

Bland Independent School District

Bland Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



Board Approval Date: November 10, 2017
Public Presentation Date: October 17, 2017

Mission Statement

Encourage and support the personal growth of its students and their development of attitudes, knowledge and skills; the most important skills to be taught are how to think how to learn and how to act.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bland ISD is a 2A district comprised of three communities, Merit, Floyd and Wagner. The staff population is 4% Hispanic, 94% White and 2% American Indian. The student population is 1.2% African American, 37.7% Hispanic, 58.9% White, 1.2% American Indian of which 59.8% are economically disadvantaged, 48% at risk and 22.1% English language learners.

We have an increasing enrollment. Many of these students are ELL. We offer an ESL program that is conducive to engage and immerse student in the English language. We had a total of 71 ESL students for the 2016-17 school year. This represents 22.1% of our total student population.

Demographics Strengths

- Diverse population
- Parental Support
- Community Support
- Cooperative Community
- ESL Adult Classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will maintain good community support. We will continue to offer support to our ESL families. **Root Cause:** Large ELL population

Problem Statement 2: We will continue to offer support to our economically disadvantaged students through Title I support

Student Academic Achievement

Student Academic Achievement Summary

Reading 3rd Grade STAAR: Approaches: 81%; Meets: 64%; Masters: 48%; Did not Pass: 19%;

Reading 4th Grade STAAR: Approaches: 87%; Meets: 65%; Masters: 51%; Did not Pass: 29%;

Reading 5th Grade STAAR: Approaches: 76%; Meets: 47%; Masters: 32%; Did not Pass: 24%

Math 3rd Grade STAAR: Approaches: 93%; Meets: 62%; Masters: 31%; Did not Pass: 07%;

Math 4th Grade STAAR: Approaches: 87%; Meets: 56%; Masters: 40%; Did not Pass: 14%;

Math 5th Grade STAAR: Approaches: 98%; Meets: 61%; Masters: 32%; Did not Pass: 02%;

Writing 4th Grade STAAR: Approaches: 71%; Meets: 29%; Masters: 09%; Did not Pass: 29%;

Science 5th Grade STAAR: Approaches: 92%; Meets: 54%; Masters: 28%; Did not Pass: 08%;

Student Academic Achievement Strengths

Student performance was at 8% or more above the state average in the following:

3rd, 4th, Reading, 3rd, 4th, 5th Math, 5th Science

90% performance or above at approaches level:

3rd, 5th Math, 5th Science

15% or above on Masters grade level performance standard:

3rd, 4th, 5th Reading, 3rd, 4th, 5th Math, 5th Science

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading State Assessment need to be at 90% or above.

School Processes & Programs

School Processes & Programs Summary

Instructional Programs:

- **Full Day PreKindergarten Program with trained and certified staffing**
- **RTI Rotations/Intervention in Math and Reading for grades K-5**
- **ESL Program with instructional aids to accomodate the growing percentage of ESL student population**
- **Gifted and Talented Program**
- **Dyslexia/Stevenson, curriculum to identify and enhance the learning of all students and identifying those with dyslexia**
- **Computer/Library teaching times with instructional aids to enhance the opportunities of all students.**
- **TRS- Assessments**
- **Music Program**

Bland ISD implements the TEKS Resource System curriculum grades K-12. This curriculum ensures that teachers assessments, lessons and teaching are aligned to the state mandated TEKS. In addition, Eduphoria, an online program, is used to create assessments, analyze testing data, write lessons, create goals, give evaluations, and house professional development.

Bland ISD provides many online resources to teachers and students. They include:

| Vendor | Subjects | Grade Level | Students | Cost | Licensing | Uses |
|----------------------|---|-------------|----------|------------|----------------|--------------------------|
| Renaissance Learning | AR, STAR Math, Star Reading | K - 8 | 450 | \$7,387.50 | per student | Diagnostics & Monitoring |
| Tango | TPRI | K - 2 | 115 | \$937.50 | per student | Diagnostics |
| Education Galaxy | Math (K-5), Reading (K-5), Writing (3-4), Science (4-5) | K - 5 | 300 | \$3,250.00 | per student | Remediation |
| Maps 101 | All | PK - 12 | 700 | \$1,050.00 | per campus (2) | Enrichment |
| Rosetta Stone | ESL | K-12 | 12 | \$1,068.00 | per student | Language Aquisition |
| Naviance | | 9 - 12 | 208 | \$9,163.20 | | Career Prep |
| GradPoint (Pearson) | All High School | 9 - 12 | 8 | ????? | per seat | Credit Recovery |

Perceptions

Perceptions Summary

Bland ISD is proud to be a small community with a family feel. All administration has an open door policy. Students hold values such as opening the door for others and treating everyone with respect. Per survey sent to teachers and staff, Bland ISD is seen as a place with high cultural values, positive atmosphere, team players, hard workers, supportive administration and strong leadership.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals


Goal 1: All students at Bland Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Safety Drills will be conducted as recommended.

