

Brazosport Independent School District

Bess Brannen Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Bess Brannen is to graduate each student to be future ready.

Vision

Setting the standard for educational excellence.

Core Beliefs

- We believe every child deserves the highest quality education
- We believe everyone is accountable for student success
- We believe students find purpose through connections with their schools
- We believe collaborative partnerships are vital to strengthening the learning experience
- We value and support the contributions of our staff

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bess Brannen Elementary serves approximately 579 students ranging from PPCD, Pre-K to fourth grade. 34.54 percent of our students are economically disadvantaged. The male gender population is 51.12% and the female gender is 48.88%. The ethnic breakdown is 4.49 % African American, 36.27 % Hispanic, 51.81 % White, .52% Native American, 4.32% Asian/Pacific Islander, 2.59 % two or more races. 7.4 % of students are considered ELL and 48.7 % are At-Risk. The mobility rate is 16.16%. Brannen's gifted and talented students represent 12.09% of the population and 5.01 % are identified as special education students. There are 8.12% homeless students. All teachers are considered highly qualified. Years of experience range from 25.6% of the faculty have 1-5 years of experience, 24.1% have 6-10 years of experience, 19.2 % have 11-20 years of experience, over 20 years is 31%.

The demographic changes over the last three to five years are as follows: African Americans have remained stable, Hispanic has increased, White has decreased and Native American has increased.

Our enrollment over the last three to five years has shown a significant increase.

We assist our mobile students through promptly identifying needs and securing records in a timely manner.

The attendance rate for our students is holding steady. Our attendance is encouraged and supported through a thorough system of communication. Teachers are required to call when students are absent from school. Attendance hearings are held when an issue arises and expectations for attendance are clearly discussed.

The ELL students are supported through a system of talented individuals. We have one and a half highly qualified teachers to support the ELL students. The LAD and district have made available more Professional Development in the areas of ELPS and ELL instructional strategies. Through the ELPS and ELL strategies, each child has emerged in cognitive, linguistic, and affective needs of ELLs.

The teacher demographics at Brannen Elementary are 3.2% are African American, 3.2% Hispanic and White is 93.6%.

The average class size at Brannen is a ratio of 22 to 1.

Our Homeless population consists of 47 students. These students receive breakfast and lunch without charge for a period of four months. We have a local organization that provides backpacks of food for school identified students in need. Counseling services are available to students who are in need of support.

The discipline rates of our students show

The safety and crime data reveal that Brannen is a safe school to attend. We do not have a drug or gun concern on our campus.

The students' enrollment in special programs at Brannen are Bilingual ESL 6.5%, Gifted and Talented 11.8%, Regular Ed. 78.5 and Special Ed. 4.2%. The trends show that ESL is increasing and Special Ed is decreasing.

Bess Brannen has a very diverse population. The surrounding neighborhood ranges from affluent to low-income poverty area. We service approximately eleven different languages.

Demographics Strengths

Teacher experience averages 15 years

- Student attendance remains stable, 96.4%.
- District-wide our ESL population scores better than the district average

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographic changes increase the need for differentiated instruction. **Root Cause:** Diverse abilities and student needs.

Student Achievement

Student Achievement Summary

Brannen consistently excels in the area of student achievement. We met all system safeguards and our district EOY's in math and reading at the lower grades showed improvement. In first grade, some students who were on Early Literacy met or exceeded expectations. Small group interventions are practiced in all grade levels which consist of before, during and after school sessions. Intervention groups are structured according to grades, benchmarks, screeners, and teacher discretion. Third and Fourth grades scored highest in the district on all STAAR tests. Brannen's economically disadvantaged students score below students that are not economically disadvantaged. However, scores are higher than the district average. Math scores tend to be lower than reading scores. Emphasis will be given to ELL students by employing ELPS best practices. Campus-wide writing instruction will continue.

Our student groups scoring is as follows:

Red indicates updates that we are waiting on more information.

Student Achievement Strengths

- Most students are consistently showing growth.
- Math and Reading scores are very similar.
- Based on the above Math and Reading scores we have a balanced curriculum.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Implement new opportunities after school for varied interest groups **Root Cause:** Lack of staff in previous years

School Culture and Climate

School Culture and Climate Summary

91% of parents report that their students are satisfied with their school experience. 98% of teachers feel that there is a sense of belonging and a supportive school culture.

Prompt identification of needs and securing records.

Counseling services to help in the transition and a buddy in class for peer support.

Prompt identification of needs and securing records. Counseling services to help in the transition and a buddy in class for peer support.

