

Granbury Independent School District
Stars Accelerated High School
2014-2015 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Mission Statement

The Mission of STARS Accelerated High School is to provide students in an at-risk situation a non-traditional education program that will provide them the guidance to become responsible citizens who exhibit appropriate social and academic skills.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 STARS ACCELERATED H S (111901002) - GRANBURY ISD

Accountability Rating

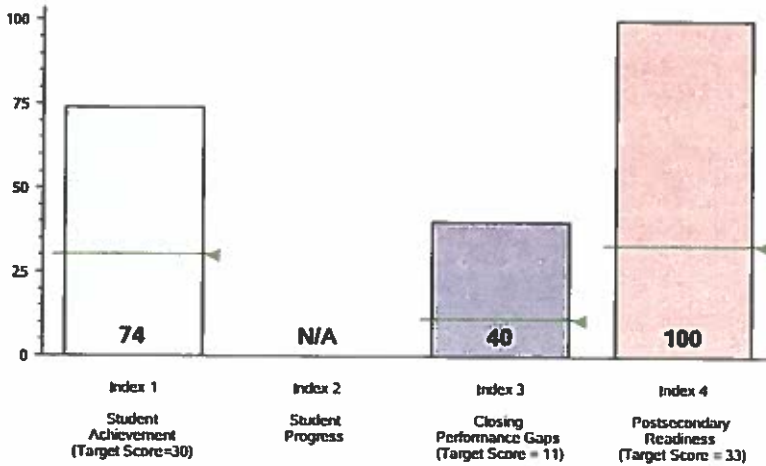
Met Alternative Standard

| | |
|---|--|
| Met Standards on - Student Achievement - Closing Performance Gaps - Postsecondary Readiness | Did Not Meet Standards on - NONE |
|---|--|

Distinction Designation

| |
|--|
| Academic Achievement in Reading/ELA NOT ELIGIBLE |
| Academic Achievement in Mathematics NOT ELIGIBLE |
| Academic Achievement in Science NOT ELIGIBLE |
| Academic Achievement in Social Studies NOT ELIGIBLE |
| Top 25 Percent Student Progress NOT ELIGIBLE |
| Top 25 Percent Closing Performance Gaps NOT ELIGIBLE |
| Postsecondary Readiness NOT ELIGIBLE |

Performance Index Report



Campus Demographics

| | |
|------------------------------------|-------------|
| Campus Type | High School |
| Campus Size | 51 Students |
| Grade Span | 09 - 12 |
| Percent Economically Disadvantaged | 47.1% |
| Percent English Language Learners | 3.9% |
| Mobility Rate | 76.3% |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 20 | 27 | 74 |
| 2 - Student Progress | N/A | N/A | N/A |
| 3 - Closing Performance Gaps | 80 | 200 | 40 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 10.0 | | |
| Graduation Rate Score | 72.2 | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Indicator Score | N/A | | 100* |

* Includes bonus points that may have been added to the Index 4 Score.

System Safeguards

| Number and Percent of Indicators Met | |
|--------------------------------------|--------------------------|
| Performance Rates | 4 out of 4 = 100% |
| Participation Rates | 3 out of 3 = 100% |
| Graduation Rates | 2 out of 2 = 100% |
| Total | 9 out of 9 = 100% |

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Comprehensive Needs Assessment

Demographics

Demographics Summary

STARS Accelerated High School has 52 students enrolled. Of that:

- 13.2 % Hispanic,
- 84.2 % White/ Non Hispanic,
- 0 % African American,
- 0% American Indian
- 2.9% are Two or More Races

Socio Ecomomically -

- 52.6% of its students reported to be Ecomomically Disadvantaged,
- 2.6% are English Language Learners
- 92.31 % are considered At-Risk
- Mobility rating of 78%.
- 18.4% of STARS students recieve Special Education services.
- 23% of its students are considered Homeless.
- 15.4% of the students have had Career and Technology Courses

STARS student Population at the end of the 2014 school year consist of

- 18 % classified as 12th graders,
- 28% 11th graders,
- 42% 10th graders
- 12% 9th graders..

