

Rhodes School for the Performing Arts

Humble

2022-2023 Campus Improvement Plan



Rhodes School
for the **Performing Arts**

Mission Statement

The mission of Rhodes School for the Performing Arts is to produce critical thinkers with the character to lead.

Vision

Rhodes School for the Performing Arts will be a model of educational excellence that develops students into people of integrity who contribute to the good of society and who are equipped to compete in a global marketplace successfully.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rhodes School for the Performing Arts - Humble Campus 600 Charles, Humble, TX 77338281.319.9300 **Ashley Miller, Superintendent Lisa Gordon, Principal**

Rhodes School for the Performing Arts - Humble (RSPA - Humble) is a diverse campus that opened its doors in August 2016. The campus is located in Humble, Texas, 20 miles south of Downtown Houston. RSPA - Humble has 294 students from Pre-K through 8th grade and is a public, magnet charter school. The campus opened its doors in August of 2016 and currently serves 294 students who are zoned to over 12 school districts in Greater Houston. RSPA - Humble has an attendance rate of 93%, and 53.4% of the student body is considered at-risk. Other student groups include 84.3% economically disadvantaged, 10.5% Special Education, 2% ESL, and 2% Gifted and Talented. African American students make up 87.5% of the student body, while Hispanic students make up 8%. White students make up 0.2% of the population, while 3.7% claim two or more races.

RSPA - Humble employs a high-quality, talented staff of 50 individuals who reflects the student body with regard to race and ethnicity.

Demographics Strengths

Rhodes School for the Performing Arts - Humble (RSPA - Humble) has many strengths. Some of the most notable demographic strengths include:

1. A diverse student body that travels from over 12 school districts to attend.
2. Interest in the Humble campus is good, leading to students being placed on the waiting list for the 2022-2023 school year.
3. The campus is a Pre-K through 8th-grade campus, so students and their families have developed strong relationships with the staff.
4. New teachers are provided a mentor and support to help them transition into teaching on the RSPA - Humble campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our 2021-2022 campus attendance rate was 93% at EOY. **Root Cause:** One reason is we need more incentives in place to encourage our scholars to attend school and to be on time getting to school each day. COVID 19 remained present the entire school year.

Problem Statement 2 (Prioritized): Passing % EOY CBA for Economically Disadvantaged: 294 total students tested across grades kinder through 8th with 155 students (49 %) approachin grade-level expectations, 20 students (6%) meet grade-level expectations, and 6 students (2%) mastered grade-level expectations. Reading the data revealed tha325 tested, 199 students (61%) approached grade-level expectations, and 14 students (4%) mastered **Root Cause:** Effective professional development is needed so that teachers can understand how to teach scholars math and reading concepts and problem solving skills. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS. Teachers need more support and coaching.

Student Learning

Student Learning Summary

Based on campus, district, and state assessments from the 2020-2021 school year, 90% of our K-2 students met expectations in math and reading, as well as, showed growth from the beginning of the year to the end of the year. 80% of our middle school students met expectations in math and reading, while another 70% of them showed growth by the end of the school year. Our intermediate students in grades 3-5, showed the least improvement on the aforementioned assessments, however 60% of them showed growth, in either reading or math, by the end of the school year.

Student Learning Strengths

Middle School is currently our strongest group. For students that have been with us for two or more years (continuously enrolled), they have shown a 50% or better growth increase. Most of the middle school students were at the meets and masters level on the state assessment (STAAR) for 20-21. Also, our primary grades K-2 displayed strong fluency and numeracy skills by their EOY NWEA assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state. **Root Cause:** Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.

Problem Statement 2 (Prioritized): Passing percentages for the EOY CBA for Special Education students were: Math 15% passing and Reading 21% passing **Root Cause:** We view SPED teachers as the person who is primarily responsible for SPED scholars success. There isn't a specific SPED meeting that takes place to analyze data. Also, more professional development needs to be provided for the teachers on differentiation for these scholars.

School Processes & Programs

School Processes & Programs Summary

- A restorative behavior program will continue to be utilized to support students who have behavioral concerns.
- An RTI teacher monitors and provides interventions for students with academic struggles that interfere with learning.
- Instructional Specialists are a continued need to observe and meet with teachers to improve instructional strategies and classroom practices.
- The Fundamental 5 will be implemented in the classrooms and will be monitored by the campus leadership team.
- Personnel specifically for RTI Intervention is needed to offer intervention services to at-risk students in both reading and math.
- Fine Arts teachers are utilized so that students benefit from integrated arts into the core subject classroom.

