

Smithville Independent School District
Smithville High School
2022-2024 Campus Improvement Plan

Mission Statement

Smithville High School cultivates respectful relationships among our students, staff, families, and community in order to create a safe, inclusive learning environment. We empower growth through an innovative curriculum and relevant instruction. We consistently model high expectations for character and citizenship in order to support and inspire excellence.

Vision

Smithville High School cultivates positive relationships, empowers growth, and inspires excellence.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: The district will provide a safe and educationally effective environment for students and staff.	8
Goal 2: The district will meet and exceed state and federal accountability standards.	14
Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.	20
Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.	24
RDA Strategies	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

High School (9-12) Enrollment: 557 (AAAA Classification)

Ethnic Distribution: African American 7.8% Hispanic 29.4% White 58.0% American Indian 0.6% Asian 0.6% Pacific Islander 0.2% Two or More Races 3.4% Economically Disadvantaged 52.1% Non-Educationally Disadvantaged , 47.9% English Language Learners (ELL) 3.4% At-Risk 47.7%

Demographics Strengths

We are a very diverse campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high percentage of Economically Disadvantaged students who are not meeting the 'Approaches' and 'Meets' levels for STAAR/EOC.

Root Cause: Lack of differentiated instruction and rigor that is aligned to the TEKS.

Problem Statement 2 (Prioritized): Gaps between student groups continue to grow due to discrepancies within the At-Risk population performance. **Root Cause:** Lack of differentiated instruction and curriculum alignment to meet the needs of all learners.

Priority Problem Statements

Problem Statement 1: We have a high percentage of Economically Disadvantaged students who are not meeting the 'Approaches' and 'Meets' levels for STAAR/EOC.

Root Cause 1: Lack of differentiated instruction and rigor that is aligned to the TEKS.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gaps between student groups continue to grow due to discrepancies within the At-Risk population performance.

Root Cause 2: Lack of differentiated instruction and curriculum alignment to meet the needs of all learners.

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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.





Performance Objective 1: 50% of all professional development opportunities will be related to an identified area of district need for improvement

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a short cycle curriculum based assessment regimen for Core Tested and Advanced Placement courses. PLC's will be held the week after short cycle test to review areas of strength and weaknesses and plan for remediation of TEKS not meeting the sixty percent Meets standard. Strategy's Expected Result/Impact: Increase student success on state testing and advanced placement testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions. Staff Responsible for Monitoring: Principal, Instructional Coach, Curriculum Director. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: The instructional coach will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The instructional coach will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity. Strategy's Expected Result/Impact: Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere throughout Smithville High School. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - 211 Title I, Part A	Formative		
	Dec	May	Aug

Strategy 3 Details	Formative Reviews		
Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards. Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards Staff Responsible for Monitoring: David Edwards TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 244 Perkins Career & Technical Ed (CTE)	Formative		
	Dec	May	Aug
Strategy 4 Details	Formative Reviews		
Strategy 4: High Quality Staff Development will be available to all teachers. Strategy's Expected Result/Impact: Improved instruction in the classroom Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Professional Development Resources - 211 Title I, Part A	Formative		
	Dec	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

Strategy 1 Details	Formative Reviews		
Strategy 1: The high school will offer a Character Strong SEL lessons throughout the school year. Strategy's Expected Result/Impact: Improve student behavior and interactions between student and adults. Staff Responsible for Monitoring: Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Social Emotional Learning newsletter sent monthly to parents and students through BlackBoard addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking. Strategy's Expected Result/Impact: Increase awareness of SEL topics, and prevention. Staff Responsible for Monitoring: Counselors Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: Develop a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data

Strategy 1 Details	Formative Reviews		
Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data. Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS committee members. Title I: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 4: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

Strategy 1 Details	Formative Reviews		
Strategy 1: Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required. Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation. Staff Responsible for Monitoring: Principal, Assistant Principal.	Formative		
	Dec	May	Aug
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 5: Access to high quality instructional materials will be supported by campus budgets, including campus allocations from ESSA & ESSER funds.






