

**Granbury Independent School District**  
**Stars Accelerated High School**  
**2017-2018 Campus Improvement Plan**

# Mission Statement

The Mission of STARS Accelerated High School is to provide students who may be 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 and are able to access services to help achieve post-secondary goals.

# 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics

Demographics Summary for the current 2016-17 school year

STARS Accelerated High School has 34 students enrolled. Of that:

- 32 % Hispanic,
- 53 % White/ Non Hispanic,
- 3 % African American,
- 12 % American Indian
- 0 % are Two or More Races

Socio Economically (numbers that we presently have available) -

- 71% of its students reported to be Economically Disadvantaged,
- 0% are English Language Learners
- 15% of STARS students receive Special Education services.
- 24% of its students are considered Homeless.
- 21% of the students have had Career and Technology Courses

STARS student Population at the beginning of the 2017 school year consist of

- 53% 12th graders,
- 24% 11th graders,
- 18% 10th graders
- 5% 9th graders

## Demographics Strengths

### Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are at-risk of not graduating to earn a high school diploma and access appropriate Stars Accelerated High School post-secondary opportunities.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- Students attend 7 hours a day
- Transportation and meals are provided
- Teachers are invested in the program

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** STARS HS's overall attendance rate over the past years remains at 81% despite efforts to reward good attendance. **Root Cause:** Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance

## **Student Achievement**

### **Student Achievement Summary**

Last year STARS HS graduated 35 students. This was an increase over the last school year.

## **School Culture and Climate**

### **School Culture and Climate Summary**

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STARS HS culture and climate is self-paced, more individualized, and includes high expectations for all students enrolled. Social issues and pressures inherent at a traditional high school are minimized allowing for more focus on learning and individualized teaching. The school climate and culture allows us to meet the needs of all student groups through constant communication, counseling, and formative assessments.

### **School Culture and Climate Strengths**

### **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 assisting students in navigating challenges that keep them from obtaining their goals. Students now attend 4 to 7 hours per day depending on the number of credits they need to graduate. Transportation is provided at the beginning and end of the day. Breakfast and lunch are available to students. We provide counseling as needed and work to help students make connections after graduation with either vocational schools or community colleges by having students complete the FAFSA, TSI testing, and Texas Common Application prior to leaving us or just after they graduate.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** The attendance rate at STARS HS needs to increase overall in order to prevent students not finishing their program. **Root Cause:** Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance

## **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 STARS staff members: four core teachers who are full time, two part time teachers for Spanish and CTE, one secretary, and principal.

In addition, we have one counselor and one special education teachers who serve both STARS and the Behavior Transition Center (BTC).

### **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%. Current staff is dedicated to the mission/vision of STARS.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** All staff continues to need staff development in order to increase student productivity and offer better learning opportunities that include use of technology and PBL. **Root Cause:** Using Odysseyware instruction exclusively can be a challenge to keep student interest and provide quality learning.

## **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, Learning Ally, and many other supplemental sources are used to deliver instruction as well as the use of textbooks. Project based learning, field trips, and partnerships with local organizations through a grant from GEF enhance learning opportunities for students.

### **Curriculum, Instruction, and Assessment Strengths**

Our teachers use a combination of computer programs and print based materials for their classes. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop individualized plans based on student needs. They get to know their students well and change up the curriculum depending on how a student responds to instruction.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** CTE opportunities are limited by our current Odysseyware program. **Root Cause:** Odysseyware only offers certain classes and some of them are not as "user friendly" as they could be and are not related to what we'd like to see students learning for CTE.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

We involve families from the beginning in the interview process to the end with an exit meeting. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent progress, and behavioral expectations. Student progress reports are mailed home each six weeks. Additional conferences are called as needed if a student is losing focus or if an attendance contract becomes necessary. School Messenger is used to communicate absences, upcoming information, holidays, and testing dates.