PBIS is in place to support improved discipline in the code of conduct.

Proactive because we have a strong PBIS program in place, expectations are posted in all classrooms, students have opportunities to self-correct and classrooms encourage a positive climate.

Anti-bullying programs are in place. The counselor has lessons with all students to make them aware and encourage a no bully climate. Our strategies are working as our surveys show we have minimal bullying.

Brannen has had 1 Student w/Disciplinary Placement actions in only 2 of the previous 4 years. Rate peculiarities are nominal. YTD there have been 27 Disciplinary referrals.

Only 1 of the 2 (in the last 4 yrs.) Placements were mandatory.

All district and campus procedures are in use daily. Signage is clear and evident and Drills are practiced cyclically. Our students feel safe at Brannen. Over 96% of parents responded that their children felt safe at Brannen in the current Parent Survey.

All activities are promoted to all students and all students have the opportunity to participate in all activities.

According to the survey, 91% of the parents report that the students feel safe and supported at Brannen. 98% of the teachers think Brannen is safe and conducive to learning.

Building relationships are the foundations for developing a supported learning environment. The primary focus of the first two weeks of school is to build positive relationships within the school and classroom. Brannen received five TEA distinctions which indicate our students have been impacted in a positive way.

School Culture and Climate Strengths

- Strong teacher/student relationships
- Proactive programs in place for anticipated issues.
- Open communications with students, staff, parents, and community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some students consistently do not earn the PBIS reward **Root Cause:** Impulsive and anger management issues.

Problem Statement 2: Staff need Tier 1 restorative practices training **Root Cause:** New program

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of the staff at Brannen is considered highly qualified and all teachers are certified in their teaching areas. In order to maintain a qualified and effective staff, Brannen Elementary utilizes an online applicant database that allows the principal to view and select the best applicants for open positions.

There is little turn over on our campus. To ensure that high needs students receive effective and intensive instruction, Brannen Elementary has a certified special education teacher, two intervention specialists and 1 and 1/2 teacher for increased ESL population. These teachers need to be retained to ensure continued quality academic performance.

Professional development for the staff is determined based on campus and individual needs. Implementation is monitored by the administration through BISD teacher appraisal system and observations. The impact of professional development increases teacher performance which positively impacts student achievement.

Our first-year teachers are supported by the district TIP program, mentors, additional opportunities for training in new strategies.

Professional development is offered on campus and within the district. These Professional Developments are regularly offered across the curriculum and support all teachers in areas of needed growth. Staff Development is offered online as well as in person and book studies. The follow-up support is available through district curriculum facilitators.

The strengths of the most effective teachers are shared through PLC meetings, faculty meetings, common times to collaborate within the day.

The structures that are in place to ensure that teachers implement effective practices are walkthroughs, observations, fidelity to the B-TAS, and test scores.

The support that is available to teachers that are below standards is guidance by curriculum facilitators, administrators, and colleagues.

The End of Year Staff survey showed that most teachers are satisfied with the work environment and support are given to them throughout the year.

Staff Quality, Recruitment, and Retention Strengths

Brannen Elementary implemented district initiatives, including In class support, Higher-Order Thinking, 5E model of learning, PBIS, Classroom Instruction That Works, Balanced Literacy.

We are continuing the TEKS RS curriculum calendars and assessments.

Teachers embraced using and posting Morning Messages.

Our staff has participated in additional training in order to implement these initiatives successfully.

Campus-wide implementation of SMART Writing Portfolios resulted in very acceptable results.

Brannen Elementary has a very experienced staff with the majority of teachers having more the ten years of experience.

Positive campus climate.

PTO and administration show appreciation for staff in various ways.

Staff support across grade levels to ensure student success.

Extensive tutoring calendar manned by campus teachers supports students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 3rd Grade ELL population grew to 18 students at BOY from an expected group of 10. **Root Cause:** Local plant expansion and demographic changes.

Problem Statement 2: Staff are in need of training for 1:1 transition and other technology issues. **Root Cause:** New technology and programs available.

