

Allen Independent School District
Anderson Elementary
2022-2023 Campus Improvement Plan



Anderson All Stars

Mission Statement

At Anderson Elementary, we are committed to creating a supportive environment focused on learner-centered instruction, built on character, and developed through professional growth and collaboration with colleagues, parents and the community with the common purpose of supporting students in becoming engaged and successful learners.

Vision

Vision Statement:

Guided by our mission, we will strive for excellence by creating a school environment where...

- « **Instruction** is TEKS and assessment driven and authentically engages students. Curriculum is designed to reflect relevant and authentic content which supports the development of the whole child.
- « **Students** have a clear understanding of expectations and are given the opportunity to successfully meet those expectations through engaging work in a safe and pleasant environment.
- « **Teachers** create an atmosphere of respect where meaningful, child-centered education is provided in a safe learning community and opportunities are provided for engaging, authentic learning.
- « **Administration** helps facilitate the collaboration of parents, teachers and students in the school community in order to provide a quality learning environment. Through the guidance of effective leadership, a healthy, supportive atmosphere is developed.
 - « **Parental Involvement** is vital to each child's overall success and is a valued resource encouraged by genuine partnerships and frequent communication.
 - « **Community** is viewed as a valuable support to help promote understanding and achievement and enhance the real-world experiences provided to students.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
 - Goal 1: Allen ISD will cultivate a culture of excellence. 14
 - Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military. 15
 - Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth. 16
- Campus Funding Summary 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic summary - Anderson Elementary is a kindergarten through sixth grade neighborhood school beginning its twenty-fifth year in Allen ISD. Student enrollment data as of June 8, 2022 shows the following makeup of students enrolled. There are 411 students enrolled; 19% Asian, 10.5% African American, 0.2% Native Indian, 65.5% White, and 4.9% two or more races. 14% of the Ethnicity is Hispanic/Latino. Anderson Elementary student groups include 18.49% economically disadvantaged, 19.91% ELL, 34.2% SPED, 13.85% 504, 18.18% Gifted and Talented, and 24.09% considered at-risk.

At Anderson Elementary, staff quality is an important factor in promoting student success on our campus. All teachers and paraprofessionals at Anderson are highly qualified. In addition, teachers participate in on-going professional development throughout the school year to focus on best instructional strategies. Various activities, such as Sunshine Committee events and team building activities are held on campus to promote team building and a positive atmosphere. Staff, Parents, Students, Community are all involved in the growth and development of Anderson. We all participate in making decisions in the best interest of our students and school.

Anderson continues to have high attendance rates. The campus attributes this achievement to a strong partnership with parents, highly qualified staff, and a focus on high-quality education. Anderson Elementary is predominantly a neighborhood school within the city limits. There are no bus routes serving this school except for those serving the GATE Academy. Due to an aging neighborhood population, we have seen a significant increase in rental homes in the area which has increased our mobility rate.

Demographics Strengths

Anderson Elementary has many strengths. Some of the most notable demographic strengths include:

1. Even with Covid affecting the attendance rate, Anderson Elementary has remained steady between 95-97% over the last few years.
2. The class sizes at Anderson are below state and district averages in all grades.
3. Anderson provides a staff development plan based on campus and district needs as determined by data.
4. Students at Anderson Elementary are very accepting of new students.
5. Anderson parents are involved in their child's education and support our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The family structure in the Anderson neighborhood is changing as more occupants in neighborhood housing are renters or are three generations living together. We also have many grandparents raising elementary age grandchildren who attend Anderson. Teachers are having to learn, and implement, new instructional strategies to

meet the needs of this student group. **Root Cause:** Our teachers are in need of more professional development to help them learn strategies for teaching a more mobile student population.

Problem Statement 2: Students who are identified as SpED are struggling to reach approaching grade level standards (passing STAAR) in reading and/or math. **Root Cause:** Challenges posed from the unique learning environment due to the pandemic. Increase in content gaps and early identification of learning difficulties.

Student Learning

Student Learning Summary

All schools in Texas must meet standards in three state accountability domains. For the 2021-2022 school year, Anderson Elementary received an '___' rating on the overall accountability summary.

