

# **Pottsboro Independent School District**

## **Pottsboro Elementary School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# **Mission Statement**

Pottsboro Elementary School is dedicated to providing an educational environment rich in opportunities where all children can become responsible lifelong learners.

## **Vision**

All students will learn, grow, and succeed.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Pottsboro Elementary will continue to strive toward excellence by increasing achievement of all students at all grade levels.	13
Goal 2: 100% of instructional staff will attend yearly professional development with a focus on student achievement in the classroom.	18
Goal 3: In the 2022-2023 school year, Pottsboro Elementary will provide students with a safe and secure learning environment.	20
Goal 4: During the 2022-2023 school year, Pottsboro Elementary School will strengthen the curriculum, instruction and assessment in order to close achievement gaps through offering accelerated instruction as indicated by student progress measures.	25
Goal 5: Pottsboro Elementary will work to have highly qualified teachers in 100% of its subject areas and also maintain a teacher retention rate of 90% for the 2022-2023 school year.	30
Goal 6: Pottsboro Elementary will promote weekly communication among staff by requiring RtI planners and teachers to communicate with all support staff on service plans and student needs.	32
Goal 7: In the 2022-23 school year, Pottsboro Elementary will provide a minimum of one event per six weeks to promote effective and quality parent involvement and support.	34
Title I Personnel	37
2022-2023 Campus Site-Based Committee	38
Campus Funding Summary	39

# Comprehensive Needs Assessment

Revised/Approved: September 22, 2022

## Demographics

### Demographics Summary

The ethnic population of Pottsboro Elementary is 79.37% White, 9.48% Hispanic, 2.60% American Indian, and 8.56% either Multi-Racial, Asian, or African-American. The percent of students who qualify as Economically Disadvantaged is 41.08%.

Pottsboro Elementary attendance rate in the 2021-2022 school year was 94.06%. Pottsboro Elementary would like to achieve a 97% attendance rate. We have 6 sections of kindergarten, 1st, and 4th grade. We have 5 sections of 2nd and 3rd grade. Pottsboro Elementary's Special Education program has a population of 13.57%, which is above the state average of 11.3%.

Pottsboro Elementary's mobility rate is 19.8% compared to the state average of 15.3%.

While the campus serves the needs of a variety of economic backgrounds, teachers and staff put a great amount of time and effort into establishing positive relationships with students and their families. The practice sets the tone on the campus and fosters understanding among student/parent groups. A strength within our Special Education population is the percentage of students coded for inclusion instead of resource/pull-out classes. The number of students being served in our Dyslexia program increased to 10.59% (7.48% in 20-21 school year), and the percentage of students identified as Special Education increased over the last school year due to a strong continuation of the RTI model and an increase in social/emotional needs nationwide.

### Demographics Strengths

Pottsboro Elementary, in the last five years, has had a steady enrollment increase of students. The campus' attendance rate has exceeded the 95% standard established by the state of Texas for the past 10 years.

- Pottsboro Elementary has a 19.8% mobility rate which is higher than the state average of 15.3%.
- Teachers at Pottsboro Elementary, all of which are highly qualified, have an average of 12 years experience.
- The ESL population of Pottsboro Elementary is 2.04%, compared to the state average of 18.7%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Pottsboro Elementary has an attendance rate of 94.06%, which is below the targeted average of 97%. **Root Cause:** Pottsboro Elementary needs a more systematic approach to hold parents and students accountable for absences.

# Student Learning

## Student Learning Summary

Pottsboro Elementary earned a "B" (88) for recognized performance and demonstrates that the elementary serves many students well, encouraging high academic achievement and/or appropriate academic growth for most students. In 3rd grade, scores are 8% passing/approaching in Reading with 51% "Meeting" grade level standard, 73% passing/approaching in Math with 31% "Meeting" grade level standard. In 4th grade, scores are 87% passing/approaching in Reading with 66% "Meeting" grade level standard, 82% passing for Math with 54% "Meeting" grade level standard (Writing was eliminated from STAAR testing in 21-22). Beginning the 22-23 school year, the writing will be integrated into the Reading STAAR assessment so there will not be a separate writing STAAR assessment.