Problem Statement 3: Staff needs additional PLC training. **Root Cause:** Lack of campus funds

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All teachers in grades K-4 use the district created scope and sequence that is aligned with the state TEKS. All grades K-4 use the AR reading program, phonics program, comprehension and writing programs. Each grade uses assessments to influence lesson plans and to assist in determining if tutorials or small groups are needed. The interventions on our campus are limited to small group tutoring before, during, and after school for those that need it. All grade levels utilize DRA testing 3 times a year. In addition, all grade levels administer the DRA screeners and K-2 administer TEMI Math screener. Each student will advance to the next grade level with an accurate DRA reading level on file. K-4 utilize Benchmarks, and CBA's help teachers in evaluating the students' progress and interventions needed. The SEARCH pull-out program taught by a certified GT teacher. ST Math is utilized K-4. Ongoing professional development that will directly impact instruction such as training on supporting and readiness standards, balanced literacy, Writing, 5E lessons, STEM, and other district initiatives occur regularly. Grades K-4 will continue to have co-teaching in designated classes.

Curriculum, Instruction, and Assessment Strengths

- *Lesson Plans are on Eduphoria
- *Data is available on AWARE
- *Kindergarten report cards are more aligned with the TEKS
- *Teachers use all modalities for instruction
- *Assessments and other data are used to form tutorials
- *Tutorials during school day to target 'bubble' students
- *Retired teacher tutors
- *Collaborations at work groups

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: More interventions for math- measurable data. **Root Cause:** Math scores are always lower than reading on STAAR test

Parent and Community Engagement

Parent and Community Engagement Summary

Parental involvement at Bess Brannen is strong. Parents seem to be pleased with Bess Brannen based on the lack of formal complaints given to the principal. Parents are involved in many different ways at Bess Brannen either in the library, classroom or office. Currently, we have approximately 270 PTO members and 8 Watch Dog Dads who have made many visits. Parents volunteer to read with students, help with projects in the classroom, or assist teachers in special activity days. Many parents assist the librarian with daily library operations, Family Reading Night, and Book Fairs. Parents teach the Junior Achievement Program in classes. Parents also assist the music department by decorating for programs. Other events with parental support are a Fall Open House, Celebration Stations, Field Trips, Rowdy Round-up, and Mystery Readers. Some parents have a difficult time volunteering during the day but are willing to help with take-home projects, sending needed supplies to school, and making things for the classroom to use. Parents with flexible work schedules are able to volunteer the most during school hours. Parents are invited to eat lunch with their children. Communication is established through yellow conduct folders that go home every Thursday, as well as, newsletters, BISD school messenger, and calendars. Brannen hosted Texas Public School Week with each Grade Level having a day for parents to eat lunch with their child. The campus is also involved in supporting numerous charity and fundraising events such as Habitat for Humanity, SPCA, Big Love Cancer Care Organization, Peyton Project, and food pantry donations. Community partnerships are initiated by businesses or organizations and also recruited by personal contacts by campus staff. The partners include Brazos Pointe Servolution, BASF, Community Volunteers, PALS, Jump Rope for Heart, Brazoria County, Lake Jackson Fire department and the Lake Jackson police department. K-4 also participates in curriculum-related field trips with parent volunteers participating as chaperones and guests. Parents and the community have also been involved in our Career Day presentations. We have also hosted the Birds of Prey Presentation, Freddie the Fish and the Water Stations by the Brazoria County Agriculture extension. The Gulf Coast Bird Observatory did classroom presentations in 4th-grade science classes. We have a partnership with service/ therapy dog & rabbit visiting the school, hosted a Drug-Free program, and a Backpack Program to help students take home backpacks full of food. The educational level of the parent population represents that 32% have a 4-year degree, and 14% have a post-graduate degree. Out of our parents, 26.56% graduated from a BISD school. The Brazoria country area is growing and Bess Brannen's enrollment has increased by approximately 70 students. According to the parent survey, 48% of the parents strongly agree and 41% agree they are well informed about their child's progress throughout the year. Expectations for college attendance after graduation is 95%. Parents indicated that 91% of their children feel safe at school and feel part of a caring environment.

Parent and Community Engagement Strengths

Brannen's strength in Family and Community Involvement is our timely communication to our community and our welcoming open door policy. Our school families and community families are welcomed and encouraged to become involved in the education of its youngest citizens. This willingness by our community to take an active role instills the desire and love of learning to our students. We have volunteers from churches, businesses, and families. Every grade level at Brannen utilizes parents and community helpers daily. Brannen had a Name That Book Team. The Brazoria County Agriculture extension provided Freddie the Fish and Water Stations to Brannen. The Gulf Coast Bird Observatory conducted a science lab for fourth-grade students. Brannen was supported by a DOW grant allowing our school to have a Lego Robotics Team. A DOW volunteer provided leadership for this program.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase parent involvement throughout the school through more activities. **Root Cause:** Some parents are not comfortable participating in some activities.

