White Settlement Independent School District

Liberty Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing Passion to learn...discovering purpose for tomorrow.

Motto:

Think Big Bears Do!!!

Value Statement

We believe:

- **Students are our top priority.**
- **Every student has value and purpose.**
- **Our students deserve a passionate teacher in every classroom every day.**
- **A safe, secure and enriched environment enhances learning.**
- **Learning is a shared responsibility that requires active involvement by students, staff, families and the community.**

- **Continuous professional growth is essential for student success.**

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:
(1) the date(s) that the CNA was reviewed and revised for the current school year,
(2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
(3) areas examined, and
(4) list of multiple data sources analyzed.

Demographics

Summary

Liberty Elementary is an established campus in an older neighborhood in West Fort Worth that serves just over 550 students. Liberty Elementary has a nice balance of ethnic distribution. The student population is comprised of approximately 19% White, 66% percent Hispanic, 8% African American, 5% multiracial and >1% Asian/Pacific Islander and Native American combined. As of August 2024, approximately 83% of Liberty elementary students were eligible for free or reduced-price lunch with a 25% mobility rate.

Strengths

Liberty is culturally diverse which allows for cultural celebrations throughout the year. We continue to involve our families in any way we can.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics.	The increase of community growth is effecting the percent of our economically disadvantage population.

★ = Priority

Student Learning

Summary

The primary instrument used to measure accountability is STAAR, however there are tools we used to measure achievement throughout the year. Liberty uses the Diagnostic Reading Assessment (DRA),Universal Screening in math and reading utilizing the Renaissance program, CBAs, Unit Assessments, Benchmarks, and TELPAS.

Liberty Elementary Accountability Ratings for 2023-2024:

2023-2024 STAAR Results:

Subject	Approaches	Meets	Masters
3rd Math	43%	27%	6%
3rd Reading	55%	17%	7%
4th Math	50%	29%	11%
4th Reading	75%	37%	13%

STARR Spanish Results

Subject	Approaches	Meets	Masters
3rd Math	57%	23%	3%
3rd Reading	55%	17%	7%
4th Math	85%	44%	19%
4th Reading	64%	17%	0%

Strengths

Comparing STAAR 2022 to STAAR 2023 student learning strengths are as follows:

3rd Grade:

Math (Spanish) increased in Meets by 10% and Masters by 3%.

Reading (SpEd) increased in Approaches by 14% and Meets by 4%

4th Grade:

Math (Spanish) Approaches increased by 8%

Problem Statements Identifying Student Learning Needs

#	Problem Statement	Root Cause
1	More than 50% of our students in grades 2-4 are entering the 2025-2026 school year below grade level in reading.	Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.
2 ★	Students continue to underperform in math and reading.	Teachers do not provide direct/intentional interventions for students.
3 ★	Teachers struggle with creating enrichment tasks for students who have already mastered the content.	Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.
4 ★	Student attendance continues to stay below the district's 93% threshold expectation.	Teachers and administrators have not put attendance at the forefront of academic growth.

★ = Priority

School Processes & Programs

Summary

Liberty utilizes the district-created curriculum that is aligned with state-mandated TEKS. Teachers will collaborate and use a variety of materials and strategies. Teachers meet weekly in PLCs to review student data, structured planning periods, student progress, and use the data to drive instruction. Liberty has two Instructional Coaches who help facilitate PLCs.

Liberty has a master schedule which includes two different times for targeted instruction (interventions and extensions) with Liberty Reads (reading enrichment) and Tier 3 times. The interventions and extensions used during those times are standards-based and are meant to fill gaps for those students who are approaching or below grade level, and enrichment for students who are at the "master's level."

All Liberty teachers are highly qualified and vary in age and experience.

WSISD provides ample opportunities for professional development for staff. Campus PLCs, planning periods, weekly faculty meetings, and other professional development opportunities allow us to grow our teachers, no matter their years of service.

Liberty is continuously building partnerships with parents. We have several opportunities for parents to add to our educational community. We strive to get as many parent volunteers through PTA and other volunteer opportunities.

