

**Commerce Independent School District**  
**Commerce Elementary**  
**2016-2017 Campus Improvement Plan**

# Mission Statement

District Mission Statement: In partnership with families and community, CISD will provide all students an exemplary education, preparing them to be successful, productive citizens.

## Vision

Commerce Elementary School will provide an exemplary education for all students through the collaborative efforts of parents, teachers, and the community.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Commerce Elementary School  
Comprehensive Needs Assessment  
2015-16

Commerce Elementary School  
Comprehensive Needs Assessment Summary

**Committee Members** – In addition to the committee members listed at the beginning of the campus improvement plan, other stakeholders providing input into the strengths and needs of the campus include campus teaching staff, support staff, professionals, and PTO representatives.

**Data Reviewed:** Data reviewed was retrieved from the Brigance 4-year –Old Screen; Star Early Literacy for Kindergarten; Star Reading for 1<sup>st</sup> and 2<sup>nd</sup> Grade

### Star Early Literacy: Beginning of Year Testing (2015-16)

## Kindergarten

### Summary

Scale Score	Literacy Classification	Number of Student	% of Total
300 – 487	Early Emergent Reader	46	50.5
488-674	Late Emergent Reader	30	33.0
675-774	Transitional Reader	12	13.2
775-900	Probable Reader	3	3.3
Number of Students 91			

## Star Reading Beginning of Year Test (2015-16)

### 1<sup>st</sup> Grade

GE Distribution Summary	
GE Students	Percent

0.0 – 0.9	
22	19.0
1.0 – 1.9	
91	78.4
2.0 - 2.9	
3	2.6

**Star Reading Beginning of Year Test (2015-16)**

**2<sup>nd</sup> Grade**

GE Distribution Summary	
GE	
Students	Percent

0.0– 0.9		
3		2.4
1.0 – 1.9		
	64	52.0
2.0 – 2.9		
44		35.8
3.0 – 3.9		
	6.5	8
4.0 - 4.9		
2		1.6
5.0 – 5.9		
2		1.6

**Brigance:** At-risk = 80%

Also considered, was attendance, teacher/student ratio and current programs in place. The professional staff is highly qualified and staff development has been specific to campus needs.

## Section I

### Campus Description:

**Campus Profile** – Commerce Elementary serves all the children in EE-2<sup>nd</sup> in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 69.15% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 431 students.

28 % African-American; 20 % Hispanic; 42 % White;  
7% Multi-Racial 0% Native American; 5 % Asian-Pacific Islander  
LEP = 13.92%

## **SectionII**

### **Data Driven Devices:**

Data reviewed included previous years Star Early Literacy, Star Reading, math and reading benchmark tests, unit assessments, RTI process, special education referrals and special education numbers, state accountability data, federal accountability data, and demographic data. We considered attendance, teacher/student ratio, and additional program needs. The staff is highly qualified and staff development has been specific to campus needs.

## **SectionIII**

### **Data Results**

#### **Students:**

We found that there are significant achievement gaps between our sub-populations especially between White students and African-American /Hispanic students. These gaps are more evident in the areas of Reading and Math. The committee also discovered that our special education population is declining. Our RTI process is helping to make significant gains in early identification of struggling learners, applying appropriate interventions, and reducing our number of special education referrals. Continued training in differentiated instruction and technology will be critical to ensuring that all students access the general curriculum in meaningful ways to build student success.

## **Section IV**



## Strengths and Weaknesses

### **Students:**

#### Strengths

- Curious and excited about learning
- Willingness to please

#### Weakness

- Achievement gaps between subgroups, particularly in Reading and Math
- Changing demographics (increase in ESL population)
- High mobility rate

#### Priorities for 2015-16

- Provide Educational Field Trips for Exposure and Make Relevant Connections
- All teachers will have ESL certifications
- Partner with TAMU Commerce student groups to continue and enhance student success in reading and math
- Continue summer school program for ESL students in PreK and provide jump-start program for Kindergarten and those students struggling in 1<sup>st</sup> grade