School Context and Organization

School Context and Organization Summary

Brannen Elementary is perceived by students, staff, and community as an environment where there are high expectations for students and staff. It is a desirable working atmosphere for staff, maintains high positive parent feedback, and receives many transfer requests from both in district and out of district families. Scheduling maximizes our instructional time with few interruptions. The highest priority is placed on instruction, with other areas being flexible to accommodate as needed. Our office staff is conscientious to minimize interruptions. Brannen's content area time follows the district's recommended program of studies. Students needing additional support are included in small group instruction, tutoring, and study halls. Brannen aligned our campus plan/goals directly with the District Strategic Plan. Our campus planning teams are made up of representatives from different grade levels, to facilitate vertical alignment. Grade level teachers have daily common planning times in order to collaborate. Parent conferences can be scheduled so that all involved teachers can attend. Teachers track student success through AWARE and by utilizing reports from the universal screenings in reading and math along with Curriculum-Based Assessments, and DRA. All staff has been trained in the RTI process. The Campus Educational Improvement Committee meets monthly to discuss issues that affect the entire campus. All groups work collaboratively and directly with administrators. Daily operations reflect a priority on instructional time while respecting teacher planning and preparation time. Communication between campus and parents is highly encouraged and valued. PBIS program reinforces good behavior and develops character. A thorough and detailed discipline policy is equally and fairly enforced. Decisions are made collaboratively by teachers and administrators. New traditions are often initiated with input from administrators, teachers, and students. Grade Level PLC's meets weekly and/or biweekly. After-school programs consisted of Connections, Art Club, Tutorials, and Robotics Club.

School Context and Organization Strengths

- Minimal time out of the classroom
- Common focus
- Common planning times
- Grade level PLC's grade level & content area
- Collaborative instructional meetings with administrators, teachers, and interventionists to address academic concerns using universal screeners
- Scheduled tutorials among all grade levels
- Flexibility in scheduling interventions
- Strong and supportive campus leadership
- Highly qualified teachers
- Strong parental involvement
- Frequent communication with parents via Brannen calendar, grade level agendas and newsletters
- Strong community outreach programs utilizing service activities and donations to community organizations

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The schedule of interventionists interrupted the normal structure of the class schedule and instruction. **Root Cause:** We increased the parameters of the students needing interventions.

Technology

Technology Summary

Staff members are expected to be proficient with technology and utilize it daily. All staff utilizes technology with email, Eduphoria for lesson planning, TEAMS for grading and attendance. The library still supports the AR system and promotes reading and student testing on the 1:1 Chromebooks. We have the Mimio teach, and document cameras to use in the classroom. Wireless connectivity is reliable throughout the campus. Brannen is a 1:1 campus beginning in the 17-18 school year. Every class should have a class set of Chromebooks. The campus will retain it's PTO purchased Chromebooks and District classroom iPads for support services.

Teachers received new laptops and Chromebooks. Google classroom has been utilized to encourage student-led learning for all grade levels. Students can access technology programs at home through the Brannen symbaloo including IXL, ST Math, Discovery Education, and Thinkcentral online textbooks. In addition, MackinVIA is an online portal for students to access ebooks and other resources.

Technology Strengths

- Teachers have a laptop and Chromebooks
- United Streaming
- Online lesson planning through Eduphoria
- Online Grading and attendance through TEAMS
- Grade level leaders have Ipads
- Mimio teach and new document cameras
- All grades utilize 1-1 Chromebooks
- Istation for K-4
- Updated bandwidth
- Accelerated Reader
- ST Math K-4
- IXL K-4
- Brain Pop Jr.
- Brain pop
- Education Galaxy
- Mackin Via eResource portal
- Tumble books

- Various eResources and eBooks
- Participated in the Hour of Code

Problem Statements Identifying Technology Needs

Problem Statement 1: We have very slow bandwidth **Root Cause:** Too many devices on the system and will be worse because of 1-1 chromebooks

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 11, 2018

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: 90% of 3rd and 4th grade students will pass STAAR reading and math assessments with 25% Masters grade level performance. (Student Outcome Goal 2)

Evaluation Data Source(s) 1: State assessment results indicating attainment of targeted improvement.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Administer DRA in reading and STAR universal screeners in reading and math to identify students in need of intervention</p>	Interventionist and K-4 classroom teachers	STAR report in reading and math and DRA report				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Bi-weekly PLC's will occur in each grade level to ensure student growth, differentiation, progress, data analysis, and continual improvement of 5E and Balanced Literacy lesson plans.</p>	Classroom teachers and grade-level representative.	Lesson Plans, student data, agendas from meetings.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Identified campus staff will participate in district meetings to align curriculum and acquire instructional techniques to share with other teachers.</p>	Grade level teachers	District meeting sign-in sheets and lesson plans				

