

**STARS Accelerated High School**  
**2021-2022 Campus Plan at a Glance**  
**“What you do Matters”**

**Mission Statement**

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

**Vision**

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

**Values**

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.

1. We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

**Academic Performance**

- Teachers complete weekly progress sheets to track student progress in each course
- Effective use of academic time in 80-minute classes
- Campus-wide reading initiative
- Provide additional supports to sub-populations like ELL, special education, and dyslexic students to increase academic achievement
- This year, STARS will participate in MAP testing and use it to plan for interventions (AIP and STAAR interventions)

**College Readiness**

- AVID organization strategies and note-taking to encourage organization and goal setting
- ASVAB twice a year
- TSIA2 opportunities for all students - counselor has the certification to administer the test
- Monthly community service opportunities
- Guest Speakers - Military Recruiters/Industry/Community/College
- College visits twice a year
- Graduation requirements: Apply Texas, FAFSA, Scholarship applications, resume

**Coordinated Health**

- Homeroom - character building and restorative circles
- Visits from outside agencies (i.e CAC, Pecan Valley, etc) through the counseling office
- Support from district LPC

2. We will support student success by providing and retaining the appropriate quantity of qualified staff.

- Special Education inclusion aide shared with GMS
- Spanish/Elective teacher shared with GHS
- Special Education teachers for both STARS and BTC

- GTEI opportunity for all teachers that qualify
- Maintain positive and encouraging relationships with a family atmosphere

3. We will provide innovative opportunities to expose students to real-world environments engaging them in diverse partnerships fostering leadership.

- Monthly community service at the local food pantry
- Other community service opportunities
- Field trips
- Partnership with Forward Training Center
- Guest speakers
- Campus leadership opportunities - student ambassadors
- Grant opportunities - Financial Literacy Education & Building academic vocabulary

4. We will engage in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

- Relationship building through restorative practices
- Student Ambassadors
- Monthly character focus
- Weekly assembly
  - Celebration of weeks course completions
  - Celebrate monthly birthdays
  - Celebrate attendance
  - What you do Matters (recognizes shining stars)

5. We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

- New library software with kiosk
- Increase number of Chromebox desktops per class
- Encourage effective use of classroom time on technology - students are 100% online

6. We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

- Campus strategic planning
- Participate in Long Range Planning Committee

7. We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

- Use campus resources to accomplish campus academic and social-emotional goals
- Implement cycle for replacing student furniture

**S.T.A.R.S**

Self-Motivated Teens Achieving Responsibility and Success

**Three A's to Success**

ATTENDANCE

ATTITUDE

ACHIEVEMENT

**Granbury Independent School District**  
**Stars Accelerated High School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

## 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	14
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.	21
Goal 2: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.	26
Goal 3: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.	30
Goal 4: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.	33
Goal 5: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.	34
Goal 6: We will support student success by providing and retaining the appropriate quantity of qualified staff.	37
Goal 7: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.	38
State Compensatory	40
Personnel for Stars Accelerated High School	41
Addendums	41

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

STARS Accelerated High School is a non-traditional High School, a "school of choice" in Granbury ISD.

Staff: STARS staff consists of 9 staff members, which include each of the following: ELA teacher, Math teacher, science teacher, history teacher, shared (with GHS) Spanish/elective teacher, shared (with GMS) Inclusion support aide, and three shared positions with DAEP: principal, secretary, and counselor.

Enrollment: We had 93 students enrolled at STARS during the 2020-2021 school year. Listed below is a breakdown of our enrollment.

50 - students graduated/met standards on the STAAR EOC exams and completed the required credits for graduation. 19 Fall Graduates, 31 Spring Graduates.

21 (42%) - graduated on the Foundation Graduation Plan with an Endorsement (26 credits).

29 (58%) - students graduated on the Foundation Graduation plan (22 credits).

22 - students ended the 2020-21 school year at STARS.

18 - students withdrew from STARS during the 2020-21 school year.

Demographics Summary for the 2020-21 school year.

STARS Accelerated High School demographics based on enrollment last school year:

Of that:

Hispanic, 29%

White/Non-Hispanic, 66%

African American, 2%

American Indian, 2%

Two or more races, 2%

Special program participation: In the 2020-21 school year STARS provides services to special education (11%), ESL (8%), 504 (22%), and gifted and talented (1%) students. Many students are recommended to the STARS program by Granbury High School.

At-risk students: STARS has a high number of at-risk students and Low SES students. The overall percent of Homeless/Unaccompanied Youth was 14% and Low SES was 68.2% for the 2020-21 school year.

Teacher/student ratio: The teacher-student ratio depends on enrollment, student needs, and the availability of teachers. STARS tries to maintain an average of 40-45 students enrolled. We strive to maintain a 10:1 student to teacher ratio. The ratio is higher in the morning when teachers are at conferences.

Course assignments/class assignments: Course/class assignments are based on the student's personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject or only has 2-3 courses left to complete.

STARS student population at the beginning of the 2021-22 school year consists of:

43% 12th graders,

33% 11th graders,

19% 10th graders,

and 5% 9th graders.

### **Demographics Strengths**

STARS Accelerated High School provides an opportunity for students to achieve their goal of graduation in a non-traditional setting. Many are non-traditional students who may be at risk of not graduating to earn a high school diploma. Other students may simply be ready to graduate early and begin their next opportunity in life, whether it be college, military, or the workforce. Students can benefit from attending STARS which will assist in achieving a high school diploma and guiding them to post-secondary opportunities, when some may not have seen the opportunities ahead.

