

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



BOLIN BLAZERS

Mission Statement

To empower students to realize their strengths to fuel their passion for life-long learning

Vision

Bolin Elementary will cultivate a legacy of leaders.

Value Statement

"Blaze your own trail."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bolin Elementary is a 22 year-old diverse K-6 neighborhood school within Allen ISD. that is a K-6 campus in Allen ISD. Our current enrollment is at 528. 52% Female and 48% Male students. Our enrollment had been declined since last year when we began the year at 544 students.

The following ethnicities are represented at Bolin: Asian - 22.7%, African American - 17.6%, White - 54.2%, Hispanic - 13%, American Indian - 0.2%, Pacific Islander - 0.4%.

Bolin's SPED enrollment which is at 22% matches national averages and compliments the breakdowns of our student population which reflects that Bolin does a great job of identifying and serving the needs of students. Students are not kept in a resource or other SPED program longer than necessary. Approximately 90% of referred students qualify for special education services. The ethnicity and gender of the students in SPED is proportionate to our school demographics.

On average 96.5% students attend school daily; this has been consistent over the past few years.

Bolin Elementary has 38 teachers - 34 female and 4 male , therefore, Bolin has a higher female percentage than male (opposite of students).

Demographics Strengths

Bolin is a diverse K-6 elementary campus with Allen ISD. Bolin's SPED enrollment matches national averages and compliments the breakdowns of our student population which reflects that Bolin does a great job of identifying and serving the needs of students. Students are not kept in a resource or other SPED program longer than necessary.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our CNA results expressed a need for training to address our changing demographics, behavior, ideas, more tools for our toolbelt, de-escalation techniques. Training for office staff as they have to deal with students also. **Root Cause:** Over the past couple of years Bolin has experienced a change demographics, behavior needs, and social emotional needs of our students.

Problem Statement 2: Our Distinction Designations report indicated that our attendance rate is at 96.5% which put us in Quartile 4. **Root Cause:** Over the past couple of years Bolin has experienced excessive absences due to COVID.

Student Learning

Student Learning Summary

The last time Bolin Elementary was rated for accountability was in 2019. We received Met Standard in all areas, Student Achievement, School Progress, and in Closing the Gaps we received an overall B rating. The decline in our overall score was due to Closing the Gaps, which dropped from 88% in 2018 to 78% in 2019.

Due to schools being closed because of COVID-19, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 and 2020-2021 school years.

Our scores for the 2021-2022 school year show significant improvement in our achievement and growth. Bolin's Closing the Gaps score went from a 78% to 96%. which now gives us an overall campus rating of an A.

Reading	2021				2022			
	# of students	Approaching	Meets	Masters	# of students	Approaching	Meets	Masters
3rd	81	74%	47%	22%	85	92%	72%	51%
4th	75	67%	45%	21%	86	80%	64%	42%
5th	67	90%	63%	42%	80	90%	68%	45%
6th	80	78%	41%	26%	74	86%	57%	39%
Math	2021				2022			
	# of students	Approaching	Meets	Masters	# of students	Approaching	Meets	Masters
3rd	82	72%	44%	29%	85	91%	73%	49%
4th	76	71%	50%	37%	86	73%	55%	34%
5th	66	82%	50%	35%	80	84%	64%	44%
6th	81	86%	60%	31%	74	88%	61%	46%

Student Learning Strengths

Bolin student learning strengths are as follows:

- SSI has been awesome and very consistent this year and the kids have shown great growth
- Goal setting with students.. Teachers have shared various ways to use goal setting.
- Goal setting with MAP data
- Using MAP data to help group students in classroom groups...using the lowest area of need to group students
- Understanding MAP data better
- Utilizing campus assessments for intervention
- ALL K-2 students showed growth in MClass
- MAP is showing that the majority of our kids are showing positive growth in all areas
- On-going purchase of relevant materials for teachers to use in the classroom (small group, read alouds, etc.).

School Processes & Programs

School Processes & Programs Summary

At Bolin Elementary, we promote a safe, student-centered learning environment where differentiated learning experiences are provided in tandem with small group instruction to meet the needs of all learners. Student goal setting is implemented at every grade level to allow students to have ownership in their learning. Students are encouraged to be productive and responsible citizens through character education and extracurricular activities appealing to varied interests. All staff are highly qualified and focused on student achievement, both academically and emotionally. Staff members are given ample opportunities to lead, either formally on the leadership team, or informally through committee work or Trainer of Trainer opportunities. New staff members are mentored and all staff is supported by instructional coaches, which promotes a high teacher retention rate at Bolin.

