

Ector County Independent School District

Bonham Middle School

2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

| | | | | | |
|------------------------|--|--|--|--|----|
| Closing the Gaps Score | | | | | 31 |
|------------------------|--|--|--|--|----|

Status and Data Table

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Meets |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|
| Academic Achievement Status | | | | | | | | | | | | | | | |
| ELA/Reading Target | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 29% | 19% | 36% | 46% | 42% | |
| Target Met | No | No | No | No | | | | | No | No | Yes | No | No | No | |
| % at Meets GL Standard or Above | 29% | 26% | 28% | 37% | * | * | * | 30% | 25% | 23% | 21% | 17% | 29% | 26% | |
| # at Meets GL Standard or Above | 242 | 12 | 185 | 40 | * | * | * | 3 | 130 | 58 | 21 | 7 | 205 | 37 | |
| Total Tests (Adjusted) | 841 | 46 | 666 | 109 | * | * | * | 10 | 520 | 252 | 99 | 41 | 699 | 142 | |
| Mathematics Target | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% | 44% | 47% | 45% | |
| Target Met | No | No | No | No | | | | | No | No | Yes | No | No | No | |
| % at Meets GL Standard or Above | 26% | 18% | 25% | 30% | * | * | * | 20% | 22% | 21% | 23% | 7% | 26% | 27% | |
| # at Meets GL Standard or Above | 216 | 8 | 170 | 32 | * | * | * | 2 | 117 | 53 | 23 | 3 | 178 | 38 | |
| Total Tests (Adjusted) | 840 | 45 | 668 | 107 | * | * | * | 10 | 521 | 256 | 99 | 41 | 698 | 142 | |
| Total Indicators | | | | | | | | | | | | | | | |
| Growth Status | | | | | | | | | | | | | | | |
| ELA/Reading Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | |
| Target Met | Yes | Yes | Yes | Yes | | | | | Yes | Yes | Yes | Yes | Yes | Yes | |
| Academic Growth Score | 76% | 71% | 76% | 83% | * | * | * | 69% | 72% | 79% | 76% | 65% | 76% | 74% | |
| Growth Points | 581.5 | 29.0 | 464.5 | 78.5 | * | * | * | 5.5 | 339.5 | 178.5 | 62.5 | 24.0 | 501.5 | 80.0 | |
| Total Tests | 764 | 41 | 611 | 95 | * | * | * | 8 | 469 | 225 | 82 | 37 | 656 | 108 | |
| Mathematics Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | |
| Target Met | No | No | No | No | | | | | No | No | Yes | No | No | No | |

| target met | NO | NO | NO | NO | | | | | NO | NO | Yes | NO | NO | NO |
|-----------------------|-------|------|-------|------|---|---|---|-----|-------|-------|------|------|-------|------|
| Academic Growth Score | 66% | 66% | 67% | 62% | * | * | * | 69% | 66% | 64% | 62% | 57% | 66% | 66% |
| Growth Points | 513.5 | 26.5 | 418.0 | 57.0 | * | * | * | 5.5 | 318.5 | 154.0 | 53.0 | 21.5 | 437.0 | 76.5 |
| Total Tests | 777 | 40 | 628 | 92 | * | * | * | 8 | 481 | 240 | 85 | 38 | 661 | 116 |
| Total Indicators | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Student Information
BONHAM MIDDLE (068901042) - ECTOR COUNTY ISD - ECTOR COUNTY

