

Waxahachie Independent School District

Wilemon STEAM Academy

2018-2019 Campus Improvement Plan



Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

Mission Statement

- Wilemon will create an innovative learning environment in which students thrive, using critical thinking, creativity, communication, and collaboration to solve real world problems and promote career awareness.
- Through a focus on science, technology, engineering, arts, and math, students will use the Engineering Design Process: Ask, Imagine, Plan, Design, Improve, and Share, to engage in project-based learning which will enrich their understanding for mastering the state standards.
- Wilemon will embrace that failure is a “First Attempt In Learning,” a growth mindset, and that “the power of YET” will create personal resiliency to enhance our success.
- Wilemon staff will encourage and guide students to find their inner passion through exploration, inquiry, and real-world experiences.
- Wilemon staff and students will invest in communities through partnerships, and giving of our time, talents, and resources to create global footprints and become responsible citizens.

Vision

The vision of Wilemon STEAM Academy is to prepare student leaders to be equipped with the 21st century skills necessary to be successful, as well as make a difference, in a continually changing world through an emphasis on science, technology, engineering, arts, and math.

Value Statement

We believe:

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.

- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.
- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas.
- Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs and services to meet their needs. The following data is projected based off of district wide rezoning and the 2016-17 Texas Academic Performance Report (TAPR) for Northside Elementary, Marvin Elementary and Wedgeworth Elementary that will formulate Wilemon STEAM Academy (numbers are subject to change based on actual enrollment at the start of the 2018-2019 school year):

Total Student Enrollment:

- 394

Ethnic Distribution:

- African American: 11.47%
- Hispanic: 34.90%
- White: 49.97%
- American Indian: .53%
- Asian: 0.17%
- Pacific Islander: 0.0%
- Two or More Races: 3.03%

Student Groups:

- Economically Disadvantaged: 51.5%
- English Language Learners (ELL): 2.2%
- Students w/Disciplinary Placements (2014-15): 0.2%
- At-Risk: 43.33%
- Special Education: 13.47%
- Gifted and Talented Education: 1.83%
- Career and Technical Education: N/A

- Mobility (2014-15): 17.93%

Demographics Strengths

Projected strengths:

- Consistent enrollment
- Balance of male/female students
- Consistent special program enrollment
- At-risk population lower than district and state average
- Ethnic variety of staff
- Low student/teacher ratios
- Attendance rate higher than district and state averages
- Student progress from prior year
- Diversity of student population

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruiting diverse teachers who are qualified in STEAM. **Root Cause:** We are a new campus receiving teachers from other campuses that may not be well versed or trained in STEAM.

Problem Statement 2: Gifted and Talented student population percentage is low. **Root Cause:** Standard processes for identifying gifted students tend to miss qualified students from underrepresented groups.

Problem Statement 3: Additional Special Education staff are needed to meet student needs. **Root Cause:** Projected special education enrollment was low. Actual special education enrollment is high, and additional personnel are needed to meet student needs.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. This data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

District Accountability Rating - Met Standard

2017-18 STAAR Results for current Wilemon students:

Current 4th grade students' scores from 3rd grade:

STAAR Results
Reading-79%
Math-84%

Current 5th grade students' scores from 4th grade:

STAAR Results
R-74%
M-74%
W-53%

Student Academic Achievement Strengths

- Waxahachie ISD Met Standard in 2017-2018
- Intervention groups
- Leveled Literacy Program
- Part time Reading Recovery program

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading scores are lower than other core subjects. **Root Cause:** Interventions not appropriately aligned to deficits.

Problem Statement 2: Writing scores are the lowest of all subject areas. **Root Cause:** Lack of effective interventions to increase writing competency.

Problem Statement 3: Current 5th grade students scored below the district and state average in Math, Reading, and Writing. **Root Cause:** Lack of effective interventions executed with fidelity to ensure student growth.

School Processes & Programs

School Processes & Programs Summary

School culture refers to the school district's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school district and affects how people interact within the system.

Wilemon staff are coming from across the district with varying backgrounds and experiences.