### **Family and Community Involvement Strengths**

We keep in constant communication with parents regarding progress and attendance. We mail six week progress reports and call conferences when necessary to stimulate student progress. We facilitate meetings with parents when students are not meeting their progress goals. Our counselor is knowledgeable about resources in the community to assist families in need.

At a "ceremonial Hanging of their STAR" when all courses have been completed and the student has graduated, parents are invited to campus in order to participate in this milestone event. Our counselor then meets with student and parent in an exit meeting discussing future plans for the student.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Parent support for consistent attendance is an issue for many students. **Root Cause:** Parents are unwilling to require their student to attend school consistently and provide avenues for the student to be absent. We also have many adult students who are living on their own.

## **School Context and Organization**

### **School Context and Organization Summary**

When a student enrolls at STARS, an individualized/graduation plan is created for him or her. The plan is created with student involvement and his or her specific needs in mind. In order to maximize the amount of time spent on instruction, this school year instructional time in class increased to 1 hour and 20 minutes.

### **School Context and Organization Strengths**

Our strength is in the staff's ability to work one on one with the students in developing individual 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.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Our students continue not to access as many post-secondary opportunities as they could in order to increase their ability to earn after high school. **Root Cause:** Family situations, lack of parental support, lack of knowledge and financial stressors all keep our students from accessing post-secondary education.

## Technology

### Technology Summary

Each classroom has 8-10 computers per classroom for each student to work on Odysseyware. In addition, we have added a cart of Chromebooks and students are using Google for more of their classwork. 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
- Access to Chromebooks

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers still need to incorporate more use of a wider variety of technology (Google apps, Prezi, etc) in their daily classroom activities. **Root Cause:** Some teachers are not comfortable with the use of technology and how it applies to student learning.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

### **Employee Data**

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional 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 HS will create a positive and welcoming school climate that focuses on increasing the attendance rate to 90% or better.

**Evaluation Data Source(s) 1:** Utilizing PIEMS to track daily attendance

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) 1. Student and parent will attend an interview before the student is enrolled. Expectations for attendance will be discussed and student will sign an attendance contract.		Principal and counselor	student enrollment records				
2) Improve student attendance through a positive reward system. a. Sonic Friday at the end of the six weeks b. Incentive breakfast/lunch c. Dress up Days d. Field Trip participation e. Senior Shirts		Principal, counselor, attendance clerk	Increase in overall attendance				
Funding Sources: Local (199) - 2500.00							
3) 3. Parent involvement in student attendance through: six weeks' progress report, parent phone calls, parent conference, attendance contract, and truancy filings.		Principal and counselor	Increase in attendance and graduation rate.				
4) "What You Do Matters" incentive program will continue to increase recognition for students who work diligently, accomplish a short-term goal, improve attendance, or behave in a way that increases positive relationships on campus.		All faculty, principal, counselor, and secretary	Increase in a positive environment among students, increased student productivity, positive rapport between teachers/students, increase in the attendance rate and student graduation rate.				
Funding Sources: Local (199) - 2500.00							
5) There will be a daily posting of attendance which will include number absent, number tardy & daily attendance percentage. Daily attendance percentage will also be a part of daily announcements.		Principal and attendance clerk	Increase overall attendance				

✓ = Accomplished → = Continue/Modify  = Considerable  = Some Progress  = No Progress ✗ = Discontinue

**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 2:** STARS HS students will graduate on an accelerated plan depending on individual student needs.

**Evaluation Data Source(s) 2:** Transcripts, student schedules, course completion timelines

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) 1) Students will be part of the planning process in order to find the most efficient path to graduation.		Principal and counselor	Number of students completing all credits required for graduation and earning a diploma.				
	Funding Sources: State Comp Ed (24) - 0.00						
2) Students qualifying as homeless under McKinney Vento will be provided with graduation regalia depending on their need.	I	Counselor	List of students receiving a cap and gown to participate in graduation ceremonies.				
	Funding Sources: Title I (211) - 0.00						



**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 an effective plan to improve academic performance of all students in targeted areas.