Overall - Scaled Score 92 - Rating = A

Student Achievement - Scaled Score 90 - Rating = A

School Progress - Scaled Score 85 - Rating =B

Closing the Gaps - Scaled Score 98 - Rating = A

Distinction Designations earned - Comparative Closing the Gaps

2021 - 2022 STAAR Reading Performance Summary

Approaches Grade Meets Grade Masters Grade

	Level (Passing)	Level	Level
3rd Grade	87%	62%	43%
4th Grade	85%	57%	26%
5th Grade	86%	57%	34%
6th Grade	91%	64%	26%

2021 - 2022 STAAR Math Performance Summary

Approaches Grade Meets Grade Masters Grade

	Level (Passing)	Level	Level
3rd Grade	80%	53%	25%
4th Grade	93%	70%	43%
5th Grade	84%	61%	32%
6th Grade	95%	85%	47%

2021 - 2022 STAAR Science Performance Summary

Approaches Grade Meets Grade Masters Grade

	Level (Passing)	Level	Level
5th Grade	80%	47%	22%

Student Learning Strengths

The following strengths were identified through an in-depth analysis of Anderson Elementary student achievement data:

- Anderson increased the percentage of third and six grade student's reading scores in all categories (approaches, meets, masters)
- Anderson increased the percentage of fourth grade student's math scores in all categories (approaches, meets, masters)
- Anderson increased the percentage of students mastering grade level standards on STAAR in most subjects and grade levels, with exception to 5th Reading and 3rd / 4th Math, from 2021 to 2022
- Anderson increased the percentage of students meeting grade level standards for 4th grade math from 47% in 2021 to 70% in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Anderson is continuing to show a decrease in performance standards in the area of mathematics. We experienced drops in most areas of STAAR performance in Math from the 2021 to 2022 school year and significant drops from the 2020 school year. **Root Cause:** There is a need at Anderson to increase the use and effectiveness of the Math Workshop Model and small group instruction to address specific students' gaps and intervention needs.

School Processes & Programs

School Processes & Programs Summary

Anderson Elementary had highly qualified teachers serving in positions based on the strengths of their certification and skills. We work collaboratively through Professional Learning Communities to study and refine best teaching practices. Extra time and resources have been allotted within our daily schedule to allow for teams to collaborate and focus on the Four Critical Questions:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

In addition to the extra collaboration time, our teachers meet weekly with our campus ELAR and Math Instructional Coaches during their planning period. Our campus has a strong sense of urgency and commitment to ensuring all students are achieving at high levels. Intervention and Enrichment, known as "Star Time" has been built into our master schedule for 40 minutes each day per grade level. Students that are identified as Tier 2 and Tier 3 are progressed monitored through our Student Success Initiative department.

Anderson Elementary is focused on improving student academic achievement and we have several processes in place to ensure that the daily demands of the campus do not overshadow a focus on improvement. Some of our processes include:

- A strong focus on student academic achievement (PLC, Star Time, IC Planning, RTI Meetings)
- Campus instructional coaches work with teams to analyze data and assist in small group instructional practices.
- Lesson plans are geared toward differentiated instruction centered around student needs.
- Star Time focuses on interventions and enrichment activities to promote the potential growth of every child.
- The master schedule is created to provide the maximum amount of instructional time for each core subject area.
- Student Interventions teams meet to discuss the needs of students and teachers to promote achievement

School Processes & Programs Strengths

- The use of Star Time to create individualized interventions and enrichment activities.
- The master schedule is created to provide the maximum amount of instructional time for each time.
- Professional development opportunities are offered after school, during IC meetings, and during intervention planning time to create a focus on small group instruction.
- Use of differentiated instructional practices.
- Team planning time is effectively utilized to design lessons and discuss the needs of students.

- Daily activities to support Social Emotional Learning are provided to students.
- Tutoring is provided before and after school for additional targeted support.
- Common planning blocks for teams to promote collaboration.
- Strong communication between teams, teachers and administration.
- The framework schedule for our SSI team maximizes students' small group pods.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The behavior plan at Anderson is inconsistent. **Root Cause:** Teachers need professional development on how to be consistent with addressing behaviors in the classroom and we need to develop a consistent plan for how major behaviors are addressed in the office.