Post-secondary planning, advising, and support

Student accountability

Accelerated program - classes generally last 6-9 weeks when offered once a day

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 - all staff is focused on student success and ultimately, graduation

STARS serves a variety of learning styles

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** STARS overall attendance rate remains below 90%. **Root Cause:** Over 60% of students at STARS Accelerated are economically disadvantaged. Due to their various home circumstances, students balancing jobs and are responsible for paying bills. Perceptions of education, school attendance is not a priority for this group of students. Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance.

**Problem Statement 2:** There has been an increase in need for younger students to attend a campus like STARS. However, the belief of the staff is students at a younger age are not equipped with the social-emotional skills needed to be successful. **Root Cause:** Many students beginning entry to high school experience anxiety with the large crowds and large classes. Experiences may be based on middle school experiences, and the traditional high school could allow opportunities to connect.

**Problem Statement 3:** There has been an increase of students in subpopulations such as special education and English language learners. **Root Cause:** Traditionally school has been difficult for students with higher needs and they feel more successful in smaller learning environments.



# Student Achievement

## Student Achievement Summary

At STARS, student achievement is the most important goal of the administrator, teachers, staff, students, and parents. Meeting graduation requirements is the end goal of all stakeholders. Due to the pace and nature of our campus, this requires teachers to give instruction in all TEKS as well as prepare for EOC throughout the year. During the school year, we have two testing opportunities, Fall and Spring. Various methods are used for EOC preparation which include but are not limited to daily EOC warm-up activities, in-school tutorial classes, online activities, and this year incorporating an Accelerated Learning Plan for students who have not been successful on their EOC.

### End of course exams 2020-21 Fall

- English 1 - 3 out of 8 - 38%
- English 2 - 4 out of 7 - 57%
- Algebra 1 - 0 out of 1 - 0%
- Biology - 1 out of 6 - 17%
- US History - 9 out of 11 - 82%

### End of course exams 2020-21 Spring

- English 1 - 2 out of 4 - 50%
- English 2 - 3 out of 5 - 60%
- Algebra 1 - 1 out of 4 - 25%
- Biology - 4 out of 7 - 57%
- US History - 15 out of 17 - 88%

In the English EOC, one of the students was not successful in English 2, but was successful and passed the English 1 EOC they took the day before. Seven students had never passed either one of their English EOC's after multiple attempts but successfully passed their English EOCs during the 2020-2021 school year.

Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school. An additional area of weakness is the number of special education students that struggle with standardized tests and are not passing EOC assessments.

## Student Achievement Strengths

STARS had 50 graduates in the 2020-21 school year. There were 19 fall graduates and 31 spring graduates.

- Students are working independently and completing courses at an accelerated pace.
- More students are earning endorsements at STARS.
- Will continue our literacy program this year as well as more STAAR prep time in order to raise student reading ability and success on their EOC.
- Students feel successful academically due to smaller classes and an increase in teacher support.
- Students who are taking US History for the first time at STARS have a high passing rate.
- Informing parents of student academic achievement with WEEKLY progress reporting.

STAAR English had been a focus last school year. There was a 25% increase between the October benchmark and December testing.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** STARS has accepted a higher number of special education students with a modified curriculum that are held to the same passing standard as general education students but are unable to meet that same standard. **Root Cause:** Special education students receive individualized education plans based on their individual needs but continue to be tested in a standardized way that is not compatible with their needs and strengths.

**Problem Statement 2:** Students who come to STARS that have not been successful on STAAR EOC and need to retake struggle with the confidence to master their EOC, especially English. Although there was an increase in scores, overall it continues to be a problem that we will continue to work on increasing. **Root Cause:** Student history of unsuccess in school academically as well as multiple unsuccessful attempts at the English EOC.

**Problem Statement 3:** The number of students testing each semester varies based on each individual graduation plan and what each student needs to graduate. **Root Cause:** Students can enter STARS test complete, or with a history of not passing their STAAR EOC's. Those who enter with a history of not passing struggle with the confidence to achieve success on standardized tests.

# School Culture and Climate

## School Culture and Climate Summary

STARS HS culture and climate is a family. As an alternative education program, STARS does not operate as a traditional high school. Our students feel that it is a place where they can be successful and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that STARS is an encouraging and family environment where students are offered many opportunities to succeed. Students that take advantage of our campus in a positive and productive manner will be successful. Students, staff, and parents work together in order to achieve success. STARS offers one-on-one instruction in order to support students and meet their individual needs. STARS is a small environment, the teachers are able to provide additional educational and emotional support to each student. The expectation is for students to come in and work hard so that they can recover credits and graduate on time or graduate early. Many students work outside of school, take care of siblings after school, are parents who go home to take care of their own children, or are academically strong and interested in accelerating and graduating early.

## School Culture and Climate Strengths

- Student numbers are between 40-45
- Early graduation
- Self-paced within the scope of 9-week courses, more individualized, and high expectations for all students
- Social issues and pressures are minimized allowing for more focus on learning and individualized teaching
- Increase class time this school year to 80 minutes
- Daily face-to-face time with administrator & counselor
- Celebration of successes - recognition of every credit that a student earns
- Serve our community
- Encourage and assist in post-secondary opportunities
- AVID organization strategies to encourage organization and goal setting - homeroom teachers assist in monitoring and assisting students with this process
- Staff develop strong relationships with students which helps lead to student achievement
- Two graduation ceremonies per year

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students lack interpersonal skills that will help them be successful in school and life. **Root Cause:** Students lack adult support and/or role models and

have not been informed of the relevancy, positive aspects, and outcomes of interpersonal skills to help them succeed in life.