Demographics Strengths

STARS Accelerated High School's main focus on assisting At-Risk students to graduate and become successful members of our community.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- students attend four hours a day

Demographics Needs

STARS needs are to reduce the number of drop out in the district and to improve the attendance rate to above 90%

Student Achievement

Student Achievement Summary

Last year STARS graduated 29 students. As an accelerated program, students are able to advance at an individual rate allowing them to complete a course within 6-9 weeks instead of a semester at a time. The campus also met the System Safeguards of student participation in Reading and Math with 95% and met the state safeguards Reading, Math, Science and Social Studies. STARS Accelerated High School met Alternative Standards on Student achievement , Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Strengths

The students get a chance to advance at their own rate and earn multiple credits throughout the year. Once a student is finished with a class, he or she is moved into another class immediately. When a student completes their last class and has passed the required state tests they are officially a graduate with a graduation ceremony at the end of both the Fall and Spring Semester.

Student Achievement Needs

Because we are accelerated, students who are Special Ed have learning gaps which makes it difficult to get them to the level they need to be. System safeguards have defined the campus of having a need in Federal Performance in both Reading and Mathematics. STARS will continue to address address the needs of each student in an attempt to close these gaps.

School Culture and Climate

School Culture and Climate Summary

STARS culture and climate is laid back, self-paced, more individualized, and with high expectations. It is free of excessive drama that may occur in a traditional high school. It allows for more one on one time. The school climate and culture allows us to meet the needs of all student groups.

School Culture and Climate Strengths

We are able to facilitate close relationships with our students. Since we have a smaller number of students, we have the opportunity to be more supportive and caring on an individual basis. In an attempt to meet needs students attend school four hours, attending either the morning or afternoon session.

School Culture and Climate Needs

Because of the many adversities our students deal with it affects their attendance rates and attitudes about achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at STARS are highly qualified. Our staff retention rates are 100% except when a teacher retires.

We have eight staff members which includes four teachers, one secretary, and principal. In addition, we have one counselor and one Special Education teacher who serves both STARS and the Discipline Alternative Program.

Staff Quality, Recruitment, and Retention Strengths

We can create a much more consistent environment for all our students when our staff retention rate remains 100%.

Staff Quality, Recruitment, and Retention Needs

We need more help with our special education and 504 students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Instruction is delivered through developed courses using the TEKS. Computer-based programs, such as Odysseyware, Comptons, and Study Island are used to deliver instruction as well as the use of textbooks.

Curriculum, Instruction, and Assessment Strengths

Our teachers use a combination of computer programs. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop IEPs based on student needs. There is little or no stand up lecture.

Curriculum, Instruction, and Assessment Needs

At times, students need a formal lesson to grasp some concepts. Students are in classes by subject area. They may not be on the same page, therefore, the teacher can not always assist high needs students. STARS teachers will continue to seek out instructional strategies for Alternative School settings.

Family and Community Involvement

Family and Community Involvement Summary

STARS Accelerated High School. Because students come and go throughout the school year, we meet with the parents for about an hour and half before enrollement . At time, we communicate to the parents the culture of our school, our expectations, and our use of progress reports. The students are given a copy of the reports, as well as a copy mailed home. We use the school messenger to communicate to parents important dates such as holidays and testing dates.

Family and Community Involvement Strengths

We make calls when students are absent or late, we mail 3 week progress reports and we communicate through school messenger.

Family and Community Involvement Needs

Many of our students live independently and work to sustain a livelihood. Hence there are no extra curricular activities.

School Context and Organization

School Context and Organization Summary

At the beginning of the school year, using "Capturing Kid's Hearts" training, the campus faculty guide students through the use of a "Social Contract" which will be used and revisited throughout the year.

School Context and Organization Strengths

Our strength is in the staff's ability to work one on one with the students in developing individual educational plans to meet the needs of each student. Our program is designed to cover the state requirements for each subject area in an accelerated program.

School Context and Organization Needs

Our vision is to continue helping At-Risk students to become successful in their education. We are working to create more courses to fill both academic and Career & Technology courses

Technology

Technology Summary

Each classroom has 8-10 computers per classroom. We have computers for each student to work on Odysseyware. All staff have their own computer

The majority of classwork is computer-based. Students use a variety of programs to do research and projects.