**Evaluation Data Source(s) 1:** Students will participate in an increased number of science courses and PBL based learning opportunities.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Design courses that utilize higher level thinking skills through the implementation of PBL strategies in all courses.		Principal, staff	Course syllabus and student participation/presentation				
	Funding Sources: State Comp Ed (24) - 0.00						
2) Chemistry and physics participation will be increased through the use of a hands-on/TEKS based, Outdoor Learning lab syllabus rather than utilizing the Odysseyware curriculum.		Principal/science instructor/counselor	Increase in student scheduling into these courses resulting in more students graduation with an endorsement.				
	Funding Sources: State Comp Ed (24) - 0.00						
3) Teachers will increase the writing of grants through GEF to purchase learning materials that are not already allocated through the current budget.		Principal/Faculty	STARS will obtain at least one GEF grant each school year that will directly affect student instruction/opportunity.				

**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:** Students achieving Level II or better on the English I & II EOCs will be increased to 90%.

**Evaluation Data Source(s) 2:** Student score reports

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Instruction will focus on specific test taking strategies tailored to specific student needs based on testing data.		Principal/English instructor	Students will achieve Level II				
2) English instructor will increase the number of writing opportunities available in the classroom (i.e. PBL based novel projects).		Principal/English instructor	Students will achieve Level II				
3) Increase the number of professional development opportunities for ELA teacher.		Principal/English instructor	Number of PD opportunities attended.				
	Funding Sources: Local (199) - 0.00						
4) Participate in district Common Assessments with review of data in DMAC to drive instruction.		Principal/counselor/instructor	Data is used to create strategies for students.				

**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 the opportunity to utilize technology in the classroom.

**Evaluation Data Source(s) 1:** Increased participation in use of technology in all classrooms (PBL, Google, screen castify, swivel robot, etc).

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will utilize computer based courses where appropriate.		Principal/faculty	Completion of courses				
	Funding Sources: State Comp Ed (24) - 0.00						
2) Teachers will increase participation in district/service center offered trainings to increase knowledge of technology implementation for their discipline.		Principal	Number of PD opportunities attended by teachers.				
	Funding Sources: Local (199) - 350.00						
3) Students will create project rich lessons utilizing available technology.		Principal/faculty	Technology rich lessons				

**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 HS will utilize its expanded space to develop and implement a safe and updated space for all its students.

**Evaluation Data Source(s) 1:** Addition of technology and security cameras

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Maintenance and technology requests will be utilized to increase security and technology available to students.		Principal	Security cameras will be in place. A secure entrance will be established. Technology will be upgraded in all classrooms.				
Funding Sources: Local (199) - 0.00							

**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:** Students will be allowed to use flexible end of day scheduling to accommodate work schedules and transportation/family needs.

**Evaluation Data Source(s) 1:** Number of students who are using the flexible options during the day.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Questions during the interview process will relate specifically to discovering out a student's individual needs and plans for working outside of school.		Counselor/principal	Number of students utilizing a flexible afternoon schedule.				

**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:** All STARS teachers will have a 55 minute conference period for planning.

**Evaluation Data Source(s) 2:** Master schedule

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The master schedule will include conference periods for all core teachers.		Counselor/principal	Master schedule				

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

**Performance Objective 1:** STARS HS will utilize its expanded space to increase opportunities for students to participate in community outreach.

**Evaluation Data Source(s) 1:** Number of student participating in these activities.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will choose a community project in GISD's Day of Service and create goals for participation.		Counselor/principal/faculty	Number of students participating in community outreach project.				
Funding Sources: Local (199) - 0.00							

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

**Performance Objective 2:** The number of speakers at STARS HS will increase to at least once a month.

**Evaluation Data Source(s) 2:** Schedule of speakers

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The speakers bureau and other resources will be utilized to bring in guest speakers who are relevant to student interests/needs		Counselor	Speakers schedule that reflects a guest speaker at least one time per six weeks.				