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

School Processes & Programs Strengths

- Increase in parent/community volunteers
- Bullying/Safety Alert education and awareness
- Pride in school
- Teachers don't feel time pressure
- Well-behaved students
- Students care about learning and are engaged
- Perception that school is safe
- Parents feel input is valued
- Parent involvement is high
- Students enjoy coming to school
- Unique makerspaces offer a variety of learning experiences for students
- Opportunity for PLTW project-based learning training
- Teacher observations of other peers on campus
- Fully-staffed district curriculum department to support teacher development
- TRS curriculum management storehouse for the district's Guaranteed Viable Curriculum (GVC)
- Purposeful Planning (WLab)
- Consistent data meetings with school administration to review DCA data
- Weekly PLC meetings

- TEKS Alignment
- Daily Intervention Time
- Training on new adoption materials
- Technology professional development opportunities throughout year
- Online curriculum programs and resources, i.e. Education Galaxy
- Additional iPads available for checkout in library
- Use of Eduphoria for online forms and district common assessments
- Ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls
- Skyward online student enrollment
- iNation teacher iPad initiative
- Consistent technology professional development opportunities
- District technology plan (infrastructure upgrades, cabling)
- Responsive tech support on campus
- Teacher dashboard for access to programs
- Classroom mobile devices and projectors

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Recent school shootings throughout the nation have stirred a safety concern. **Root Cause:** The building layout of the campus has multiple entrances. Doors are in need of repair.

Problem Statement 2: Need to provide effective interventions and awareness for bullying. **Root Cause:** Increase in bullying across the state. Need to provide students a safe learning environment.

Problem Statement 3: Building a sense of pride in our new campus. **Root Cause:** Being a new campus, we need to work hard to promote school pride and belonging.

Problem Statement 4: Need additional support and training on effectively planning for project-based learning. **Root Cause:** Teachers are new to project-based learning and need additional training and support to plan effective project-based learning units.

Problem Statement 5: Teachers lack adequate time to plan for project-based learning. **Root Cause:** Need to campus planning days for each grade level team to have adequate time to plan units together.

Problem Statement 6: Family Access Enrollment is low. **Root Cause:** Parents do not know how to use family access and need additional training.

Perceptions

Perceptions Summary

THE VISION OF WILEMON STEAM ACADEMY IS TO PREPARE STUDENT LEADERS TO BE EQUIPPED WITH THE 21ST CENTURY SKILLS NECESSARY TO BE SUCCESSFUL, AS WELL AS MAKE A DIFFERENCE IN A CONTINUALLY CHANGING WORLD THROUGH AN EMPHASIS ON SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATH.

MISSION:

- Wilemon will create an innovative learning environment in which students thrive, using critical thinking, creativity, communication, and collaboration to solve real world problems and promote career awareness.
- Through a focus on science, technology, engineering, arts, and math, students will use the Engineering Design Process: Ask, Imagine, Plan, Design, Improve, and Share, to engage in project-based learning which will enrich their understanding for mastering the state standards.
- Wilemon will embrace that failure is a “First Attempt In Learning,” a growth mindset, and that “the power of YET” will create personal resiliency to enhance our success.
- Wilemon staff will encourage and guide students to find their inner passion through exploration, inquiry, and real-world experiences.
- Wilemon staff and students will invest in communities through partnerships, and giving of our time, talents, and resources to create global footprints and become responsible citizens.

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students.

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." - Stephen Covey

Staff Quality, Recruitment and Retention refer to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Perceptions Strengths

- Communication of events/activities through Wilemon Facebook and Twitter pages, as well as the school website
- Students excited about school
- Family involvement opportunities

- Weekly Principal School Messenger
- Classroom SeeSaw updates
- Skyward Parent Portal (grades, attendance, enrollment information, and health records)
- "Neighborhood" school
- Dads at the Door program
- Wilemon PTO activities
- Cooperation between campuses to provide parent resources (i.e. Parent Education classes, Junior High Night for 5th grader)
- Positive climate encourages staff retention
- Competitive salary attracts candidates
- Positive parent perception of staff
- Low teacher and staff turnover rate
- Strong teacher applicant pool/effective recruitment of highly-qualified teachers
- L.E.A.P. Academy for aspiring administrators
- G.U.I.D.E. New Teacher Mentoring program
- Plan for teachers to receive English as a Second Language (ESL) certification
- Student needs being met due to effective teacher/student placement
- Data-driven decisions
- District and campus professional development opportunities
- National Institute for STEM Education Certification program for all Wilemon teachers/administrators

Problem Statements Identifying Perceptions Needs

Problem Statement 1: No digital marquee is outside to communicate with parents and the community. **Root Cause:** District funds did not allow for a digital marquee this year.

Problem Statement 2: Parent survey indicates parents need training on technology apps used to assist students academically. **Root Cause:** Parents are not familiar with technology offered.