## Student Learning Strengths

Pottsboro Elementary staff work hard to ensure students are successful. Our campus is proud of many different student achievement strengths, including but not limited to an RTI program in place that encourages frequent and productive collaboration to determine needs and strategies to support all student achievement.

- Met Standard on Overall Performance Indicator for STAAR tests
- An RTI program is in place that encourages frequent and productive collaboration to determine needs and strategies to support all student achievement
- Pottsboro Elementary received an overall rating of 88 from the State
- Pottsboro Elementary received distinction designations for Academic Achievement in ELAR and Top 25% in student growth

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd and 4th grade Special Education STAAR scores have been underperforming the last few years. **Root Cause:** The state eliminated the STAAR-M, and SPED students are expected to take the exact same test as their general education peers.

# School Processes & Programs

## School Processes & Programs Summary

The quality of staff is a priority in promoting student success at all levels on Pottsboro Elementary's campus. Principals use a thorough application process, certification requirements, and staff input to hire the most qualified applicants. Staff members are organized into grade-level teams based on their individual professional strengths and the needs of the team.

Pottsboro Elementary strives to meet the diverse needs of students and families they serve through a focus on Postsecondary Readiness, a culture of high expectations, and a shared vision of success for all students. Shared leadership and decision making is evident through the weekly staff meetings with the administrative team that consists of the principal, assistant principal, counselor, and district librarian. Team leaders meet with administration at minimum of once a month. These meetings are focused on instructional practices, analysis of data and other job embedded professional development that strengthen our staff's effectiveness and sharpen their focus on our school's vision.

Pottsboro Elementary uses data to improve academic achievement for all students. Administrators and staff members work together to monitor student progress. When students are not making progress, Pottsboro Elementary utilizes a Response to Intervention process, ARD and 504 meetings to make adjustments. All of our available technology resources are used to support remedial learning and intervention. Teachers use Professional Learning Communities to ensure effective use of planning and instructional time. However, the computers in the computer lab, used for interventions, are at least eleven years old and fail to run efficiently. Computer accessories, such as headphones, are outdated as well.

Administrators plan effectively to ensure that teachers can focus on instructional time without significant interference in the learning process.

Staff is supported with weekly PLCs that offer on-going professional development, team building, observations of other teachers, and an open-communication atmosphere. Our 100% highly qualified staff works together to provide feedback related to instruction. Specific instructional strategies are shared for optimal student achievement. The process of planning and designing consists of meeting each Thursday and discussing lesson plans, data, unit tests, formative assessments, PLC menu for higher level thinking skills, and modifications for Special Education, ESL and 504 students. Creation of teacher made and performance-based tests all align with STAAR standards. Data is used to inform curriculum, instruction, and assessment decisions. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning. The campus is committed to the personal growth of each staff member. In addition to PLCs, we seek ways to provide teachers with additional training and staff development, such as webinars, book studies, Region 10 offerings, teacher observation, reading education related articles, mentors, etc.

## School Processes & Programs Strengths

- TTESS formative review process
- Duty Roster organization
- RTI progress reports
- Headsprout reports
- Reading and Math Summative Assessments will be reviewed by the curriculum director each six weeks.
- Focus on instruction design models that incorporate cooperative learning, creativity, and rigorous curriculum
- Optimal use of master schedule for instruction
- The average teaching experience on campus is 13 years, which is above the state average of 10.9 years.
- All teachers share a common planning period where PLCs promote teamwork and shared responsibility.
- Detailed six-week syllabus designed per each subject area for student-centered learning
- Weekly Professional Learning Communities to review instruction and data
- Highly qualified teachers with extra certifications and degrees
- Small group instruction based on student needs
- 30 minutes of structured intervention/enrichment time (RtI) for all students every day

- Students receive effective skill-based interventions resulting in measurable progress
- Pottsboro Elementary uses research-based programs to support remedial learning and intervention including programs like Istation, Headsprout, Read Naturally, LLI, Take Flight, Lexia, and Renaissance Star, etc. (sometimes provided before school begins)
- All of Pottsboro Elementary classrooms are equipped with SMART Boards, Elmos, projectors, a few (less than five) desktops, grant-funded tablets (K-1), and netbooks (3rd-4th).
- Substitution from the SAMR Model is implemented as time allows. (Substituting technology in place of another tool; e.g. search engine instead of encyclopedia, word processor instead of a pencil)
- PISD IT department strives to be efficient and timely in accommodating all technology support requests.
- STEM curriculum will be taught by the district librarian

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Pottsboro Elementary has limited technology devices, and students who are tier 3 in reading need a device for books to be read orally. Additionally, this would provide opportunities for students to utilize text to speech. **Root Cause:** Pottsboro Elementary needs more time, training and money to advance from just having technology tools to actually using the tools to integrate technology into the curriculum.