Evaluation Data Source(s) 1: Documentation kept from and dated fro each drill. Keeping times on all drills and following closely to procedures. Evaluation of procedures will be conducted after each drill. Teachers and staff will be communicated with in regards to those evaluations.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|-----------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Documentation kept from and dated for each drill. | | Principal | Monthly / Semester documentation | | | | |
| 2) Keeping times on all drills and following procedures. | | Principals | Improved Timing on Drills | | | | |
| 3) Evaluation of procedures will be conducted after each drill. Teachers and staff will be communicated with in regards to those evaluations. | | Principals; Teachers; Staff | Refining of techniques to order to facilitate safer evacuations/lock-downs/severe weather drills | | | | |




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 1: All students at Bland Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 2: Provide safe campus entry by installing a security buzzer system with intercom/camera recording to be used by secretary/staff to allow people in the building after requiring id to be shown to staff and recorded by the camera.

Evaluation Data Source(s) 2: Documentation is kept by the system as to everyone that comes on campus.

Summative Evaluation 2:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Upon entering the building, id must be presented to staff members. Recordings of all persons entering the building will maintain record. | | Principals, secretaries, staff members associated in the office and available to use the system. | Higher level of safety and maintaining higher awareness of who is on campus. | | | | |
|  | | | | | | | |

Goal 1: All students at Bland Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 3: Red Ribbon Week will serve as an instructional way to help students understand the hazards of drug and alcohol.

Evaluation Data Source(s) 3: Counselors/teachers/administrators will be in charge of awareness as to the dangers of drugs and alcohol.

Summative Evaluation 3:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|----------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide Tobacco & Drug-Free Awareness Program for students and Training for Teachers | 4, 10 | Principal, Counselor | Zero instances of drug/tobacco use on campus; | | | | |
|  | | | | | | | |

Goal 1: All students at Bland Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 4: By June 2018 the number of incidents involving violence, tobacco, alcohol and other drug use, will be 0% as measured by PEIMS and discipline referrals.

Evaluation Data Source(s) 4: There will continue to be no discipline referrals involving bullying, aggressive behavior, violence, tobacco, alcohol, or other drugs.

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) The administration will allow for routine drug testing by independent company for randomly selected students and staff. The administration will also do routine drug searches of classrooms and lockers with the use of local authorities and their expertise using drug dogs. | | Principals / Administration | Expected results would verify whether or not drugs are present on campus. | | | | |
| 2) Provide bully prevention for students/Staff by participation in Bullying Prevention Program | 10 | Teachers/ Counselors/ Administration | No bullying incidents/ office referrals | | | | |
| 3) Provide health and nutrition program to decrease child obesity and improve wellness. | | Principal, Classroom teachers, P.E. Teacher, Cafeteria Manager | Reduction in the number of clinic referrals for detection of Acanthosis Nigricans. Non-food rewards. Increased positive performance on the fitnessgram. | | | | |
| 4) Provide Crisis Prevention Intervention (CPI) Training for all teachers and paraprofessionals who teach children with emotional disturbance. | 4, 10 | Tri-County Cooperative, Principal, Counselor, Teachers | Certificates of Completion for CPI training. Reduction in the number of office referrals for aggressive behavior. | | | | |
|  | | | | | | | |


Goal 2: Bland Elementary will maintain at least met standard status rating. Bland Elementary will continue to have high expectations for performance and improvement in all areas.

Performance Objective 1: By July 2018, 93% of all students in Grades 3-5 and each student subgroup, including Special Education students tested, will meet the standard on the Reading STAAR.

Evaluation Data Source(s) 1: Interventionist will meet with principals and teachers to discuss reading data such as results from teacher assessments, DRA, and TPRI. Decisions will be made to create learning groups with students during a rotation period where specific objectives can be targeted.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Bland Elementary will expand its Title I program to include an additional interventionist for both Reading and Math. RTI documentation obtained from Interventionist for Reading K-2; RTI obtained from Interventionist for Math and Reading for grades 3-5. Books will go home weekly in which parents can help student with their specific levels in Reading | 1, 2, 3, 6, 7, 8, 9, 10 | Principals, Teachers, Interventionist, Parents. | DRA and TPRI scores will drastically improve; STAAR scores will maintain and improve in performance rates. | | | | |
| 2) Provide tutorial times for students who are at risk of failure in core subject areas especially Reading and Math and Writing. | 2, 9 | Core Teachers, ESL Teacher Title I Teachers | Greater percentage of approaches, meets and masters on state assessments and on TRS district assessments. | | | | |
| 3) Provide supplemental programs for students identified as dyslexic. | | Principal, Dyslexia Teacher | Improved STAAR scores, Improved 3/6 week reports and Nine Weeks grades. | | | | |
| 4) Provide programs/classes for students identified as gifted and talented. | 2, 9 | Principal, GT Teacher | Improved STAAR scores, Increased Commended Performance on STAAR | | | | |
| 5) Provide Extended Year Program in Summer | 2, 3, 8, 9 | Principal Teachers | Improved STAAR scores, Increased number of 2nd and 3rd time passers | | | | |
| 6) Implement staff development in ESL strategies for ELLs. | 2, 8, 9 | Principal Counselor, ESL Coordinator | Increased achievement/progress on TELPAS | | | | |
| 7) Provide supplemental programs for students identified as ESL | 2, 9, 10 | Principal, ESL Teacher, | TELPAS scores, Progress Monitoring | | | | |