**Problem Statement 2:** Students enter STARS with a large amount of make-up time and lost credits. **Root Cause:** Poor attendance history. Students have not connected the importance of attendance and credits earned.

**Problem Statement 3:** Low parent/guardian and community involvement. **Root Cause:** We have many adult students and/or single parent homes.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

STARS is a mission field. All staff are invested in each student and their success.

All of the staff at STARS are highly qualified. Staff retention is high.

STARS replaced one retiring teacher from last school year. All full-time STARS teachers hold their Master's degrees. They understand the varying emotional and academic needs that STARS students have.

There are six STARS staff members: four full-time core teachers, one part-time Spanish teacher shared from GHS, and one part-time inclusion support aide.

In addition, STARS has 4 shared staff members with DAEP/BTC: one secretary, one counselor, one special education teacher, and one principal.

The staff at STARS love what they do and feel great joy in seeing their students succeed.

## Staff Quality, Recruitment, and Retention Strengths

- - Staff is dedicated to the mission/vision of STARS.
  - New teachers are embraced by veteran teachers. Everyone helps support and mentor a new teacher.
  - Staff working together as a collaborative team to ensure ALL students will be successful.
  - Professional Development for all staff is high. The summer book study continues to focus on Trauma-Informed Practices that connect all staff with a common language.
  - Ongoing Restorative Practices are in place.
  - The constant awareness of staff to provide a safe learning environment for our students.

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

**Problem Statement 1:** Learning curve for two new teachers. **Root Cause:** New teachers always need time to learn the systems that are in place and have time to develop their own systems for their classroom. Both new teachers are veteran teachers, however new to teaching in an alternative high school.

**Problem Statement 2:** STARS operates with less support staff than a traditional campus. **Root Cause:** We lack a full-time special education support aide to support our growing numbers. We lack a full-time elective teacher that hinders our ability to keep our student/teacher ratio low in the morning.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

Students are given 9 weeks to complete each course if they are in the course 1 time per day.

Instruction is delivered through developed courses in Edgenuity using the TEKS. Most courses are computer-based through Edgenuity and supplemental resources are also used to deliver instruction, such as the use of textbooks, field trips, and partnerships with local organizations.

Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

## Curriculum, Instruction, and Assessment Strengths

- - Teachers serve as facilitators, offering one-on-one instruction and small group activities. Teachers develop individualized plans based on student needs.
  - Teachers monitor progress daily, progress checks are done weekly, and progress checks will go out to parents weekly.
  - Whole campus guidance lessons presented by counselor and/or homeroom teacher (under counselors guidance) throughout the year.
  - Individualized accelerated instruction plans are developed for students that will be taking an EOC exam.
  - The use of technology through the computer-based curriculum to meet student needs.
  - The school has established a library with 650 titles, and student reading has increased.
  - Students now have the opportunity to take the TSIA2 on campus along with the ASVAB.

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

**Problem Statement 1:** CTE opportunities are limited by our current Edgenuity program and no CTE teacher at STARS at this time. **Root Cause:** Core teachers are dividing elective duties and time has not been invested in gaining knowledge of CTE offerings in Edgenuity.

**Problem Statement 2:** Student success on TSIA2 and ASVAB is average to low. **Root Cause:** They are different type of test than students are used to taking. Have not incorporated prep time for students to become familiar with the TSIA2. Students do not grasp the relevance because they are undecided about their future and some have no desire for post-secondary school or military.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Families become involved in the interview process to the end with an exit meeting and graduation celebration. Parents and their students sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent academic progress, and behavioral expectations.

Parents/guardians have the desire for their students to be successful. The involvement varies. Parents are encouraged to contact the school with requests and concerns for their child's education. Weekly progress is sent home in order to more actively involve parents on a regular basis.

Community involvement is present. STARS serves each month at the First Friday Food Pantry.

Students receive weekly snack packs from a local Mission Granbury organization.

When a need arises, there are community resources to assist students.

This school year STARS is partnering with Forward Training Center with parent permission for the Powered for Life class.

## Parent and Community Engagement Strengths

- - Parents/guardians are required to attend an interview/orientation.
  - Open house at the beginning of school.
  - Our counselor is knowledgeable about resources in the community to assist families in need.
  - Weekly progress reporting allows the parent to be kept up to date with their child's progress.
  - Facebook, Twitter and Remind are used to share announcements.
  - 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. (modified due to COVID guidelines)

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Low parental support or No parental support **Root Cause:** Struggles at home. Many adult students who are living on their own.

**Problem Statement 2:** STARS does not have a PTO or booster organization to help support student achievement. **Root Cause:** Low parental support.



# School Context and Organization

## School Context and Organization Summary

Instructional time for each class is 80 minutes. We have a 20-minute homeroom included after lunch. This homeroom time allows for relationship building, character education, post-secondary preparations, community guest speakers, and campus celebrations. Seat time and tutorials are offered Monday through Friday.

Teachers and staff play an important role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the goal of students increasing their achievement in academics, and social/emotional settings. STARS receives ongoing support from district-level administration.

Teachers have a voice on campus needs, implementation, and carry-out of the campus plan.

Activities throughout the school year promote a positive campus.

