the teachers want the students to attend school.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 600.00</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Demographics	
<p>Problem Statement 1: Credit Recovery (CR) students did not perform as well on EOC tests as the Early College Center (ECC) students. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.</p>	
<p>Problem Statement 2: Of the 38 students who were on the 10% plus absences list, 35 of them were CR students, for a percentage of 92%. Root Cause 2: Credit Recovery students have barriers like the necessity of working to help parents pay bills, childcare or ill students, and poor attendance habits.</p>	
Student Achievement	

Problem Statement 1: For all EOC's, the overall approaches percentage was 56%; meets was 23%; and masters was 5%. The percentages of meets for each test was as follows: ELAR, 20%; Algebra 17%; Biology 24%; and US History 33%. **Root Cause 1:** Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

Problem Statement 2: For Closing the Performance Gaps, we received zero points in the domain with the following targets not met for each of the following: (1) Academic Achievement for all students in ELAR (44%) and Math (46%); for Hispanics in ELAR (37%) and Math (40%); for Economically Disadvantaged in ELAR (33%) and Math (36%). **Root Cause 2:** Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

Problem Statement 3: For the CCMR component of the Domain I, Student Achievement, Liberty Academy only had 33 of the 114 graduates who earned a CCMR credit for a percentage of 29%, which scaled to a 91. **Root Cause 3:** The majority of our CR students are so behind in credits that they do not have space in their schedule for CTI courses that end in certifications or dual credit courses.

Annual Goal 2: For ELAR, the overall percentage of students scoring Meets for English I and II EOC (combined) will be 25%.

Quarterly Goal 1: 100% of English teachers will use Literary and Informational Texts for inferencing, 3 of the 5 days a week as documented in lesson plans and students samples.



Quarterly Review 1: Met Quarterly Goal









Quarterly Goal 2: For Revising and Editing, formative and summative tests, students will score 50% higher on revising and editing than they scored in the first quarter.

Quarterly Goal 3: 20% of re-testers will score approaches level with a score of 2 or higher on classroom essays.

Quarterly Goal 4: 100% of seniors who do not pass the English I or II EOC will complete Individual Graduation Projects (IGP) to satisfy graduation requirements.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5 AIM 6 1) PD will be provided for reading and writing across the curriculum through BOY training, PLC's, Faculty Meetings, and PD Days.	2.4, 2.5, 2.6	Cheborah Ross, Sheila Garcia, Esther Gutierrez, and Andrea Pope	Students will be engaged in learning as teachers use the literacy strategies; highly engaging classrooms increase student achievement.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: 199 - PIC 23 State SpEd - 3000.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 2) Through English I, II, III, and Reading 3 classes, students will participate in EOC review, based on deficits evident in formative and summative assessments in preparation for the December EOC assessment.	2.4, 2.5, 2.6	Sheila Garcia, Cheborah Ross, Esther Gutierrez	Students will perform better on the ENG I and II EOC's as well as the TSI test.				
				Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 199 - PIC 24 State Comp Ed - 2500.00			

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 3) Supplemental reading materials will be used for additional support and/or practice for students. These materials will include Newsela, Sirius, and other high yield resources.	2.4, 2.5, 2.6	Sheila Garcia, Esther Gutierrez, Cheborah Ross	Students will show gains in their skills and on the December EOC re-tests.				
	Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 199 - PIC 24 State Comp Ed - 2500.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 4 4) Teachers across all contents will utilize Marking the Text in informational texts as documented once a week in their lesson plans and in student samples.	2.4, 2.5, 2.6	Esther Guterrez, Cheborah Ross, and Sheila Garcia	Students reading comprehension will increase in all contents, resulting in increased scores in their content areas.				
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 Funding Sources: 199 - PIC 24 State Comp Ed - 1000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: Credit Recovery (CR) students did not perform as well on EOC tests as the Early College Center (ECC) students. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Student Achievement
Problem Statement 1: For all EOC's, the overall approaches percentage was 56%; meets was 23%; and masters was 5%. The percentages of meets for each test was as follows: ELAR, 20%; Algebra 17%; Biology 24%; and US History 33%. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Problem Statement 2: For Closing the Performance Gaps, we received zero points in the domain with the following targets not met for each of the following: (1) Academic Achievement for all students in ELAR (44%) and Math (46%); for Hispanics in ELAR (37%) and Math (40%); for Economically Disadvantaged in ELAR (33%) and Math (36%). Root Cause 2: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

Problem Statement 3: For the CCMR component of the Domain I, Student Achievement, Liberty Academy only had 33 of the 114 graduates who earned a CCMR credit for a percentage of 29%, which scaled to a 91. **Root Cause 3:** The majority of our CR students are so behind in credits that they do not have space in their schedule for CTI courses that end in certifications or dual credit courses.