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

**Performance Objective 3:** Graduating seniors will complete the ApplyTexas application along with FAFSA prior to graduation.

**Evaluation Data Source(s) 3:** Completed applications/FAFSA

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Seniors and parents will participate with the counselor in graduation meetings and activities to prepare them for graduation.		Counselor/principal	Number of students completing the application/parent sign in sheets/meeting adgendas				
Funding Sources: Local (199) - 0.00							

FND	T	FC	OBJ	SO	ORG	F	PT	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
									Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6116	00	002	0	24	820					
199	E	11	6116	00	002	0	26	820					
199	E	11	6116	HB	002	0	26	820					
199	E	11	6117	00	002	0	24	000					
199	E	11	6117	98	002	0	24	000					
199	E	11	6117	98	002	0	24	820					
199	E	11	6118	CI	002	0	26	000					
199	E	11	6118	DY	002	0	26	000					
199	E	11	6119	00	002	0	24	820					
199	E	11	6125	00	002	0	24	000					
199	E	11	6141	00	002	0	24	000					
199	E	11	6141	00	002	0	24	820					
199	E	11	6141	00	002	0	26	820	7.00	7.00			7.00
199	E	11	6141	98	002	0	24	000					
199	E	11	6141	98	002	0	24	820					
199	E	11	6141	CI	002	0	26	000					
199	E	11	6141	DY	002	0	26	000					
199	E	11	6142	00	002	0	24	000					
199	E	11	6143	00	002	0	24	820					
199	E	11	6143	00	002	0	26	820					
199	E	11	6143	CI	002	0	26	000					
199	E	11	6143	DY	002	0	26	000					
199	E	11	6144	CI	002	0	26	000					
199	E	11	6145	00	002	0	24	820					
199	E	11	6145	00	002	0	26	820					
199	E	11	6145	CI	002	0	26	000					
199	E	11	6145	DY	002	0	26	000					
199	E	11	6146	CI	002	0	26	000					
199	E	11	6219	00	002	0	24	820					
199	E	11	6219	00	002	0	26	820					
199	E	11	6239	CA	002	0	26	000					
199	E	11	6244	00	002	0	24	870					
199	E	11	6249	00	002	0	24	000					
199	E	11	6249	98	002	0	24	870					
199	E	11	6268	00	002	0	24	000					
199	E	11	6297	00	002	0	24	000					
199	E	11	6297	CR	002	0	26	000					
199	E	11	6297	PL	002	0	26	000					
199	E	11	6299	HP	002	0	26	690					
199	E	11	6299	LL	002	0	26	000	50.00	50.00			50.00
199	E	11	6321	00	002	0	24	000					
199	E	11	6321	00	002	0	24	760					
199	E	11	6325	00	002	0	24	370					
199	E	11	6326	00	002	0	24	000					
199	E	11	6326	00	002	0	24	420					
199	E	11	6326	00	002	0	24	450					
199	E	11	6395	00	002	0	24	000					
199	E	11	6395	00	002	0	24	160					
199	E	11	6395	00	002	0	24	170					
199	E	11	6395	00	002	0	24	180					
199	E	11	6395	00	002	0	24	370					
199	E	11	6395	00	002	0	24	390					
199	E	11	6395	00	002	0	24	450					
199	E	11	6395	00	002	0	24	760					
199	E	11	6395	00	002	0	26	370	725.00	725.00			725.00
199	E	11	6395	00	002	0	26	390	725.00	725.00			725.00
199	E	11	6395	00	002	0	26	450	725.00	725.00			725.00