Technology Strengths

STARS strengths include

- Access to wireless internet throughout each classroom.
- High student to computer ratio

Technology Needs

Students are not able to complete their work when the internet goes down, or when the system reaches its maximum capacity of licenses.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless 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
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Campus leadership data
- Teacher STaR Chart Technology Data
- PDAS data

Support Systems and Other Data

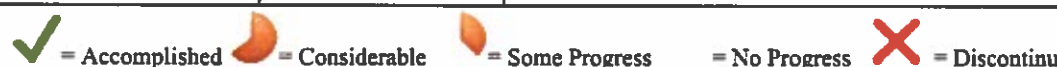
- Budgets/entitlements and expenditures data

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: The Staff at STARS Accelerated High School will create a positive school climate


Summative Evaluation: Increase the attendance rate to 90% or better, to reduce the dropout rate

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|----------------------------------|---|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Students and parents will attend an interview before the student is enrolled | Principal | student enrollment | | | | |
| 2) Students will be involved in creating a Student Contract | Teachers & Staff | Student Contract posted in buildine | | | | |
| 3) Improve students attendance through a positive reward system. a. Casual Friday b. Homework passes c. Perfect attendance for month | Principal, attendance clerk | Improvement in student attendance | | | | |
| 4) Parent involvement in student attendance through a. 3 week progress report b. parent phone calls c. parent conference | Principal, teachers counselors | Increase in attendance and completion rate. | | | | |
|  | | | | | | |

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Develop and implement an effective plan to improve academic performance of all students


Summative Evaluation: All students will maintain 80% or better in all subject areas.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|--|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Monitor all computer based courses for alignment to the TEKS | Campus principals, teachers | Audit of course against the TEKS, benchmark tests | | | | |
| 2) Design courses that use high level thinking skills | Campus Principal, teachers | Audit of courses against Bloom's and 21st century skills | | | | |
| 3) Use computer software program to enhance individualized needs | campus principal, teachers | Odysseyware, lesson plans | | | | |
| Funding Sources: State Comp Ed (24) - \$10000.00 | | | | | | |
| 4) Provide individualized instruction to meet student needs | campus principal, teachers | lesson plans, personal graduation plans | | | | |
|  | | | | | | |

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Implement Project Based Learning





Summative Evaluation: 2 teachers will be trained and implementing for 2014-15

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|------------------------------------|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Teachers will attend the three day training during the summer | Campus principal, teachers | sign in sheets, lesson plans | | | | |
|  | | | | | | |

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Students will participate in all state assessments that are applicable to their graduation plan


Summative Evaluation: 100% of students will participate in STAAR and other state assessments as applicable

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|--|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| System Safeguard Strategies 1) Continual update of student s contacts information- AGR Card (currentcell phone number, addresses, and emergency contact information) | Principal, counselor | improved attendance, Phone log, | | | | |
| System Safeguard Strategies 2) Test date reminders a. Verbal reminders by staff of testing dates, subject being tested and the importance of doing well on test b. Visual reminders of subject testing dates and subjects being tested | Principal, Counselor & teachers | Testing date signs posted through out the school | | | | |
| System Safeguard Strategies 3) Identify students with transportation needs and arrange district transportation for students who need transportation. | Principal and secretary | Transportation log | | | | |
| System Safeguard Strategies 4) Send home written notice with the students detailing testing including subjest being tested , date and time of test. | Counselor | copy of note | | | | |
|  = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue | | | | | | |

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Students will be provided opportunity to utilize technology in the classroom




Summative Evaluation: Technology will be used in the classroom 75% of the time

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|--|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Students will utilize computer based courses | campus principal, teachers | Completion of courses, lesson plans | | | | |
| Funding Sources: State Comp Ed (24) - \$10000.00 | | | | | | |
| 2) Students usage of technology in classroom | Teachers | Increased number of courses offered, credits awarded | | | | |
|  | | | | | | |

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: STARS Accelerated High School will develop and implement an effective facilities improvement plan to address instructional needs. The administration and teachers will develop and implement an effective facilities improvement plan to address instructional needs


Summative Evaluation: Compare maintenance requests to facilities plan

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|--------------------------------------|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Request for maintenance services will address facilities maintenance and repairs | Principal and Secretary | Completed Work orders | | | | |
| 2) The Budget planning process will be used to address facility improvement. | Principal and staff | Budget Process | | | | |
| 3) Review Facilities Improvement Plan | Principal and staff | Request for Facilities / Maintenance | | | | |
|  = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue | | | | | | |

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: STARS Accelerated High School will allow individualized opportunities for students to enroll in CTE courses to meet the new graduations requirements and receive endorsements in the various stem programs as well as participate in and Other Language courses.


Summative Evaluation: Students enrollment in GHS or Crossland CTE course or Other language courses.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|---------------------------------------|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Students will be allowed to remain in CTE courses or enroll in CTE course at the beginning of semester | Counselor, principal | Students enrolled and credits earned | | | | |
| 2) Students who are on the Recommended High School Diploma will be allowed to go the GHS or Crossland to continue with Others Languages required for Diploma Plan. | Counselor, Principal | Courses completed, Student enrollment | | | | |
|  | | | | | | |

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: STARS Accelerated High School teachers will be give opportunities to participate and collaboration in professional development.