School Processes & Programs Strengths

- The teachers and staff will continue to work with students and staff to support students with behavioral concerns.
- Instructional Specialists are a continued need to observe and meet with teachers to improve instructional strategies and classroom practices.
- The implementation of Fundamental 5 will be implemented in the classrooms and will be monitored by the campus leadership team.
- Fine arts teachers are utilized so that students benefit from integrating arts into core subject classrooms. Personnel specifically for RTI Intervention is needed to offer intervention services to at-risk students in both reading and math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers not inspected for the expectations that's been provided in training sessions. **Root Cause:** Administrators not following through with expectations

Problem Statement 2 (Prioritized): The overall passing percentages for the campus were 46.45% passing math and 61.35% passing reading. In the SSI grade-levels the following percentages applied, 52% of 5th Grade students passed the end of year CBA with the average score being 55. 45% of 8th Grade students passed the end of year CBA with an average score of 45. **Root Cause:** More effective professional development is needed so that teachers can understand how to teach scholars number concepts, facts, and problem solving. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS and how to effectively implement them, teachers need to raise the level of rigor, teachers need more coaching and support.

Perceptions

Perceptions Summary

At RSPA Humble campus, customer service is our belief. Our customers are the students, parents, and community stakeholders. When one of our customers enters the building, they are welcomed at the front office by the secretary and receptionist. We try and handle their concern as quickly as possible and as friendly as possible. The culture of our school speaks to academics and safety. Every classroom is print-rich, student work is displayed, data results are posted and learning is heard throughout the building. The school's climate is clean, classrooms are clutter-free, a family-oriented environment, and long-lasting relationships are forged. Our values are aligned with the district's mission and vision. This is how we do business.

Perceptions Strengths

Culture and Climate are the strengths of our campus. We try and over-communicate with all of our stakeholders through several different modalities: email, REMIND 101, website, parent portal, mail, and phone calls. The teachers must make ten phone calls, minimum, per week. The calls are kept in a digital log. We communicate with our students through the use of affirmations, CHAMPS, Incentive and Award programs, and random acts of kindness (high fives, hugs, etc.).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication with parents and the community is reactive, not proactive. **Root Cause:** The communication protocol is sometimes unclear

Problem Statement 2 (Prioritized): We need to increase parental and community involvement on campus. **Root Cause:** We need to build our PTC and have regular meetings at times the parents will come. We need to ensure parents feel welcomed in our school and their voices are being heard

Priority Problem Statements

Problem Statement 1: Our 2021-2022 campus attendance rate was 93% at EOY.

Root Cause 1: One reason is we need more incentives in place to encourage our scholars to attend school and to be on time getting to school each day. COVID 19 remained present the entire school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Th academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state.

Root Cause 2: Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Teachers not inspected for the expectations that's been provided in training sessions.

Root Cause 5: Administrators not following through with expectations

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: Communication with parents and the community is reactive, not proactive.

Root Cause 7: The communication protocol is sometimes unclear

Problem Statement 7 Areas: Perceptions

Problem Statement 4:

Passing % EOY CBA for Economically Disadvantaged: 294 total students tested across grades kinder through 8th with 155 students (49 %) approachin grade-level expectations, 20 students (6%) meet grade-level expectations, and 6 students (2%) mastered grade-level expectations. Reading the data revealed tha325 tested, 199 students (61%) approached grade-level expectations, and 14 students (4%) mastered

Root Cause 4: Effective professional development is needed so that teachers can understand how to teach scholars math and reading concepts and problem solving skills. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS. Teachers need more support and coaching.

Problem Statement 4 Areas: Demographics

Problem Statement 3: Passing percentages for the EOY CBA for Special Education students were: Math 15% passing and Reading 21% passing

Root Cause 3: We view SPED teachers as the person who is primarily responsible for SPED scholars success. There isn't a specific SPED meeting that takes place to analyze data. Also, more professional development needs to be provided for the teachers on diffrentiation for these scholars.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: The overall passing percentages for the campus were 46.45% passing math and 61.35% passing reading. In the SSI grade-levels the following percentages applied, 52% of 5th Grade students passed the end of year CBA with the average score being 55. 45% of 8th Grade students passed the end of year CBA with an average score of 45.