### **Curriculum:**

#### Strengths

- New Math and Reading Computer-Based Program – Education Galaxy
- Whole Brain Teaching Methods Implemented
- Specialized ELAR Program
- Use of C Scope curriculum scope and sequence
- Vertically and Horizontally aligned curriculum
- Technology training to address all student needs

#### Weaknesses

- Closing the achievement gap
- Additional opportunities for math acceleration
- Additional opportunities for reading acceleration

Priorities for 2015 -16

- Continue with Professional Learning Communities for Teachers
- Implement new math and reading intervention progress monitoring/skills-based curriculum
- Implement Saxon Phonics Program

### **Professional Development:**

Strengths

- Curriculum planning days
- Campus specific trainings

Weaknesses

- Additional training in student engagement
- Additional training in higher order thinking skills

Priorities for 2015-16

- Provide additional training student engagement
- Provide additional training in higher order thinking skills
- Continue PLCs
- Additional training in RTI activities and resources
- Continue training for new technology

### **Parental Involvement:**

Strengths

- ArboREADum Reading Showcase Room for Parents/Students
- Parent Volunteers (CES does have a few parents who volunteer time and resources. We would love to increase this participation.)
- Large numbers of parents present for student performances

## Weaknesses

- Parental knowledge/academic support
- Communication

## Priorities for 2015-16

- Continue using School Messenger, web pages, newsletters, newspaper, FB, Twitter, school marquis and Banners.

## **School Organization:**

### Strengths

- Highly qualified staff
- PLCs

### Weaknesses

- Reduction of aides

## Priorities for 2015-16

- Work with TAMU Commerce through student work study program to provide additional student support for at risk students.
- Work with TAMU and CES organizations to promote student support

## Demographics

### Demographics Summary

29 % African-American

21 % Hispanic

41 % White

7% Two or more Races

Less than 1% Native American

1 % Native Hawaiian or other Pacific Islander

1% Asian

LEP = 15.34%

Commerce Elementary serves all the children in EE-2<sup>nd</sup> in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 75% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 404 students.

### Demographics Strengths

-

-

### Students:

#### Strengths

- Curious and excited about learning

- Willingness to please

## **Demographics Needs**

### Weakness

- Achievement gaps between subgroups, particularly in Reading and Math
- Changing demographics (increase in ESL population)
- High mobility rate

### Priorities for 2016-17

- Provide Educational Field Trips for Exposure and Make Relevant Connections
- All teachers will have ESL certifications

# **Student Achievement**

## **Student Achievement Summary**

### **Data Results**

#### **Students:**

We found that there are significant achievement gaps between our sub-populations especially between White students and African-American /Hispanic students. These gaps are more evident in the areas of Reading and Math. The committee also discovered that our special education population is declining. Our RTI process is helping to make significant gains in early identification of struggling learners, applying appropriate interventions, and reducing our number of special education referrals. Continued training in differentiated instruction and technology will be critical to ensuring that all students access the general curriculum in meaningful ways to build student success.

### **Student Achievement Strengths**

- Curious and excited about learning
- Willingness to please

### **Student Achievement Needs**

- Achievement gaps between subgroups, particularly in Reading and Math
- Changing demographics (increase in ESL population)
- High mobility rate

## **School Culture and Climate**

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

Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. Commerce Elementary has a school culture and climate that helps determine whether students are motivated to learn and stay in school. It is a healthy and positive school culture where all students experience equally supportive learning environments and opportunities that help them learn and thrive.

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

Teachers feel supported by Administration.

Welcome and friendly staff to all visitors.

Large number of parents attending events and notable number of volunteers.

Inviting and Student Friendly environment.

### **School Culture and Climate Needs**

Better security process of allowing visitors on campus.

Maintenance and repairs needed in specific areas of the building, such as the gym, restrooms, and carpeted areas.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Administrators take time to review and interview quality candidates that are certified in the area that is sought. We have a staff of 48 members. We are 100% highly qualified. Our campus has assigned mentors to each new teacher to the district to assist with transitioning. We work through multiple teams to make sure all teachers have a voice and decision making for our campus. We create a family atmosphere so that all teachers and staff are a team and want to be here.