Problem Statement 3: Robotics teacher is needed to provide 21st century diverse technology STEAM expertise. **Root Cause:** Lack of funding.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2019, there will be a 10% increase in parent and family engagement activities.

Evaluation Data Source(s) 1: Sign-in sheets, parent survey(s), Practical Parent Education curriculum

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activity opportunities (specifically UIL and Destination ImagiNation), and (b). Provide parents with information about how the district defines high-quality teaching and learning	Principal, Asst. Principal	- Parent/Teacher Conference data - Campus Website - Extra-curricular Activity Brochure - Parent Orientation				
2) Revise and update campus and teacher websites to ensure parents have access to pertinent information and news.	Principal	- Updated website data				
3) Organize and promote a Practical Parent Education (PPE) Night each semester of the school year.	Counselor, Principal, Asst. Principal	- Parent Education Night Agendas/Flyers - Sign-in sheets (high attendance percentage)				
Problem Statements: Parent and Community Engagement 2 Funding Sources: Title I Parental Involvement - 0.00, Local Funds - 0.00						
4) Develop and implement a Parent Compact to engage parents in their child's educational experience	Federal Programs Coordinator, Principal	- Copies of the Parent Compact for each parent - Title I Parent Information Meeting agenda, sign-in sheet, and minutes				
5) Develop campus Facebook/Twitter pages and consistently use School Messenger to provide updates regarding campus activities and events.	Principal	Number of "likes" on page, positive parent feedback and increased involvement				

6) Encourage parent attendance at PTO meetings by consistent advertising via multiple media outlets, e.g. School Messenger, parent flyers, website, marquee, student calendars, and social media	Principal, Asst. Principal	Increase in parent involvement on campus and during school-related activities.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local Funds - 0.00					

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Digital marquee is needed in front of the campus. Root Cause 1: No marquee is outside of the school for parents to see.
Problem Statement 2: Parent survey indicates parents need training on technology apps used to assist students academically. Root Cause 2: Parents are not familiar with technology offered.

Goal 1: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 2: By December 2019, the Wilemon website will be complete and up to date.

Evaluation Data Source(s) 2: Website evaluation, Calendar, Events, Social Media links

Summative Evaluation 2:

Goal 1: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 3: Wilemon will hold at least two parent involvement nights during the 2018-2019 school year, and will use \$193.12 in Title One funds to purchase needed resources.

Evaluation Data Source(s) 3: Sign-in Sheets, Advertisements, Business Office Documentation of PO's

Summative Evaluation 3:

Goal 1: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 4: Wilemon will use \$274.88 in Title One funds to send the PTO President to the two day Annual Parent Involvement Conference hosted by Region 10, and will use the information gained to implement new programs and initiatives at Wilemon.

Evaluation Data Source(s) 4: Business Office PO's for conference registration, Meeting documentation of information shared from the conference, documentation showing programs and initiatives implemented as a result of the conference


Summative Evaluation 4:

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: During the 2018-19 school year, there will be zero breaches of security measures, in order to provide a safe environment.

Evaluation Data Source(s) 1: Safety and incident reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct a security audit on campus	Coordinator of Security, Principal, Asst. Principal	- Audit Report - Board Reports				
Problem Statements: School Culture and Climate 1						
2) Maintain campus Emergency Operations Procedures (EOP) guidelines	Coordinator of Security, Principal, Asst. Principal	- EOP Guidelines - Training materials				
3) Complete a campus facilities needs assessment on security cameras, lighting, and badge access	Director of Facilities, Coordinator of Security, Principal	- Needs assessment data - Board reports				
4) Implement policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying,(b). Child Abuse (c) Implement Bullying Policy as required under TEC 37.0832	Principal, Asst. Principal, Counselor	- Curriculum and lesson activities - SHAC minutes and presentations - Discipline reports - Alternative campus assignments				
Problem Statements: School Culture and Climate 2						
Funding Sources: Title II (255) - 0.00, Local Funds - 0.00						
5) Develop and implement a plan to assist students, parents, and teachers who transition between campuses or grade levels. A Parent Orientation will be provided for all parents to facilitate the transition to new grade levels.	Principal	- Campus Orientation guidelines - Parental Involvement Policy and Compact				
Problem Statements: School Culture and Climate 3						
Funding Sources: Title I (211) - 0.00, Local Funds - 0.00						
6) Conduct emergency drills at consistent intervals throughout the school year.	Coordinator of Security, Principal, Asst. Principal	Efficient and timely student and staff participation.				
						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Recent school shootings throughout the nation have stirred a safety concern. Root Cause 1: The layout of the campus has multiple entrances.
Problem Statement 2: We need to provide effective interventions and awareness for bullying. Root Cause 2: Increase in bullying.
Problem Statement 3: There is no sense of unity and school pride in a new campus. Root Cause 3: Students and staff are coming from various campuses.