Problem Statement 2: Star Time needs to be revamped with clear, concise scheduling that is focused around specific targeted content for interventions and enrichment. **Root Cause:** Teachers need additional planning time for intervention plans and a campus wide instructional system for analyzing data, creating small groups, and resource support for small group instruction.

Perceptions

Perceptions Summary

As a campus, we are dedicated to building a community that empowers each individual to realize his or her full personal and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. We are committed to creating a supportive environment focused on learner-centered instruction for staff and students, built on character, and developed through professional growth and collaboration with colleagues, parents, and the community with the common purpose of supporting students in becoming engaged and successful learners and citizens. We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas. The school and PTA offer various opportunities for parents and community members to be involved such as opportunities to volunteer on campus and participate in the WATCH D.O.G.S Program, family movie nights, fall festival, and Fine Arts night. The campus website and calendar are kept up to date with the latest happenings at Anderson. We make sure that our routines are consistent, including our weekly newsletters.

Perceptions Strengths

Anderson Elementary embraces a culture in which personal and academic achievement is fostered for all students. We are committed to creating a supportive environment focused on learner centered instruction while promoting purposeful collaborative activities to engage in positive communication and problem solving. Students work together to create a positive learning environment and teachers' lessons are focused around meeting the needs of the whole child. Anderson Elementary focuses on the social-emotional learning for students as well utilizing Second Step and a variety of other character building guidance lessons to build self-confidence and awareness while promoting a supportive community with their peers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Anderson Elementary continue to see a drop in parent participation over the last few years. **Root Cause:** This drop in involvement was due to us having to move to a virtual environment for the 2020-2021 school year and a decrease in community activities for the the 2021-2022 school year.

Priority Problem Statements

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local benchmark or common assessments data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

- School safety data
- Enrollment trends

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Anderson Elementary will build a collaborative culture and growth minded environment by working to foster strong relationships with all stakeholders including staff, students, families, and community members.

Strategy 1 Details	Reviews			
<p>Strategy 1: Anderson Elementary will partner school sponsored events in conjunction with PTA events to encourage more community involvement and participation with families at least 3 events per semester.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement in the school community.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Anderson Elementary teachers will meet in weekly professional learning communities to promote and build the capacity to collaborate ideas, analyze data, create goal setting procedures and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of professional learning communities to promote growth for teachers and increase academic progress of students.</p> <p>Staff Responsible for Monitoring: Grade level teachers, SSI, CIS, Instructional Coaches and Administrator</p>	Formative			Summative
	Sept	Dec	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>				

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: Anderson Elementary will use assessment data to make informed decisions on tier 2 and 3 instruction as well as targeted intervention and enrichment to increase academic achievement for all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Anderson teachers will meet weekly with Instructional Coaches with the support of administrators to analyze data and plan for implementation of best teaching practices.</p> <p>Strategy's Expected Result/Impact: Purposeful and more rigorous planning to meet varied needs of students and promote increased achievement for all students.</p> <p>Staff Responsible for Monitoring: Grade level teacher, Instructional Coaches, Administrator</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Anderson Elementary grade level teams will meet quarterly to discuss MAP and STAAR data to identify specific students who need targeted supports and create action plans involving interventions and enrichment activities for all students.</p> <p>Strategy's Expected Result/Impact: Thorough and targeted intervention plans per each students academic needs.</p> <p>Staff Responsible for Monitoring: Grade level teachers, SSI, CIS, Instructional Coaches, Instructional Specialist and Administrator.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Anderson Elementary will provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Increase in performance of at risk students on district and state assessments overtime.</p> <p>Staff Responsible for Monitoring: Support service team, classroom teacher, instructional coach, administrator, SSI team</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$76,712</p>	Formative			Summative
	Sept	Dec	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>				

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Anderson Elementary will provide elementary students CTE career oriented activities and experiences.