Strengths

- Teachers meet weekly during PLCs to evaluate data
- Teachers meet once a week for team planning
- Teachers recognize students utilizing Positive Office Referrals and Super Hero Capes
- Liberty uses a campus-wide reward system for students to earn rewards and prizes
- Teachers communicate with students via newsletter, email, phone calls, and Parent Square
- Teachers meet face-to-face with parents within the first nine weeks of school
- Teachers are recognized weekly in our newsletter
- Administration sends a weekly newsletter out on Friday afternoons

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs.	Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

★ = Priority

Perceptions

Summary

The Liberty staff is committed to loving kids, being passionate about learning, and taking care of one another. Our administration works to be more visible and efficient and to always communicate effectively with our stakeholders.

All students can earn points by exhibiting good behavior and use those points to get prizes at our PBIS store. In addition, students can earn "Super Hero Capes" as a class for group incentives like a popcorn party, popsicle party, or pajama day. Students can also earn positive office referrals and are recognized each morning on the announcements.

Our teachers collaborate in PLCs (Professional Learning Communities) to identify best practices, determine interventions, and create extensions to meet the needs of every student.

We believe that it takes teachers, students, staff, and the community working together to help our students succeed now and in the future. We are committed to this collaborative effort to meet the needs of our students and staff members.

Strengths

At Liberty we are working hard to be as transparent as we can be with our stakeholders. We host several community nights in order for our parents to be involved in our school, and we also have several volunteer opportunities for parents. We are committed to being transparent with our data as well as teaching strategies and areas of improvement. Weekly newsletters are sent home by teachers and administrators.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Fewer parents/community support for student events.	Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.
2 ★	Parents do not feel equipped to help support their student's learning at home.	We have not equipped parents with the appropriate information or resources to support at home learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/ Behavioral/Academics.	The increase of community growth is effecting the percent of our economically disadvantage population.
2 ★	Students continue to underperform in math and reading.	Teachers do not provide direct/intentional interventions for students.
3 ★	Teachers struggle with creating enrichment tasks for students who have already mastered the content.	Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.
4 ★	Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs.	Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.
5 ★	Fewer parents/community support for student events.	Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.
6 ★	Parents do not feel equipped to help support their student's learning at home.	We have not equipped parents with the appropriate information or resources to support at home learning.

7 ★	Student attendance continues to stay below the district's 93% threshold expectation.	Teachers and administrators have not put attendance at the forefront of academic growth.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Local diagnostic reading assessment data**

- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact

- [x] T-TESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data

Goals

Goal 1 Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1 ☑ High Priority

For the Reading STAAR, Liberty Elementary will increase the Approaches percentile by 15%, Meets percentile by 12%, and Masters percentile by 12%, in the area of "All Tests." For Math STAAR, Liberty Elementary will increase the Approaches percentile by 10%, Meets percentile by 10%, and Masters percentile by 12% in the area of "All Tests." Mathematics growth for all students will be 62% (Closing the Gaps)

Evaluation Data Source: TAPR Report

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Targeted blocks of time in the master schedule for T2 and T3 interventions.

Strategy's Expected Result/Impact: Increase student achievement in low performing standards.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2

Funding Sources: Title I Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	December	February	April

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will plan/utilize guided reading and skills groups daily to target and monitor reading instruction in all ELA classrooms with a focus of student growth.

Strategy's Expected Result/Impact: Increase iReady EOY scores in all grade levels.

Staff Responsible for Monitoring: Classroom Administration
Classroom Teachers

Problem Statements: Student Learning 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Utilize data from research based strategies, STAAR results, iReady, and CBAs to identify interventions for students who are below grade level, and enrichment for students who are on or above grade level.

Strategy's Expected Result/Impact: Increased % for Meets and Masters on CBAs, and STAAR.
Increased % of students on grade level.
Increased % of students making a year's worth of growth.
Data discussions at grade level PLCs.

Staff Responsible for Monitoring: Campus Administrators.
Classroom Teachers.

