

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN



2019-2020

**Kevin McCasland
Superintendent**

**“Empowering every child to succeed tomorrow by inspiring and creating
pathways today”**

Approved by OISD Board October 14, 2019

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Goals and Objectives

Goal 1: By 2021, Olton ISD students will meet the standards set in each objective concerning Academic Achievement, Instructional Growth and Student Preparedness.

Objective 1: Improve student performance at the Meets Grade Level standard in all STAAR/EOC at/above the same rate as the state.

Objective 2: Subpopulations will improve in the Academic Growth indicator in School Progress Domain as shown on the Domain 3 report by 3%.

Objective 3: 70% of OISD students will grow a year academically as indicated in Domain 2 of accountability.

Objective 4: **Improve the following CCMR criteria:**

- A) 70% of students will meet TSI criteria in both ELAR / Math
- B) Increase the percentage of students meeting ACT/SAT criteria in ELAR / Math
- C) Ensure students have access to opportunities to obtain relevant industry-based certifications.

Goal 2: Olton ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students.

Objective 1: Provide parental involvement opportunities district-wide.

Objective 2: Develop partnership agreements with local businesses to ensure students are work force ready after graduating high school.

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Goal 3: Olton ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the safety of students, faculty, and staff.

Objective 1: Provide a safe environment for students, staff, and community members by ensuring the MEOP is updated and implemented.

Objective 2: Provide a safe environment for students, staff, and community members by ensuring student social and emotional needs are addressed.

Goal 4: Olton ISD will strive to ensure qualified staff are hired for all positions in the district.

Objective 1: OISD will recruit staff that are certified or have education or experience in their area of assignment.

Objective 2: OISD will train and retain staff in their area of assignment.

Goal 5: Olton ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.

Objective 1: Ensure budgeting is based on current data and reflective of trends affecting funding.

Objective 2: Ensure a plan that includes budgeting for technology, facilities, and transportation maintenance and improvement are in place.

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Goal 6: Address all system safeguards

- Objective 1: **Ensure Special Education students are showing growth in STAAR and STAAR EOC Math by 2% for the 2019-2020 school year.**
- Objective 2: **Ensure Special Education students are showing growth in STAAR Reading and STAAR EOC ELA by 3% for the 2019-2020 school year.**

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DISTRICT MISSION

“Olton Independent School District exists to intentionally use its talents, resources, and time to ensure that each student will reach his or her highest potential”

We believe the following:

- 1. We exist to serve the needs of our students.
- 2. Every employee of the District is important to the success of our educational goals and objectives.
- 3. Education is a joint venture that requires the involvement of families, churches, and the community.
- 4. We must educate all students to reach their highest potential and become life-long learners.
- 5. We should be innovative in the use of all our resources.

Target Populations

Economically Disadvantaged
African American
Hispanic
White
Migrant
Male
Female
At-Risk
ELs
Homeless
Limited English Proficient

Special Programs

Career and Technology Education (CTE)
Dyslexia
ESL
Gifted and Talented (GT)
Pre-K
Special Education
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (Title I)
Title III, Limited English Proficient
Title I, Part C: Migrant
Title II, Teacher & Principal Training & Recruitment (TPTR)
Rural and Low Income

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District Advisory Committee Members

Name	Term	Role
Alex Ramos	2019-2020	Elementary Parent
Pete Zamora	2019-2020	JH Parent
Sandi Roberts	2019-2020	HS Parent
Meghan DeBerry	2019-2020	Elementary Community Member
Keely Adams	2019-2020	JH Community Member
Paula Allcorn	2019-2020	HS Community Member
Ben Wagner	2019-2020	Elementary Business Member
Charlie Smith	2019-2020	JH Business Member
April Burns	2019-2020	HS Business Member
Deanne McGill	2019-2020	HS Teacher
Erin Marmolejo	2019-2020	HS Teacher
Elizabeth McGrew	2019-2020	HS Teacher
Ruth Beelitz	2019-2020	JH Teacher
Michelle Ast	2019-2020	JH Teacher
Micah Walters	2019-2020	JH Teacher
Tanya Nafzger	2019-2020	Elementary Teacher
Laurey Riney	2019-2020	Elementary Teacher
Sarahi Rodriguez	2019-2020	Elementary Teacher
Misty Lassiter	Advisory	Elem Counselor
Marisa Lopez	Advisory	JH Counselor
Angi Martin	Advisory	HS Counselor
Brian Hunt	Advisory	Jr. High Principal
Gregg Ammons	Advisory	High School Principal
Stacie Ramage	Advisory	Elementary Principal
Terri Sandoval	Advisory	Federal Programs Director
Kevin McCasland	Advisory	Superintendent