<p>Critical Success Factors CSF 1</p> <p>4) Utilize AR reading program in grades K-4 to increase fluency, comprehension; and vocabulary for grades K-4.</p>	Librarian and classroom teachers	AR reports				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue in-class support settings as identified in their IEP, low performing students in grades k-4.</p>	Administration, Special Education teacher, special ed paraprofessional, diagnostician and specific classroom teacher(s).	Benchmark assessments, progress reports, report card grades and IEP's and service logs.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Provide targeted interventions to students through small groups and/or tutorials based on objectives not mastered.</p>	Classroom teachers and support staff and paid tutors	Progress monitoring data, practice tests				
<p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Local 24 - State Comp - 2173.00</p>						
<p>Critical Success Factors CSF 1</p> <p>7) Provide counseling sessions on STAAR anxiety and readiness.</p>	Counselor	STAAR data, teacher evaluation				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Provide quality instructional material to support the TEKS .</p>	Principal	increase student passing rate				
<p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 5000.00</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: More interventions for math- measurable data. Root Cause 1: Math scores are always lower than reading on STAAR test

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: 85% of all fourth grade students will pass the writing STAAR assessment.

Evaluation Data Source(s) 2: State assessment results indicating attainment of targeted improvement.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Continue Smart Writing portfolio program K-4	All classroom teachers and Sp Ed	Writing Portfolio Binders				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 500.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Continue morning message in all classrooms to model correct grammar	classroom teachers	morning message posted				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 200.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: By the end of the first 9 weeks of school students in need of interventions in reading, math and writing will be identified and individual interventions planned. (Constraint 1)

Evaluation Data Source(s) 3: Schedules of intervention and class list indicate that all students identified as in need of intervention were assigned and received support through the RtI process.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Grade levels, The Interventionist, ESL and counselor will collaborate with all grade levels during PLC's held every 9 weeks to plan and review interventions.</p>	Interventionist, principals	RTI spread sheets				
<p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Local 24 - State Comp Personnel - 65000.00, 255 - Title II, Part A - 4732.00</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: More interventions for math- measurable data. Root Cause 1: Math scores are always lower than reading on STAAR test

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: During the 2018-2019 school year administrators will observe and document lessons utilizing best practice methods in the classroom.

Evaluation Data Source(s) 4: Documentation of approximately 5 walkthroughs a week and a scheduled BISD Appraisal 45 minute observation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Monitor lesson plans through eduphoria and provide feedback	Principal and Assistant principal	Lesson plans				
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Document walk throughs and have on-going collaboration with teachers to improve instruction	Principal and Assistant Principal	Ttess				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will implement CITW strategies using the framework of 5E and balanced literacy lessons.	Principals, grade level leaders	Lesson plans and outlined grade level agenda				
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Incorporate small group instruction in grades K-4	principal and assistant principal	walk throughs, lesson plans				
Critical Success Factors CSF 1 CSF 4 CSF 7 5) Teachers will identify and apply the ELPS in their lesson plans	Principal and Assistant Principal	daily grades, formative and informative assessments				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

Evaluation Data Source(s) 5: 2019 Domain 3 Closing the Gaps Report

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Utilize AR reading program in grades K-4 to increase fluency, comprehension; and vocabulary for grades K-4.</p>	Librarian and classroom teachers	AR reports				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Continue in-class support settings as identified in their IEP, low performing students in grades k-4.</p>	Administration, Special Education teacher, special ed paraprofessional, diagnostician and specific classroom teacher(s).	Benchmark assessments, progress reports, report card grades and IEP's and service logs.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide targeted interventions to students through small groups and/or tutorials based on objectives not mastered.</p>	Classroom teachers and support staff and paid tutors	Progress monitoring data, practice tests				
Funding Sources: Local 24 - State Comp - 2173.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Grade levels, The Interventionist, ESL and counselor will collaborate with all grade levels during PLC's held every 9 weeks to plan and review interventions.</p>	Interventionist, principals	RTI spread sheets				
Funding Sources: Local 24 - State Comp Personnel - 65000.00, 255 - Title II, Part A - 4732.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 6: Technology will be used to increase student learning and staff effectiveness as indicated by a 5% increase on Wayfind Assessment.