Annual Goal 3: For Algebra I, the overall percentage of students scoring Meets for will be 22%.

Quarterly Goal 1: 50% of Algebra I students will score meets (80%) or higher on their summative exams.



Quarterly Review 1: Some progress made toward meeting Quarterly Goal









Quarterly Goal 2: 55% of Algebra I students will score meets (80%) or higher on their Common Assessments.

Quarterly Goal 3: 60% of Algebra I students will score meets (80%) or higher on the Algebra I Benchmark.

Quarterly Goal 4: 75% of the students who scored below meets on the Algebra I Benchmark will attend tutorials 80% of the time they are offered.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 1) Teachers will use high yield activities with students which provides opportunities for small, group, purposeful talk.	2.4, 2.5, 2.6	Esther Gutierrez, Cheborah Ross, Sheila Garcia, and all math teachers.	Students will perform better on assessments: checkpoints, formative and summative assessments, and closing tasks.				
				Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 199 - PIC 24 State Comp Ed - 1500.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 2) Students who do not perform well on assessments will be assigned to individual and/or after school tutorials.	2.4, 2.5, 2.6	Esther Gutierrez, Cheborah Ross and math teachers	Students will perform better on assessments: checkpoints, formative and summative assessments, closing tasks and the December EOC.				
				Funding Sources: 199 - PIC 24 State Comp Ed - 450.00			

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>3) Algebra I teachers will model and require that students write out the process steps to complete problems.</p>	2.4, 2.5, 2.6	Algebra I teachers, Esther Gutierrez, Cheborah Ross	Students will be able to process the steps in their own words, resulting in retention of the steps and better accuracy in their computation of problems.				
	<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 1000.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>4) During the month of April, selected junior and senior ECC students will co-teach math Advisory lessons throughout the campus.</p>	2.4, 2.5, 2.6	Esther Gutierrez, Melinda Guevara, Sheila Garcia, Andrea Pope, Cheborah Ross	The math lessons will give the Advisory students increased learning time with math, taught by peers, increasing their opportunity to understand the concepts.				
	<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 500.00</p>						
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: Credit Recovery (CR) students did not perform as well on EOC tests as the Early College Center (ECC) students. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Student Achievement
Problem Statement 1: For all EOC's, the overall approaches percentage was 56%; meets was 23%; and masters was 5%. The percentages of meets for each test was as follows: ELAR, 20%; Algebra 17%; Biology 24%; and US History 33%. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Problem Statement 2: For Closing the Performance Gaps, we received zero points in the domain with the following targets not met for each of the following: (1) Academic Achievement for all students in ELAR (44%) and Math (46%); for Hispanics in ELAR (37%) and Math (40%); for Economically Disadvantaged in ELAR (33%) and Math (36%). Root Cause 2: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Problem Statement 3: For the CCMR component of the Domain I, Student Achievement, Liberty Academy only had 33 of the 114 graduates who earned a CCMR credit for a percentage of 29%, which scaled to a 91. Root Cause 3: The majority of our CR students are so behind in credits that they do not have space in their schedule for CTI courses that end in certifications or dual credit courses.

Annual Goal 4: For Closing the Performance Gaps, the Hispanic students will increase to 42% or higher for ELAR; and to 45% for Math.

Quarterly Goal 1: 100% of the re-testers for all EOC's will be assigned to evening tutorials and will attend tutorials 75% of the offered tutorials.

Quarterly Review 1: Exceeded Quarterly Goal









Quarterly Goal 2: 30% of the retesters for ELA and Algebra I (combined) will score approaches or higher on the December re-test.

Quarterly Goal 3: Re-testers will attend EOC tutorials 80% of the time offered.