## School Context and Organization Strengths

- Accelerated instruction opportunities and tutorials are offered before school, after school, and in homeroom.
- The ability to work one-on-one with the students in developing individual plans to meet their needs.
- Our program is designed to cover the state requirements for each subject area in an accelerated program.
- Students gain confidence and skills and the ability to work for and reach goals.
- Restorative practices are how discipline management is addressed - creates more opportunity and sets the stage for positive interactions and reduces the number of misbehaviors.
- A safe environment is provided for staff and students.
- The staff is very dedicated to helping our students be successful.
- Campus Facebook and Twitter accounts are used to recognize staff and student achievements.
- The principal provides a calendar of events.
- With the criteria of being in attendance at school and having a good work ethic, students have the ability to work at home in the evenings and weekends.
- Weekly assemblies to promote positive culture and celebrations.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Not all students are accessing post-secondary opportunities **Root Cause:** Students do not know what they want to do when they graduate.

**Problem Statement 2:** Not all teachers are trained on Restorative Practices **Root Cause:** Two new staff to the campus have not had an opportunity to train.

**Problem Statement 3:** Although all students come in with the desire to accelerate and graduate, some students lose the motivation to keep making progress. **Root Cause:** Low support at home, various trauma/experiences that keep an individual "stuck" in a repetitive cycle of

# Technology

## Technology Summary

Technology is at the forefront of all we do -

- All teachers have a district-issued laptop
- Classrooms have an installed LCD projector and sound system
- Each classroom has 8-10 desktops for students to work on Edgenuity
- There is one Chromebook cart with 30 Chromebooks accessible to students
- The majority of classwork is computer-based
- A variety of programs are utilized for research and projects

This design allows students to complete work at an accelerated pace. Students have the opportunity to work on their coursework from home with a device and the internet.

## Technology Strengths

- All staff is google trained.
- Access to wireless internet throughout each classroom.
- 1-to-1 student to computer ratio
- Supports self-paced curriculum
- Students can work on their coursework at home
- Extra devices are distributed to students to access their coursework from home

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The majority of our students have a device and internet at home but not all. **Root Cause:** Live in remote areas where internet is not accessible. Students will say they have a device, that includes their phone, but it is not very user friendly to use Edgenuity on a phone.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 1:** Increase reading and writing for all students through relevant, responsive and cross-curricular instruction.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Team planning time, Syllabi, walk-through, state assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Edgenuity is an online platform that students will use for their academic courses.</p> <p>1) Edgenuity provides individualized instruction to students.                  2) Note-taking is required for all courses.                  3) Short answer responses are embedded in the program.                  4) Students will receive one-on-one support from their classroom teacher when struggling with difficult concepts.                  5) Each course is designed to complete in 6-9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will master concepts with an 80% mastery or higher on all assignments, quizzes, tests that are turned in.</p> <p><b>Staff Responsible for Monitoring:</b> All classroom teachers monitor student progress. Admin monitors weekly progress.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus-Wide Reading Initiative</p> <p>-Required reading of a novel in each English semester course syllabus.                  -Staff "What are you reading?" posted at each door.                  -Providing a wider variety of books to read that interest students.                      -Current library has 650 books (428 Titles).                      -Library check-out system with student kiosk for checking in and out.                      -Reading time in Homeroom, at home, and in class.                  -Cross-curricular learning integrated.                  -Working with Hood County Library for student library cards (if currently restriction change)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I and English II.</p> <p>Build life-long readers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide planned opportunities for intervention time, such as:</p> <ul style="list-style-type: none"> <li>-LLI (Leveled Literacy Intervention) groups,</li> <li>-small group interventions within the classroom,</li> <li>-and EOC Blitz groups</li> <li>-Individualized Accelerated Instruction Plans for students who were not successful on any of their EOC's.</li> <li>-Scholastic UpFront Magazine (has leveled text), current events opportunities in Social Studies class and Homeroom</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> LLI will increase reading level of below grade level readers.</p> <p>Increase state assessment scores in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The number of writing opportunities available will increase in the classroom.</p> <ul style="list-style-type: none"> <li>-daily journal writing</li> <li>-writing prompts: class assignments, scholarships, contests</li> <li>-more coaching for college essays/scholarships on "how to" write for scholarships</li> <li>-All students are writing for Apply TX essay as a junior/senior graduation requirement.</li> <li>-Note-taking for all courses, will count as a percentage of the final grade.</li> <li>-Cross-curricular essays with English and History (contests)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Writing samples Students will achieve Approaches or higher</p> <p><b>Staff Responsible for Monitoring:</b> English Teacher Counselor History Teacher Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Prepare students for post-secondary success.            -Grant for Financial Literacy Education with real-world practice            -TSI and ASVAB preparation            -Build academic vocabulary            -Utilize word walls in each content area</p> <p><b>Strategy's Expected Result/Impact:</b> Increase readiness skills for the real world  <b>Staff Responsible for Monitoring:</b> All teachers            Counselor            Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The Special Education teacher and inclusion support aide will be utilized to ensure that each student with a disability will be provided compliance with federal, state, and local regulations in regard to the implementation of the IEP as agreed upon by the ARD committee. Special ed students will be provided extra support with an Inclusion support teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress            Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Case manager            Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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 1:** We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 2:** All students will work with teachers and counselor on a post-secondary checklist in order to increase opportunities for students to be College, Career and Military Ready upon graduation.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** post-secondary checklist, transcripts, course completion timelines, google classroom with minimum requirements completed