### **Staff Quality, Recruitment, and Retention Strengths**

-- All teachers are highly qualified, and or have certifications. Low level of turn over within staff and New hires have experience in similar grades or schools.

### **Staff Quality, Recruitment, and Retention Needs**

-- Look for teachers that have positive experience in student teaching or years of experience. Follow up with new hires and mentors provide adequate information and training for new hires



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

### **Curriculum, Instruction, and Assessment Summary**

CES sustains average scores in comparison with other districts of size and proximity. It is a continual area of evaluation and growth.

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

- New Math and Reading Computer-Based Program – Education Galaxy
- Vocabulary Spelling City - Computer-Based Program
- Whole Brain Teaching Methods Implemented
- Specialized ELAR Program
- STEM Reading Classes
- Leveled Literacy Learning
- Use of C Scope curriculum scope and sequence
- Vertically and Horizontally aligned curriculum
- Technology training to address all student needs

### **Curriculum, Instruction, and Assessment Needs**

- Closing the achievement gap
- Additional opportunities for math acceleration
- Additional opportunities for reading acceleration
- Rti intervention materials Higher Level Thinking materials Math Problem solving
- Math Benchmark Test
- Leveled library for guided/independent reading at Kindergarten level

## **Family and Community Involvement**

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

Campus and district provide multiple opportunities for families and the community to visit and be a part of the educational process.

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

- ArboREADum Reading Showcase Room for Parents/Students/Community members
- Parent Volunteers (CES does have a few parents who volunteer time and resources. We would love to increase this participation.)
- Large numbers of parents present for student performances
- Fire Dept. delivers A-Team Students to school
- PTO is an avid supporter for CES

### **Family and Community Involvement Needs**

- Parental knowledge/academic support
- Communication
- Watch Dog Dads

## **School Context and Organization**

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

Campus target areas are to continue to improve the percentage of students being unsuccessful on STAR and enrich the students that have been successful on STAR. We have aligned our RTI criteria and process to meet the recommended percentages of the state. We continue to monitor all the data of our students through local benchmarks and state assessments.

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

- Highly qualified staff
- Highly motivated staff and students
- PLCs
- PTO

### **School Context and Organization Needs**

- Low population of aides
- In looking at the data, we have determined that we need a benchmark testing tool for Math. We have to consistently look at the data and monitor our strengths and weaknesses to make adjustments, however, our data needs to be comparable.

# **Technology**

## **Technology Summary**

Commerce Elementary has 5 carts of brand new iPad Mini 4s and 3 existing carts of iPad Mini 2s. These devices are available for checkout from the library using a shared calendar. In addition, each student visits the computer lab 1-2 times per week. Instructional technology includes a laptop for each classroom, teacher with an interactive whiteboard (IWB), projector, and document camera in each classroom.

## **Technology Strengths**

1 Full Computer Lab with teaching aide

8 iPad Mini 2 Carts available for checkout

2 teacher technology integration coaches (iCoach)

Laptop, Promethean IWB, projector, and Elmo document camera for each teacher

## **Technology Needs**

More professional development on how to better use the iPads meaningfully in existing lessons.

Instructional technologist to support classroom lessons.

# 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
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals


## Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

**Performance Objective 1:** Commerce Elementary School will increase student achievement which will result in 80% of all students designated as "Developed" in Reading as measured by the STAR Test and on-grade-level in math as measured on the Go Math Assessment.

**Evaluation Data Source(s) 1:** Testing showing 80% improvement.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will show continuous improvement on Benchmark and primary assessment instruments.	1, 2, 3	Principal, Assistant Principal, Instructional Coordinator, Teachers	Testing showing 80% improvement				
2) Resources for success: Title I, Part A; Title II, PartA; and State Compensatory Education funds will be used to implement school-wide programs to upgrade the entire instructional program.	1, 2, 3	Administrators, Federal Programs Coordinator	Tests Scores/Benchmark Test scores				
3) Students will be offered a curriculum that includes state of the art technology and programs so that classes simulate real world learning for our students.	1, 3	Principal, Assistant Principal, Teachers, Instructional Technologist	Mastery of Technology-Based Programs and devices				
4) Provide a teacher to support ELL students.	1, 2, 3, 4, 7, 8, 9, 10	Principal, Assistant Principal, Federal Programs Director, Coordinator	Benchmarks, STAR Reading, Telpas and Los Links assessments 80% Mastery				
Funding Sources: 263 - Title III LEP - \$50000.00							
5) All teachers will be ESL certified to support student instruction and social skills.	1, 2, 3, 4, 7, 8, 9, 10	Principal, Assistant Principal, Federal Programs Director, Coordinator	Benchmarks, STAR Reading, Telpas and Los Links assessments 80% Mastery				
6) The implementation of a STEM Reading Program to enhance student's reading scores.	1, 3	Principal, Assistant Principal, Reading Specialist	Benchmark Testing, STAR Reading				