Quarterly Goal 4: 100% of students who have made little or no progress as indicated from their checkpoints, benchmarks, and summative assessments will be placed in Advisory tutorials 3 weeks before the May Algebra I administration.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 4 1) During Advisory, teachers will guide students in reading current event articles through sources such as AVID, Newsela and/or Jostens, emphasizing Marking the Text strategies and reading comprehension.	2.4, 2.5, 2.6	All teachers, Esther Gutierrez, Cheborah Ross, Sheila Garcia	Students will show growth in their mastery of TEKS through formative and summative assessments.				
	Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 199 - PIC 24 State Comp Ed - 2000.00						
2) Students will be assigned to evening tutorial groups based on the EOC's that they still need to pass.	2.4, 2.5, 2.6	Cheborah Ross, Sheila Garcia, and Esther Gutierrez	Students will show growth in their mastery of TEKS through formative and summative assessments and will show gains in the December Retests.				
	Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 199 - PIC 24 State Comp Ed - 8000.00						

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>3) All Advisory teachers will implement Talk Read, Talk Write 3 days a week during the months of January, February, and March.</p>	2.4, 2.5, 2.6	Esther Gutierrez, Cheborah Ross, and Sheila Garcia	Teachers will be able to use the strategy in their contents as well, and students will become accustomed to the strategy as something that is done for all contents with the ultimate result of improved grades in their classes and scores on their assessments.				
	<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 600.00</p>						
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>4) During the month of April, selected junior and senior ECC students will co-teach math Advisory lessons throughout the campus three days a week.</p>	2.4, 2.5, 2.6	Esther Gutierrez, Melinda Guevara, Sheila Garcia, Andrea Pope, Cheborah Ross	The math lessons will give the Advisory students increased learning time with math, taught by peers, increasing their opportunity to understand the concepts.				
	<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 600.00</p>						
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: Credit Recovery (CR) students did not perform as well on EOC tests as the Early College Center (ECC) students. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Student Achievement
Problem Statement 1: For all EOC's, the overall approaches percentage was 56%; meets was 23%; and masters was 5%. The percentages of meets for each test was as follows: ELAR, 20%; Algebra 17%; Biology 24%; and US History 33%. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Problem Statement 2: For Closing the Performance Gaps, we received zero points in the domain with the following targets not met for each of the following: (1) Academic Achievement for all students in ELAR (44%) and Math (46%); for Hispanics in ELAR (37%) and Math (40%); for Economically Disadvantaged in ELAR (33%) and Math (36%). Root Cause 2: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.
Problem Statement 3: For the CCMR component of the Domain I, Student Achievement, Liberty Academy only had 33 of the 114 graduates who earned a CCMR credit for a percentage of 29%, which scaled to a 91. Root Cause 3: The majority of our CR students are so behind in credits that they do not have space in their schedule for CTI courses that end in certifications or dual credit courses.

Annual Goal 5: For the CCMR component of Domain I, 70% of the CR third year students will earn enough credits and be back on track for graduation without CR their senior year so that they will be able to take a CTE class their senior year.

Quarterly Goal 1: 100% of CR students who have made little to no progress earning credits will be assigned before or after school CR and attend those sessions 50% of the time assigned.



Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 50% of the CR students will have earned the necessary credits in Credit Recovery by the end of the first semester.

Quarterly Goal 3: 50% of the third year CR students will have earned 80% of the credits needed in credit recovery.

Quarterly Goal 4: 100% of CR students who need 5 or more credits before the end of the school year will attend before or after school CR 80% of the time.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 1) 2) Students will be assigned to evening tutorial groups based on the EOC's that they still need to pass.	2.4, 2.5, 2.6	Cheborah Ross, Sheila Garcia, and Esther Gutierrez	Students will show gains in their TEKS mastery and/or pass the December re-test.	✓	✓	✓	
	Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 199 - PIC 24 State Comp Ed - 3000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 2) Students who are lagging behind in credit accrual will be assigned to attend after school CR.	2.4, 2.5, 2.6	Cheborah Ross, Sheila Garcia, Melinda Guevara, and CR teachers	Students will earn the necessary credits and will stay on task more during the day to avoid being assigned after school CR.				
	Problem Statements: Demographics 1 - Student Achievement 2, 3 Funding Sources: 199 - PIC 24 State Comp Ed - 20000.00						
							

Quarterly Goal 1 Problem Statements:

Demographics

Problem Statement 1: Credit Recovery (CR) students did not perform as well on EOC tests as the Early College Center (ECC) students. **Root Cause 1:** Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