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will visit with each student individually when they become juniors (12 credits) by going over all of the graduation requirements, explaining the importance of each and the need to complete them before they finish their last class.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase post-secondary options</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through an ongoing process under the guidance of the counselor, and assistance from all teachers, students will:</p> <ol style="list-style-type: none"> <li>1) Complete an interest inventory - 100%,</li> <li>2) Have the opportunity to participate in the TSI,</li> <li>3) Complete Apply TX application,</li> <li>4) Complete FAFSA,</li> <li>5) Participate in the ASVAB,</li> <li>6) Document on a google form community service hours,</li> <li>7) Have a working resume,</li> <li>8) Males register for Selective Service, &amp;</li> <li>9) Apply for scholarships.</li> </ol> <p>Will continue working on strengthening and adding opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> These items are the minimum requirements to assist students in increasing their post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 1:** We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 3:** Increase "Approaches" Performance Percentages on the EOC tests in all student groups; in all four core subjects: English 1/English 2, Algebra 1, Biology and US History.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** student score reports, benchmark

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate pull-out for instruction that will focus on specific test-taking strategies tailored to specific student needs based on testing data.            Create a specialized class based on Accelerated Instruction Plan during homeroom, before or after school.            Create a class specifically for LLI            Daily warm-ups focused on STAAR EOC skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve Approaches or higher  <b>Staff Responsible for Monitoring:</b> All core teachers            Administrator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the use of MAP assessments at the beginning of the school year that will better identify and serve students who need reading, math, and science interventions. Core teachers provide their own assessments and/or benchmark at least a month prior to the EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student assessment results  <b>Staff Responsible for Monitoring:</b> Counselor            All teachers            Administrator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 4:** Students will have weekly accountability checks.


**Targeted or ESF High Priority**


**Evaluation Data Sources:** Progress sheet


Teacher input


Attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will update a weekly google progress sheet for each student. The information will provide current progress, current grade, attendance, and class behavior. Homeroom teachers will email a copy of students' progress each week. Every two weeks principal will meet one-on-one with each student to discuss the progress sheet.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress in all areas: progress, grade, attendance and behavior</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





**Goal 2:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 1:** Provide opportunities for real-world application, on campus, and community outreach in order for students to gain a deeper understanding of their community and learning beyond the classroom.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** student service log  
speakers  
homeroom checks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will choose service opportunities and create goals for participation. Minimum of 2.5 hours per semester. Regular opportunities change based on COVID restrictions, and may be limited; however alternative service projects that are socially distant and safe will be sought out. For example, working with the TX Beautification project. Current opportunities that we will encourage ALL students to participate in include: Monthly Food Bank, Veterans Roll Call in Fort Worth (as allowable), Field of Flags, Outdoor Learning Center at Granbury Middle School.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students completing at least the minimum hours required. Encouraging all students to serve as often as possible.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Counselor Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Guest speakers will be brought in at least once every six weeks, related to student interest/needs such as: financial aid advisor, military recruiter, Technical school speakers, community speakers. Will continue this goal by utilizing zoom with our speakers as the need arises.</p> <p><b>Strategy's Expected Result/Impact:</b> Speaker Schedule - 4 speakers minimum for the school year due to COVID precautions. Will schedule more if possible.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Counselor Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student ambassadors will be designated for campus leadership such as: responsible for raising the flag daily, and greeting new students. Each teacher will designate an ambassador in each first-period class.</p> <p><b>Strategy's Expected Result/Impact:</b> Students take ownership in campus. As they graduate, the current ambassador, trains a new ambassador for that specific responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Counselor Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide time in homeroom for: -virtual opportunities that connect with classroom learning, -recognize national calendar days, -"Adulting" Lessons of the week, -Character Building and restorative practices, -Academic vocabulary, -and progress checks.</p> <p><b>Strategy's Expected Result/Impact:</b> Connecting real-world with classroom. Student responses - circle debrief after virtual experience.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Partnership with Forward Training Center: With parent permission, students have the ability to attend "Powered for Life," a 5-week program designed to prepare adolescents with social skills, resume building, and interview skills to prepare them for the workforce in our community.</p> <p><b>Strategy's Expected Result/Impact:</b> Student confidence and success</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 2:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 2:** Foster and environment where students, parents and staff are unified and supportive in a positive working relationship with common goals.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Parent meetings, transcripts, schedules, course completion timelines

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and parents will participate in their graduation plan to find the most efficient path to graduation based on their needs. This is an interview process, and ongoing throughout their time at STARS.</p> <p><b>Strategy's Expected Result/Impact:</b> Transcripts Interviews Number of students graduating</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Invite parents &amp; family to celebrate their student upon course completion with the tradition of STAR hanging and Bell ringing.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of family involved in celebration.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Homeroom teachers will contact the parents of students with a progress report each week. Parents will have a specific teacher as their point of contact to discuss student progress and attendance in each class each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement, support and partnership to help students working virtually. Keep parents involved in knowing their students attendance and progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Adminsitator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Have an Open House each semester. Recruit parents for Campus Leadership Team. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement. <b>Staff Responsible for Monitoring:</b> Administrator Counselor Teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

**Performance Objective 1:** Provide opportunities for students to be involved in leadership positions.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** number of students in leadership, walk through





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for student ambassadors. Student Ambassadors will be designated by campus leadership. There will be a student ambassador in each first period class who will take the lead in areas such as: raising the flag daily, greeting new students, assisting teacher with daily classroom procedures, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student leadership and ownership of campus.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will be responsible in assisting staff in daily cleaning and hygiene requirements related to COVID. Everyone will take personal responsibility in the cleaning of equipment that is used daily.</p> <p><b>Strategy's Expected Result/Impact:</b> safety and security, compliance with TEA guidelines</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 3:** We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

**Performance Objective 2:** Regularly provide opportunities for students to participate in character building activities, relationship building and team building skills.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** student binders, character strong program