| | | | | | | | |
|---|---------|---|---|--|--|--|--|
| 8) Distribute to teachers lists of students who failed to meet progress level requirement on previous year's STAAR for accelerated instruction in reading, math, and writing. | 4, 8, 9 | Principal Counselor Core teachers | TRS Assessments; STAAR scores | | | | |
| 9) Implement progress level requirements in IEPs of students with disabilities for accelerated instruction. | | Sp.Ed. teacher Diagnostician | Progress Reports; TRS assessments; Nine week grades | | | | |
| 10) Implement progress level requirements at annual LPAC reviews for ELL students for accelerated ESL instruction. | 4, 8, 9 | LPAC ESL teacher | TELPAS | | | | |
|  | | | | | | | |

Goal 2: Bland Elementary will maintain at least met standard status rating. Bland Elementary will continue to have high expectations for performance and improvement in all areas.

Performance Objective 2: By July 2018, 92% of all students in Grades 3-5 and each student subgroup, including Special Education students tested, will meet the standard on the Math STAAR.

Evaluation Data Source(s) 2: Three, Six, and Nine Weeks Grades; TPRI; Benchmarks/Assessments; Progress Monitoring Data

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Assigned Tutorial times, especially for Reading and Math Assigned Groups rotate every 9 weeks. | 2, 9 | Core subject teachers; ESL Teacher; Dyslexia/Stevenson Teacher; Title I; Tier 3 tutor | Improved 3,6,9 wks grades; TPRI; reduced failure rates; decreased Tiered students | | | | |
| 2) Increase use of RTI programs for Tier II and Tier III students who are at risk of not achieving at grade level in reading and math (Interventionists Education Galaxy, Renaissance STAR). | 1, 2, 9 | Interventionists (Reading/Math); tutors/ Classroom teachers | Improved 3,6,9 wks grades; TPRI; reduced failure rates; decreased Tiered students; Reduced SPED referrals; | | | | |
| 3) Implement staff development in areas of data disaggregation, technology integration, bullying and suicide prevention, defiant and aggressive student behavior, STAAR, Crisis Prevention, autism. | 4, 8, 9 | All Teachers; Principals; Counselor; Tri-county Co-op; Nurse; | Increased Student achievement on report cards, assessments, state testing. | | | | |
| 4) Assign extended year services during Summer School for struggling students and LEP students | 2, 9 | Principal, ESL Teacher, Summer School Teachers | Improved Report card grades; reduced failure rates; reduced Sped. Referrals; improved scores on assessments. | | | | |


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Bland Elementary will maintain at least met standard status rating. Bland Elementary will continue to have high expectations for performance and improvement in all areas.

Performance Objective 3: Students in Grades K-2 will achieve Grade level satisfactory levels in DRA, TPRI and unit assessments for ELAR and Math.

Evaluation Data Source(s) 3: Interventionist will meet with principals and teachers to discuss reading data such as results from teacher assessments, DRA, and TPRI. Decisions will be made to create learning groups with students during a rotation period where specific objectives can be targeted.

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Assign small group instruction and tutoring for economically disadvantaged and Hispanic student in Reading and Math. | 2, 9 | Core subject teachers; ESL Teacher; Dyslexia/Stevenson Teacher; Title I; Tier 3 tutor | Improved 3,6,9 weeks grades Improved Assessments grades Passing scores on STAAR Progress Monitoring | | | | |
|  | | | | | | | |


Goal 3: At Bland Elementary 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.

Performance Objective 1: 100% of core academic classes will be taught by appropriately certified teachers, 100% of paraprofessionals with instructional duties will meet requirements based on testing as set forth by the ESSA and 100% Highly Qualified staff will be maintained.

