

Campus Name		Torres Elementary			
<b>Annual Goal</b>		<b>Quarterly Goals</b>		<b>Did you meet your Quarterly Goal?</b>	<b>Did you meet your Annual Goal?</b>
#1	100% of all classroom teachers will implement in The Writing Academy process daily.	Q1:	100% of all classroom teachers will implement in The Writing Academy process daily.	No but made significant progress	Select
		Q2:	100% of all classroom teachers will implement in The Writing Academy process daily.	Yes	
		Q3:	50% of all students will score 3 or above on the VISD Writing Benchmark	No but made significant progress	
		Q4:	75% of 4th graders will pass the Writing STAAR Test	Select	
<b>Annual Goals</b>		<b>Quarterly Goals</b>		<b>Did you meet your Quarterly Goal?</b>	<b>Did you meet your Annual Goal?</b>
#2	70% of our 4th and 5th graders will show at least a year's growth on the 2016 STAAR Assessment	Q1:	100% of classroom teachers will be trained and implement Tap & Think Reading and re-visit small group Reading Instruction.	Yes	Select
		Q2:	55% of our students (including special ed) will meet standard on the Q2 CBA.	No but made some progress	
		Q3:	60% of all students will meet standard on the district Reading benchmark tests.	No but made some progress	
		Q4:	70% of our 4th and 5th graders will show at least a year's growth on the 2016 STAAR Assessment	Select	
<b>Annual Goals</b>		<b>Quarterly Goals</b>		<b>Did you meet your Quarterly Goal?</b>	<b>Did you meet your Annual Goal?</b>
#3	80% of our 4th and 5th grade students will meet standard on the 2016 Mathematics STAAR Assesment.	Q1:	Provide staff development for all classroom teachers K-5th on the math TEKS and teaching to the depth and complexity outlined in the standards, as well as developing math vocabulary.	Yes	Select
		Q2:	100% of math lesson plans will have Kagan structures embedded daily and reflect rigor of math TEKS.	Yes	
		Q3:	60% of all students will meet standard on the VISD Math Benchmark tests.	No but made significant progress	
		Q4:	80% of our 4th and 5th grade students will meet standard on the 2016 Mathematics STAAR Assesment.	Select	
<b>Annual Goals</b>		<b>Quarterly Goals</b>		<b>Did you meet your Quarterly Goal?</b>	<b>Did you meet your Annual Goal?</b>
#4	Student attendance rate will increase to 98% for the year.	Q1:	100% of parents will be informed of importance of attendance during student-led conferences.	No but made significant progress	Select
		Q2:	Identify our students who have missed at least 10% of school and implement an attendance mentoring program for 100% of these students.	Yes	
		Q3:	Attendance rate for the 3rd nine week period will exceed 97%	No but made some progress	
		Q4:	Student attendance rate will increase to 98% for the year.	Select	
<b>Annual Goals</b>		<b>Quarterly Goals</b>		<b>Did you meet your Quarterly Goal?</b>	<b>Did you meet your Annual Goal?</b>
#5	There will be a 15% decrease in the number of our discipline referral in 2016-2017 will be the result of persistent misbehavior.	Q1:	By the third week of school, grade levels will have at least 1 Kagan Structure embedded in each subject daily and at least 1 technology component embedded in a subject of their choice.	No but made significant progress	Select
		Q2:	Grade levels will have at least 1 Kagan Structure and at least 1 technology component embedded in the their lesson plans for each subject daily.	Yes	
		Q3:	Discipline referrals will decrease by 10% from previous nine weeks.	No but made some progress	
		Q4:	There will be a 15% decrease in the number of our discipline referral in 2016-2017 will be the result of persistent misbehavior.	Select	

<b>District Name:</b>	<i>Victoria ISD</i>	<b>Campus Name:</b>
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<b>*** Imp</b>
<b>Attestation Statement:</b> <input type="checkbox"/>

<b>Problem Statement 1:</b>	66% of our 4th graders met
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<b>Root Cause 1:</b>	100% of all cl
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<b>PS1 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>4th grade will bring weekly writing samples to be graded during block</b>
<b>What data will be collected to monitor interventions in Q3?</b>	weekly writing prompts from students
<b>Action(s)</b>	score and critique prompts weekly in block
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	IC, 4th grade teachers
<b>Timeline for Completion</b>	weekly