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize homeroom to provide opportunities for students to participate and lead character and team-building activities.                      These concepts will also carry over throughout the school day.                      -Participation in daily reminders of character traits.                      -Restorative Practices, will participate in daily restorative practices and weekly restorative circles to build relationships.                      -Weekly assembly:                      Celebration of weeks course completions                      Celebrate monthly birthdays                      Celebrate attendance                      What you do Matters (recognizes shining stars)  <b>Strategy's Expected Result/Impact:</b> Increase positive relationships campus wide.  <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

**Performance Objective 3:** Involve students in setting academic and attendance goals in order to give ownership in their achievement.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Achievement chart, student binder, graduation plan, course completion stars





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Edgenuity has a visual daily reminder of progress. Students are able to work through classes at their own pace within the 9-week timeline. Courses are designed for Acceleration - on average courses can be completed in 6-9 weeks. Time set aside in homeroom for weekly progress checks and goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly progress checks to ensure students are on schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will utilize AVID strategies for organization, goal setting, and accountability in their courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Goals met, Increase academic performance, Graduating at an accelerated pace.</p> <p><b>Staff Responsible for Monitoring:</b> Students Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weekly progress checks for all students. Emailed updates, in addition to phone contacts, go out to parents weekly. This additional accountability will help students reach their academic goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance, graduating at an accelerated pace</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

**Performance Objective 1:** Evaluate existing facilities and make recommendations for future growth for STARS campus that support and align campus with district goal.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Needs assessment throughout the year, Campus Leadership Team, tracking number of students and applications





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued agenda item throughout the year with Campus Leadership Team. Add as ongoing agenda item for discussion at CLT meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare for future growth of STARS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in the Long Range Planning Committee and collaborate with stakeholders on the future of STARS.</p> <p><b>Strategy's Expected Result/Impact:</b> District strategic plan</p> <p><b>Staff Responsible for Monitoring:</b> All community stakeholders involved in LRPC</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

**Performance Objective 1:** Provide strategies and incentives for students in order to create a positive and welcoming school climate that focuses on increasing attendance to 90% or better.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** PEIMS to track daily/weekly attendance, campus budget

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a positive reward system:</p> <ul style="list-style-type: none"> <li>- Perfect attendance receive Sonic Drink Friday every 3 weeks</li> <li>- Incentive breakfast every 3 weeks for no unexcused absences</li> <li>- Dress up days</li> <li>-Game Room Friday if 90% attendance</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance to 90% or better each day &amp; week</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily phone calls are made to students/parents to those who do not call in by 10am. Truancy filed for students who fall below 90% attendance. Attendance directly related to awarding of credit. Weekly calls to parents for update on weekly attendance and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students continued progress in each class. Increased attendance.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Administrator Secretary Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	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 5:** We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

**Performance Objective 2:** Provide funds for the fall and spring graduation for the STARS program; designed so students have an opportunity twice a year to participate in a graduation ceremony. Activity is supported by campus graduation funds, community sponsors, and at-risk funds.





**Evaluation Data Sources:** campus budget

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Funds requested to assist at-risk graduates who qualify under McKinney Vento and are in need and cannot afford to purchase a cap and gown.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation assistance</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Campus secretary Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

**Performance Objective 3:** Implement a cycle for replacing and updating furniture.





**Evaluation Data Sources:** Repairs/replacements done as needed.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers have found success in flexible seating for students. Since we are all online, sitting in front of a computer all day can be difficult for students. As we update, we will look at purchasing various types of seating that allows for standing or sitting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students stay more engaged throughout the day - increase progress</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** We will support student success by providing and retaining the appropriate quantity of qualified staff.

**Performance Objective 1:** Provide staff with appropriate on and off campus PD related to content and/or classroom management.

**Evaluation Data Sources:** staff survey, PD opportunities, walk throughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training opportunities and incorporate PD regularly into staff meetings utilizing strategies that can be used in the classroom and working with at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance increases. Staff is supported and valued.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff completed a summer book study on Trauma-Informed Resilient Schools. As the year progresses, will have continued discussion on staff days related to the cause and effects of Trauma as it relates to our students and how we can build understanding in order to help students succeed.</p> <p><b>Strategy's Expected Result/Impact:</b> social emotional learning Trauma-Informed</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive training to develop lessons in Edgenuity, supplemental material, and a curriculum that incorporates technology in all curriculum areas throughout the school year and summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Curriculum department Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 7:** We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

**Performance Objective 1:** Increase participation in use of technology in innovative ways in the classroom.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** syllabi, walk throughs, student voice

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Requesting extra ChromeBox desktop devices for classrooms. Extra Chromebook devices will be used to distribute to students who are completing additional assignments at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Front office monitors the distribution of devices. Teachers monitor the progress of assignments at home.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be involved in project rich lessons utilizing available technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of technology rich lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will utilize computer based courses such as Edgenuity and Google classroom, and others where appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of course completions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will utilize technology in order to create a post-secondary google classroom folder with a working resume.</p> <p><b>Strategy's Expected Result/Impact:</b> Google classroom folder/portfolio</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Personnel for Stars Accelerated High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alan Ford	Teacher	DAEP - State Comp Ed	1.0
D'Ann Tisdale	Special Ed Teacher	DAEP - State Comp Ed	1.0
Heather Dollins	Teacher	STARS - State Comp Ed	1.0
Jenny Hughes	Teacher	STARS - State Comp Ed	1.0
Leah Kane	Teacher	DAEP - State Comp Ed	1.0
Margaret Flores	Principal	STARS/DAEP - State Comp Ed	1.0
Mark Wright	Teacher	DAEP - State Comp Ed	1.0
Misty Walters	Counselor	STARS/DAEP - State Comp Ed	1.0
New Teacher	Teacher	STARS - State Comp Ed	1.0
Ray Butler	Teacher	DAEP - State Comp Ed	1.0
Terry Keith	Teacher	STARS - State Comp Ed	1.0
Toni Thomas	Teacher	DAEP - State Comp Ed	1.0
Vivian Wright	Secretary	STARS/DAEP - State Comp Ed	1.0

