

Joshua Independent School District
Joshua Ninth Grade Campus
2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Mission Statement

Joshua Ninth Grade Campus engages and supports every learner to develop the skills necessary to be productive citizens that are college and career ready.

Vision

Joshua Ninth Grade Campus will be a highly acclaimed model of educational excellence.

Core Beliefs

Joshua Ninth Grade Campus provides a safe and orderly environment.

Joshua Ninth Grade Campus students set goals and achieve high levels of success.

Joshua Ninth Grade Campus effectively and efficiently manages resources to promote student success.

Joshua Ninth Grade Campus is a source of pride and unity for students, staff, parents and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Joshua Ninth Grade Campus (NGC) was established in 2010 as a part of Joshua ISD located in Joshua, TX. Joshua NGC is a Continuous Improvement Campus who involves stakeholders in the decision making processes through campus and district committees and an annual climate survey. Joshua NGC strives to provide a variety of quality educational opportunities in an outstanding instructional program for our students. Joshua NGC instructional programs are designed to meet individual needs and maximize student success. Joshua NGC employees a staff of approximately 54 individuals, including some staff that also service students at Joshua High School and New Horizon High School. Curricular offerings include remedial, regular, advanced and honors courses. Programs for special populations include At-Risk, English as a Second Language, Gifted and Talented, Special Education, and Career and Technology Education (CATE).

The campus demographic profile is as follows:

- White - 267
- Hispanic - 93
- African-American - 7
- Pacific Islander - 1
- Asian - 1
- Two or More Races - 14
- Economically Disadvantaged - 157
- Bilingual/EL - 10
- At Risk - 136
- GT - 26
- Special Education - 22
- Career and Technical Education - 32

Demographics Strengths

Joshua Ninth Grade Campus continues to earn the rating of Met Standard, earned four distinction designations for 2018-2019, and was awarded America's Best High School by US News and Worlds Report. NGC shows strength in areas of mathematics (97%) and science (100%) for Hispanic population. The

economically disadvantaged student population also shows strength in areas of mathematics (95%) and science (95%). Attendance rates for NGC are above the state averaging 96%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL students perform significantly lower than other student groups in English. **Root Cause:** Lack of known resources/strategies for teachers to use to support this student group.

Problem Statement 2: Special education students perform significantly lower than other student groups in English and Mathematics. **Root Cause:** The students have gaps in important skills needed at this level. Some students do not have educational support at home or do not have self motivation

Student Academic Achievement

Student Academic Achievement Summary

Based on the data from the 2018 Accountability Report, Joshua NGC students achieved the following passing rates:

Joshua Ninth Grade Campus Met Standard on the 2018 Accountability Report. Domain 1 - Student Achievement had a score of 89 with a target score of 90. Domain 2A- Academic Growth had a score of 89 with a target score of 90. Domain 2B - Relative Performance had a score of 87 with a target score of 90. Domain 3 - Closing the Gaps had a score of 100 with a target score of 90. A distinction was earned in Mathematics, Science, Top 25% Student Progress, Top 25% Closing the Performance Gaps and Postsecondary Readiness.

Approaches Grade Level

ELA - 77%

- African American: 100%
- Hispanic: 72%
- White: 78%
- American Indian: 100%
- Asian: 100%
- Two or More Races: 88%
- Special Education: 15%
- Economically Disadvantaged: 66%
- EL: 49%

Math - 95%

- African American: 100%
- Hispanic: 96%
- White: 95%
- American Indian: 100%
- Asian: 100%
- Two or More Races: 100%
- Special Education: 71%
- Economically Disadvantaged: 95%
- EL: 100%

Science - 99%

- African American: 100%
- Hispanic: 100%
- White: 98%
- American Indian: 100%
- Two or More Races: 100%
- Special Education: 100%
- Economically Disadvantaged: 95%
- EL: 100%

Student Academic Achievement Strengths

Joshua Ninth Grade Campus is above average for all STAAR assessments. Joshua NGC also exceeded their target score in Domain 3 - Closing the Gaps. In all other domains, Joshua Ninth Grade Campus is above target according to the state, but did not reach their district target. Joshua NGC earned 5 Distinction Designations: Mathematics, Science, Top 25% Student Progress, Top 25% Closing the Performance Gaps and Postsecondary Readiness.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores are stagnant. **Root Cause:** Writing is not continually focused on at each grade level. There is a lack of writing across the curriculum and writing programs are not implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Joshua NGC is a continuous improvement campus with a focus on training staff in the systematic approach model along with providing support to staff. The Continuous Improvement model provides systematic alignment using district, department, campus and classroom Systems Level Checks. Joshua NGC employs teachers who meet all certification requirements in their academic content area. Implementation and alignment of Professional Learning Communities (PLC) is a focus with ongoing training to support staff, including common planning among core academic teachers. The goals of PLC are to create a viable curriculum with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RTI) programs. Joshua NGC is focused on post-secondary readiness to ensure graduates are prepared to enter college, a career or the military. Joshua NGC has a comprehensive technology program that gives all students and staff access to various devices. All teachers use instructional technology to enhance the learning environment.