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: There will be a 10% decrease in discipline incidents and a 2% increase in attendance this year.

Evaluation Data Source(s) 2: Discipline and attendance records (PEIMS)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Positive reinforcement for attendance (Perfect Attendance popcorn, Punctual Person cards, bike drawing)	Classroom teachers, principal	Percentage increase in attendance rate				
Funding Sources: Local Funds - 0.00						
2) Implementation of school-wide Positive Behavior Intervention Support (PBIS) to reduce the number of office referrals and students assigned to the Disciplinary Alternative Education Program (DAEP).	Principal, Asst. Principal (Campus Behavior Coordinator)	Decrease in discipline incidents				
Problem Statements: School Context and Organization 1						
Funding Sources: Local Funds - 0.00						

Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 1: A system of common language and expectations needs to be developed regarding student behavior and campus culture. Root Cause 1: We are a new campus still developing a system.

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 3: 100% of students will participate in a health and fitness program.

Evaluation Data Source(s) 3: Fitness Gram records and CATCH health program curriculum data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review and implement the district approved CATCH health program and district guidelines at grades K-5.	PE Teacher, Principal, CATCH Committee	Curriculum - CATCH materials - Online resources - SHAC minutes and presentations				
Funding Sources: Local Funds - 0.00						
2) Complete Fitness Gram assessment at applicable grade levels	PE Teacher, Principal	Improvement/growth/progress in Fitness Gram Data for individuals and campus as a whole				
3) Fluoride Varnish program for students in K-2 to proactively address dental health	Nurse, Principal	Student participation in program Decrease in dental issues for students				
4) Lions Club program for students who need eyeglasses	Nurse, Principal	Student participation in program Decrease in eyesight issues for students in school setting				
5) Vision and hearing screenings for students in designated grade levels	Nurse, Principal	Identification of students with vision and/or hearing issues				

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 4: By June 2019, 100% of the facilities management goals will be completed.

Evaluation Data Source(s) 4: Demography report, Long Range Plan report, PEIMS data, and Energy Usage report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Trends in staffing, facility, and program needs will be gathered during the 2017-18 school year to be prepared for the 2018-19 school year.	Asst. Superintendent of Leadership and Academics, Principal	- Demography Report - Long Range Plan Report - City of Waxahachie Land Use Zone Reports - PEIMS Data				
2) Analyze both short and long term needs for school facilities and project the additional costs for potential staffing needs	Chief Financial Officer, Director of Facilities, Principal	- Demography Report - Long Range Plan Report - City of Waxahachie Land Use Zone Reports - PEIMS Data - Staffing Plans				
3) Research and review possible Energy Management strategies for facilities	Director of Facilities, Principal	- Energy Usage Report - Utility Bills - Long Range Plan Report				

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 5: By December 2019, the Lego wall and two playgrounds will be installed and in use by students.

Evaluation Data Source(s) 5: Installation dates, usage observations

Summative Evaluation 5:

Goal 3: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.





Performance Objective 1: By July 2019, 80% of all students and each student group will meet Level II Satisfactory on all sections of the state assessment (STAAR) and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Source(s) 1: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, TAPR Reports, Istation data, Education Galaxy data, Skyward data, Campus Retention data, Summer Program Enrollment, DRA Data, Reading Recovery Data, ARD data, TELPAS assessment data, and progress monitoring data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum - TEKS Resource System (TRS).	Principal, Asst. Principal, Campus Advisory Team	- T-TESS data - TRS questions in CNA survey - Student progress on DCAs, TRS assessments, and state assessments				
2) Conduct Purposeful Planning sessions (WLab) for grade level teams in all content areas.	Curriculum and Instruction Department, Principal	- Sessions held four times during the school year - Common scheduling of units of study and plans - Improved planning with use of TRS documents				
3) Increase Writing achievement with staff development on the Empowering Writers program.	Curriculum and Instruction Department, Principal	- Student progress on state Assessment instruments - T-TESS data				
Funding Sources: Title I (211) - 0.00, Title II (255) - 0.00						