<b>AIM Alignment</b>	AIM 1: High Student Achievement
<b>Title I School Wide Components</b>	Including Teachers in Decision Making about Data and Assessment
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	
<b>Did you meet this quarter's goal?</b>	No but made significant progress
<b>Problem Statement 2:</b>	76% of Torres students met s r
<b>Root Cause 2:</b>	Teachers have not
<b>PS2 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	Begin putting (3rd-5th) students on I-stations during workstations time
<b>What data will be collected to monitor interventions in Q3?</b>	ISIP Data
<b>Action(s)</b>	
<b>Resources / PD</b>	computers

<b>Person(s) Responsible</b>	Principal, teachers	
<b>Timeline for Completion</b>	January- purchase computers	
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	
<b>Estimated Cost</b>		
<b>Funding Source(s)</b>		
<b>Did you meet this quarter's goal?</b>	No but made some progress	
<b>Problem Statement 3:</b>		80% of our students meet
<b>Root Cause 3:</b>		There is
<b>PS3 - Q3 SMART Goal:</b>		
<b>Q3 Intervention #1</b>	Continue math support with Garland Linkenhoger by grade level to address math TEKS	
<b>What data will be collected to monitor interventions in Q3?</b>	sign-in sheets, student data from benchmarks, lesson plans	

<b>Action(s)</b>	implement strategies from trainings into math lesson plans, write lesson plans, and have Garland critique them. make & take to create workstations for small
<b>Resources / PD</b>	PD with Garland, cardstock, laminating
<b>Person(s) Responsible</b>	IC
<b>Timeline for Completion</b>	March
<b>AIM Alignment</b>	AIM 1: High Student Achievement
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	7500 + 500
<b>Funding Source(s)</b>	Title IA
<b>Did you meet this quarter's goal?</b>	No but made significant progress
<b>Problem Statement 4:</b>	Despite our efforts to incr
<b>Root Cause 4:</b>	7%
<b>PS4 - Q3 SMART Goal:</b>	

<b>Q3 Intervention #1</b>	<b>The parent liaison will make daily contact with every student who is not present at 8:15am.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	back of attendance cards
<b>Action(s)</b>	View front of student attendance cards to determine phone calls to be made.
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	Parent Liaison
<b>Timeline for Completion</b>	Daily
<b>AIM Alignment</b>	AIM 6: Open, Effective Communication
<b>Title I School Wide Components</b>	Increased Parental Involvement
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>Did you meet this quarter's goal?</b>	No but made some progress
<b>Problem Statement 5:</b>	26% of our disci
<b>Root Cause 5:</b>	Student disci

<b>PS5 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Lesson plans will include Kagan Structures and Technology Components</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Lesson plans
<b>Action(s)</b>	Grade levels will have at least 1 Kagan Structure and at least 1 technology component embedded in the their lesson plans for each subject daily.
<b>Resources / PD</b>	Kagan, Mimio, CPS, Mobi, iPads, etc.
<b>Person(s) Responsible</b>	classroom teachers
<b>Timeline for Completion</b>	weekly beginning the 3rd week of school
<b>AIM Alignment</b>	AIM 2: Safe, Secure, & Nurturing Learning Environment
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>Did you meet this quarter's goal?</b>	No but made some progress

Torres Elementary	Professional Service Provider (PSP):	Not Applicable
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## Quarter 3 - Needs Assessment Summary a

**Important Notice! Improvement Required (IR) districts/campuses must complete**

By checking the box, I attest that an on-site needs assessment has been co  
 addition, these findings have been recorded and are available upon request

standard in 2016 STAAR Writing assessment with only 30% of our special education students & 57% of our ELL meeting standard.

classroom teachers will implement in The Writing Academy process daily.