# Addendums

FND T FC OBJ SO ORG F PI	2020-21	2020-21	2020-21	Unexpended	Encumbered	Unencumbered
	Original Budget	Revised Budget	FYTD Activity	Balance	Amount	Balance
199 E 11 6117 00 002 0 26 000	269,234.00	269,234.00		269,234.00		269,234.00
199 E 11 6141 00 002 0 26 000	3,905.00	3,905.00		3,905.00		3,905.00
199 E 11 6141 00 002 0 26 820	5.00	5.00		5.00		5.00
199 E 11 6142 00 002 0 26 000	15,961.00	15,961.00		15,961.00		15,961.00
199 E 11 6143 00 002 0 26 000	1,306.00	1,306.00		1,306.00		1,306.00
199 E 11 6144 00 002 0 26 000	16,006.00	16,006.00		16,006.00		16,006.00
199 E 11 6145 00 002 0 26 000	180.00	180.00		180.00		180.00
199 E 11 6146 00 002 0 26 000	7,741.00	7,741.00		7,741.00		7,741.00
199 E 11 6244 00 002 0 26 990			1,949.00	-1,949.00	632.00	-2,581.00
199 E 11 6268 00 002 0 26 000	2,700.00	2,700.00		2,700.00	2,629.08	70.92
199 E 11 6299 LL 002 0 26 000	10.00	10.00		10.00		10.00
199 E 11 6325 00 002 0 26 370	100.00	100.00		100.00	109.89	-9.89
199 E 11 6395 00 002 0 26 000	700.00	700.00		700.00		700.00
199 E 11 6395 00 002 0 26 180	500.00	500.00		500.00		500.00
199 E 11 6395 00 002 0 26 370	500.00	490.00		490.00	31.00	459.00
199 E 11 6395 00 002 0 26 390	500.00	500.00		500.00		500.00
199 E 11 6395 00 002 0 26 450	500.00	500.00		500.00	12.18	487.82
199 E 11 6396 00 002 0 26 000	200.00	200.00		200.00		200.00
199 E 11 6397 00 002 0 26 000	200.00	200.00		200.00	13,345.00	-13,145.00
199 E 11 6397 00 002 0 26 990					1,649.91	-1,649.91
199 E 11 6397 RP 002 0 26 990			11,116.00	-11,116.00	333.00	-11,449.00
199 E 11 6411 00 002 0 26 820	200.00	200.00		200.00		200.00
199 E 11 6412 00 002 0 26 000	900.00	900.00		900.00		900.00
199 E 11 6498 00 002 0 26 000	700.00	700.00		700.00	441.00	259.00
199 E 11 6----	322,048.00	322,038.00	13,065.00	308,973.00	19,183.06	289,789.94
199 E 13 6239 00 002 0 26 000	100.00	100.00		100.00		100.00
199 E 13 6411 00 002 0 26 000	1,500.00	1,500.00		1,500.00		1,500.00
199 E 13 6----	1,600.00	1,600.00		1,600.00		1,600.00
199 E 23 6117 00 002 0 26 000	41,883.00	41,883.00		41,883.00		41,883.00
199 E 23 6125 00 002 0 26 000	17,074.00	17,074.00		17,074.00		17,074.00
199 E 23 6141 00 002 0 26 000	855.00	855.00		855.00		855.00
199 E 23 6142 00 002 0 26 000	4,558.00	4,558.00		4,558.00		4,558.00
199 E 23 6143 00 002 0 26 000	286.00	286.00		286.00		286.00
199 E 23 6144 00 002 0 26 000	4,160.00	4,160.00		4,160.00		4,160.00
199 E 23 6145 00 002 0 26 000	39.00	39.00		39.00		39.00
199 E 23 6146 00 002 0 26 000	2,171.00	2,171.00		2,171.00		2,171.00
199 E 23 6395 00 002 0 26 000	610.00	485.50		485.50	54.25	431.25
199 E 23 6411 00 002 0 26 000	1,700.00	1,515.00		1,515.00		1,515.00
199 E 23 6495 00 002 0 26 000	300.00	300.00	255.00	45.00		45.00
199 E 23 6498 00 002 0 26 000	1,800.00	1,800.00		1,800.00		1,800.00

FND T FC OBJ SO ORG F PI	2020-21		2020-21	Unexpended	Encumbered	Unencumbered
	Original Budget	Revised Budget	FYTD Activity	Balance	Amount	Balance
199 E 23 6499 00 002 0 26 000		217.00	124.50	92.50	92.50	
199 E 23 6--- -- --- - -- ---	75,436.00	75,343.50	379.50	74,964.00	146.75	74,817.25
199 E 31 6117 00 002 0 26 000	35,525.00	35,525.00		35,525.00		35,525.00
199 E 31 6141 00 002 0 26 000	515.00	515.00		515.00		515.00
199 E 31 6142 00 002 0 26 000	2,279.00	2,279.00		2,279.00		2,279.00
199 E 31 6143 00 002 0 26 000	172.00	172.00		172.00		172.00
199 E 31 6144 00 002 0 26 000	2,657.00	2,657.00		2,657.00		2,657.00
199 E 31 6145 00 002 0 26 000	24.00	24.00		24.00		24.00
199 E 31 6146 00 002 0 26 000	1,190.00	1,190.00		1,190.00		1,190.00
199 E 31 6395 00 002 0 26 000	50.00	50.00		50.00		50.00
199 E 31 6--- -- --- - -- ---	42,412.00	42,412.00		42,412.00		42,412.00
<b>Grand Expense Totals</b>	<b>441,496.00</b>	<b>441,393.50</b>	<b>13,444.50</b>	<b>427,949.00</b>	<b>19,329.81</b>	<b>408,619.19</b>