4) Decrease the gap in STAAR reading achievement between student groups in all subject areas by utilizing Leveled Literacy Intervention (LLI).	Curriculum and Instruction Department, Principal, Asst. Principal	- Increased percentage of students meeting expectations on the state assessment instruments				
	Problem Statements: Student Achievement 1 Funding Sources: Title I (211) - 0.00					
5) Increase staff access to STAAR and other assessment data for improvement of instruction and learning.	Principal, Curriculum and Instruction Department	- Eduphoria Aware Reports - TAPR Reports - Istation data - Education Galaxy data - Skyward data				
6) Increase student/staff use and proficiency of technology to enhance academic achievement.	Principal, Asst. Principal	- Student Technology Assessment (5th grade) data - Education Galaxy and Istation Usage Reports - State Assessment Data - T-TESS Documentation				
7) Decrease the percentage of students retained at the Student Success Initiative (SSI) grade level 5 through data analysis and focused intervention	Principal, Asst. Principal	- Campus Retention data - Summer Program Enrollment - State assessment results				
	Funding Sources: Title I (211) - 0.00, SCE - 0.00					
8) Increase the percentage of students meeting expectations on the K-2 reading assessment through Reading Recovery intervention.	Principal, Asst. Principal	- DRA Data - Reading Recovery Data - Istation Data				
	Funding Sources: Title I (211) - 68000.00					
9) Increase the percentage of special education students included in general education classes	Principal, Special Education Teacher	- Student Information System/ Class Roster Information - ARD data - Master Schedule				
10) Increase the percentage of ELL students who improve by one or more proficiency levels and who earn the Advanced High proficiency rating via the use of Sheltered Instruction strategies in the classroom.	LPAC Coordinator, Principal	TELPAS assessment data				
	Problem Statements: Student Achievement 2 Funding Sources: Title III (263) - 0.00					
11) Monitor the effectiveness of the Gifted/Talented program at Northside for grades K-5.	G/T Specialist, Principal	District G/T Guidelines Increase in student GT identification				
12) Continue to implement the Response to Intervention (RtI) layered model for effective student support.	Principal	- Progress Monitoring Data - Eduphoria Aware Reports - State Assessment Data - Benchmark Data				
13) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and SST meetings.	Principal, Asst. Principal	PLC data SST data WLab data				

14) Gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments at WLab sessions to improve student mastery	Principal, Asst. Principal	- Grade level and WLab data - District Common Assessment data				
Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: SCE - 0.00, Title I (211) - 0.00, Local Funds - 0.00						
15) Continue Response to Intervention (RtI) process at Wilemon to ensure students receive appropriate support for progress.	Principal, Asst. Principal	- Eduphoria documentation - Feedback from campus SST members - Tiered student progress				
16) All students identified with dyslexia will receive instruction in the dyslexia program for a minimum of 45 minutes per day.	Dyslexia teacher, Principal	Improvement in reading/spelling skills and progress (moving up through kits) in program				
Funding Sources: SCE - 0.00						
17) 5th grade Career Fair will be hosted to introduce students to a variety of career options.	Counselor	Student survey completed after fair to elicit feedback from students.				
Comprehensive Support Strategy Targeted Support Strategy	Principal, SPED teachers	Increase in Math and Reading STAAR scores for SPED students on the 2018 STAAR.				
18) Implement specific, focused Reading and Math instruction for SPED students, to address the missed System Safeguard with the 2017 STAAR results.	Problem Statements: Student Achievement 3 Funding Sources: IDEA - 0.00					
Comprehensive Support Strategy	Principal	- State assessment data - DCA data - Benchmark data - DRA data - Education Galaxy data - Istation data - Empowering Writers curriculum				
19) Provide targeted intervention in the areas of Writing for identified (Hispanic and Economically Disadvantaged) students.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 1: Reading scores are lower than other core subjects. Root Cause 1: Interventions not appropriately aligned to deficits.	
Problem Statement 2: Need additional teacher training on ESL for non-English speaking students. Root Cause 2: Increase of needs in our English Learner (EL) students on campus.	
Problem Statement 3: SPED students on all grade levels have consistently scored below grade level on STAAR. Root Cause 3: SPED instruction has lacked depth and complexity and rigor.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Need emphasis on vertical alignment, teaming and planning. Root Cause 1: Gaps in instruction and declining scores from one grade to the next.	

Goal 3: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: By July 2019, 80% of all Special Education students will meet standard on the state assessments (STAAR).