| Student Information | Membership | | | | Er | |
|---|------------|---------|----------|-----------|-------|-------|
| | Campus | | District | | State | |
| | Count | Percent | District | State | Count | Perce |
| Total Students | 1,036 | 100.0% | 31,775 | 5,359,040 | 1,036 | 10 |
| Students by Grade: | | | | | | |
| Grade 6 | 340 | 32.8% | 7.8% | 7.7% | 340 | 3 |
| Grade 7 | 363 | 35.0% | 7.7% | 7.9% | 363 | 3 |
| Grade 8 | 333 | 32.1% | 7.7% | 7.9% | 333 | 3 |
| Ethnic Distribution: | | | | | | |
| African American | 61 | 5.9% | 3.9% | 12.7% | 61 | 1 |
| Hispanic | 782 | 75.5% | 78.0% | 52.9% | 782 | 7 |
| White | 169 | 16.3% | 15.4% | 26.5% | 169 | 1 |
| American Indian | 2 | 0.2% | 0.2% | 0.3% | 2 | 0 |
| Asian | 7 | 0.7% | 1.0% | 4.7% | 7 | 0 |
| Pacific Islander | 4 | 0.4% | 0.3% | 0.2% | 4 | 0 |
| Two or More Races | 11 | 1.1% | 1.3% | 2.7% | 11 | 0 |
| Economically Disadvantaged | 567 | 54.7% | 55.4% | 60.3% | 567 | 4 |
| Non-Educationally Disadvantaged | 469 | 45.3% | 44.6% | 39.7% | 469 | 4 |
| Section 504 Students | 13 | 1.3% | 0.7% | 7.2% | 13 | 0 |
| EB Students/EL | 215 | 20.8% | 21.3% | 20.7% | 215 | 2 |
| Students w/ Disciplinary Placements (2019-20) | 65 | 5.4% | 1.8% | 1.2% | | |

| | | | | | | |
|----------------------|-------|--------|-------|-------|-------|----|
| Students w/ Dyslexia | 62 | 6.0% | 3.4% | 4.5% | 62 | |
| Foster Care | 0 | 0.0% | 0.2% | 0.3% | 0 | |
| Homeless | 24 | 2.3% | 2.9% | 1.1% | 24 | |
| Immigrant | 30 | 2.9% | 2.2% | 2.0% | 30 | |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | |
| Title I | 1,036 | 100.0% | 67.2% | 64.5% | 1,036 | 10 |
| Military Connected | 9 | 0.9% | 1.3% | 2.7% | 9 | |
| At-Risk | 754 | 72.8% | 57.1% | 49.2% | 754 | |

Demographics Strengths

All student sub pops met target on the reading STAAR test.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students are performing over 10 percentage points lower than all students when considering all test all students.

Root Cause: There is lack of providing streamlined content and TEK specific support.

Student Learning

Student Learning Summary

Closing the Gaps Score 31

Status and Data Table

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Meets |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|
| Academic Achievement Status | | | | | | | | | | | | | | | |
| ELA/Reading Target | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 29% | 19% | 36% | 46% | 42% | |
| Target Met | No | No | No | No | | | | | No | No | Yes | No | No | No | |
| % at Meets GL Standard or Above | 29% | 26% | 28% | 37% | * | * | * | 30% | 25% | 23% | 21% | 17% | 29% | 26% | |
| # at Meets GL Standard or Above | 242 | 12 | 185 | 40 | * | * | * | 3 | 130 | 58 | 21 | 7 | 205 | 37 | |
| Total Tests (Adjusted) | 841 | 46 | 666 | 109 | * | * | * | 10 | 520 | 252 | 99 | 41 | 699 | 142 | |
| Mathematics Target | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% | 44% | 47% | 45% | |
| Target Met | No | No | No | No | | | | | No | No | Yes | No | No | No | |
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| # at Meets GL Standard or Above | 216 | 8 | 170 | 32 | * | * | * | 2 | 117 | 53 | 23 | 3 | 178 | 38 | |
| Total Tests (Adjusted) | 840 | 45 | 668 | 107 | * | * | * | 10 | 521 | 256 | 99 | 41 | 698 | 142 | |
| Total Indicators | | | | | | | | | | | | | | | |
| Growth Status | | | | | | | | | | | | | | | |
| ELA/Reading Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | |
| Target Met | Yes | Yes | Yes | Yes | | | | | Yes | Yes | Yes | Yes | Yes | Yes | |
| Academic Growth Score | 76% | 71% | 76% | 83% | * | * | * | 69% | 72% | 79% | 76% | 65% | 76% | 74% | |
| Growth Points | 581.5 | 29.0 | 464.5 | 78.5 | * | * | * | 5.5 | 339.5 | 178.5 | 62.5 | 24.0 | 501.5 | 80.0 | |
| Total Tests | 764 | 41 | 611 | 95 | * | * | * | 8 | 469 | 225 | 82 | 37 | 656 | 108 | |
| Mathematics Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | |
| Target Met | No | No | No | No | | | | | No | No | Yes | No | No | No | |
| Academic Growth Score | 66% | 66% | 67% | 62% | * | * | * | 69% | 66% | 64% | 62% | 57% | 66% | 66% | |
| Growth Points | 513.5 | 26.5 | 418.0 | 57.0 | * | * | * | 5.5 | 318.5 | 154.0 | 53.0 | 21.5 | 437.0 | 76.5 | |
| Total Tests | 777 | 40 | 628 | 92 | * | * | * | 8 | 481 | 240 | 85 | 38 | 661 | 116 | |
| Total Indicators | | | | | | | | | | | | | | | |