School Processes & Programs Strengths

1. Continuous Improvement procedures are documented and systematic throughout the school year including training for teachers and administrators.
2. All teachers and administrators are required to complete yearly EL training.
3. All teachers are required to complete yearly GT training.
4. All administrators have been trained in the PLC process to provide support on their campuses.
5. Joshua NGC has clearly defined procedures available to all staff through the online Procedure Manual.
6. Instructional Technologists are available to assist with the implementation of technology in classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff did not feel that campus leadership supported them with consistent discipline, from staff survey. **Root Cause:** Perception of "no consequences"; lack of clear communication about discipline rubric; feedback to teachers was not timely.

Perceptions

Perceptions Summary

Joshua NGC has a comprehensive family engagement plan and parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders and action plans are written if needs are identified. Joshua NGC utilizes multiple methods for parent communication including websites, Skylerts, newsletters, emails, phone calls, and conferences. Parents and community members are encouraged to participate in the district decision-making process as well as in promoting the attributes and successes offered through site-based decision making committees. Joshua NGC focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operation Plan.

Perceptions Strengths

1. Variety of types of communication are available and used by faculty, parents and students.
2. Parent survey results are consistently favorable.
3. Multiple opportunities are provided for parental and community involvement.
4. Safety audits confirm a safe and orderly environment campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff did not feel that campus leadership effectively communicates with staff, from staff survey. **Root Cause:** Information has been communicated in several different methods. Not all methods notify staff when there has been a change made.

Priority Problem Statements

Problem Statement 1: EL students perform significantly lower than other student groups in English.

Root Cause 1: Lack of known resources/strategies for teachers to use to support this student group.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special education students perform significantly lower than other student groups in English and Mathematics.

Root Cause 2: The students have gaps in important skills needed at this level. Some students do not have educational support at home or do not have self motivation

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals


Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 1: 100% of NGC will implement an aligned emergency operations plan.


Evaluation Data Source(s) 1: School calendar, Attendance logs, Committee reports, State Fire Marshall report, School safety plan, time efficient drills, and JISD Police Dept

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Safety scenario "table top" discussion during staff meetings with teachers/staff		Teachers/Administrators	Discussion about campus emergency operation procedures that will make our staff more prepared in the event of an emergency.				
2) Safety scenario "table top" discussion during RTI with students		Teachers/Administrators	Discussion about campus emergency operation procedures that will make our students more prepared in the event of an emergency.				
3) All NGC students are required to wear a student identification badge that is visible at all times.		Campus Administrators	Ensure student safety				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 2: 100% of NGC will have JISD procedures for visitors posted in the front office.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All campus visitors will be screened through Raptor in the front office and receive a visitor's badge. Campus volunteers must have a criminal background check. Contractors and vendors must be fingerprinted.		Human Resources, Assistant Superintendent, Campus Administrators, Campus Receptionist	NGC will be secure, and visitors are screened and monitored while on campus.				

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 3: 100% of NGC will post weather condition procedures on campus websites.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 4: 100% of NGC will implement an aligned character education and drug awareness plan.


Evaluation Data Source(s) 4:

Summative Evaluation 4:

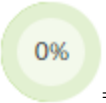
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will participate in Teen Truth conference to learn to build a positive school culture and empower student voice. Parents will attend a parents' night to introduce the program.	3.2	Counselor Administrators	Empower students to become school leaders and build a positive school culture.				
2) NGC will implement Red Ribbon Week with various drug prevention programs and speakers		Counselor and Campus Administrators	Educate students on the negative effects of drug use and reduce number of suspensions and DAEP placements due to drug possessions.				
3) REACH Council Prevention Services are provided to students who have positive drug tests.		Director of Post Secondary Readiness, Assistant Superintendent, Campus Administrators	Decreased amount of students engaging in at risk behaviors				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 5: 100% of NGC will implement an aligned health and wellness plan.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All 9th grade students will participate in age appropriate lessons that helps students avoid the risks of sexual activity, bullying and drugs through AIM for Success. Parental informational meeting about the program content will be offered before the students participate.	3.2	Campus administrators and counselors	Reduce at risk behaviors				

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 6: 100% of NGC will implement an aligned student code of conduct.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 7: 100% of NGC will monitor discipline referrals to ISS and DAEP for all student populations.

Evaluation Data Source(s) 7: Behavior plans, PBMAS reports and campus monitoring

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement an electronic referral system using Skyward and Google Docs		Administrators, teachers, ISS teacher	Provide opportunity for all teachers to document student behavior in the classroom, provide discipline feedback to teachers quicker and more consistently				

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 1: Meet or exceeds the target score in Domain 1-Student Achievement, Domain 2-Student Progress and Domain 3- Closing the Gaps

Evaluation Data Source(s) 1: STAAR, Benchmark data, 6 Weeks Assessment Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Elective classroom teachers will incorporate writing in their curriculum by collaborating with English department on areas of focus.	2.4	Administration Elective and English Teachers	Increase % of students that will achieve or exceed "approaches grade level" on the ELA STAAR EOC from 77% to 85% by May 2020 as measured by 2019-2020 STAAR EOC data				
Comprehensive Support Strategy 2) All English teachers will be ESL certified and work with coordinator of bilingual/ESL programs		Administration Teachers	Increased awareness of teaching strategies to support our EL students				
TEA Priorities Build a foundation of reading and math 3) All ELA teachers will attend ELAR TEKS Deep Dive training provided by Region 11 Service Center		administrators	improve teachers' knowledge of new English TEKS and how to integrate in the classroom to improve all students' performance including "at risk" students				
Problem Statements: Demographics 1 Demographics 2 Funding Sources: 199 State Compensatory Education (SCE) - 155856.06							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EL students perform significantly lower than other student groups in English. Root Cause 1: Lack of known resources/strategies for teachers to use to support this student group.