School Processes & Programs Strengths

Bolin Elementary strengths in the area of process and programs are as follows:

- Bolin is proactively promoting academic achievement . We had a similar number of campus/ district assessments, utilized the data to set goals for growth for each student.
- Our SSI has been purposeful and students have shown tremendous growth. Teachers have felt like they had voice on these groups when needed.
- Teachers feel that their planning time is protected and look forward to having the same planning again next year.
- Teachers liked the survey for feedback and they felt like the responses addressed most issues.
- Teachers loved the Teacher Showcase and want to see what their peers are doing more.
- Master schedule was good this year with allowing large instructional blocks and we needed minimal changes for next year.
- Teachers have a voice through BLT meetings and feeling like they can share thoughts to coaches and principals

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our CNA results showed that Bolin staff need continued training/ refresher on campus procedures for behavior. **Root Cause:** Increased enrollment of students with severely disruptive behaviors due to emotional disturbance or other disorders.

Perceptions

Perceptions Summary

Bolin Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission to empower students to realize their strengths to fuel their passion for life-long learning is accomplished through collaboration among staff, parents, students, and community members. We offer multiple opportunities throughout the year for our parents and other community members to engage, volunteer, and provide feedback for our staff. This year Bolin continued to promote Social Emotional Learning through the Second Step Program. Students were asked to take ownership of their academic growth through setting goals and celebrating their successes.

Perceptions Strengths

Bolin's perception strengths are as follows:

- Behavior Team (Hackers)
 - Implementing reflective practices in the classroom as presented in Hacking School Discipline helps to create a culture of communication.
 - Procedures in place for a proactive behavior program
- Most staff stay long term
- Administration offers opportunities for staff input
- Frequent opportunities for parental involvement- PTA, WatchDOGS, Bolin Blast monthly newsletter, Parent Newsletter from PTA and grade levels, classroom volunteers, campus volunteers
- Multiple PTA family events that have wonderful attendance rates
- Many inclusive activities for students (talent show, Veteran's Day, open house, class parties, field day, book fairs, library adopt-a-shelf program, Multicultural Night, etc.)
- Support for new students (tours, student welcoming committee, class introductions, assign a buddy, extra support as needed)
- Strategies are in place to prevent bullying (Guidance & Digital Citizenship lessons)
- Although many activities have been postponed due to Covid protocols, opportunities for student leadership are starting to pick up:

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our CNA results shows that there is a need to increase parent involvement via our volunteer program **Root Cause:** Due to COVID all volunteer opportunities had to be put on hold.

Priority Problem Statements

Problem Statement 1: Our CNA results expressed a need for training to address our changing demographics, behavior, ideas, more tools for our toolbelt, de-escalation techniques. Training for office staff as they have to deal with students also.

Root Cause 1: Over the past couple of years Bolin has experienced a change demographics, behavior needs, and social emotional needs of our students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our CNA results showed that Bolin staff need continued training/ refresher on campus procedures for behavior.

Root Cause 2: Increased enrollment of students with severely disruptive behaviors due to emotional disturbance or other disorders.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our CNA results shows that there is a need to increase parent involvement via our volunteer program

Root Cause 3: Due to COVID all volunteer opportunities had to be put on hold.

Problem Statement 3 Areas: Perceptions

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- 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

Parent/Community Data

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

Support Systems and Other Data




- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices



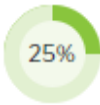





Goals

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

Performance Objective 1: Bolin Elementary will provide professional development to address specific campus needs.

Evaluation Data Sources: T-Tess, EOY Goal setting conference, classroom observations




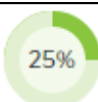
Strategy 1 Details	Reviews			
<p>Strategy 1: Bolin Elementary instructional coaches will meet with teachers to foster coaching conversations, self reflection and improve instruction.</p> <p>Strategy's Expected Result/Impact: Staff feedback, T-Tess goals, improvement in teacher practice</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bolin Elementary will provide weekly opportunities for teachers to content plan with Instructional Coaches and Principals.</p> <p>Strategy's Expected Result/Impact: Staff feedback, T-Tess goals</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Bolin Elementary administrators will meet with teachers to foster coaching conversations, self reflection and improve instruction.</p> <p>Strategy's Expected Result/Impact: Staff Feedback, T-Tess Goals</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				