Evaluation Data Source(s) 1: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Actively recruit highly qualified teachers, professionals, and paraprofessionals by posting jobs on the Region 10 website | 5 | Principal, Curriculum Director | 100% core academic classes will be taught by HQ teachers, 100% paraprofessional meet ESSA requirements. | | | | |
| 2) Develop and implement HQ strategies/activities to maintain HQ staff; such as mentor teachers, grade-level planning sessions, vertical alignment planning sessions and Assessment Analysis meetings. | 3, 5, 8 | Principals; Curriculum Director; Mentoring teachers | 100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements | | | | |
| 3) Promote a climate and working environment that maintains high employee morale. | 3, 5 | Principals, Administration | Low mobility rate among staff, Faculty Survey | | | | |



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue







Goal 3: At Bland Elementary 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.

Performance Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Evaluation Data Source(s) 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Develop and implement meaningful, scientific, research-based professional development for all teachers and paraprofessionals | 3, 4 | Principals, Central Office Administration, Hunt Co. Co-op supervisors | Increased student performance | | | | |
| 2) Identify teachers and paraprofessionals who do not meet HQ requirements and implement specific professional development | 3, 4 | Principal, Central Office Administration | 100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements | | | | |
| 3) Implement technology staff development for all teachers and paraprofessionals, including computerized grade book, AWARE. | 3, 4, 8 | Principal, Technology Director, Curriculum Specialist | Increased student performance | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 4: Parents and Community will be partners in the education of students at Bland Elementary.

Performance Objective 1: By June 2018, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Evaluation Data Source(s) 1: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|----------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide State assessment results to parents in a language they can understand | 6 | Principal | Parents receive reports of assessment results | | | | |
| 2) Provide Meet the Teacher Night/ Parent Information Night | 6 | Principal, Teachers | Parent Sign-in sheets from classrooms | | | | |
| 3) Provide opportunities for parents to volunteer to assist with UIL Academic competitions day | 6 | Principal, UIL coordinator | Parents assigned groups of students during the contests | | | | |
| 4) Provide written parental involvement policies and school-parent compact | | Principal | Parent Acknowledgement forms on file | | | | |
| 5) Provide Open House during Public Schools Week | | Principal, Teachers | Parent sign-in sheets | | | | |
| 6) Provide parents information regarding Title I program participation | 6 | Principal | Parent sign-in attendance sheets, Title I Parent Survey | | | | |
| 7) Provide opportunities for parents to volunteer via PTO, helping with, Book Fair, concession, class-sponsored events, etc. | 6 | Principal, Class Sponsors | Number of parents participating | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Campus Improvement Team

| Committee Role | Name | Position |
|--------------------------|-------------------|------------------------------|
| Administrator | Erin Gray | Principal |
| Administrator | Jason Hammack | Principal |
| Parent | Glenda Ochoa | Parent |
| Parent | Cheryl Brown | Parent |
| Parent | Brandon Newman | Parent |
| Community Representative | Brenda Wiggington | Community Representative |
| Business Representative | Buck McDonald | Business Owner |
| Classroom Teacher | Jan Poss | 4th Grade ELA |
| Classroom Teacher | Pam Kane | PreKindergarten |
| Classroom Teacher | KaLynn Blount | 3rd Grade Teacher |
| Classroom Teacher | Rachel Bouknight | ESL Teacher |
| Classroom Teacher | Brandi Curry | 5th Grade Reading |
| Classroom Teacher | Jessica Phelps | Math/Reading Interventionist |
| Paraprofessional | Amy Struckmeyer | Front Office Aide |
| Administrator | Christa Lormand | 2nd Grade Teacher |

Campus Funding Summary

| State SPED 23 | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| State CTE 22 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| State GT 21 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| State COMP 24/30 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| State ESL 25 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| | | | | | |
|------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| State HS 31 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| Federal TITLE 1 6100 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| Federal TITLE 2 6100 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| Federal TITLE 2 6200 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |

| Federal REAP | | | | | |
|------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| Federal TITLE 3 6100 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| Federal TITLE 3 6300 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |
| +/- Difference | | | | | \$10.00 |
| Grand Total | | | | | \$0.00 |

Addendums

Bland Elem
2017-2018

| | GT | Special Ed | Comp Ed | ESL |
|-----------------------|--------------|--------------|--------------|--------------|
| | PIC 21 | PIC 23 | PIC 24,28 | PIC 25 |
| MTLUP↑ | わ | わ | わ | |
| MTLUP↑! G↑ | | わ | | ろ |
| /IXIT%IX | | | | |
| TOTAL FTE | 0.10 | 5.89 | 3.92 | 1.66 |
| を | 元 | 元 | 元 | 元 |
| を | 元 | 元 | 元 | |
| を | 元 | 元 | 元 | 元 |
| を | 元 | 元 | 元 | 元 |
| Total | \$9,400.00 | \$147,321.00 | \$232,197.00 | \$33,902.00 |