Evaluation Data Source(s) 2: ARD data, State Assessment results, TAPR data, discipline reports, and Benchmark data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase inclusion time and support for Special Education students.	Principal, Special Education teacher	Increase in benchmark and state assessment scores Schedule of Services data				
2) Daily intervention time to address individual student needs.	Principal, Asst. Principal	Increase in benchmark and state assessment scores				
3) Mentoring program via staff members and high school students to provide psycho-social support to identified learners.	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in positive, optimistic outlook of students.				
4) Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance.	Counselor, Principal	Increase in classroom performance, i.e. grades, test scores, behavioral adjustments.				
Comprehensive Support Strategy Targeted Support Strategy	Principal, SPED teachers	Increase in Math and Reading STAAR scores for SPED students during the 2017-18 school year.				
5) Implement specific, targeted math and reading instruction and support for SPED students to address System Safeguard that wasn't met with 2017 STAAR results.	Funding Sources: IDEA - 0.00					


Goal 3: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 3: By July 2019, 80% of all English Language Learner (ELL) students will meet standard on the state assessments (STAAR).


Evaluation Data Source(s) 3: State Assessment results, TAPR data, Benchmark data, TELPAS assessment results

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Daily use of Sheltered Instruction strategies in the classroom.	Principal, Asst. Principal	Increase in benchmark and state assessment scores				
2) Use of Response to Intervention process to identify and address student needs.	Principal, Asst. Principal	Increase in benchmark and state assessment scores				
3) Daily intervention time to address individual student needs.	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
4) Mentoring program via staff members and high school students to provide psycho-social support for identified learners.	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students.				
5) Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance.	Counselor, Principal	Increase in classroom performance, i.e. grades, test scores, behavioral adjustments				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 4: By July 2019, 80% of Economically Disadvantaged students will meet standard on the state assessment (STAAR).


Evaluation Data Source(s) 4: State Assessment results, TAPR data, discipline reports, District Common Assessment, and Benchmark data

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RtI process will allow collaboration on the determination of effective interventions for struggling students.	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
2) Targeted intervention for students in grades 3-5, based on demonstrated weaknesses in benchmark data.	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
3) Mentoring program via staff members and high school students to provide psycho-social support for identified learners.	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students.				
4) Daily intervention time to address individual student needs.	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
5) Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance.	Counselor, Principal	Increase in classroom performance, i.e. grades, test scores, behavioral adjustments				
6) Tutoring provided for all homeless students.	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students.				
Comprehensive Support Strategy Targeted Support Strategy 7) Implement specific, targeted Writing instruction for Eco Dis students to address missed System Safeguard with 2017 STAAR assessment.	Principal, 4th grade teachers	Increase in Writing STAAR scores for eco dis students for 2017-18 school year.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 4: Wilemon STEAM Academy will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: By November 2018, 100% of teachers and paraprofessionals will be highly qualified.

Evaluation Data Source(s) 1: Equity Plan, Staffing Report, HR Certification Records, and Eduphoria Workshop Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status	Deputy Superintendent of HR, Principal	- HR Certification Records - Staffing Report - Eduphoria Workshop report				
2) Provide incentives for teachers to obtain ESL and/or GT certification/endorsement	Deputy Superintendent of HR, Principal	Increase in certifications among teaching staff. -HR Certification Records - Staffing Report - Eduphoria Workshop report - SBEC report				
3) Provide a Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program)	Deputy Superintendent of HR, GUIDE Coordinator, Principal	- Teacher Retention data - Meeting agendas and/or documentation and sign-in sheets				
Funding Sources: Title II (255) - 0.00						
4) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning	Curriculum and Instruction Department, Principal	- Professional Development enrollment information (Eduphoria/Workshop)				
5) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Communities and providing monthly PLC meeting dates/times.	Principal	- PLC Agendas				
6) Provide incentives to increase teacher attendance.	Principal Asst. Principal	-Increased teacher attendance				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teacher attendance has declined some. **Root Cause 1:** No major incentives are in place to reward teachers with good attendance.

Goal 4: Wilemon STEAM Academy will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: All teachers and campus administration will be National Institute of STEM Education (NISE) certified by July 31, 2019.

Evaluation Data Source(s) 2: HR Certification Records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and administration will complete 30 hours of self-paced NISE training.	Principal Asst. Principal	-All teachers NISE certified -Teachers demonstrate proficiency across 15 STEM teacher actions				
Problem Statements: Staff Quality, Recruitment, and Retention 2		Funding Sources: Local Funds - 0.00				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Not all teachers are certified in the National Institute for STEM Education. Root Cause 2: Time and lack of funds

Goal 5: Wilemon STEAM Academy will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.





Performance Objective 1: The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.