Student Achievement

Problem Statement 1: For all EOC's, the overall approaches percentage was 56%; meets was 23%; and masters was 5%. The percentages of meets for each test was as follows: ELAR, 20%; Algebra 17%; Biology 24%; and US History 33%. **Root Cause 1:** Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

Problem Statement 2: For Closing the Performance Gaps, we received zero points in the domain with the following targets not met for each of the following: (1) Academic Achievement for all students in ELAR (44%) and Math (46%); for Hispanics in ELAR (37%) and Math (40%); for Economically Disadvantaged in ELAR (33%) and Math (36%). **Root Cause 2:** Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

Problem Statement 3: For the CCMR component of the Domain I, Student Achievement, Liberty Academy only had 33 of the 114 graduates who earned a CCMR credit for a percentage of 29%, which scaled to a 91. **Root Cause 3:** The majority of our CR students are so behind in credits that they do not have space in their schedule for CTI courses that end in certifications or dual credit courses.

Annual Goal 6: To reduce referrals, teachers will engage students in learning and relationship building resulting in a 15% reduction of referrals.

Quarterly Goal 1: Referrals will be reduced 10% or more during the first 9 weeks from 2017-18 Q1.



Quarterly Review 1: Exceeded Quarterly Goal









Quarterly Goal 2: 90% of teachers who have written 10 or more referrals in Q1 will reduce the number to 5 or fewer in Q2

Quarterly Goal 3: For 100% of students with 6 or more referrals, teachers will hold parent-student conferences to develop a plan to improve the students' behavior and reduce referral-worthy behavior.

Quarterly Goal 4: Students who have had referrals related to classroom behavior will reduce their behavioral referrals by 20%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 1) Teachers will use team building strategies from various sources, documenting the activities in lesson plans.	2.4, 2.5, 2.6	Esther Gutierrez, Sheila Garcia, Cheborah Ross, and all teachers.	Students will have more positive interaction with their peers and teachers.				
				Problem Statements: Demographics 1, 2 - School Culture and Climate 1 Funding Sources: 199 - PIC 24 State Comp Ed - 500.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5 AIM 6 AIM 7 2) Teachers will participate in Referral Worthy training and/or campus PD designed to enhance classroom management techniques as well as team building at least once during each quarter during A.M. PLC's, Faculty Meetings, or campus PD days.	2.4, 2.5, 2.6	Cheborah Ross and Sheila Garcia	Teachers will gain a better understanding of the referral process and be able to talk through with their peers the behavioral interventions that can be used in the classroom; and students' behaviors will improve as a wave of consistency moves through the campus.				
				Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1 Funding Sources: 199 - PIC 24 State Comp Ed - 150.00			

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>3) Teachers who have written more than 5 referrals in a quarter will meet with their appraiser to create classroom management strategies to address the student behaviors that resulted in referrals.</p>	2.4, 2.5, 2.6	Cheborah Ross, Sheila Garcia, and teachers who have written referrals.	Teachers will develop more tools with which to intervene in students' behaviors and with which to respond to students' behaviors.				
	<p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 450.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7</p> <p>4) The Student Success Interventionist will do classroom observations in order to gather information for student behavioral interventions for ARC classrooms and any other classrooms that have disruptive behaviors.</p>	2.4, 2.5, 2.6	April Guevara, Sheila Garcia, Cheborah Ross, and Andrea Pope	The feedback that the Student Success Interventionist provides the teachers will allow plans to be developed for students and classrooms, leading to more on-task behaviors, student engagement and learning.				
	<p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Credit Recovery (CR) students did not perform as well on EOC tests as the Early College Center (ECC) students. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.</p>
<p>Problem Statement 2: Of the 38 students who were on the 10% plus absences list, 35 of them were CR students, for a percentage of 92%. Root Cause 2: Credit Recovery students have barriers like the necessity of working to help parents pay bills, childcare or ill students, and poor attendance habits.</p>
Student Achievement
<p>Problem Statement 1: For all EOC's, the overall approaches percentage was 56%; meets was 23%; and masters was 5%. The percentages of meets for each test was as follows: ELAR, 20%; Algebra 17%; Biology 24%; and US History 33%. Root Cause 1: Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.</p>

Problem Statement 2: For Closing the Performance Gaps, we received zero points in the domain with the following targets not met for each of the following: (1) Academic Achievement for all students in ELAR (44%) and Math (46%); for Hispanics in ELAR (37%) and Math (40%); for Economically Disadvantaged in ELAR (33%) and Math (36%). **Root Cause 2:** Credit Recovery students have gaps in learning from prior years of poor attendance and limited credit accrual; as a result, they do not possess many of the strategies, skills or knowledge needed for academic success in courses and EOC's.