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Goal 1: By 2021, Olton ISD students will meet the standards set in each objective concerning Academic Achievement, Instructional Growth and Student Preparedness

Objective 1: Improve student performance at the Meets Grade Level standard in all STAAR/EOC at/above the same rate as the state.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Staff Development Focused on Tier I Instructional Improvement: - Curriculum Contract Services (ESC17) for teachers, counselors, and admin - Curriculum, Planning, Assessment, and Instructional Improvement Training provided for admin, teachers, and support staff. It will be provided by organizations, consultants, admin staff, and teachers as appropriate - Training aimed at incorporating reading, writing, and speaking about content in an effort to implement ELPS and improve English Language Proficiency	Principals, Supt., Fed/Spec Prog Coord	Ongoing	Local Title Funds	Attendance sheets Walkthrough Evidence Benchmarks / SE Checks Admin Meeting Planning	STAAR Results Walkthrough Reflections
Provide differentiated courses and opportunities: - Accelerated reading and math on the elementary campus - GT Pullout Program - STAAR/EOC summer and school year courses and programs as needed - RTI pullout/push in programs - Dyslexia services - English Language Learners will have opportunities to read, write, and speak about the academic content	Principals, Supt., Fed/Spec Prog Coord, Teachers	Aug - June	Local Title Funds	6 weeks grades SE Check Data Progress monitoring tools	STAAR/EOC

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Objective 2: Subpopulations will improve in the Academic Growth indicator in School Progress Domain as shown on the Domain 3 report by 3%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention - Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not passing STAAR/EOC - Conduct post-assessment data analysis meeting and build action plans - Track individual student progress on local and state assessments to ensure students of all populations are showing academic growth - Identify and Track progress of ELL students to ensure language and academic progress is being made to bridge the achievement gap - Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment - Identify migrant students' families - Migrant student services and tutorials after school and summer school - Migrant student progress will be monitored and interventions provided - Small class sizes and additional support provided to Pre-K	Principals, teachers	Aug - May	Local Title Funds Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC	STAAR/EOC TAPR

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Additional staff to support RTI initiatives primarily targeting special and sub populations					
Provide quality instruction by hiring employees who are SBEC certified or who demonstrate proficiency in their respective area(s) and can become SBEC certified.	Supt, Principals, Fed/Spec Prog Coord	Ongoing	Local Title Funds Grants	College Transcripts, SBEC certifications, experience, monitor progress toward certification	Percent of staff who are SBEC certified STAAR/EOC Certifications
Provide instructional support staff and volunteers to facilitate small group intervention and support	Supt, Principals	Ongoing	Local Title Funds Grants	College Transcripts, SBEC certifications, experience	Percent of staff who are SBEC certified STAAR/EOC
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress - Education Galaxy - Textbooks - iStation - RTI 3 Tier Model - Think Through Math - Study Island - FASTMATH - Edmentum - News ELA - Other relevant and/or prescriptive programs - Chromebooks	Same	August – July	Local Title Funds Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools	STAAR/EOC

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Objective 3: 70% of OISD students will grow a year academically as indicated in Domain 2 of accountability

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention - Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not passing STAAR/EOC - Conduct post-assessment data analysis meeting and build action plans - Track individual student progress on local and state assessments to ensure students of all populations are showing academic growth - Tutorials and intervention courses during the school day for struggling learners identified through local formative and summative assessment - Use technology and programs to provide differentiated opportunities to learn as well as data on student progress	Principals, teachers	Aug - May	Local Title Funds	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC	STAAR/EOC TAPR

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Objective 4: Improve the following CCMR criteria:

- A) 70% of students will meet TSI criteria in both ELAR / Math
- B) Increase the percentage of students meeting ACT/SAT criteria in ELAR / Math
- C) Ensure students have access to opportunities to obtain relevant industry-based certifications.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
A - Provide multiple opportunities for students to pass TSI - Provide tutorial sessions for students who are showing difficulty passing TSI portions	Counselor, Principal, Fed/Spec Prog Coord	All year	Local Funds Grants	Progress monitor percentage of students meeting TSI criteria	Meeting goal of 70%
B - Assist students in taking the ACT/SAT in terms of opportunity and financial assistance when appropriate - Provide tutorial sessions for students who are taking SAT/ACT exams - Utilization of ACT strategies and questions during the school day	Counselor, Principal	All year	Local Funds Grants	Progress monitor percentage of students taking and meeting ACT/SAT	Meeting goal of 70%
C - Conduct student interest surveys - Conduct community resources and industry needs surveys - Analyze course offerings and pathways to determine if options for obtaining a relevant certification are available - Provide career awareness guidance and assessment opportunities	Counselor, Principal, Superintendent	All Year	Local Funds Grants	Student Surveys Community Surveys	Course enrollment and certification attainment

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Goal 2: Olton ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students.

Objective 1: Provide parental involvement opportunities district-wide.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities to become involved as an advisory in district decision making and programs: • Campus SBDM Committee meetings for open forum • District SBDM Committees meetings for open forum • Community Surveys for parent and student feedback • SHAC • ESC 17 Trainings for parents / community • SS&SC (Safety Team) • Parent-teacher organizations such as ABC, 4-H, and booster clubs • Visitor friendly policies and procedures	Supt. Fed. Prog. Dir. & Principals	Ongoing	Local Grants Federal Funds	Plans & Surveys	Accomplishments, Input & results of Plans & Surveys.
Communicate with all stakeholders regarding opportunities for involvement and updates regarding student progress. • School Messenger • Parent Portal • District Website • Social Media • Website and App • Grade Reports • Special Announcements (Letters) • Updated Calendars & Newsletters • Various Public Meetings	Supt. Fed. Prog. Dir. & Principals	Ongoing	Local Federal Funds Grants	Plans & Surveys	Accomplishments, Input & results of Plans & Surveys.

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Objective 2: Develop partnerships and/or agreements with local businesses and organizations to ensure students are work force ready after graduating high school.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Obtain feedback from students, parents, and community organizations in order to advise the design course pathways and course offerings - Site visits to businesses to solicit support in terms of employment opportunities, shadowing, or instruction - Surveys from students, community, and businesses	Supt. Principals CTE Teachers	Quarterly	Local	Surveys Results of visits	Accomplishments, Input & results of Plans & Surveys.
Enter into agreements with businesses and organizations that express interest in promoting student success and experiences	Supt. Principals CTE Teachers	Annually	Local Grants	Site observations	Accomplishments, Input & results of visits & Surveys.

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Goal 3: Olton ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the safety of students, faculty, and staff.

Objective 1: Provide a safe environment for students, staff, and community members by ensuring the MEOP is updated and implemented.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure the MEOP is updated and implemented. - Train employees, parents, community members, and students in the Multi-hazard Emergency Operations Plan. - Involve stakeholders as an advisory (SS&SC) - Schedule and run safety drills - Communicate regularly concerning safety concerns and updates to procedures	Superintendent Safety Coordinator Principals	BOY, MOY, Summer	Local Grants ESC 17 Federal Funds	BOY and MOY MEOP meetings and analysis of safety issues Training Agendas	Final Summer Meeting Certificates
Train the approved concealed carry team	Supt, Principals School Guardian	Year round	Local Grants Federal Funds	Year long training plan	Credentials approved according to local policy
Install, maintain, and upgrade equipment as needed: - Implement security monitoring and entry access systems - District-wide communications systems	Same	Summer 2020	Local Grants Federal Funds	Completion of Project	Completion of Project

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Objective 2: Provide a safe environment for students, staff, and community members by ensuring student social and emotional needs are addressed.

Provide character education, counseling, and career guidance	Counselors, Principals, teachers	Six Weeks	Local Grants	Analysis of student participation and discipline referrals	Analysis of student participation and discipline referrals
Increase awareness among all staff and students of issues regarding: • Drug use prevention • Child abuse • Unwanted physical or verbal aggression • Sexual harassment and abuse • Cyberbully Hotline • Other forms of bullying • Suicide Prevention • Other social and emotional issues that arise	Supt, Principals, Counselors	Six Weeks	Local Grants	Incidents reported each 6 weeks	PEIMS incidents reports

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Goal 4: Olton ISD will strive to ensure staff are qualified, trained, and retained.