Evaluation Data Source(s) 6: Sign in sheets, Wayfind assessment indicating an increase of 5%.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 7 1) Provide staff development opportunities to utilize technology in the classroom.	Librarian and district technology rep.	lesson plans, sign in sheets				
Critical Success Factors CSF 1 CSF 7 2) Maintain and purchase technology to enhance student engagement and learning.	CEIC, classroom teachers	lesson plans, technology inventory				
Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 2415.00						
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Integrate student use of technology into daily class lessons.	classroom teachers	lesson plans				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.
Staff Quality, Recruitment, and Retention
Problem Statement 1: 3rd Grade ELL population grew to 18 students at BOY from an expected group of 10. Root Cause 1: Local plant expansion and demographic changes.
Problem Statement 2: Staff are in need of training for 1:1 transition and other technology issues. Root Cause 2: New technology and programs available.

Curriculum, Instruction, and Assessment

Problem Statement 1: More interventions for math- measurable data. **Root Cause 1:** Math scores are always lower than reading on STAAR test

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 7: Teachers will collaboratively write high quality lessons and analyze evidence of learning on a weekly basis.

Evaluation Data Source(s) 7: Weekly review of grade books and lesson plans indicate that grade level teachers collaborated in the development of plans, and PLC documents provide evidence that team members analyzed student performance results to measure levels of learning.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Train all staff in Balanced Literacy, 5E lessons and Smart Writing portfolio at grade level meetings and faculty meetings.	Campus Administration	Outlined agenda and sign in sheets				
Critical Success Factors CSF 1 CSF 7 2) Design lesson plans that encompass all TEKS, align with the scope and sequence and follow the framework of 5E and Balanced Literacy.	Administration and classroom teachers	Quality lesson plans				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Documentation on individual progress of struggling students will be reviewed by the teachers.	Classroom teachers	Grades and progress monitoring				
Critical Success Factors CSF 1 4) Higher level questions will be used daily in all lessons	Classroom teachers	Lesson plans, walk throughs, outlined collaborative agenda				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 8: In 2018-2019, 100% of K-4 students will demonstrate significant improvement on universal screeners and formative assessments. (Student Outcome Goal 1)

Evaluation Data Source(s) 8: STAR reports, CBA's, Mock STAAR, and formal assessments provide evidence that 100% of students demonstrated significant improvement.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide targeted intervention to K-4 grade students through small group and tutorials.	K-4 teachers and interventionist	Improvement on STAR results, benchmark data and other progress monitoring data.				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Utilize AR reading program in grades K-4 to increase student fluency and comprehension.	Classroom teachers and librarian	STAR results and AR reports				
Problem Statements: Demographics 1 Funding Sources: Local 11 - Library - 4400.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 3) In the 2018-2019 school year, k-2 students will utilize I-station as a reading intervention.	Classroom teachers and interventionist	Star results and report cards				
Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - General Fund - 3200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.
Staff Quality, Recruitment, and Retention
Problem Statement 1: 3rd Grade ELL population grew to 18 students at BOY from an expected group of 10. Root Cause 1: Local plant expansion and demographic changes.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 9: Brannen staff members will provide opportunities for students to explore a variety of careers.

Evaluation Data Source(s) 9: Brannen will score exemplary on this measure on the Student and Community Engagement report card.

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Each grade level will take an age appropriate field trip to learn about future careers	Administration, Counselor, Grade level chair	participation and follow up feed back from staff				
Critical Success Factors CSF 1 2) Continue Career Month activities in May	Counselor and PTO volunteers	Feedback from staff survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 10: Bess Brannen will coordinate school health activities to ensure that students participate in the school's required physical activities.

Evaluation Data Source(s) 10: Attendance and participation in physical education classes and Fitness gram assessments.

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) All third and fourth grade students will participate in the Fitness Gram assessment during PE times.	PE teacher	100% participation				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: The Brannen student attendance rate will be at 96.5% for the 2018-2019 school year.

Evaluation Data Source(s) 1: End-of-year attendance report indicating 96.5% student attendance rate.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Establish high expectations for student attendance, linking it to student achievement	classroom teacher	classroom attendance percentages				
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 200.00						
Critical Success Factors CSF 5 CSF 6 2) Teacher will call the parents after 2 consecutive absences.	Classroom teacher	Parent documentation form				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Implement new opportunities after school for varied interest groups Root Cause 1: Lack of staff in previous years
School Culture and Climate
Problem Statement 1: Some students consistently do not earn the PBIS reward Root Cause 1: Impulsive and anger management issues.
Parent and Community Engagement
Problem Statement 1: Increase parent involvement throughout the school through more activities. Root Cause 1: Some parents are not comfortable participating in some activities.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: Faculty and students will follow the Emergency Response guide lines as demonstrated through the practice of all BISD safety drills two times a year.