School Culture and Climate

Problem Statement 1: Liberty Academy processed close to 1,000 referrals last year, with incidents ranging from missed detention to mandatory MGC placements. **Root Cause 1:** Students were accustomed to being in larger environments where it was more difficult to address all of the rules and they had difficulty adjusting to a more structured environment.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Teachers will use team building strategies from various sources, documenting the activities in lesson plans.
1	1	2	Students will be assigned to tutorials, based on the EOC tests that they previously failed.
1	1	5	Teachers will call all 3rd period students who are absent and document their calls on their A-Team Call Logs to be turned in each Friday to the Principal's office.
2	1	1	PD will be provided for reading and writing across the curriculum through BOY training, PLC's, Faculty Meetings, and PD Days.
2	1	2	Through English I, II, III, and Reading 3 classes, students will participate in EOC review, based on deficits evident in formative and summative assessments in preparation for the December EOC assessment.
2	1	3	Supplemental reading materials will be used for additional support and/or practice for students. These materials will include Newsela, Sirius, and other high yield resources.
2	1	4	Teachers across all contents will utilize Marking the Text in informational texts as documented once a week in their lesson plans and in student samples.
3	1	1	Teachers will use high yield activities with students which provides opportunities for small, group, purposeful talk.
3	1	3	Algebra I teachers will model and require that students write out the process steps to complete problems.
3	1	4	During the month of April, selected junior and senior ECC students will co-teach math Advisory lessons throughout the campus.
4	1	3	All Advisory teachers will implement Talk Read, Talk Write 3 days a week during the months of January, February, and March.
4	1	4	During the month of April, selected junior and senior ECC students will co-teach math Advisory lessons throughout the campus three days a week.
5	1	1	2) Students will be assigned to evening tutorial groups based on the EOC's that they still need to pass.
5	1	2	Students who are lagging behind in credit accrual will be assigned to attend after school CR.
6	1	1	1) Teachers will use team building strategies from various sources, documenting the activities in lesson plans.
6	1	2	Teachers will participate in Referral Worthy training and/or campus PD designed to enhance classroom management techniques as well as team building at least once during each quarter during A.M. PLC's, Faculty Meetings, or campus PD days.

Annual Goal	Quarterly Goal	Strategy	Description
6	1	3	Teachers who have written more than 5 referrals in a quarter will meet with their appraiser to create classroom management strategies to address the student behaviors that resulted in referrals.
6	1	4	The Student Success Interventionist will do classroom observations in order to gather information for student behavioral interventions for ARC classrooms and any other classrooms that have disruptive behaviors.

Campus Funding Summary

199 - PIC 23 State SpEd					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
2	1	1	PD materials		\$3,000.00
Sub-Total					\$3,000.00
199 - PIC 24 State Comp Ed					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Team building activities and supplies		\$600.00
1	1	2	Extra Duty Pay for teachers; mailout to parents; materials for EOC Tutorials		\$30,000.00
1	1	3	supplies for activities		\$2,000.00
1	1	4	attendance tracking		\$300.00
1	1	5	Phones in teacher's classrooms		\$600.00
2	1	2	teaching materials		\$2,500.00
2	1	3	Reading resources		\$2,500.00
2	1	4	Copies of informational texts for marking		\$1,000.00
3	1	1	hands on and high yield activities		\$1,500.00
3	1	2	after school forms and parent mail out		\$450.00
3	1	3	Interactive Notebooks and/or Math Journals		\$1,000.00
3	1	4	materials for Advisory Math sessions		\$500.00
4	1	1	instructional resources for all contents		\$2,000.00
4	1	2	funds for extra duty pay		\$8,000.00
4	1	3	Copies of materials to use during Advisory		\$600.00
4	1	4	Materials for Advisory Math sessions		\$600.00
5	1	1	extra duty pay funds		\$3,000.00
5	1	2	Edgenuity		\$20,000.00
6	1	1	team building activities		\$500.00

6	1	2	Training copies		\$150.00
6	1	3	Classroom management strategies		\$450.00
6	1	4	Interventions for student success		\$500.00
Sub-Total					\$78,750.00
Grand Total					\$81,750.00