Objective 1: OISD will recruit staff that are certified or have education or experience in their area of assignment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide quality instruction by attracting and hiring qualified employees - Attend job fairs and opportunities to interact with prospective candidates - Build partnerships with local Universities and Colleges to gain exposure for OISD - Increase pay in the form of salary raises - Advertise jobs and pay on the website, regional websites, and through district recruitment fliers and social media channels - Use flexible hiring with non-certified teachers as permitted in the Local Innovation Plan and provide support for employees to become SBEC certified	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Local Federal Funds Grants	College Transcripts, SBEC certifications experience, monitor progress toward certification Job fair recruits	Percent of staff who are SBEC certified TAPR Turnover Rate Exit Interviews
Strive to have 100% of courses and grade levels taught by SBEC certified teachers - Assist with exams/fees - Make assignments of teachers to areas of qualifications - Make individualized plan for any teacher not certified	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Local Federal Funds Grants	Compliance reporting	Compliance reporting

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Objective 2: OISD will train and retain staff in their area of assignment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure all staff receive high quality professional development opportunities • Training is based on needs • Training is intensive, sustained, research-based • Provide leadership training opportunities that may lead to advancement in the district • Provide mentoring for new staff and teachers • Organize the district calendar to provide staff development days	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Title funds, local ESC 17 contract	Staff Development Calendar	STAAR/EOC Employee Surveys
Retain teachers and staff • Increase pay in the form of salary raises, incentive and retention-based pay • Ensure training for relevant job performance • Give employees opportunities to participate in decision making through DAC, CAC, SHAC, and other committees	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Local Title Funds Grants	New hires Job fair recruits TAPR Turnover Rate Exit Interviews	Personnel files SE Checks Evaluations

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Goal 5: Olton ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.

Objective 1: Ensure budgeting is based on current data and reflective of trends affecting funding.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure district compliance with financial principles and requirements is occurring (i.e. internal / external controls, FIRST, FASRG, etc)	Supt., Bus. Mgr., School Board	Ongoing	All Funds	Use Accountability of DIP Goals, Surveys & Meetings for input.	Facilities Improvement Plan. (FIP)
Ensure budgeting is based on current data and trends - Re-run template each six weeks with updated enrollment and coding to monitor projected end-of-year alignment with original budget - Project enrollment, attendance, and special program enlistment for budgeting practices - Consult with ESC 17 and hired support on a regular basis - Ensure staffing patterns and program offerings are reflective of student enrollment trends and enlistment in programs - Remain involved in organizations that are providing updates on legislative action and issues affecting school budgeting	Supt., Bus. Mgr., School Board	March-July	TAPR Surveys SIS Software All Funds	Ask various parties concerned if the improvements will make the school more productive & efficient	Review FIP

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Objective 2: Ensure a plan that includes budgeting for technology, facilities, and transportation maintenance and improvement are in place.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop a plan and budget for technology, facility and transportation maintenance and upgrades: - Build a needs assessment of flooring, roofing, transportation, technology, and other facility needs - Determine annually a needs assessment for technology replacements and rotation plans - Determine an order of implementation and improvement - Continued use of fund 198 and ensure funds are transferred into and spent out of it according to the technology, facility, and transportation plan	Supt., Bus. Mgr., Maint and Transportation Directors., School Board	Ongoing	All Funds	Use Accountability of DIP Goals, Surveys & Meetings for input.	Facilities Improvement Plan. (FIP)

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Goal 6: Address all system safeguards

Objective 1: Ensure Special Education students are showing growth in STAAR and STAAR EOC Math by 2% for the 2019-2020 school year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention - Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC - Track individual student progress on local and state assessments to ensure students are showing academic growth - Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment - Ensure adequate staffing to support RTI initiatives targeting special education populations	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress - Education Galaxy - RTI 3 Tier Model - Think Through Math - Study Island - FASTMATH - Edmentum - News ELA - Other relevant and/or prescriptive programs - Chromebooks - Speaking, Reading, and Writing the standards	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools Implementation of training	STAAR/EOC

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Objective 2: **Ensure Special Education students are showing growth in STAAR Reading and STAAR EOC ELA by 3% for the 2019-2020 school year.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention - Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC - Track individual student progress on local and state assessments to ensure students are showing academic growth - Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment - Ensure adequate staffing to support RTI initiatives targeting special education populations	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress - Education Galaxy - RTI 3 Tier Model - Think Through Math - Study Island - The Reading Strategies Curriculum - Edmentum - News ELA - Other relevant and/or prescriptive programs - Chromebooks - Speaking, Reading, and Writing the standards	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools Implementation of training	STAAR/EOC