7) 7) Target in on reading and math support for African American and SPED Students during our RTI Primetime Small Group sessions. Resources: Pearson-My Sidewalks Leveled Learning Literacy Program	1						
8) Continue to use Gretchen Bernabei Writing Process, WAR (Writing and Reading-Weekly Guided instruction) and Fundamental 5 Critical Writing component to teach students writing skills and continue to expand communication.							
9) Reading interventionists (1.5 FTE) Serve struggling readers in small groups daily.	1						
Funding Sources: 211 - Title I, Part A - \$70000.00							
10) The implementation of a Full Day PreK/Headstart Program to meet the needs of students and better prepare them for Kindergarten.	1						
Funding Sources: 211 - Title I, Part A - \$40000.00							
11) Instructional Aide manages and instructs educational technology programs for all students.	1						
Funding Sources: 211 - Title I, Part A - \$18000.00							
12) Instructional Aide provides small group instruction for struggling students and teacher support.	1						
Funding Sources: 211 - Title I, Part A - \$15000.00							
13) Provide extended learning opportunities. (After school tutorials, Summer School) This will provide supplementary instruction for reading and math to our at risk population.	2, 9						
Funding Sources: 211 - Title I, Part A - \$24500.00							
14) Provide supplementary supplies in core courses to enhance classroom instruction.	2						
Funding Sources: 211 - Title I, Part A - \$15000.00							
15) Provide assistance to homeless students including school supplies, clothing needs and tutorials.	9						
Funding Sources: 211 - Title I, Part A - \$500.00							
16) Provides supplemental instructional supplies for at risk students.							
Funding Sources: 199 - General Fund: SCE - \$2000.00							
17) Provide transitions for Pre-K /Head start students into the kindergarten program through meeting with kindergarten teachers. Provide transitions for 2nd grade to transition into 3rd grade on another campus, by touring the building and meeting with teachers.	7						
18) Data Analysis: Teachers will use Eduphoria Aware, STAR Literacy, Brigance, CPALS, Leveled Literacy RTI Benchmarking and Go Math to analyze student performance and develop intervention groups.	8						
							








**Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.**

**Performance Objective 1:** Commerce Elementary School will maintain an attendance rate of 96% or higher and decrease incidences of disruptive behavior.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Safe Environment. CES will promote a safe, orderly and clean environment.		Principal, Assistant Principal, Maintenance Supervisor	Low to no accidents, injuries, or illnesses.				
2) Attendance Improve attendance through motivational activities and parent notification.		PEIMS coordinator, Administrators	Low Absenteeism and Increase in Academic Success				
Funding Sources: 461 - Campus Activity Fund - \$2000.00							
3) Facilities Maintain facilities that are comfortable and conducive to the teaching/learning process		Maintenance Dept. Principal, Assistant Principal	Low to no incidents recorded.				
4) Bullying Prevention Program for character development and problem solving during morning assembly.		Counselor, Teachers, Administrators	Discipline Log, Reduction in discipline referrals				
5) Tri-County provides a Behavioral Specialist to address and facilitate student behavior supports.		Tri-County Behavioral Specialist, Principal, Assistant Principal	Discipline log, Lower discipline referrals				
6) Communication with parents to promote student attendance and increase student learning.		Teachers, Admin. PIEMS Coordinator	Skyward Data, Improved attendance rates and academic success				
7) The implementation of a Sensory Intervention Room to reduce behavior issues and enhance learning for SPED and GEN ED students.		Sensory Room Aide, Principal, Assistant Principal, Teachers	Decrease in Behavioral Referrals, increase in reporting grades.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.**