Student Learning Strengths

Students are showing progress in MAP, Reading STAAR, and Istation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More than 50% of BMS students are failing to meet minimum passing score on STAAR MATH. **Root Cause:** 50% of staff lack the instructional foundation needed to deliver Tier I instruction.

Priority Problem Statements

Problem Statement 1: Economically disadvantaged students are performing over 10 percentage points lower than all students when considering all test all students.

Root Cause 1: There is lack of providing streamlined content and TEK specific support.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2023 school year.

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Shorten the academic growth in reading for grades 6-8.</p> <p>Staff Responsible for Monitoring: Grade Level 6th ELAR- MCL, AP, Principal</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: BMS will train all staff members on the delivery of quality instruction. The BMS staff will receive training from Daryl Williams (Teach like A Champion) in July.</p> <p>Strategy's Expected Result/Impact: Students will benefit from solid tier I instruction. Students performance levels will increase.</p> <p>Staff Responsible for Monitoring: 6th- MCL, AP, Principal 7th- DH, AP, Principal 8th- MCL, AP, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Teach Like A Champion PD - Title One School- Improvement - \$10,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |





Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 59% to 69 % in the 2023 school year.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Student growth.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: After school tutoring will be targeted. Students will be pulled strategically.</p> <p>Strategy's Expected Result/Impact: Students will close gaps in low performing TEKS.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Student achievement on reading STAAR will increase from 55% to 65% by the end of 2022.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR ASSESSMENT

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: BMS will implement effective instructional strategies from TLAC. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Admin IC ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners. Strategy's Expected Result/Impact: Student achievement will increase by 10%. Staff Responsible for Monitoring: Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |





Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Student achievement on Math STAAR will increase from a 28% meets to a 40% meets.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: MCL's will lead effective PLC's. MCL's will use the DDI process and include highly effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student performance.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI).</p> <p>Strategy's Expected Result/Impact: Increased learner academic achievement</p> <ul style="list-style-type: none"> - Professional Learning Community data - Stronger learner engagement - Healthy learner social-emotional skills development <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 51% to 65% by the end of the 2023 school year.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama data
Observations

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: BMS will host two family nights to help encourage parent involvement. Strategy's Expected Result/Impact: Positive feedback on the panorama data. School Culture. Staff Responsible for Monitoring: Counselors Admin team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs. Strategy's Expected Result/Impact: Targeted intervention strategies - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Reduced discipline and behavior incidents, specifically incidents involving student conflict. Staff Responsible for Monitoring: Admin Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 2: Bonham will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

High Priority

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: AVID participation.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: AVID will be implemented with fidelity. Students will be encouraged to participate in AVID. Strategy's Expected Result/Impact: Increase in graduates. Staff Responsible for Monitoring: AVID coordinator.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All BMS learners will participate in at least two activities focused on career, college and life readiness. Strategy's Expected Result/Impact: Provide opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, & post-HS planning meetings). Staff Responsible for Monitoring: Counselors AVID coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Campus Funding Summary

| Title One School- Improvement | | | | | |
|-------------------------------|-----------|----------|--------------------------|--------------|--------------------|
| Board Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Teach Like A Champion PD | | \$10,000.00 |
| Sub-Total | | | | | \$10,000.00 |