Problem Statements: Student Learning 2

Funding Sources: Title I Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

☑ **Targeted Support Strategy**

Teachers will utilize the approved HQIM to further support standards in order to better understand the depth to which the standard needs to be taught (Tier 1 instruction to drive Tier 2/3 planning).

Strategy's Expected Result/Impact: Stronger Tier1 instruction
Higher % of student achievement in both daily work and assessments

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches

Problem Statements: Student Learning 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students continue to underperform in math and reading.	Teachers do not provide direct/ intentional interventions for students.
3	Teachers struggle with creating enrichment tasks for students who have already mastered the content.	Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Performance Objective 2

82% of students reading below level will make at least one year's worth of growth reflected in their EOY data.

Evaluation Data Source: District Developed Benchmark Reading Assessments, iReady, supports.

Strategy 1

Teachers will collaborate with administrators, Instructional Coach, and interventionists to design targeted instruction to ensure a year's worth of growth.

Strategy's Expected Result/Impact: 85% of students will make a year's worth of growth

Staff Responsible for Monitoring: Classroom teacher
Instructional Coach
Administrators

Problem Statements: Student Learning 2, 3

Funding Sources: Title I Funds, , Title II Funds,

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students continue to underperform in math and reading.	Teachers do not provide direct/ intentional interventions for students.
3	Teachers struggle with creating enrichment tasks for students who have already mastered the content.	Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Performance Objective 3 ☑ High Priority

Liberty will sustain a 94.5% attendance rate throughout the year.

Evaluation Data Source: Monthly attendance reports

Strategy 1

Liberty Elementary will participate in a school-wide attendance incentive program.

Strategy's Expected Result/Impact: 95% sustained attendance rate

Staff Responsible for Monitoring: Campus Administrators and teachers

Problem Statements: Student Learning 4

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Student attendance continues to stay below the district's 93% threshold expectation.	Teachers and administrators have not put attendance at the forefront of academic growth.

Performance Objective 4 ☑ High Priority

80% of 1st and 2nd grade students will make one year's growth in reading level.

Evaluation Data Source: District Developed Benchmark Reading Assessments, iReady, supports, use of HMH decodables to monitor progress.

Goal 2

Cultivate a safe, nurturing, and collaborative educational community that promotes active involvement by parents, students, and community members.

Performance Objective 1 ☑ High Priority

Liberty Elementary Staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

Evaluation Data Source: Parent and Staff Survey

Strategy 1

Increase opportunities for parental involvement through PTA and other volunteer opportunities.

Strategy's Expected Result/Impact: Increase number of parents joining the PTA by 25%
Increase % of parents who volunteer
Increase % of events held in the evening

Staff Responsible for Monitoring: Campus Administrators
Classroom Teaches
PTA

Problem Statements: Perceptions 1, 2

TEA Priorities: Improve low-performing schools

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Strategy 2

Utilize campus-wide Rewards, Positive Behavior Referrals, Mission Possible Patches, Student of the Week and Month, and Staff Spotlight to maintain a positive campus culture. Reinforce this by communicating frequently between the school and community through weekly newsletters, Parent Square messages, a maintained website, and social media pages.

Strategy's Expected Result/Impact: Number of office referrals will decrease
Student attendance will increase
Student achievement will increase
Positive staff and parent surveys

Staff Responsible for Monitoring: Campus administrators
Teachers

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/ Emotional/Behavioral/Academics.	The increase of community growth is effecting the percent of our economically disadvantage population.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Fewer parents/community support for student events.	Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.
2	Parents do not feel equipped to help support their student's learning at home.	We have not equipped parents with the appropriate information or resources to support at home learning.

Goal 3

Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1

100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2026-2027 school year budget.

Evaluation Data Source: Staff surveys
Parent surveys
Safety audit

Strategy 1

Continue to use innovative scheduling to effectively utilize personnel in order to meet the needs of all students.

Strategy's Expected Result/Impact: Increase in student success through standardized test results and increases in % of students making progress on STAAR standards (math and reading) and iReady progress.

Staff Responsible for Monitoring: Administration
IC's

Problem Statements: Student Learning 2, 3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Support recruitment/retention of teachers by continuing to provide training in all content areas and collaborative planning meetings.