Evaluation Data Source(s) 2: Drill logs submitted annually

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus Crisis team will perform drills on a regular basis and meet afterwards to debrief.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: Crisis Team members will meet quarterly to review the status of the campus security.

Evaluation Data Source(s) 3: Sign in sheets and minutes.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Quarterly meetings will be held by the campus crisis team to review campus security.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 4: In 2018-2019, family engagement and parent participation opportunities will be offered throughout the school year.

Evaluation Data Source(s) 4: Sign in sheets, PTO membership, Parent newsletters, Facebook

Summative Evaluation 4:



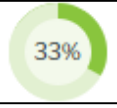
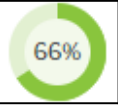
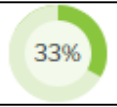
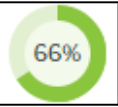
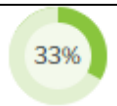
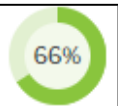
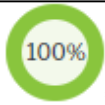

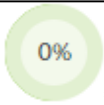

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) PTO meeting will be held monthly with principal and teacher rep attending.	Principal and PTO president	increased attendance				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: Brannen administration will provide staff opportunities to attend professional development that is aligned with the initiatives of the district and supports the campus needs assessment.

Evaluation Data Source(s) 1: PD will be offered in these areas: G/T, RtI, PLCs and the development of administrative skills

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Facilitate staff in meeting and maintaining their GT hour requirements.	Administration	Staff with completed hours				
Critical Success Factors CSF 7 2) Facilitate staff in receiving technology and RtI training to support the campus needs assessment.	Administration	Staff receiving training				
Problem Statements: Demographics 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 3000.00						
Critical Success Factors CSF 3 3) Acquire new information and strategies to develop administrative skills.	Administration	Administrators receiving training				
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 3000.00						
Critical Success Factors CSF 7 4) Seek and attend staff development that supports the new STAAR writing requirements.	K-4 Teachers	Improvement of STAAR Writing scores				
Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - General Fund - 1000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.
Student Achievement
Problem Statement 1: Implement new opportunities after school for varied interest groups Root Cause 1: Lack of staff in previous years
School Culture and Climate
Problem Statement 1: Some students consistently do not earn the PBIS reward Root Cause 1: Impulsive and anger management issues.
Problem Statement 2: Staff need Tier 1 restorative practices training Root Cause 2: New program
Staff Quality, Recruitment, and Retention
Problem Statement 1: 3rd Grade ELL population grew to 18 students at BOY from an expected group of 10. Root Cause 1: Local plant expansion and demographic changes.
Problem Statement 2: Staff are in need of training for 1:1 transition and other technology issues. Root Cause 2: New technology and programs available.
Curriculum, Instruction, and Assessment
Problem Statement 1: More interventions for math- measurable data. Root Cause 1: Math scores are always lower than reading on STAAR test
Parent and Community Engagement
Problem Statement 1: Increase parent involvement throughout the school through more activities. Root Cause 1: Some parents are not comfortable participating in some activities.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: Brannen elementary will retain 90% or more of the current staff.

Evaluation Data Source(s) 2: 90% of staff retained at the end of the 2017-18 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Distribute staff equitably among the various campus and district committees.	Administration	Handbook committee page				
Critical Success Factors CSF 6 2) Brannen administrators will foster a positive environment and a sense of community among teachers.		Teacher attendance rates and environment survey.				
Critical Success Factors CSF 6 3) Brannen administration will provide opportunities for all staff members to participate in a district or campus committee.		Roster and attendance records				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: Brannen Elementary School teacher attendance will improve from 96.2% to 96.5% in 2018 -2019. (Constraint 2)

Evaluation Data Source(s) 3: Quarterly teacher attendance reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Reward teachers that have perfect attendance each 9 weeks.	Principal	Attendance report				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: Brannen will follow all district guidelines and procedures in purchasing resources, and the zero-based budgeting process in developing the 2018-2019 budget.