Summative Evaluation: Teacher certificates of courses completed

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|------------------------------------|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Provide effective instructional leadership. | Principal | State testing, Faculty Survey. | | | | |
| Funding Sources: Local (199) | | | | | | |
| 2) Teacher Inservice and Summer Conference | Superintendent and Curriculum Department | Signed In form, Certificates | | | | |
| 3) Teachers will be competent in technology and in the integration of technology into their curriculum | Principal & Staff | STARR Chart | | | | |
|  | | | | | | |

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: The fiscal plan for STARS will focus on instruction and viable fund balances will be maintained. The STARS budget will provide adequate resources to meet all instructional needs of the students

Summative Evaluation: Skyward Reports & Budget

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|------------------------------------|-------------------|-----|-----|------|
| | | | Dec | Feb | Apr | June |
| 1) Develop Budget for school year | Principal & Site Based Team. | Completed Budget | | | | |
| 2) Maintain appropriate and effective expenditures | Principal & Secretary | Budget Allocation | | | | |
| 3) Involve STARS staff in Budget Decisions | Principal & Staff | Skyward Budget report | | | | |
| 4) Monitor all expenditures | Principal & Secretary | Balanced Budget | | | | |
| 5) The majority of the budget will be focused on instructional programs | Principal & Staff | Budget Expenditures | | | | |
|  = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue | | | | | | |

State Compensatory

Budget for Stars Accelerated High School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|--|---------------------|
| 6100 Payroll Costs | | |
| 199 e 11 6115 00 002 0 26 000 | 6115 Career Ladder - Locally Defined | \$1,536.00 |
| 199 e 11 6117 00 002 0 26 000 | 6117 Career Ladder - Locally Defined | \$279,616.00 |
| 199 e 23 6117 00 002 0 26 000 | 6117 Career Ladder - Locally Defined | \$40,048.00 |
| 199 e 23 6125 00 002 0 26 000 | 6125 Salary Support - Locally Defined | \$15,040.00 |
| 199 e 23 6135 00 002 0 26 000 | 6133 Cell Phone Allowance - Locally Defined | \$210.00 |
| 199 e 23 6141 00 002 0 26 000 | 6139 Employee Allowances | \$802.00 |
| 199 e 11 6141 00 002 0 26 000 | 6141 Social Security/Medicare | \$4,014.00 |
| 199 e 11 6142 00 002 0 26 000 | 6142 Group Health and Life Insurance | \$21,501.00 |
| 199 e 23 6142 00 002 0 26 000 | 6142 Group Health and Life Insurance | \$2,130.00 |
| 199 e 11 6143 00 002 0 26 000 | 6143 Workers' Compensation | \$3,101.00 |
| 199 e 23 6143 00 002 0 26 000 | 6143 Workers' Compensation | \$619.00 |
| 199 e 23 6144 00 002 0 26 000 | 6143 Workers' Compensation | \$3,362.00 |
| 199 e 11 6144 00 002 0 26 000 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$17,695.00 |
| 199 e 11 6145 00 002 0 26 000 | 6145 Unemployment Compensation | \$598.00 |
| 199 e 23 6145 00 002 0 26 000 | 6145 Unemployment Compensation | \$110.00 |
| 199 e 23 6146 00 002 0 26 000 | 6146 Teacher Retirement/TRS Care | \$1,858.00 |
| 199 e 11 6146 00 002 0 26 000 | 6146 Teacher Retirement/TRS Care | \$8,781.00 |
| 6100 Subtotal: | | \$401,021.00 |
| 6200 Professional and Contracted Services | | |
| 199 e 13 6239 00 002 0 26 000 | 6239 ESC Services | \$100.00 |
| 6200 Subtotal: | | \$100.00 |