# Perceptions

## Perceptions Summary

Pottsboro Elementary continues to increase efforts to communicate with families and the community in a variety of ways. To increase parental involvement and engagement, staff continues to identify ways to evolve home and school communication. We hold a consistent routine across grade levels for communication with parents through student take-home folders, Blackboard, Remind, newsletters, and access to the Parent Portal. Pottsboro Elementary school's website and social media accounts are updated regularly. The PTA/volunteer programs are in place and thriving.

There are six facets for how parent and community involvement is fostered on campus:

1. The Parent-Teacher Association
2. Partnerships with local churches, Visions of Sugarplums, and other civic organizations and businesses
3. Two-way communication between staff and parents (folders, phone calls, conferences, text applications, and email)
4. Parent and community volunteers in the classrooms, door greeters, and office
5. Businesses donate funds to sponsor Teacher of the Month and Staff Member of the Month
6. Title I Parent and family engagement

Pottsboro Elementary has compassion for students and families. The climate is family-oriented. We believe this compassion can be shown consistently throughout our school by implementing a school-wide positive reinforcement program. Cardinal Pride can be observed through a variety of campus activities. Our campus is a desirable place to work and learn. We believe providing a positive atmosphere for students and faculty will ultimately lead to higher academic performance. In order to achieve that climate, we will continue to promote positive behaviors through a campus-wide discipline program. Communication is vital for increasing efficiency in our academic setting. Pottsboro Elementary strives to excel in the areas of positive reinforcement, discipline, and communication.

Pottsboro Elementary continues to address security and safety concerns with the building and the playground facility. The teacher survey voices a need for added security including camera with doorbell at each entrance, walkie-talkies for communication, and Raptor management system. Multiple playground injuries were reported by the school nurse.

## Perceptions Strengths

- Pottsboro Elementary functions are well-attended by families
- The volunteers for Watch D.O.G.S., One Plus One Mentoring, Grandparent Program, High School Student-Organizations, and PTA are reliable and dependable
- The PTA encourages parental and community involvement by hosting the Book Fair, Fine Arts day, teacher luncheons, and the talent show.
- The Pottsboro Elementary Art Program works together with Pottsboro High School Student-Organizations to host Fine Arts Day and the Art Show
- Increased and improved use of social media to communicate appropriately with parents and the community
- Strong and consistent support from local churches
- Every student receives a free and healthy breakfast every morning
- Implementation of RtI for all students
- Teamwork (PLC), teacher classroom observations, and vertical alignment
- Compassion shown through hospital visits, student birthday recognition, and counseling
- Staff dedicated to student achievement by tutoring programs, professional development, UIL coaches, and summer school programs
- Teacher retention rates indicate a strong desire to work at Pottsboro ISD
- Students have access to leadership and extra-curricular activities: student council, morning announcements that celebrate student achievements, fundraising opportunities to support various charities, and community partnerships with Pottsboro Library and Kids Club.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** While family and community involvement as increased since COVID, it is still lower that we would like it to be. **Root Cause:** There were very few opportunities for involvement at the elementary school due to COVID regulations which led to a habit of inactivity by parents and family members.

# Priority Problem Statements

**Problem Statement 9:** Pottsboro Elementary has an attendance rate of 94.06%, which is below the targeted average of 97%.

**Root Cause 9:** Pottsboro Elementary needs a more systematic approach to hold parents and students accountable for absences.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** 3rd and 4th grade Special Education STAAR scores have been underperforming the last few years.

**Root Cause 10:** The state eliminated the STAAR-M, and SPED students are expected to take the exact same test as their general education peers.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Pottsboro Elementary has limited technology devices, and students who are tier 3 in reading need a device for books to be read orally. Additionally, this would provide opportunities for students to utilize text to speech.