**Performance Objective 1:** Parent and community involvement will increase by 5% (i.e. PTO membership, attendance at meetings, volunteers, events)

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent and Community Involvement Parents and community will participate in the educational process.	1, 3, 6	Administration, Teachers,	Documentation of Attendance- Increase of Attendance- Large attendance at Family night events-				
Funding Sources: 461 - Campus Activity Fund							
2) Communication Improve communication among school, parents, students and community.	1, 3, 6	Principal, Assistance Principal, Campus Webmaster, Teachers	Weekly Folder Responses, Social Media Input, Surveys				
3) Continued Partnership with TAMU-C for college student workers to work with at-risk students.		Administration, Internationalist, TAMU-C Personnel	Student worker sign-in sheets. Decrease in Discipline referrals by 50 %. Increase in Academics through Benchmark testing.				
4) Include parents as partners during RTI, 504 and SPED IEP process.		Principal, Assistant Principal	Sign-In sheets, Parent involvement increases academics, Specialty test results increase.				
5) Documentation and Communication provided to prevent truancy.		Assistant Principal, PIEMS	Improved Attendance and Academics.				
6) Promotional Attendance Incentive to increase student attendance.		Teachers, Principal, Assistant Principal, PIEMS	Increase in student attendance and lower tardiness.				
Funding Sources: 461 - Campus Activity Fund							
7) Parent and community volunteers utilized to provide student support and monitoring.		Principal, Assistant Principal, Teachers	Reduction of student referrals, increase reading and math scores.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							




**Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for students.**

**Performance Objective 1:** Commerce Elementary School will achieve 100 Highly Qualified staff with a turnover rate of < 10%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1--Highly Qualified Staff School will maintain 100% highly qualified teachers and paraprofessionals	1, 2, 3, 5	Principal, Assistant Principal	Student and Teacher Success.				
2) Professional development/Instructional Coordinator All staff will be provided instructional services and high quality, sustained professional development.	2, 4	Principal, Assistant Principal, PD/Instructional Coordinator	Documentation of Attendance/Certifications Improvement on Student Testing Scores.				
Funding Sources: 211 - Title I, Part A - \$30000.00							
3) Technology All staff will meet required technology proficiency levels	1, 2	Administration, Technology Instruction Specialist	The implementation of multiple technology-based programs and learning apps within classrooms.				
4) Mandate ESL and encourage GT certifications of all primary grade teachers.		District ESL Coordinator, Principal, Assistant Principal	Improvement on ESL Tests Scores and increased number of students needing enrichment.				
5) TTESS implementation and training provided to all teachers for accountability purposes.		Principal, Assistant Principal	TTESS Appraisal Instrument, Student test scores improvement				
6) Provide staff development for all teachers to implement the ELPS and support second language acquisition for ELL students.		ESL District Coordinator, ESL Campus Coordinator, Administration, District Curriculum Coordinator	Staff Development Attendance and certificates.				
7) Provide supplemental researched based staff development through various learning opportunities.	4						
Funding Sources: 211 - Title I, Part A - \$5000.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

# Campus Funding Summary

<b>199 - General Fund: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	16			\$2,000.00
<b>Sub-Total</b>					\$2,000.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	9			\$70,000.00
1	1	10			\$40,000.00
1	1	11			\$18,000.00
1	1	12			\$15,000.00
1	1	13			\$24,500.00
1	1	14			\$15,000.00
1	1	15			\$500.00
4	1	2			\$30,000.00
4	1	7			\$5,000.00
<b>Sub-Total</b>					\$218,000.00
<b>263 - Title III LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	allocation of teacher		\$50,000.00
<b>Sub-Total</b>					\$50,000.00
<b>461 - Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$2,000.00
3	1	1			\$0.00
3	1	6			\$0.00
<b>Sub-Total</b>					\$2,000.00

	<b>Grand Total</b> \$272,000.00
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