Strategy's Expected Result/Impact: Increase in academic success by students throughout the content areas.

Staff Responsible for Monitoring: School Administration

Problem Statements: Perceptions 2

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students continue to underperform in math and reading.	Teachers do not provide direct/ intentional interventions for students.
3	Teachers struggle with creating enrichment tasks for students who have already mastered the content.	Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parents do not feel equipped to help support their student's learning at home.	We have not equipped parents with the appropriate information or resources to support at home learning.

Goal 4

Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1 ☑ High Priority

100% of staff development will be linked to Liberty Elementary's campus plan, campus needs assessment and district goals.

Evaluation Data Source: T-TESS, Walkthroughs, Student data/progress

Strategy 1 ☑ Targeted Support Strategy

Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.

Strategy's Expected Result/Impact: Progress Measure data to show growth

Staff Responsible for Monitoring: Campus Administrators
Teachers
Interventionists

Problem Statements: Student Learning 2

Funding Sources: Title I Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students continue to underperform in math and reading.	Teachers do not provide direct/ intentional interventions for students.

Goal 5 The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1

100% of Liberty staff will be highly qualified and ESL certified.

Evaluation Data Source: Teacher Certifications

Strategy 1

Utilize the PowerSchool system to identify qualified applicants.

Strategy's Expected Result/Impact: 100% of Liberty teachers will be highly qualified and ESL certified.

Staff Responsible for Monitoring: Campus administrators

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs.	Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

State Compensatory Education

State Compensatory

Budget for Liberty Elementary

Total SCE Funds: $592,628.00

Total FTEs Funded by SCE: 6.047

Brief Description of SCE Services and/or Programs

Personnel for Liberty Elementary

Name	Position	FTE
Abigail Williams	Teacher	0.13
Andrea Gomez	Teacher	0.13
Aubrey Long	Teacher	0.13
Barbara Denham	Teacher	0.13
Celina Gonzalez	Teacher	0.13
Chessa Exum	Teacher	0.067
Christan Torres	Teacher	0.13
Christina Barnett	Teacher	0.13
Debora Rodriguez	Teacher	0.13
Ingrid Watson	Teacher	0.13
Ivana Ropa	Teacher	0.13
Kaitlin Wilson	Teacher	0.13
Kamryn Doolittle	Teacher	0.13
Kathy Sharlow	Teacher	0.13
Lauren Lowry	Teacher	0.13
Lisa Smith	Teacher	0.13
Marines Ortiz	Teacher	0.13
Megan Strode	Teacher	0.13
Melissa Gastelum	Paraprofessional	1
Nadia Stone	Teacher	0.13

Nestor Muro	Teacher	0.13
Ofelia Chavez	Teacher	0.13
Sabian Barrett	Paraprofessional	1
Shairalys Sotomayor-Caban	Teacher	0.13
Shannon Finder	Teacher	0.13
Stephany Pruitt	Teacher	0.13
Susan Fitzgerald	Teacher	0.13
Yamilet Ramos	Paraprofessional	0.33
Zugelly Espinosa	Teacher	0.13
Zuhail Rosado	Teacher	0.4

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Chessa Exum	Teacher	Title I	0.9
Maria Hannah	Instructional Coach	Title I	0.5
Vanessa Parra Diaz	Teaching Assistant	Title I	1

Plan Notes

Plan Notes

Accountability Groups	All Students	African American	Hispanic	White	2 or More Races	High Focus
RLA Next Interim Target (27-28) through (31-31)	55%	45%		66%	55%	
Math Next Interim Target (27-28) through (31-31)	58%	44%	53%	67%	63%	52%
Academic Growth	**All Students**	**African American**	**Hispanic**	**White**	**2 or More Races**	**High Focus**
RLA Next Interim Target (27-28) through (31-31)		69%				
Math Next Interim Target (27-28) through (31-31)						

Funding Summary

Funding Summary

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	3		--	$0.00
1	2	1		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00

Title II Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	$0.00
				Sub-Total	$0.00