**Root Cause 11:** Pottsboro Elementary needs more time, training and money to advance from just having technology tools to actually using the tools to integrate technology into the curriculum.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** While family and community involvement as increased since COVID, it is still lower that we would like it to be.

**Root Cause 12:** There were very few opportunities for involvement at the elementary school due to COVID regulations which led to a habit of inactivity by parents and family members.

**Problem Statement 12 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments

## **Student Data: Student Groups**

- Dyslexia data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** Pottsboro Elementary will continue to strive toward excellence by increasing achievement of all students at all grade levels.

**Performance Objective 1:** 4th grade students will Meet STAAR passing standards at a 60% (+4%) rate in Math, 70% (+4%) rate in Reading for the 2023 test.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2022-23 STAAR DATA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each grade level PLC will use data to evaluate student performances and will adjust/reteach/enrich instruction based on learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores in math and reading with an increase in Masters level performance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ongoing assessments and documentation through Mastery Connect and Texas Assessment Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student performance to monitor progress toward STAAR achievement</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, Administrators</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 30 minutes a day of Response to Intervention intensive tutoring groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing achievement gaps, intensive remediation, progress monitoring            Research based interventions            Utilize online programs Education Galaxy and Reading Eggs            Utilize paper based Target Math/ELAR and Texas Study Weekly</p> <p><b>Staff Responsible for Monitoring:</b> Faculty/Title 1 Staff, Administrators</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<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:** Pottsboro Elementary will continue to strive toward excellence by increasing achievement of all students at all grade levels.

**Performance Objective 2:** Pottsboro Elementary will decrease its retention rate by 2.5% during the 2022-2023 school year.

**Evaluation Data Sources:** 2021-2022 End of Year Student Report Cards, PEIMS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the number of Headsprout, Reading Eggs, and Education Galaxy licenses and other research based interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap with engaging technology</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Technology Department, Faculty/Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize a variety of assessments (Mastery Connect, M-Class, Texas Assessment, Guided Reading, Education Galaxy, Reading Eggs, teacher made assessments etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap through varied assessment/interventions based on student need</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, RTI Coordinator, Faculty/Staff</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student attendance through school wide and classroom incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap through the direct correlation between increased attendance and learning/achievement</p> <p>Perfect attendance</p> <p>6 week award assembly</p> <p>End of year drawing for bicycle</p> <p><b>Staff Responsible for Monitoring:</b> Faculty/Staff, Administrators, Grade Level Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Activity Account</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Pottsboro Elementary will continue to strive toward excellence by increasing achievement of all students at all grade levels.

**Performance Objective 3:** Pottsboro Elementary grade 3 and 4 STAAR passing rate for SPED students will increase by 2% for the 2022-2023 school year.

**Evaluation Data Sources:** 2021-2022 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each grade level PLC will use data to evaluate student performances and will adjust and reteach instruction based on learning outcomes for the Special Education population.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores in Math and Reading with an increase for Special Education population</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, RtI Coordinator, Grade Level Teachers, Special Education teachers</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ongoing assessments and documentation through NWEA, Mastery Connect, and formative class assessments for Special Education population.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student performance to monitor progress toward STAAR achievement for Special Education population</p> <p>Benchmark data, Mastery Connect, Education Galaxy, etc.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Coordinator, Grade Level Teachers, Special Education teachers, Computer Aide, Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 General Fund, - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align Elementary curriculum by providing materials for TEKS Resource System implementation and utilization of common formative assessments</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers and students including Special Education population will have a common understanding of expectations and requirements of STAAR performance</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, Curriculum Coordinator, Administrators</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 2:** 100% of instructional staff will attend yearly professional development with a focus on student achievement in the classroom.

**Performance Objective 1:** Pottsboro Elementary staff will attend professional development that is aligned to teacher T-TESS goals that are specific to their diverse classroom needs.