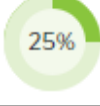





Strategy 4 Details	Reviews			
Strategy 4: Bolin Elementary staff will attend the annual Lead4ward 2022 Think Conference in December. Strategy's Expected Result/Impact: Improvement in student growth. Staff Responsible for Monitoring: Administrators, SSI teacher, Instructional Coaches	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will establish goal for based on best practices from Soar 2030. Strategy's Expected Result/Impact: Improvement in teacher practice. Staff Responsible for Monitoring: Teachers, Coaches, Administrators	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Academic Learning Teams will be established to ensure vertical consistency in our teaching practices. Strategy's Expected Result/Impact: Improvement in student growth and teacher practice. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Bolin elementary will provide on-going staff development to help all staff to understand and utilize MAP data effectively. Strategy's Expected Result/Impact: Improvement in student growth and teacher practice. Staff Responsible for Monitoring: Administrators and Instructional Coaches ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	May
				
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Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: Bolin Elementary will continue to build a positive campus and community culture through community partnerships, family engagement, and building capacity.

Evaluation Data Sources: Staff & community surveys/feedback.

Strategy 1 Details	Reviews			
Strategy 1: Bolin Elementary will conduct electronic surveys to gather feedback from staff & parents in the fall and spring. Strategy's Expected Result/Impact: Positive Survey Results Staff Responsible for Monitoring: Administrators, Library Media Specialist, Campus Tech	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Bolin Elementary will continue implementation of new SEL curriculum and Rithim Activities. Strategy's Expected Result/Impact: Improvement in student behaviors. Staff Responsible for Monitoring: Administrators, Teachers, Counselor	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Bolin Elementary will collaborate with families to host a multicultural event. Strategy's Expected Result/Impact: Promote awareness and appreciation for varied cultures represented at Bolin. Staff Responsible for Monitoring: Christy Wilson and Team	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Bolin Elementary will recognize positive behavior by implementing "Throw Kindness Thursday". Strategy's Expected Result/Impact: Increase in empathy and kindness skills among students. Staff Responsible for Monitoring: Administrators, Teachers, Staff	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 5 Details	Reviews			
Strategy 5: Bolin Elementary will establish an committee that will provide on-going staff development utilizing strategies from Hacking School Discipline, CHAMPS, and PBIS. Strategy's Expected Result/Impact: Improvement in student behaviors. Staff Responsible for Monitoring: Hackers Team - 1 representative from each team, administrators	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Bolin Elementary will implement "Tutoring Baskets" for volunteer and Watch DOGS. Strategy's Expected Result/Impact: Improvement in student formal and informal assessments Staff Responsible for Monitoring: Counselor, Teachers	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Bolin Elementary will build capacity by providing opportunities for staff to present professional development. Strategy's Expected Result/Impact: Improvement in teacher practice and student assessments. Staff Responsible for Monitoring: Administrators, Teachers, Coaches	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: Bolin Elementary will reinstate previous volunteer opportunities and implement new parent partnership ideas. Strategy's Expected Result/Impact: Increased volunteers presence and positive Survey Results Staff Responsible for Monitoring: Administrators, Counselor, PTA ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Sept	Dec	Mar	May
				
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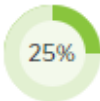

Performance Objective 2 Problem Statements:



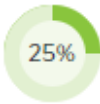

Perceptions
Problem Statement 1: Our CNA results shows that there is a need to increase parent involvement via our volunteer program Root Cause: Due to COVID all volunteer opportunities had to be put on hold.

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

Performance Objective 1: Bolin Elementary will provide students with opportunities to be challenged, creative, and collaborate with their peers.