Demographics


Problem Statement 2: Special education students perform significantly lower than other student groups in English and Mathematics. **Root Cause 2:** The students have gaps in important skills needed at this level. Some students do not have educational support at home or do not have self motivation

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 2: 100% of NGC classrooms will build a foundation of reading and math

Evaluation Data Source(s) 2: STAAR, benchmark data, 6 weeks assessments data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Master Schedule includes Response to Intervention time and aligned conference time to allow PLCs		Administration Teachers	Increase the amount of students achieving or exceeding the "meets grade level" on ELA and Algebra STAAR EOC by 5%				
							

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 3: 100% of NGC classrooms will implement the college and career readiness plan.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 4: 97% attendance rate will be maintained


Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review monthly attendance reports, withdrawal records and leaver coding.		Principals, Attendance Committee, SRO	Increased attendance and no dropouts				
2) Discuss attendance incentives and progress monitoring during monthly attendance committee meetings		Principals, attendance committee	Improved attendance rate				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 1: 100% of teachers meet state and local certification requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will be certified in the area they teach.		Human Resources Administrators	Increased student achievement				
Funding Sources: 224 IDEA B, Formula SpEd - 146535.00							


Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 2: 95% or greater teacher and principal retention.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide monthly training and opportunities regarding Professional Learning Communities and Continuous Improvement.		Administrators	Improved understanding of the PLC and Continuous Process on the campus.				
TEA Priorities Recruit, support, retain teachers and principals 2) Using the continuous improvement model, staff will evaluate themselves and classrooms using the appropriate systems level check at the beginning and end of the year.		Administrators and teachers	All teachers and classrooms will operate at the advanced category in all areas.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 3: 90% or greater overall score on the Campus Financial Scorecard.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) NGC will monitor criteria on the financial scorecard to achieve the target of 90%.		Principal Principal Secretary Teachers	Improve score on financial scorecard				

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 4: 90% of NGC staff and parents will respond with satisfaction on the annual surveys.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) NGC will host a orientation night in the fall and an open house in the spring	3.2	Principal	Give parents opportunities to learn about grade level curriculum and expectations along with highlighting student work				
							

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 5: 100% of Carl Perkins funds will be used in accordance with and in fulfillment of the requirements for the Carl Perkins Career and Technical Education Improvement Act.

Evaluation Data Source(s) 5: Funds spent according to the nine required uses of Federal CTE funds. Pre-acquisition forms and purchase order procedures.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Funds allocated to initiate, improve, expand and modernize CTE programs.		CTE Director	Expansion of CTE program Students earning industry recognized certifications				
Funding Sources: 244 Perkins Career & Technical Education - 43631.00							
2) Allocation of funds use to increase student success for all students and all student groups.		CTE Director CTE Teachers	More students completing coherent sequences Students graduating with CTE endorsements				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Elective classroom teachers will incorporate writing in their curriculum by collaborating with English department on areas of focus.
2	1	2	All English teachers will be ESL certified and work with coordinator of bilingual/ESL programs

State Compensatory

Budget for Joshua Ninth Grade Campus:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 00 003 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$155,856.06
6100 Subtotal:		\$155,856.06

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Daniel Breedlove	Math Dept Head
Classroom Teacher	Melissa Ribinskas	English Dept Head
Classroom Teacher	Kevin Grigsby	Elective Dept Head
Classroom Teacher	Amber Valles	Special Ed Dept Head
Classroom Teacher	Ron Reid	World Geo Dept Head
Classroom Teacher	Cheri Carr	Science Dept Head

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kenny Bodine	Principal
Administrator	Lori Matthew	Assistant Principal
Paraprofessional	Kathy Miller	Secretary
Classroom Teacher	Amber Valles	Teacher
Classroom Teacher	Mallory Litchfield	Teacher
Paraprofessional	Alex Mondragon	Crossing Guard
Classroom Teacher	Emily Chavoya	Teacher
District-level Professional	Brooklyn Shafer	District Level Administrator
Parent	Christie Beam	Business Owner/Parent
Community Representative	Diyana Garcia	Parent
Business Representative	Adrienne Argumeniz	Parent

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	ELAR TEKS Deep Dive Training		\$155,856.06
Sub-Total					\$155,856.06
224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		224 E 11 6119 00 003 9 23 0 00	\$146,535.00
Sub-Total					\$146,535.00
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$43,631.00
Sub-Total					\$43,631.00
Grand Total					\$346,022.06