Evaluation Data Source(s) 1: 100% of purchases will follow district purchasing guidelines and procedures and the 2017-2018 budget will be zero-based.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) All purchases will align with the campus needs assessment to support classroom instruction.	Purchaser	Approved purchases				
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 4300.00, Local 11 - Fine Arts - 3414.00, Local 11 - Counselor - 1740.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Demographic changes increase the need for differentiated instruction. Root Cause 1: Diverse abilities and student needs.
Student Achievement
Problem Statement 1: Implement new opportunities after school for varied interest groups Root Cause 1: Lack of staff in previous years
School Culture and Climate
Problem Statement 2: Staff need Tier 1 restorative practices training Root Cause 2: New program
Staff Quality, Recruitment, and Retention
Problem Statement 1: 3rd Grade ELL population grew to 18 students at BOY from an expected group of 10. Root Cause 1: Local plant expansion and demographic changes.
Problem Statement 2: Staff are in need of training for 1:1 transition and other technology issues. Root Cause 2: New technology and programs available.

Curriculum, Instruction, and Assessment

Problem Statement 1: More interventions for math- measurable data. **Root Cause 1:** Math scores are always lower than reading on STAAR test

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In 2018-2019, Brannen students' accomplishments will be communicated through social media, Brannen website, morning announcements, and newsletters on a regular basis.

Evaluation Data Source(s) 1: Brannen students' accomplishments will be communicated weekly.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) The Brannen Facebook page will be updated regularly, sharing accomplishments and positive information.	All Brannen Staff can contribute to the Brannen Facebook page	Number of views				
Critical Success Factors CSF 5 2) Staff members will utilize Twitter to communicate positive student information.	Twitter users	Number of views				
Critical Success Factors CSF 6 3) Announcements, student accomplishments, and school information will be broadcast live on announcements through the library or intercom system.	Principal, Assistant Principal, Librarian, Counselor.	Log of morning announcements.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

State Compensatory

Budget for Bess Brannen Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.111.24	6118 Extra Duty Stipend - Locally Defined	\$2,815.00
199.11.6119.00.111.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,000.00
	6100 Subtotal:	\$67,815.00

Personnel for Bess Brannen Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Blackhurst	Interventionist	Bess Brannen	1

Campus Improvement Team

Committee Role	Name	Position
Assistant Principal	Daniel LeFave	
Counselor	Mandy Bundick	Counselor
Classroom Teacher	Leisa Williamson	4th grade teacher
administrative assistant	Cindy Lowery	
Classroom Teacher	Michelle Bourgeois	teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	classroom supplies		\$5,000.00
1	2	1	paper, dividers, binders		\$500.00
1	2	2	chart paper		\$200.00
1	6	2	technology supplies		\$2,415.00
1	8	3	I-station site license		\$3,200.00
2	1	1	awards, office supplies		\$200.00
3	1	2	training & workshops		\$3,000.00
3	1	3	training and workshops		\$3,000.00
3	1	4	training and workshops		\$1,000.00
4	1	1	classroom supplies		\$4,300.00
Sub-Total					\$22,815.00
Budgeted Fund Source Amount					\$22,815.00
+/- Difference					\$0
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	During and after school tutorials		\$2,173.00
1	5	3	During and after school tutorials		\$2,173.00
Sub-Total					\$4,346.00
Budgeted Fund Source Amount					\$2,173.00
+/- Difference					-\$2,173.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	One reading/math interventionist		\$65,000.00
1	5	4	One reading/math interventionist		\$65,000.00

					Sub-Total	\$130,000.00
					Budgeted Fund Source Amount	\$65,000.00
					+/- Difference	\$-65,000.00
255 - Title II, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	3	1	Training in the PLC model	255.13.6411.14.111.24		\$4,732.00
1	5	4	Training in the PLC model	255.13.6411.14.111.24		\$4,732.00
					Sub-Total	\$9,464.00
					Budgeted Fund Source Amount	\$4,732.00
					+/- Difference	\$-4,732.00
Local 11 - Counselor						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
4	1	1	instructional materials & rewards			\$1,740.00
					Sub-Total	\$1,740.00
					Budgeted Fund Source Amount	\$1,740.00
					+/- Difference	\$0
Local 11 - Fine Arts						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
4	1	1	classroom supplies & staff development			\$3,414.00
					Sub-Total	\$3,414.00
					Budgeted Fund Source Amount	\$3,414.00
					+/- Difference	\$0
Local 11 - Library						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	8	2	folders, printing inserts, bar codes, books & supplies			\$4,400.00
					Sub-Total	\$4,400.00
					Budgeted Fund Source Amount	\$4,400.00
					+/- Difference	\$0

	Grand Total \$176,179.00