Evaluation Data Sources: Bolin Elementary will increase our "Closing the Gaps" rating from a C to a B.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bolin Elementary will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Improvement in district and state assessments.</p> <p>Staff Responsible for Monitoring: AIM teacher, Administrators</p> <p>Funding Sources: Teacher - GT Allotment - \$43,559</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bolin Elementary will provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Improvement on district and state assessment scores</p> <p>Staff Responsible for Monitoring: ESL teachers, administrators</p> <p>Funding Sources: Teacher - Bilingual/ESL: State Special Allotment - \$100</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Bolin Elementary will provide learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Improvement on district and state assessment scores</p> <p>Staff Responsible for Monitoring: SSI staff, SEI tutor, administrators</p> <p>Funding Sources: Teachers, aides - Comp Ed: State Special Allotment - \$87,165</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Bolin Elementary will provide learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Improvement on district and state assessment scores</p> <p>Staff Responsible for Monitoring: SPED staff, administrators, teachers</p> <p>Funding Sources: 3 Resource 1 teachers, 1 Resource 2 teacher, 2 PAS teachers, 10 aides - Special Education: State Special Allotment - \$822,849</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Bolin Elementary will implement College and Career Awareness Week.</p> <p>Strategy's Expected Result/Impact: Promote awareness of various careers and college opportunities.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Bolin Elementary will provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Improvement on district and state assessment scores</p> <p>Staff Responsible for Monitoring: DT Teacher, administrators, teachers</p> <p>Funding Sources: 2 teachers - Dyslexia: State Allotment - \$44,042</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Bolin Elementary will increase student leadership opportunities.</p> <p>Strategy's Expected Result/Impact: Improvement in school wide behavior.</p> <p>Staff Responsible for Monitoring: Pride Council sponsors - Christy Wilson, Elizabeth Yearwood, & Alana Balch Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 8 Details	Reviews			
Strategy 8: Bolin Elementary will establish a school wide positive reinforcement plan for attendance. Strategy's Expected Result/Impact: Improvement in student attendance and arriving to school on time. Staff Responsible for Monitoring: Melissa Wendland, Tracey Ropp ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Bolin Elementary will collaborate with the Allen ISD Behavior Support Team to provide grade level specific training to proactively address concerning behaviors. Strategy's Expected Result/Impact: Decrease of student office referrals Staff Responsible for Monitoring: Reena Varughese, Sandy Lowstetter ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Sept	Dec	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

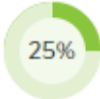






Demographics
Problem Statement 1: Our CNA results expressed a need for training to address our changing demographics, behavior, ideas, more tools for our toolbelt, de-escalation techniques. Training for office staff as they have to deal with students also. Root Cause: Over the past couple of years Bolin has experienced a change demographics, behavior needs, and social emotional needs of our students.
School Processes & Programs
Problem Statement 1: Our CNA results showed that Bolin staff need continued training/ refresher on campus procedures for behavior. Root Cause: Increased enrollment of students with severely disruptive behaviors due to emotional disturbance or other disorders.

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: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 72% to 77% by June 2024. In 2022 Bolin Third grade students met the Reading goal for 2024.

HB3 Goal

Evaluation Data Sources: 2019-2024 STAAR Reading Results







Strategy 1 Details	Reviews			
<p>Strategy 1: Bolin Elementary will incorporate student goal setting so that students can monitor their own growth. Strategy's Expected Result/Impact: Improvement on district and state assessment scores Staff Responsible for Monitoring: All Bolin Staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bolin Elementary will utilize MAP data to drive intervention. Strategy's Expected Result/Impact: Improvement on district and state assessment scores Staff Responsible for Monitoring: All Bolin Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Bolin 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. Strategy's Expected Result/Impact: Consistent growth in all students from BOY to MOY to EOY results. Staff Responsible for Monitoring: Kinder teachers</p> <p>Funding Sources: 3 Kinder teachers - Early Education: State Allotment - \$116,781</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 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 73% to 78% by June 2024. In 2022 Bolin Third grade students met the Reading goal for 2024.

HB3 Goal

Evaluation Data Sources: 2019-2024 STAAR Math results

Strategy 1 Details	Reviews			
<p>Strategy 1: Bolin Elementary will implement meetings every 9 weeks with grade level teachers to review 504 and sped student concerns, progress, accommodations and interventions. to ensure that student plans continue to be appropriate.</p> <p>Strategy's Expected Result/Impact: Improvement in student assessment scores.</p> <p>Staff Responsible for Monitoring: Diagnostician, CIS, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bolin Elementary staff will use new resources in Math and Reading to differentiate instruction based on data.</p> <p>Strategy's Expected Result/Impact: Improved MAP scores</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Coaches</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	3 Kinder teachers		\$116,781.00
Sub-Total					\$116,781.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	2 teachers		\$44,042.00
Sub-Total					\$44,042.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Teacher		\$100.00
Sub-Total					\$100.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Teachers, aides		\$87,165.00
Sub-Total					\$87,165.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	3 Resource 1 teachers, 1 Resource 2 teacher, 2 PAS teachers, 10 aides		\$822,849.00
Sub-Total					\$822,849.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Teacher		\$43,559.00
Sub-Total					\$43,559.00