### PS1 - Q3 Interventions

**50% of all students will score 3**

<b>Q3 Intervention #2</b>	<b>4th work on polishing expository writing prompts and create a plan of action</b>
<b>What data will be collected to monitor interventions in Q3?</b>	certificates for training, ELAR plans
<b>Action(s)</b>	put in a 30-day countdown plan after attending training
<b>Resources / PD</b>	Writing Academy
<b>Person(s) Responsible</b>	IC, 4th Grade Teachers
<b>Timeline for Completion</b>	January 2017- action plan



<b>AIM Alignment</b>	AIM 1: High Student Achievement
<b>Title I School Wide Components</b>	High-Quality, ongoing PD
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	

**End of Q2 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	13% of 3rd, 45% of 4th, and 38% of 5th graders passed benchmark; writing tutoring in effect for 100% of 4th classrooms and special ed, 4th scoring writing prompts weekly, etc., 8% scored 3 or above on 4th district benchmark
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tandard on the 2016 STAAR Reading, with only 45% of our Special Education Students meet standard on the 2016 STAAR Assessment in Reading.

had enough staff development in reading comprehension and metacognition.

**PS2 - Q3 Interventions**

**60% of all students will meet stand**

<b>Q3 Intervention #2</b>	<b>Begin tutoring for reading afterschool</b>
<b>What data will be collected to monitor interventions in Q3?</b>	student attendance logs
<b>Action(s)</b>	tutor afterschool
<b>Resources / PD</b>	

<b>Person(s) Responsible</b>	teachers
<b>Timeline for Completion</b>	weekly
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$2,000
<b>Funding Source(s)</b>	Title IA

**End of Q3 Report**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	36% of 2nd, 32% of 3rd, 48% of 4th and 47% of 5th passed the reading benchmark, 100% of 3rd-5th teachers are implementing readingwarmups.com daily, ____ ISIP
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standard on STAAR Math assessment in 2016, with only 60% of our special education students met standard.

is a lack of quality math staff development with frequent follow-up.

**PS3 - Q3 Interventions**

**60% of all students will meet standard**

<b>Q3 Intervention #2</b>	<b>Continue Formative Looping to build math fact/math concept automaticity</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Student data reports, teacher data reports

Action(s)	run copies, administer daily
Resources / PD	paper for fact quizzes daily
Person(s) Responsible	IC
Timeline for Completion	February
AIM Alignment	AIM 4: Responsive to Student Needs
Title I School Wide Components	Schoolwide Reform Strategies
Estimated Cost	\$500
Funding Source(s)	Title IA

**End of Q3 Rep**

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	100% of 1-5 classrooms are Formative Looping (including daily homework), 100% of 1-5 classrooms are Reflex mathing daily, 5th grade and special ed have been tutoring for math
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ease ADA, Torres Elementary continues to fall below (95.9%) the ADA goal of 98%

% of our students were absent over 10% of the school year.

**PS4 - Q3 Interventions**

**Attendance rate for the 3r**

<b>Q3 Intervention #2</b>	<b>Teachers will check attendance email and make a phone call for each student who is absent.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	parent conference logs
<b>Action(s)</b>	Check email- make daily phone calls
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	Classroom Teachers
<b>Timeline for Completion</b>	Daily
<b>AIM Alignment</b>	AIM 6: Open, Effective Communication
<b>Title I School Wide Components</b>	Increased Parental Involvement
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q3 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Attendance for Q3- 95.28%, 0 students earned pizza party, 2 less 10% students than Q2
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ipline referrals in the 2015-2016 were the result of persistent misbehavior.

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ipline issues are the result of students not being authentically engaged.

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**PS5 - Q3 Interventions**

**Discipline referrals will decrease**

<b>Q3 Intervention #2</b>	<b>Monitor implementation of strategies including Kagan strategies (Days 1-3) as well as technology</b>
<b>What data will be collected to monitor interventions in Q3?</b>	walkthrough/observation data
<b>Action(s)</b>	Principal and Assistant Principal will use observation/walk through to track rigor of lessons and implementation of quality teaching strategies.
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	Principal and Assistant Principal
<b>Timeline for Completion</b>	weekly
<b>AIM Alignment</b>	AIM 5: Highly Qualified & Effective Personnel
<b>Title I School Wide Components</b>	Instruction by HQ teachers
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q3 Report**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Discipline referrals increased from from 83 in Q2 to 88 in Q3, 3% of referrals for Q3 were the result of persistent misbehavior, 100% of lesson plans include at least 1 Kagan Structure/technology component per subject daily
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District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:
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## nd Improvement Plan (Jan 3 - Mar 10)

the following attestation statement to fulfill TEC §39.106 requirements.  
 conducted according to TEC §39.106 (b) and recommendations were made