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Comprehensive Needs Assessment

Olton is a rural district with three campuses. The enrollment is 586 students. OISD is 75% economically disadvantaged. Approximately 17% of learners are English Language Learners. Approximately 8.5% of students are receiving special education services. The District received a “B” rating for 2019 with identified needs in Domain II academic growth and Domain III for subpopulations performing on grade level in reading and math. The District’s three campuses: Webb Elementary, Olton High School and Olton Jr. High received Met Standard ratings from the state for 2019. Webb Elementary received an identification for additional targeted support in Domain III. Webb received an accolade for academic achievement in Science. Junior High received an identification for targeted support. Junior High received accolades for academic achievement in Science and ELAR, Top 25% comparative academic growth, and post-secondary readiness. High school received accolades for academic achievement in Science and ELAR as well as post-secondary readiness.

Comprehensive Needs Assessment Summary

2019-2020

Utilized Data Sources: These will automatically populate from your CNA worksheets

STAAR/EOC	TAPR	TxSchools.gov
	Surveys	TAPR
TxSchools.gov		Surveys
Discipline Data		
TxSchools.gov		
		Inventories
Data Sheets on Equipment	Infrastructure and Budget	Visual Inspection

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Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Overall STAAR Performance increased by 1% at Meets Grade Level	Met only 2 indicators for SubPops Meets Grade Level in Math	
	Secondary Growth at Meets GL exceeded State Growth in Reading, Math, Writing, Social Studies, Biology, English II, and US History	Percentage of students meeting English Language Proficiency	
	Hispanic and Eco Dis students performed near the district average in many cases at Meets GL	Academic Growth dropped from a 70 to a 59	Explained in Template
	Met 4 indicators for SubPops Meets Grade Level in Reading	Math Growth Status met 0 indicators for SubPops	
	Relative Performance would have scored an A	EL, SpEd, and Non-continuously enrolled achievement at Meets GL	
	Reading Growth Status met 6 indicators for SubPops	Low number of identified GT and Dyslexia Students and large Pre-K enrollment	
Staff Quality	Overall program performance is excellent - the district scored an 86	Salary and Benefits need to be improved	
	Most employees received strong appraisals	Teacher turnover rate is high (22%)	
	Overall program performance is excellent - the district scored an 86	Difficulty hiring certified teachers	Explained in Template

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	Professional development is provided and reinforced throughout the year	Growth of meets grade level and masters grade level students	
		Identifying and supporting lower performing students	
School Climate/ Safe & Healthy Schools	People are satisfied with working conditions and feel their work is rewarding	Continuing to improve monitoring capabilities	
	Buildings are well maintained and safe and resources are available	Concerns with Bullying	
	Strong rapport among employees and leadership	Improvement with communication	Explained in Template
	Very low rate of ISS and DAEP placements	Continuing to improve access issues with facilities	
	Guardians, Cameras, automated doors, and new intercom systems		
College & Career Readiness/ Graduation/ Dropout Reduction	Outperformed state on College Ready Level, Dual Credit Completion, Industry-Based Certification, IEP / Workforce Readiness, Advanced Degree as SpEd Student, and Coherent Sequence of CTE	Improve meeting ACT/SAT criteria	
	CCMR Rating improved from 92 to 98	68% met TSI criteria for at least 1 indicator in Math	Explained in Template

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	91% met TSI criteria for at least 1 indicator in ELA/R	Expand for more opportunities to earn a certification	
Family and Community Involvement	Over 70% of people feel opportunities to be involved are available	Parents feel they do not know how to help their child at home with academics	
	ABC, Booster Club, and Volunteers	Communication with the home	
			Explained in Template
District/Campus Commitments	Facilities are clean and well-maintained	Vehicle Age / Mileage	
	New HVAC in 2012	Flooring in many areas is in need of replacement	
	Strong number of vehicles in fleet	Asbestos in some areas	Explained in Template
	Energy management systems are installed and monitored	Age of maintenance equipment and larger machinery is contributing to breakdowns	
	Strong fund balance in 199 and growing balance in 198	Technology is outdated and some devices will discontinue being able to receive updates (1:1 initiative)	
	Strong representation of technology devices	There are very few smart board similar devices in the district	

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NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.