Number of Accounts: 47

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

FND T FC OBJ SO ORG F PI	2020-21	2020-21	2020-21	Unexpended	Encumbered	Unencumbered
	Original Budget	Revised Budget	FYTD Activity	Balance	Amount	Balance
199 E 11 6117 00 003 0 28 000	333,847.00	333,847.00		333,847.00		333,847.00
199 E 11 6117 00 003 0 28 390	1,000.00	1,000.00		1,000.00		1,000.00
199 E 11 6141 00 003 0 28 000	4,783.00	4,783.00		4,783.00		4,783.00
199 E 11 6142 00 003 0 28 000	22,785.00	22,785.00		22,785.00		22,785.00
199 E 11 6143 00 003 0 28 000	1,600.00	1,600.00		1,600.00		1,600.00
199 E 11 6144 00 003 0 28 000	24,576.00	24,576.00		24,576.00		24,576.00
199 E 11 6145 00 003 0 28 000	219.00	219.00		219.00		219.00
199 E 11 6146 00 003 0 28 000	11,125.00	11,125.00		11,125.00		11,125.00
199 E 11 6268 00 003 0 28 000	2,700.00	2,700.00		2,700.00	859.55	1,840.45
199 E 11 6395 00 003 0 28 000	2,300.00	2,300.00		2,300.00		2,300.00
199 E 11 6396 00 003 0 28 000	300.00	300.00		300.00		300.00
199 E 11 6397 00 003 0 28 000	250.00	250.00		250.00		250.00
199 E 11 6495 00 003 0 28 000	300.00	300.00		300.00		300.00
199 E 11 6--- -- -- -- --	405,785.00	405,785.00		405,785.00	859.55	404,925.45
199 E 13 6411 00 003 0 28 000	2,700.00	2,700.00		2,700.00		2,700.00
199 E 13 6--- -- -- -- --	2,700.00	2,700.00		2,700.00		2,700.00
199 E 23 6117 00 003 0 28 000	41,883.00	41,883.00		41,883.00		41,883.00
199 E 23 6125 00 003 0 28 000	17,074.00	17,074.00		17,074.00		17,074.00
199 E 23 6141 00 003 0 28 000	855.00	855.00		855.00		855.00
199 E 23 6142 00 003 0 28 000	4,558.00	4,558.00		4,558.00		4,558.00
199 E 23 6143 00 003 0 28 000	286.00	286.00		286.00		286.00
199 E 23 6144 00 003 0 28 000	4,160.00	4,160.00		4,160.00		4,160.00
199 E 23 6145 00 003 0 28 000	39.00	39.00		39.00		39.00
199 E 23 6146 00 003 0 28 000	2,171.00	2,171.00		2,171.00		2,171.00
199 E 23 6395 00 003 0 28 000	300.00	175.50		175.50	54.25	121.25
199 E 23 6397 99 003 0 28 000	500.00	500.00		500.00		500.00
199 E 23 6399 00 003 0 28 000	600.00	600.00		600.00		600.00
199 E 23 6411 00 003 0 28 000	500.00	500.00		500.00		500.00
199 E 23 6498 00 003 0 28 000	500.00	500.00		500.00		500.00
199 E 23 6499 00 003 0 28 000		217.00	124.50	92.50	92.50	
199 E 23 6--- -- -- -- --	73,426.00	73,518.50	124.50	73,394.00	146.75	73,247.25
199 E 31 6117 00 003 0 28 000	35,525.00	35,525.00		35,525.00		35,525.00
199 E 31 6141 00 003 0 28 000	515.00	515.00		515.00		515.00
199 E 31 6142 00 003 0 28 000	2,279.00	2,279.00		2,279.00		2,279.00
199 E 31 6143 00 003 0 28 000	172.00	172.00		172.00		172.00
199 E 31 6144 00 003 0 28 000	2,657.00	2,657.00		2,657.00		2,657.00
199 E 31 6145 00 003 0 28 000	24.00	24.00		24.00		24.00
199 E 31 6146 00 003 0 28 000	1,190.00	1,190.00		1,190.00		1,190.00
199 E 31 6395 00 003 0 28 000	200.00					
199 E 31 6411 00 003 0 28 000	1,300.00	1,057.00		1,057.00		1,057.00

								2020-21	2020-21	2020-21	Unexpended	Encumbered	Unencumbered
								<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Balance</u>	<u>Amount</u>	<u>Balance</u>
199	E	31	6495	00	003	0	28	000	225.00	225.00		170.00	55.00
199	E	31	6---	--	---	--	--	---	44,087.00	43,644.00		170.00	43,474.00
199	E	33	6395	00	003	0	28	000	300.00	300.00			300.00
199	E	33	6---	--	---	--	--	---	300.00	300.00			300.00
<b>Grand Expense Totals</b>								526,298.00	525,947.50	124.50	525,823.00	1,176.30	524,646.70

Number of Accounts: 39

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