**High Priority**

**Evaluation Data Sources:** 2021-2022 STAAR /Benchmark results, Achievement of Distinction Designations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal as Learning Leader: Campus leader(s) will attend Professional Development and provide staff development related to specific sessions attended.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of learning as observed in the classrooms &amp; T-TESS</p> <p><b>Staff Responsible for Monitoring:</b> Administrators,</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly grade level collaboratively planning with appropriate staff to discuss effective time management strategies and instructional practices to enrich classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lesson plans, obtaining more data, common assessments &amp; benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Appropriate staff/Administrator</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will create vertical curriculum alignment for all grade levels in elementary during professional development calendar days/early release day.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans reflect TEKS objectives, Improved student performance/scores, Report cards, records of team meetings (PLC notes), Improved communication among staff regarding student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator(s), Curriculum Director, appropriate staff</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Faculty will attend regular staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Record/Agenda of Faculty/Staff meetings, Improved communication among staff regarding student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Faculty/staff</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All staff will be required to attend CPR/AED training every other year.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain ongoing certification.</p> <p><b>Staff Responsible for Monitoring:</b> All appropriate staff</p> <p><b>Funding Sources:</b> - Title 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</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:** In the 2022-2023 school year, Pottsboro Elementary will provide students with a safe and secure learning environment.

**Performance Objective 1:** In the 2022-2023 school year, Pottsboro Elementary will provide students with a safe and secure learning environment.

**High Priority**

**Evaluation Data Sources:** Office referrals, Counselor referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue an effective campus-wide discipline plan for the 2022-2023 school year and provide training to all staff members regarding implementation prior to the first day of school.</p> <p>Campus wide ticket system based on positive behavior. During the 2022-2023 school year, increase the number of tickets pulled on morning announcements. (Treasure chest, Obie incentive after lunch, etc.)</p> <p>Positive behavior incentives</p> <p>Guidance Lessons provided by school counselor: Core Essentials</p> <p>Campus Wide Cardinal Card- positive behavior celebration</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive behavior</p> <p>Decrease in discipline referrals</p> <p>Increase in positive behavior and decrease in classroom and hallway disruption.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Staff Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - Activity Account</p>	Formative			Summative
	Nov	Jan	Mar	May
	This area is currently blank in the image			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Life skills section will be utilized on student report cards by 100% of teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Life skills section on report card will help measure students' behavior/readiness skills as well as provide better information for parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal All staff/teachers Secretary Counselor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Alleviate miscommunication by designating a Team Leader for grade level teams and other staff teams that will provide a channel where information can flow more effectively for the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication across grade levels and within grade level teams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers/Staff</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue a guidance curriculum program in the 2022-2023 school year to model and instill social and problem solving skills.</p> <p><b>Strategy's Expected Result/Impact:</b> All behavior issues will be met with positive intervention and respect in order to build strong relationships among students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers/Staff Principal</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Create a Campus Crisis Team to respond to emergency situations.</p> <p><b>Strategy's Expected Result/Impact:</b> A systemic approach to responding to emergency situations through preparedness and training.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Nurse Teachers Support Staff</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 3:** In the 2022-2023 school year, Pottsboro Elementary will provide students with a safe and secure learning environment.

**Performance Objective 2:** Pottsboro Elementary will provide a secure campus environment.

**Evaluation Data Sources:** Safety Drills, Security Checks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Update Emergency Safety Plan Regular Practice Drills and Everyday Safety Procedures Ex: unlocked doors/gates</p> <p><b>Strategy's Expected Result/Impact:</b> Emergency Safety Plan in Place Students/Staff are Prepared in Case of Emergency Contact with Parents/Guardians etc. in Place Fire/Emergency Drill Diagram Posted in Each Classroom</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Maintenance /Facilities Director Site Base Team Ministerial Alliance/Police Dept.</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitoring security system on the back door / pick-up area of the Elementary building.</p> <p>Increase security by installing door bell monitoring system in the library. Install new locking cafeteria doors.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety for students during school hours and at arrival/dismissal/transition times</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Maintenance/Facilities Director Campus Administration</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Raptor Visitor Management System for each building (PK-3 and 4)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase security by quick accessibility of visitors on campus, custody/background information, and record of visitors.</p> <p>Allow monitoring of visitors/students/staff at back entrance.</p> <p><b>Staff Responsible for Monitoring:</b> Front Office Staff Principal</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** During the 2022-2023 school year, Pottsboro Elementary School will strengthen the curriculum, instruction and assessment in order to close achievement gaps through offering accelerated instruction as indicated by student progress measures.

**Performance Objective 1:** Pottsboro Elementary will enhance curriculum by having each grade level utilize 100% common summative assessments.