Strategy 1 Details	Reviews			
<p>Strategy 1: Anderson Elementary will provide resources and planning time for teachers to incorporate college and career exposure into social studies and social emotional learning time. Strategy's Expected Result/Impact: Increased awareness of CTE program and future ready skills Staff Responsible for Monitoring: Grade level teachers, Counselor, and Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Anderson Elementary in collaboration with Allen ISD will provide field trips and real world experience opportunities to provide career and college exploration for all students. Strategy's Expected Result/Impact: Increased exposure and understanding of post secondary readiness skills. Staff Responsible for Monitoring: Grade level teachers, Instructional specialist, and Administration.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Anderson Elementary will implement targeted and individualized instruction based on analysis of student needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will plan and implement differentiated small group instruction for all students based on individualized data and a student goal setting process.</p> <p>Strategy's Expected Result/Impact: Meeting all students individualized academic needs for growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Coaches, Instructional Specialist</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will create a student goal setting process for mastering learning standards for students to measure their own learning and growth processes.</p> <p>Strategy's Expected Result/Impact: Self assessment from students to identify strengths and areas of growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional coach, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Anderson Elementary will create a procedure to facilitate additional planning time during Friday's Star Time for teachers to focus on instruction for intervention planning and provide on-going professional development during this time.</p> <p>Strategy's Expected Result/Impact: Thorough and more rigorous planning to focus on purposeful implementation of small group intervention time.</p> <p>Staff Responsible for Monitoring: Classroom teachers, SSI, instructional Coach, and Administrator</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Anderson Elementary will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Increase in learning experiences and project based activities to engage the student's innovation, collaboration, and problem-solving skills.</p> <p>Staff Responsible for Monitoring: AIM Teacher, classroom teacher, instructional coach and Administrator</p> <p>Funding Sources: - GT Allotment - \$37,001</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Anderson Elementary will provide learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of the individualized plan for special education students to show a years worth of academic growth in all areas.</p> <p>Staff Responsible for Monitoring: SPED teachers, Classroom teacher, Diagnostician, Campus Instructional Support, Administrator, Instructional Coach, Support Services</p> <p>Funding Sources: - Special Education: State Special Allotment - \$444,468</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Anderson Elementary will provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Staff Responsible for Monitoring: DT teachers and Administrator</p> <p>Funding Sources: - Dyslexia: State Allotment - \$53,040</p>	Formative			Summative
	Sept	Dec	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>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 2: Anderson Elementary will provide supports for students to be socially and emotionally ready to achieve success in their learning by demonstrating self-awareness, self- management, relationship skills and successful decision-making.

Strategy 1 Details	Reviews			
<p>Strategy 1: Anderson Elementary will use community circles with students to encourage a collaborative community centered around empathy towards others.</p> <p>Strategy's Expected Result/Impact: Students will be able to take ownership over individual choices and work to resolve conflict in situations.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Providing students additional social emotional learning opportunities every other Friday with our SSI teachers and counselor during Star Time.</p> <p>Strategy's Expected Result/Impact: Create a community of connection through relationship building.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselor, Administrators</p>	Formative			Summative
	Sept	Dec	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>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level of above on STAAR Reading will increase from 66.2% to 69% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize mClass, MAP Growth Reading, and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.</p> <p>Strategy's Expected Result/Impact: Increase in targeted instruction to close performance gaps.</p> <p>Staff Responsible for Monitoring: Instructional coaches, CIS, SSI, and Administrators, Classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Anderson Elementary will strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators, CIS, SSI teacher, EL facilitator, Classroom teacher.</p> <p>Funding Sources: - Early Education: State Allotment - \$118,812</p>	Formative			Summative
	Sept	Dec	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>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 4: The percent of Third Grade students that score at Meets Grade Level of above on STAAR Math will increase from 52.52% to 60% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize MAP Growth Math and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.</p> <p>Strategy's Expected Result/Impact: Increase in targeted instruction to close performance gaps.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Coaches, CIS, SSI teacher</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$118,812.00
Sub-Total					\$118,812.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$53,040.00
Sub-Total					\$53,040.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$76,712.00
Sub-Total					\$76,712.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$444,468.00
Sub-Total					\$444,468.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$37,001.00
Sub-Total					\$37,001.00