Root Cause 6: More effective professional development is needed so that teachers can understand how to teach scholars number concepts, facts, and problem solving. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS and how to effectively implement them, teachers need to raise the level of rigor, teachers need more coaching and support.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: We need to increase parental and community involvement on campus.

Root Cause 8: We need to build our PTC and have regular meetings at times the parents will come. We need to ensure parents feel welcomed in our school and their voices are being heard

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





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

Goals

Goal 1: Safety: The school will establish and implement a safety plan to maintain a safe and secure campus.

Performance Objective 1: The LEA will have a written plan of action that staff can easily read in case of an emergency.

Evaluation Data Sources: Easy to read flow charts/plans of actions.

Strategy 1 Details	Reviews			
Strategy 1: Each campus will develop a customized chart /plan of actions for emergencies. Strategy's Expected Result/Impact: The strategies and actions will be available if a crisis situation should arise. Staff Responsible for Monitoring: Principals, Counselors, Teachers, Paras, Nurse, PEIMS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will ensure that fencing, lighting, a buzzer system, cameras, and Remind 101 (a mass communication system)/(Constant Contact) is provided for the campuses. Strategy's Expected Result/Impact: Schools will be safer from outside threats. Staff Responsible for Monitoring: Safe Schools Manager, Maintenance Department, Principals, IT Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: TO IMPROVE ACADEMIC PERFORMANCE: Humble's goal for the 2022-2023 school year is to improve state academic scores by at least 10% by the end of the school year.

Performance Objective 1: MATH

Use evidenced-based instructional programs and strategies to close the literacy gaps and produce academic achievement necessary for 75% of our scholars, with a particular focus on At-risk students, to read and perform mathematical skills on grade level by the end of the school year.

High Priority

Evaluation Data Sources: Campus-Based Assessments, PowerWalks Data, Running Record Data, DRA, Guided Reading Levels, NWEA-MAP, Progress Reports and Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use an intervention plan for identified students in at-risk situations. (RTI) Teach the 5 Big Areas in Beginning Reading (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, and Comprehension)</p> <p>Strategy's Expected Result/Impact: Increased vocabulary, fluency, and comprehension for all scholars; Math computations skills will increase toward grade level and beyond.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum coaches, and teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: 1 Math Interventionist & 1 Reading Interventionist - 420- State Comp Ed (Direct Services 55%) - \$130,000, Math & Rdg manipulatives & workbooks - 420- State Comp Ed (Direct Services 55%) - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use evidence-based programs such as NWEA/MAP, Reading A-Z, and Lead4ward for all students.</p> <p>Strategy's Expected Result/Impact: The scholars' reading levels will have increased by two letters, ex. from an A level to a C level, and math levels will have increased, evidenced by at least 10 points on CBA.</p> <p>Staff Responsible for Monitoring: C&I staff and RTI Specialist</p> <p>TEA Priorities: Improve low-performing schools -</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state. **Root Cause:** Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.





Goal 2: TO IMPROVE ACADEMIC PERFORMANCE: Humble's goal for the 2022-2023 school year is to improve state academic scores by at least 10% by the end of the school year.

Performance Objective 2: 50% of all Sped scholars will earn approaches grade-level standards on the 2nd CBA.

High Priority

Evaluation Data Sources: 2nd CBA Data

IEP Goals, Pull out intervention logs, Accommodations, Modifications, Common Assessments, PowerWalks, Observations, Student Data, MAP, Progress Reports, Report Cards, CBA's/Benchmarks, STAAR, Portfolios, Monthly Writing Samples, Reading Levels, Progress Monitoring Meeting

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure teachers receive scholars' accommodations at the beginning of the year and training on how to implement them.</p> <p>Strategy's Expected Result/Impact: Lesson Plans and observations will reflect the implementation of accommodations for individual scholars.</p> <p>Staff Responsible for Monitoring: Principal, C & I, SPED Teachers, and Core content teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure teachers are trained on the use of effective differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Lesson plans and weekly use of a variety of differentiated instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, C & I, SPED Teachers, and Core content teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: TO IMPROVE ACADEMIC PERFORMANCE: Humble's goal for the 2022-2023 school year is to improve state academic scores by at least 10% by the end of the school year.