**Evaluation Data Sources:** STAAR, MAP Reading and Math, Benchmarks, Common Summative Evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will submit a Year at a Glance to administration for the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate vertical alignment</p> <p>Collaboration of materials and information learned to improve instruction</p> <p>Lesson plans/curriculum address needs for targeted students</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2nd-4th grade teachers will create summatives in Mastery Connect. K-1st will utilize paper based and Mastery Connect created summative test.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will be able to track student growth and enhance the learning process.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All instructional staff will provide intervention instruction for a 30 minute period, 4 days a week, for grades 1-4.</p> <p><b>Strategy's Expected Result/Impact:</b> RtI Groups will provide continuous update of data assessment to improve targeted instruction</p> <p>Ongoing monitoring/remediation</p> <p><b>Staff Responsible for Monitoring:</b> Monitored by: Teachers/Administrators</p> <p>Implemented by: Instructional staff</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Pottsboro Elementary will develop a system to use the computer lab and library to teach the technology application TEKS/STEM in the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more access to technology (Reading Eggs, Education Galaxy, etc. ). Science and math curriculum will be supported.</p> <p><b>Staff Responsible for Monitoring:</b> Faculty, support staff, librarian</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 199 General Fund, - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> STEM curriculum will be added to the library schedule for 1st-4th grades. Engineering in Elementary will be the source used to promote STEM.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Science STAAR scores in 5th grade            Early exposure to engineering-field            Increase in student problem-solving skills, collaboration and teamwork.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Librarian            Curriculum Coordinator</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 4:** During the 2022-2023 school year, Pottsboro Elementary School will strengthen the curriculum, instruction and assessment in order to close achievement gaps through offering accelerated instruction as indicated by student progress measures.

**Performance Objective 2:** Pottsboro Elementary School will improve instruction and assessment in 2022-2023.

**Evaluation Data Sources:** Benchmarks, STAAR, Mastery Connect, MAP, Texas Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and staff will be given early release days to gather material, data and plans for a Super PLC where we use data to drive student centered interventions, and share professional development finding in the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared information with other teachers/staff</p> <p>PLC collaboration of materials and information learned to improve instruction</p> <p>Lesson plans/curriculum address needs for targeted students</p> <p><b>Staff Responsible for Monitoring:</b> Monitored by: Assistant Principal</p> <p>Implemented by: Teachers and staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All classroom teachers will tutor a minimum of two days a week from 7:30-8:00 in the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve targeted students' performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Implemented by instructional staff (teachers and support staff)</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> On-going analysis of testing data to drive lesson design and implementation of appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student performance</p> <p>Accurate assessment of student errors</p> <p>Improved instruction to correct/prevent student errors</p> <p>Increase mastery of content and related test performance</p> <p>Consistency in assessment protocol across the Elementary grades</p> <p><b>Staff Responsible for Monitoring:</b> Implemented by:</p> <p>Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 5:** Pottsboro Elementary will work to have highly qualified teachers in 100% of its subject areas and also maintain a teacher retention rate of 90% for the 2022-2023 school year.

**Performance Objective 1:** Pottsboro Elementary will continue to provide training and incentives to develop and retain staff.

**Evaluation Data Sources:** Attendance, Staff meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued education through professional development required for all Pottsboro Elementary staff, specific to each teachers' T-TESS goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff development will be geared towards growth of the individual teacher with the guidance of the principal within the goals of the district staff development plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Site Base Committee</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Title 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Have incentives in place for teachers who have perfect attendance throughout the school semester and school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will be rewarded for perfect attendance, therefore raising the level of teaching taking place in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator(s)</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Activity Account</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will meet district expectations for T-TESS Professional Practices and Responsibilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Proficient in attendance, professional appearance, procedural, ethical, legal, and statutory responsibilities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Appraisers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> New elementary employees will have a mentor pertinent to their subject area.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate staff will meet with one another to ensure a smooth transition into the position for the new teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator to assign appropriate mentor to new teachers</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 6:** Pottsboro Elementary will promote weekly communication among staff by requiring RtI planners and teachers to communicate with all support staff on service plans and student needs.