FND	T	FC	OBJ	SQ	ORG	F	PI	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
									Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6395	98	002	0	24	000					
199	E	11	6395	AL	002	0	24	000					
199	E	11	6395	CA	002	0	26	000					
199	E	11	6395	CI	002	0	26	950					
199	E	11	6396	00	002	0	24	000					
199	E	11	6397	00	002	0	24	000					
199	E	11	6397	CC	002	0	26	000	300.00	300.00		300.00	
199	E	11	6397	CR	002	0	24	000	3,500.00	3,500.00			3,500.00
199	E	11	6397	CR	002	0	26	000				3,500.00	-3,500.00
199	E	11	6397	EL	002	0	26	000					
199	E	11	6397	PL	002	0	26	000					
199	E	11	6397	SI	002	0	26	000					
199	E	11	6399	00	002	0	24	000					
199	E	11	6411	00	002	0	24	000					
199	E	11	6411	00	002	0	24	820					
199	E	11	6411	00	002	0	26	820	500.00	500.00			500.00
199	E	11	6412	00	002	0	24	000					
199	E	11	6498	00	002	0	24	000					
199	E	11	6498	CF	002	0	24	000					
199	E	11	6499	AF	002	0	24	000					
199	E	11	6499	CF	002	0	24	000					
199	E	11	6644	00	002	0	24	000					
199	E	11	6645	00	002	0	24	000					
199	E	11	6645	98	002	0	24	000					
199	E	11	6645	CI	002	0	26	180					
199	E	11	6645	CI	002	0	26	390					
199	E	11	6649	00	002	0	24	000					
199	E	11	6649	98	002	0	24	000					
199	E	11	6649	CF	002	0	24	000					
199	E	12	6249	00	002	0	24	000					
199	E	12	6325	00	002	0	24	000					
199	E	12	6326	00	002	0	24	000					
199	E	12	6649	00	002	0	24	000					
199	E	12	6669	00	002	0	24	000					
199	E	13	6411	00	002	0	24	000					
199	E	13	6497	00	002	0	24	000					
199	E	21	6219	00	002	0	24	000					
199	E	21	6395	00	002	0	24	000					
199	E	21	6397	00	002	0	24	000					
199	E	21	6411	00	002	0	24	000					
199	E	21	6497	00	002	0	24	000					
199	E	23	6117	00	002	0	24	000					
199	E	23	6125	00	002	0	24	000					
199	E	23	6141	00	002	0	24	000					
199	E	23	6141	98	002	0	24	000					
199	E	23	6142	00	002	0	24	000					
199	E	23	6143	98	002	0	24	000					
199	E	23	6145	98	002	0	24	000					
199	E	23	6219	00	002	0	24	000					
199	E	23	6239	00	002	0	24	000					
199	E	23	6244	99	002	0	24	000					
199	E	23	6249	00	002	0	24	000					
199	E	23	6268	00	002	0	24	000					
199	E	23	6299	00	002	0	24	000					
199	E	23	6395	00	002	0	24	000					
199	E	23	6396	00	002	0	24	000					
199	E	23	6397	00	002	0	24	000					

								2017-18	2017-18	2017-18	Encumbered	2017-18	
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	23	6397	99	002	0	24	000					
199	E	23	6411	00	002	0	24	000					
199	E	23	6411	75	002	0	24	000					
199	E	23	6497	00	002	0	24	000					
199	E	23	6644	00	002	0	24	000					
199	E	23	6645	00	002	0	24	000					
199	E	23	6649	00	002	0	24	000					
199	E	31	6299	00	002	0	24	000					
199	E	31	6339	00	002	0	24	000					
199	E	31	6395	00	002	0	24	000					
199	E	31	6411	00	002	0	24	000					
199	E	33	6395	00	002	0	24	000					
199	E	33	6397	RP	002	0	26	990					
199	E	33	6412	00	002	0	26	000					
199	E	33	6645	RP	002	0	26	990					
199	E	52	6219	00	002	0	24	000					
Grand Expense Totals									6,532.00	6,532.00		3,800.00	2,732.00

Number of Accounts: 130

\*\*\*\*\* End of report \*\*\*\*\*