Performance Objective 3: READING/ELA

Use evidenced-based instructional programs and strategies to close the literacy gaps and produce academic achievement necessary for 75% of our scholars, with a particular focus on At-risk students, to read and perform mathematical skills on grade level by the end of the school year.

High Priority

Evaluation Data Sources: Campus-Based Assessments, PowerWalks Data, Running Record Data, DRA, Guided Reading Levels, NWEA-MAP, Progress Reports and Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use an intervention plan for identified students in at-risk situations. (RTI) Teach the 5 Big Areas in Beginning Reading (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, and Comprehension)</p> <p>Strategy's Expected Result/Impact: Increased vocabulary, fluency, and comprehension for all scholars; Reading levels will increase toward grade level and beyond.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum coaches, and teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Th academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state. Root Cause: Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.</p>

Goal 3: Culture and team building: The school will promote healthy school culture and promote team building experiences for staff members.

Performance Objective 1: There will be team-building outings multiple times throughout the school year.





Evaluation Data Sources: Surveys, Remind, T-TESS

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan engaging team building activities throughout the year to promote and encourage collaborations and relationship building.</p> <p>Strategy's Expected Result/Impact: Have staff submit suggestions for group activities throughout the school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish committees, such as Sunshine Committee, Decor Committee, and School Culture and Climate Committee to ensure staff is celebrated and campus is evident of happy staff and students.</p> <p>Strategy's Expected Result/Impact: Staff birthdays, hospitalizations, etc are recognized to show concern.</p> <p>Staff Responsible for Monitoring: Committees formed at BOY, Principal, AP, and secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Culture and team building: The school will promote healthy school culture and promote team building experiences for staff members.

Performance Objective 2: The campus will promote effective communication and various modes of communication to reach all stakeholders.





Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Use multiple communication mode to ensure all stakeholders are informed of all school activities and information.</p> <p>Strategy's Expected Result/Impact: Remind 101, Monthly Newsletter,</p> <p>Staff Responsible for Monitoring: Principal, AP and secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers are to contact stat least ten parents weekly to report specific academic and behavior by studentS.</p> <p>Strategy's Expected Result/Impact: Minimize lack of communication between teacher and parent.</p> <p>Staff Responsible for Monitoring: Principal and Assistant principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Well rounded education: The school will provide a well-rounded education for scholars and families.

Performance Objective 1: The campus will increase the awareness for families to utilize the LEA's Counselor/ Social Worker to provide wrap-around services. These services will help students and families to get help and assistance that is needed post-pandemic.





Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Information concerning family assistance will be placed in the monthly newsletter. Strategy's Expected Result/Impact: Parents are aware of wrap-around services offered via the campus. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Well rounded education: The school will provide a well-rounded education for scholars and families.

Performance Objective 2: The campus will promote Parent Engagement by providing: Family newsletters on how to help at home. The Parent Compact will be in conjunction with report card pick-up days); Universal parent contact log; Rhodes Parents University;

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Host STAAR Night, Literacy Night, SLEDs, Meet the Teacher, Parent Orientation and District Block Party</p> <p>Strategy's Expected Result/Impact: Parent and community engagement and involvement. Scholars will see that school, home and community are connected.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$187,488.00
+/- Difference					\$187,488.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,535.00
+/- Difference					\$18,535.00
420- State Comp Ed (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1 Math Interventionist & 1 Reading Interventionist		\$130,000.00
2	1	1	Math & Rdg manipulatives & workbooks		\$2,500.00
Sub-Total					\$132,500.00
Budgeted Fund Source Amount					\$283,447.00
+/- Difference					\$150,947.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,039.00
+/- Difference					\$13,039.00
224 - IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

224 - IDEA-B Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$59,964.00
				+/- Difference	\$59,964.00
				Grand Total Budgeted	\$562,473.00
				Grand Total Spent	\$132,500.00
				+/- Difference	\$429,973.00

Addendums

The plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—		Location in Plan
Description 1:	Provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)), to meet the challenging State academic standards; and	Goal 2 PO# 1 Strategy 1
Description 2:	Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and	Goal 2 PO # 1 Strategy 1 & 2
Description 3:	Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities.	Goal 2 PO # 1 Strategy 2
Description 4:	<u>If programs are consolidated,</u> the plan includes the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.1114(b)(7)(B)	NA