**Performance Objective 1:** Pottsboro Elementary will show improvement in the area of communication.

**Evaluation Data Sources:** Having an on-going log present at the PLCs for attending support staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pottsboro Elementary will promote staff communication by utilizing applications, e-mail, and face-to-face communication.</p> <p><b>Strategy's Expected Result/Impact:</b> The appropriate staff will communicate effectively to one another in order to assure all parties are informed.</p> <p><b>Staff Responsible for Monitoring:</b> Support staff Teachers Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RtI planners and team leaders will ensure support staff are informed weekly with RtI plans and PLC notes.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance of support staff will be made possible by working with scheduling and availability.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders RtI Planners Support Staff</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will be given time to meet with parents on early release days.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Assistant Principal  
Teachers

**Title I:**  
4.2

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 7:** In the 2022-23 school year, Pottsboro Elementary will provide a minimum of one event per six weeks to promote effective and quality parent involvement and support.

**Performance Objective 1:** Pottsboro ISD will provided education and awareness to all students, staff, and school community through communication in order to increase parent and community engagement.

**Evaluation Data Sources:** Parent meeting attendance rates, parent survey data, student participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to cultivate parent and community involvement through:</p> <ul style="list-style-type: none"> <li>-Meet the Teacher Night</li> <li>-Grandparents' Day</li> <li>-STEM Night</li> <li>-PTA programs including Watch D.O.G.S. program</li> <li>-Community volunteers for tutoring and other campus needs</li> <li>-Continued support of the Pottsboro Education Foundation.</li> <li>-Continue with Art show fundraiser</li> <li>-Book Fair</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase family/parent involvement</p> <p>Increase opportunities for parent/community members to visit the school</p> <p>PTA membership/Participation</p> <p>Pottsboro Education Foundation develops a vital link between the community, between the classroom, and creates funding for teachers to write grants for learning</p> <p>Pottsboro will establish at least one new community partnership by the end of the 2022-23 school year such as, local realtors and Pottsboro Public Library.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Teachers/Staff            Counselor            Community volunteers            Business sponsors</p> <p><b>Title I:</b>            4.2</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen communication by:</p> <ul style="list-style-type: none"> <li>-Sending weekly newsletters and academic/behavior reports/remind or email to parents</li> <li>-Continued use of Parent Portal</li> <li>-Distribute Title 1 School-Parent Compact</li> <li>-Distribute Parent and Family engagement Policy</li> <li>-Six week positive behavior assemblies, and end of year awards assembly</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between faculty to parents through weekly classroom newsletters</p> <p>Three week interim progress report are sent if student is falling. Six week report cards/weekly discipline reports are sent home.</p> <p>Parents to have access to weekly grade updates through Parent Portal.</p> <p>Recognition of student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers/Staff Counselor Parents</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - Activity Account</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued partnership with Food Bank providing weekend snack packs for economically disadvantaged students.</p> <p>School supplies assistance for all Pottsboro ISD students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' basic needs are fulfilled throughout the school year</p> <p>All students will have the opportunity to be prepared for school with basic supplies and needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Vision of Sugarplums Blackboard Connect</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Pottsboro Elementary will offer at least two Parent Education events and provide parent education resources.</p> <p>-Annual Title I Parent Meeting -Dyslexia Night</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental engagement and to empower parents to support their child's learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
<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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cherl West	4th Grade Aide	Title 1	1
Darla Burpo	Special Education Aide	Title 1	1
Katrina Manning	1st Grade Aide	Title 1	1
Kim Ovens	3rd Grade Aide	Title 1	1
Maureen Ritchey	2nd Grade Aide	Title 1	1
Michelle Haines	Computer Lab Aide	Title 1	1

# 2022-2023 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Erin Fish	
Classroom Teacher	Crystal Thomas	
Administrator	Jeremy Laroche	
Classroom Teacher	Cassidie Chapman	
Classroom Teacher	Melanie Love	
Classroom Teacher	Donna Miller	
Classroom Teacher	Amanda Goggans	
Classroom Teacher	Mallory Hunter	
Classroom Teacher	Marsha Sample	
District-level Professional	Dadie Condron	
Business Representative	Leslie King	
Parent	Lauren Westoff	

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	2			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
Title 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
Activity Account					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
3	1	1			\$0.00
5	1	2			\$0.00

Activity Account					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2			\$0.00
<b>Sub-Total</b>					\$0.00