<b>Annual SMART Goal #1:</b>	100% of all classroom teachers will
<b>Strategy:</b>	Writing Academy lessons will be documented in lesson plans for K-5, data collected from writing prompts will be scored using a common scoring connector

**(Jan 3 - Mar 10)**  
 or above on the VISD Writing Benchmark

<b>Q3 Intervention #3</b>	Continue school-wide monthly writing prompts and score in block
<b>What data will be collected to monitor interventions in Q3?</b>	monthly scoring sheets by teacher
<b>Action(s)</b>	score prompts monthly in block and read exemplar papers on intercom
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	IC, teachers
<b>Timeline for Completion</b>	monthly

AIM Alignment	AIM 1: High Student Achievement
Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment
Estimated Cost	
Funding Source(s)	

**Supporting**

Are you on track to meet the annual goal?	Yes
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Annual SMART Goal #2:	70% of our 4th and 5th graders will show
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Strategy:	Provide staff development and identify needed materials to
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**(Jan 3 - Mar 10)**

**Standard on the district Reading benchmark tests.**

Q3 Intervention #3	Begin warm-ups from Readingwarmups.com for daily use
What data will be collected to monitor interventions in Q3?	lesson plans
Action(s)	use warm-ups from Readingwarmups.com daily
Resources / PD	warm-ups from Readingwarmups.com

Person(s) Responsible	IC
Timeline for Completion	daily
AIM Alignment	AIM 1: High Student Achievement
Title I School Wide Components	Effective & Timely Assistance for Struggling Students
Estimated Cost	
Funding Source(s)	

**Reporting**

Are you on track to meet the annual goal?	No but made some progress
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Annual SMART Goal #3:	80% of our 4th and 5th grade students will r
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Strategy:	Teacher training over math TEKS and providing instructor up activities t
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**(Jan 3 - Mar 10)**

**Standard on the VISD Math Benchmark tests.**

Q3 Intervention #3	Begin Reflex Math daily for 1st-5th to build fact automaticity
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What data will be collected to monitor interventions in Q3?	Contract for services, student data reports
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Action(s)	Secure contract and begin using daily
Resources / PD	Reflex site liscence
Person(s) Responsible	teachers, IC, administrators
Timeline for Completion	daily
AIM Alignment	AIM 1: High Student Achievement
Title I School Wide Components	Effective & Timely Assistance for Struggling Students
Estimated Cost	\$3,200
Funding Source(s)	Title IA

**Reporting**

Are you on track to meet the annual goal?	Yes
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Annual SMART Goal #4:	Student attendance
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Strategy:	Put systems in place that increase parent contact f
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**(Jan 3 - Mar 10)**

**and nine week period will exceed 97%**

<b>Q3 Intervention #3</b>	<b>Continue a school-wide attendance program that awards students daily, monthly, quarterly using Emoji graphs in front of library.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Daily attendance percentages by grade level
<b>Action(s)</b>	Daily attendance percentages by grade level
<b>Resources / PD</b>	attendance incentives (such as sno cone syrup, popcorn, etc.)
<b>Person(s) Responsible</b>	Parent Liasion
<b>Timeline for Completion</b>	Daily
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$500.00
<b>Funding Source(s)</b>	Title IA

**Reporting**

<b>Are you on track to meet the annual goal?</b>	No but made some progress
<b>Annual SMART Goal #5:</b>	There will be a 15% decrease in the number of our dis
<b>Strategy:</b>	teach procedures, incorporate EAFK into daily c

**(Jan 3 - Mar 10)**

increase by 10% from previous nine weeks.