Evaluation Data Sources: Campus budgets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide No Red Ink to English Language Arts teachers to reinforce grammatically correct writing. Strategy's Expected Result/Impact: Improve writing skills Staff Responsible for Monitoring: Campus Principal English Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: No Red Ink subscription - 211 Title I, Part A	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Tiger Academy will continue to provide opportunities for students who are at-risk of not graduating to accelerate credit recovery. Strategy's Expected Result/Impact: Reduce drop-out rate Staff Responsible for Monitoring: Tiger Academy Staff, HS principal, Director of Curriculum Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Staff salary, online curriculum costs - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
Strategy 3: Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate. Strategy's Expected Result/Impact: On-time graduation Staff Responsible for Monitoring: Credit Recovery teacher, HS principal	Formative		
	Dec	May	Aug

Title I: 2.6 Funding Sources: Staff salary, online curriculum - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: The district will meet and exceed state and federal accountability standards.





Performance Objective 1: Obtain an accountability rating of B or better at the district level and at each campus

Strategy 1 Details	Formative Reviews		
Strategy 1: Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance. Staff Responsible for Monitoring: Campus Principal, Director of Curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability	Formative		
	Dec	May	Aug
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: Ensure 85% or more of students attain the approaches level on STAAR/EOC math and reading assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Through implementation of Curriculum Based Assessments at three week intervals, Interim Assessments, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC. Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 3: Increase the percentage of students who attain the meets level on STAAR/EOC math and reading assessments To sixty percent.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Through the implementation of Curriculum Based Assessments at Three week intervals, Interim Assessments, and PLC meetings, staff will regularly adjust instructional methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent. Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 4: Close achievement gaps to no greater than 10% points for all subpopulations in comparison to the all students group

High Priority

Evaluation Data Sources: Closing the Gaps

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC meetings will analyze short-cycle, Interim Assessments, and prior testing for all subpopulation and develop strategies to increase achievement among all student groups. Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 5: Increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) by 5% points.

Strategy 1 Details	Formative Reviews		
Strategy 1: SHS will increase student opportunities to achieve college, career and military readiness by offering TSI prep and college entrance testing earlier in their high school career, and increase the opportunity to earn industry based certifications through the addition of a medical pathway through CTE. Strategy's Expected Result/Impact: A 5% increase in students who achieve college, career, and military readiness standards. Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 6: Increase Emergent Bilingual student exit rates by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate. Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner. Staff Responsible for Monitoring: Principal, EB Support Teacher Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Smithville High School will increase the support of English Language Learners (ELL) through an English for Speaker of Other Languages (ESOL) class. Strategy's Expected Result/Impact: ELL will increase thier proficiency in listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Principal, ESOL teacher, Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
			0%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Provide and conduct quarterly District Site-based Decision Meetings (DSBDM)

Strategy 1 Details	Formative Reviews		
Strategy 1: SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus. Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	May	Aug
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>			

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide and conduct a minimum of two surveys per year

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Provide regular communication through Remind, Blackboard, school website, and SISD social media sites

Strategy 1 Details		Formative Reviews		
Strategy 1: SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success. Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff. Staff Responsible for Monitoring: Principal, Counselors, Campus Staff, Directors, Sponsors/Coaches		Formative		
		Dec	May	Aug
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 4: Conduct student recognitions each grade reporting period for each campus

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting. Strategy's Expected Result/Impact: Student recognition, increase in Tiger Pride. Staff Responsible for Monitoring: Principal, Teachers.	Formative		
	Dec	May	Aug
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 1: Maintain attendance rate of 95% or greater

Strategy 1 Details	Formative Reviews		
Strategy 1: SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences. Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness. Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal	Formative		
	Dec	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			






Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 2: Increase teacher retention to 85%

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support. Strategy's Expected Result/Impact: Reduce staff turnover and improve performance. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for team building and support for all staff. Strategy's Expected Result/Impact: Improve staff moral and reduce turnover. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	May	Aug
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 3: Maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete a comprehensive campus needs assessment, through the campus SBDM, yearly. Strategy's Expected Result/Impact: Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement. Staff Responsible for Monitoring: Campus Administration. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Dec	May	Aug
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	The instructional coach will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The instructional coach will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity.
2	1	1	Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.

Campus Funding Summary

199-PIC 24 State Comp Ed (SCE), Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Staff salary, online curriculum costs		\$0.00
1	5	3	Staff salary, online curriculum		\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4	Professional Development Resources		\$0.00
1	5	1	No Red Ink subscription		\$0.00
Sub-Total					\$0.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00