| 6300 Supplies and Services | | |
|-----------------------------------|--|-------------------|
| 199 e 11 6325 00 002 0 26 370 | 6325 Library Books - Locally Defined | \$150.00 |
| 199 e 23 6395 00 002 0 26 000 | 6395 Supplies, DP Operations - Locally Defined | \$500.00 |
| 199 e 31 6395 00 002 0 26 000 | 6395 Supplies, DP Operations - Locally Defined | \$100.00 |
| 199 e 11 6395 00 002 0 26 000 | 6395 Supplies, DP Operations - Locally Defined | \$2,000.00 |
| 199 e 11 6395 00 002 0 26 180 | 6395 Supplies, DP Operations - Locally Defined | \$500.00 |
| 199 e 11 6395 00 002 0 26 370 | 6395 Supplies, DP Operations - Locally Defined | \$500.00 |
| 199 e 11 6395 00 002 0 26 390 | 6395 Supplies, DP Operations - Locally Defined | \$500.00 |
| 199 e 11 6395 00 002 0 26 450 | 6395 Supplies, DP Operations - Locally Defined | \$500.00 |
| 199 e 11 6396 00 002 0 26 000 | 6396 Supplies and Materials - Locally Defined | \$500.00 |
| 199 e 31 6397 00 002 0 26 000 | 6396 Supplies and Materials - Locally Defined | \$100.00 |
| 199 e 11 6397 00 002 0 26 000 | 6397 Other Equipment - Locally Defined | \$200.00 |
| 199 e 11 6397 00 002 0 26 990 | 6397 Other Equipment - Locally Defined | \$1,175.00 |
| 199 e 11 6397 SI 002 0 26 000 | 6397 Other Equipment - Locally Defined | \$3,000.00 |
| 199 e 11 6399 00 002 0 26 000 | 6397 Other Equipment - Locally Defined | \$200.00 |
| 6300 Subtotal: | | \$9,925.00 |
| 6400 Other Operating Costs | | |
| 199 e 13 6411 00 002 0 26 000 | 6411 Employee Travel | \$600.00 |
| 199 e 23 6411 00 002 0 26 000 | 6411 Employee Travel | \$500.00 |
| 199 e 23 6411 75 002 0 26 000 | 6411 Employee Travel | \$100.00 |
| 199 e 31 6495 00 002 0 26 000 | 6495 Membership Fees | \$50.00 |
| 199 e 11 6495 00 002 0 26 000 | 6495 Membership Fees | \$200.00 |
| 199 e 11 6497 00 002 0 26 000 | 6495 Membership Fees | \$50.00 |
| 199 e 23 6495 75 002 0 26 000 | 6495 Membership Fees | \$80.00 |
| 199 e 11 6498 00 002 0 26 000 | 6498 Athletic/PE Supplies - Locally Defined | \$3,000.00 |
| 199 e 11 6499 00 002 0 26 000 | 6499 Miscellaneous Operating Costs | \$300.00 |

| | | |
|-------------------------------------|---------------------------------------|-------------------|
| 199 e 11 6499 CF 002 0 26 000 | 6499 Miscellaneous Operating Costs | \$500.00 |
| 6400 Subtotal: | | \$5,380.00 |
| 6600 Capital Outlay Accounts | | |
| 199 e 11 6644 00 002 0 26 000 | 6649 Capital Assets - Locally Defined | \$500.00 |
| 199 e 23 6649 75 002 0 26 000 | 6649 Capital Assets - Locally Defined | \$200.00 |
| 6600 Subtotal: | | \$700.00 |

Personnel for Stars Accelerated High School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-----------------|----------------|------------|
| Anthony Overstreet | Teacher | State Comp Ed | 100% |
| Brandon Helton | Teacher | State Comp Ed | 100% |
| Candy Tatum | Secretary | State Comp Ed | 50% |
| Edwin Young | Principal | State Comp Ed | 50% |
| Greg Brown | Teacher | State Comp Ed | 100% |
| Rhonda Naylor | Teacher | State Comp Ed | 100% |
| Terry Keith | Teacher | State Comp Ed | 100% |

2014-2015 Campus Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|--------------------|---------------------|
| Classroom Teacher | Gregory Brown | Science |
| Classroom Teacher | Ray Butler | DAEP Math |
| Classroom Teacher | Jan Dewald | Sp. Ed |
| Classroom Teacher | Brandon Helton | English |
| Classroom Teacher | Terry Keith | Math |
| Classroom Teacher | Rhonda Naylor | Social Studies |
| Classroom Teacher | Anthony Overstreet | DAEP Social Studies |
| Classroom Teacher | Tom Peterson | DAEP English |
| Community Representative | Aileen Reed | Chairperson |
| District-level Professional | Judy Gentry | CLT Director |
| Non-classroom Professional | Misty Walters | Counselor |
| Parent | Angela Hardt Bason | |
| Principal | Edwin Young | |