<b>Q3 Intervention #3</b>	<b>Purchase Kagan Instant Engagement software for classroom teachers</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Invoice
<b>Action(s)</b>	Purchase software
<b>Resources / PD</b>	Mimios
<b>Person(s) Responsible</b>	IC
<b>Timeline for Completion</b>	Jan. 2017
<b>AIM Alignment</b>	AIM 3: Optimal Educational Resources
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	\$2,600.00
<b>Funding Source(s)</b>	Title IA

**Reporting**

<b>Are you on track to meet the annual goal?</b>	Yes
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9/15/2016	Date Campus TIP Approved by Board (IR only):	0
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 de by the intervention team when considered appropriate. In

ll implement in The Writing Academy process daily.

ns and used daily, monthly school-wide writing prompts will be administered and discussed in PLCs, all framing statements will contain a literacy journal, cross-curricular journaling

<b>Q3 Intervention #4</b>	<b>Begin tutoring for 4th grade writing (revising and editing) during Tiger time</b>
<b>What data will be collected to monitor interventions in Q3?</b>	student attendance logs
<b>Action(s)</b>	Tutor during TT
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	Teachers, 15 hour teacher
<b>Timeline for Completion</b>	weekly

<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	continue polishing expository prompts and continue plan of action created
<p>at least a year's growth on the 2016 STAAR Assessment</p>	
<p>o assure 100% of staff is implementing Tap &amp; Read, as well as small group reading instruction.</p>	
<b>Q3 Intervention #4</b>	<b>Incorporate more HOT's Questions into ELAR plans</b>
<b>What data will be collected to monitor interventions in Q3?</b>	questioning resources in lesson plans and walkthroughs
<b>Action(s)</b>	Teachers will use new resources to embed more HOT's questions into lessons, such as Pocket Dice with 6 levels of questions and question ladders,
<b>Resources / PD</b>	Pocket Chart Dice, Question cards and ladders, Bloom's Buttons, cardstock, laminating film, etc.

<b>Person(s) Responsible</b>	IC, teacher
<b>Timeline for Completion</b>	Jan. 13th
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	\$1,500
<b>Funding Source(s)</b>	Title IA
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Begin tutoring for 3rd and 4th grade reading, continue tutoring for 5th and MVRC for Rtl students
meet standard on the 2016 Mathematics STAAR Assesment.	
at the appropriate rigor, classroom observations by consultant, and following PLC's and walkthroughs.	
<b>Q3 Intervention #4</b>	<b>Begin tutoring for math afterschool</b>
<b>What data will be collected to monitor interventions in Q3?</b>	student attendance logs

<b>Action(s)</b>	tutor afterschool
<b>Resources / PD</b>	none
<b>Person(s) Responsible</b>	teachers
<b>Timeline for Completion</b>	weekly
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$2,000
<b>Funding Source(s)</b>	Title IA
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Begin Bridges curriculum in K-5th grade and Math in Practice for 2nd-5th(have math consultant come train for implementation), begin math tutoring for 3rd and 4th grade
rate will increase to 98% for the year.	
or attendance issues, as well as, set incentives for good attendance	

<b>Q3 Intervention #4</b>	<b>Parent Liasion will begin a lunch bunch group with students between 15-20% on school attendance list</b>
<b>What data will be collected to monitor interventions in Q3?</b>	10% attendance list- look for decrease in numbers
<b>Action(s)</b>	Parent liasion will buy pizza every 2 weeks for these students who were at school on time for 2 weeks straight
<b>Resources / PD</b>	Pizza
<b>Person(s) Responsible</b>	Parent Liasion
<b>Timeline for Completion</b>	every 2 weeks
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$500
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA

<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Change lunch bunch to weekly perfect attendance and for 10-20% kids
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cipline referral in 2016-2017 will be the result of persistent misbehavior.

urriculum, increase technology, implement Kagan Structures daily



<b>Q3 Intervention #4</b>	<b>Train classroom teachers in Day 3 Kagan Cooperative Learning</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Eduphoria workshop data, walkthrough data, lesson plans
<b>Action(s)</b>	provide Day 3 Kagan, review in block how to implement strategies by grade level, monitor implementation with walkthroughs and lesson
<b>Resources / PD</b>	Kagan Day 3
<b>Person(s) Responsible</b>	Teachers, IC, administrators
<b>Timeline for Completion</b>	Jan. 2017
<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel
<b>Title I School Wide Components</b>	High-Quality, ongoing PD
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Local Funds
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>