Evaluation Data Source(s) 1: Network Usage Report, Server Usage Report, Wireless Connectivity Report, Eduphoria Workshop reports, Technology survey data, and audit findings report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review trends of network usage and storage capacity to develop plans for growth.	Director of Technology, Principal	- Network Usage Report - Server Usage Report - Wireless Connectivity Report				
2) Provide 21st century technology tools and training for teachers and administrators to enable staff to achieve the district recommended 6 hours of Technology PD per year.	Director of Technology, Coordinator of Instructional Technology, Principal, Campus Advisory Team	- Professional Development enrollment information (Eduphoria/Workshop) -CNA data -Technology survey data				
3) Evaluate existing technology hardware and software usage and standards; maintain and improve teacher/student technology access at campus.	Director of Technology, Coordinator of Instructional Technology, Principal, Campus Advisory Team	- Board Reports - Audit Findings - Technology Survey - CNA data				
4) Hire a Robotics teacher to provide 21st century diverse technology expertise to students to increase academic achievement	Principal	- Increased academic achievement				
	Problem Statements: Staff Quality, Recruitment, and Retention 3 Funding Sources: Local Funds - 0.00					
5) Provide 21st century technology tools and training for teachers to integrate technology into classroom instruction.	Principal Asst. Principal Instructional Technology Coordinator	-Increased integrated technology instruction inside the classroom -Increased student achievement				
	Funding Sources: Title II (255) - 0.00, Local Funds - 0.00					

6) Provide teachers and parents with Family Access training.	-Principal	-Increased enrollment in Family Access -Increased parental involvement -Increased student achievement				
	Problem Statements: Technology 2 Funding Sources: Title I (211) - 0.00, Title II (255) - 0.00, Local Funds - 0.00					

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:


Staff Quality, Recruitment, and Retention
Problem Statement 3: Robotics teacher is needed to provide 21st century diverse technology expertise. Root Cause 3: Lack of funding.
Technology
Problem Statement 2: Family Access enrollment is low. Root Cause 2: Parents do not know how to use Family Access.

Goal 6: Wilemon STEAM Academy will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: By June 2019, 100% of the campus resources will be used effectively to have the greatest impact on student achievement.

Evaluation Data Source(s) 1: Audit Findings report, Guidelines for Federal and State funds, Staffing plans, Staffing requests, and Budget reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs	Principal, Federal Programs Coordinator	- District Guidelines for Federal and State Funds - Audit Findings				
2) Develop staffing priorities and plans based on proposed funding projections to meet campus/student needs	Deputy Superintendent of Human Resources, Principal	- Staffing Plans - Staffing Requests				
3) Schedule internal building inspections to identify and anticipate needs and provide appropriate funding for preventive maintenance.	Director of Facilities, Principal	- Inspection Report - Needs Assessment - Board Reports - Facilities Plan				
4) Transportation will be followed for foster care (if needed) according to district policy.	Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison	- Transportation Records - Budget documents				
						

Goal 6: Wilemon STEAM Academy will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: During the second semester of the 2018-2019 school year, a tutor will be hired with \$2,300 in Title 1 funds to increase student academic growth in class and on the STAAR test in grades 3-5.

Evaluation Data Source(s) 2: STAAR test scores, documentation of intervention schedule showing 4 hours of instruction daily for 23 days, Data showing increase in student performance, Payroll Report

Summative Evaluation 2:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	18	Implement specific, focused Reading and Math instruction for SPED students, to address the missed System Safeguard with the 2017 STAAR results.
3	1	19	Provide targeted intervention in the areas of Writing for identified (Hispanic and Economically Disadvantaged) students.
3	2	5	Implement specific, targeted math and reading instruction and support for SPED students to address System Safeguard that wasn't met with 2017 STAAR results.
3	4	7	Implement specific, targeted Writing instruction for Eco Dis students to address missed System Safeguard with 2017 STAAR assessment.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA initial training/meeting - March 27, 2018

CNA meeting - May 2, 2018

CNA meeting to develop CNA - May 21, 2018

Title 1 Annual Meeting, Parent Involvement Policy and School Parent Compact Meeting - September 6, 2018

Initial CAT Meeting for the 2018-19 school year - September 20, 2018

CAT Meeting - November 8, 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CNA Meeting Participant List:

- Kate Authier, Principal
- Karin Polk, Assistant Principal
- Kishen Lavender, Counselor
- Jana Gary, Nurse
- Sarah Beratto, Teacher
- Sarah Block, Teacher
- Patty Harris, Teacher
- Jessica Nelson, Teacher
- Halee Tucker, Teacher
- Laura Zurfas, Teacher
- Allyson Pierce, Teacher
- Chris Burkhalter, Teacher
- Glenna Reisner, Librarian

- Kelly Slone, Computer/Paraprofessional
- Cindy Wiedemann, Parent
- Tara Ledbetter, Parent
- Caroline Ford, Parent
- Daphne Emmons, Parent
- Jessica Lavy, Parent
- Ramona Norman, Community
- Patrick Wilson, Community
- Bradley Allen, Business
- Elisa Ornelas, Business

2.2: Regular monitoring and revision

CIP will be updated throughout the year after each CAT meeting.

September 20, November 8, February 21, and April 11

2.3: Available to parents and community in an understandable format and language

CIP developed May 21, 2018.

CIP will be posted to the website.

CIP is in English and translation will be made available to parents upon request.

CIP was reviewed at Sept. 20th CAT meeting

2.4: Opportunities for all children to meet State standards

- Provide opportunities for all children to meet proficient and advanced levels of student academic achievement
- Use effective methods of instructional strategies that are based on scientifically based research that:
 - Strengthens the core academic program
 - Increases the amount of time learning
 - Includes strategies for serving underserved populations
 - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
 - Address how the school will determine if those needs of the children have been met
 - Are consistent with and are designed to implement state and local improvement plans, if any

2.5: Increased learning time and well-rounded education

- Small group intervention and tutoring will be provided to increase learning time.
- We are a STEAM campus and will provide hand-on learning and exposure to science, technology, engineering, arts, and mathematics to provide a well-rounded education.
- Part time Reading Recovery program and Leveled Literacy Intervention will provide effective intervention instruction.

2.6: Address needs of all students, particularly at-risk

Wilemon STEAM Academy will work with Curriculum Coordinators to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students with emphasis on students who are at-risk.

Wilemon STEAM Academy will work closely with the school counselor to address student needs to ensure all students are able to learn effectively.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy was developed and reviewed on September 6, 2018.

Parent and Family Engagement Policy was distributed to all parents via SeeSaw during the week of September 10th.

Parent and Family Engagement Policy will be posted to the campus website.

Parent and Family Engagement Policy will be in English and made available to parents in other languages upon request.

3.2: Offer flexible number of parent involvement meetings

May 21, 2018

September 20, 2018, November 8, February 21, and April 11

November 12th

December 3rd - Self-Esteem in Children parent night hosted by Mrs. Lavender - Counselor

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathy Wilson	Reading Recovery Teacher	Title I	1.0
Kelly Kahlden	Leveled Literacy Intervention Aide	Leveled Literacy Intervention	1.0

Campus Advisory Team

Committee Role	Name	Position
Administrator	Kate Authier	Principal
Administrator	Karin Polk	Assistant Principal
Non-classroom Professional	Kishen Lavender	Counselor
Classroom Teacher	Sarah Beratto	Kindergarten Teacher
Classroom Teacher	Sarah Block	1st grade teacher
Classroom Teacher	Patty Harris	2nd grade teacher
Classroom Teacher	Jessica Nelson	3rd grade teacher
Classroom Teacher	Halee Tucker	4th grade teacher
Classroom Teacher	Laura Zurfas	5th grade teacher
Classroom Teacher	Allyson Pierce	Special Education Teacher
Classroom Teacher	Chris Burkhalter	Music Teacher
Non-classroom Professional	Glenna Reisner	Librarian
Non-classroom Professional	Jana Gary	Nurse
Paraprofessional	Kelly Slone	Computer Teacher
Parent	Cindy Wiedemann	Parent
Parent	Tara Ledbetter	Parent
Parent	Caroline Ford	Parent
Parent	Daphne Emmons	Parent
Parent	Jessica Lavy	Parent
Community Representative	Ramona Norman	Community
Community Representative	Patrick Wilson	Community
Business Representative	Bradley Allen	Business
Business Representative	Elisa Ornelas	Business

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	7			\$0.00
3	1	8			\$68,000.00
3	1	14			\$0.00
5	1	6			\$0.00
Sub-Total					\$68,000.00
Title II (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
3	1	3			\$0.00
4	1	3			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
Sub-Total					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			\$0.00
3	1	14			\$0.00

3	1	16			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
3	1	14			\$0.00
4	2	1			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
Sub-Total					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	18			\$0.00
3	2	5			\$0.00
Sub-Total					\$0.00
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$68,000.00