Allen Independent School District

Kerr Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: September 23, 2019

Mission Statement

The Kerr Elementary community of students, staff, and parents
will work together
to create a nurturing, safe environment
that promotes educating the whole child
to become a life-long learner.
We will embrace diversity,
model mutual respect,
and meet individual needs
so every child can learn.

Vision

At Kerr Elementary we believe.....

- To get into the mind of the child, you must first get into their heart.
- Actively engaged students are involved in meaningful and challenging work that results in optimum learning success.
- A teacher's passion to create a safe and rich learning environment inspires opportunities for students to express their unique gifts and talents each and every day.
- The path to change in the classroom lies within and through the participation in a collaborative professional learning community.
- A partnership with our community is critical to achieving continuous improvement and enriching our learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kerr Elementary opened in the 2000-2001 school year in Allen, Texas. It is one of 18 elementary schools in Allen ISD. Below is the breakdown of Kerr's demographics:

Race/Ethnicity	Enrollment
African American	7.34%
Hispanic	8.10%
White	38.69%
American Indian	0.31%
Asian	40.67%
Pacific Islander	0.46%
Two or More Races	4.43%

Enrollment by Student Group includes:

Student Group	Enrollment
Economically Disadvantage	3.6%
English Language Learners	6.4%
Special Education	9.5%

Class Size Averages include:

Grade Level	Average Size
Kindergarten	21.5
Grade 1	17.6
Grade 2	20.8
Grade 3	19.8
Grade 4	21.1

Grade Level	Average Size
Grade 5	23.2
Grade 6	31.4

Demographics Strengths

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

1. Many families research high performing schools prior to moving to the Kerr zoning. Kerr's successes continually draw new families to our school.

2. Kerr had been recognized among the highest ranked elementary schools in student achievement in the state of Texas.

3. Kerr has a very supportive and active PTA. In addition, Kerr is fortunate to have supportive parents and students who value educational success.

4. Kerr has a diverse student enrollment that is celebrated regularly on campus.

5. In addition to our Comet Time Intervention Block during the instructional hours, intervention opportunities are provided before and after school for students identified as at-risk in Reading and/or Math. Additionally, teachers provide tutoring for their students as needs arise through out the school year.

6. The Guidelines for Success theme and the implementation of PBIS on our campus has provided consistent behavioral expectations which results in maximized instruction time.

7. Kerr Staff has applied and been awarded multiple Foundation for Allen Schools grants to enhance classroom engagement, instruction, and student learning.

8. Kerr's attendance rate is consistently above district and state percentages.

9. This year we will implement SEL.(Social Emotional Learning) This will consist of each grade level teaching targeted lessons.

The following highlights Kerr's strengths with staff quality, recruitment, and retention:

- Systems and procedures are relied upon that provide teachers with parameters in which to do their job
- Typical turnover at Kerr is due to teacher retirement
- Teachers are supported by administration teams and supporting staff
- Teachers have multiple certifications
- Majority of the teachers have experiences of 11+ years
- Continuing education is a priority for the teachers
- Consistent expectations to vertically align academically, socially, and procedural

- Classroom teachers are hired from within, through student teaching, paraprofessionals, and substitutes
- New teachers supported through administration, mentors, and team collaboration and monthly Rookie Rallies
- Professional development is differentiated for campus wide needs
- Staff believes in the staff motto of, to get in the mind of a child you must first get into their heart
- Attendance rate remains stable year to year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Kerr's Special Education population has increased from 8.9% in 2015-2016 to 9.5% in 2019.

Problem Statement 2: New teachers lack appropriate follow up on professional development given during the 1st year of teaching.

Student Academic Achievement

Student Academic Achievement Summary

Kerr Elementary has many strengths. Some of the most notable student achievement strengths include:

1. Many families research high performing schools prior to moving to the area. Kerr's successes continually draw new families to our school.
2. Kerr Elementary has been recognized among the highest ranked elementary schools in student achievement in the state of Texas.
3. Kerr is greatly supported by a committed PTA. In addition, Kerr is fortunate to have supportive parents and students who value educational success.
4. Kerr has a diverse student enrollment that is celebrated regularly on campus.
5. In addition to our Comet Time Intervention Block during the instructional hours, intervention opportunities are provided before and after school for students identified as at-risk in Reading and/or Math. Additionally, teachers provide tutoring for their students as needs arise through out the school year.
6. The Guidelines for Success theme and the implementation of PBIS on our campus has provided consistent behavioral expectations which results in maximized instruction time.
7. Kerr Staff has applied and been awarded multiple Foundation for Allen Schools grants to enhance classroom engagement, instruction, and student learning. 8. Kerr's attendance rate is consistently above district and state percentages.

Student Academic Achievement Strengths

Kerr Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

Award recipient as the Top Elementary School from CHILDREN AT RISK, a nonprofit organization leading the way to improving the quality of life for Texas children. Kerr ranked #1 out of 1,087 elementary schools in the North Texas area. Kerr was also ranked #1 Elementary in the State on Niche.com.

Earning all possible Distinction Designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25% Student Progress
- Top 25% Closing Performance Gaps
- Post Secondary Readiness

Meeting all of the federal System Safeguard:

- Performance Rates 20 out of 20 = 100%
- Participation Rates 14 out of 14 = 100%

Kerr Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention opportunities which includes:

- School-wide Comet Time Intervention
- Regularly Scheduled Grade Level Comet Collaboration
- Before and After School Intervention
- State Approved Intervention Resources
- Homework Club
- Special Education Tutoring
- Focus on Early Intervention
- Social Emotional Learning

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Master level performance STAAR writing scores decreased dramatically over a three year period.

School Processes & Programs

School Processes & Programs Summary

Kerr staff reviews student assessments in order to provide targeted instruction for improvement of student progress. Professional Learning Communities (PLCs) meet weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessments decisions. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning. Comet Time intervention targets student needs by providing systematic, direct instruction for every student regardless of their academic abilities.

Parents, teachers and students at Kerr Elementary take pride in their school and the school's reputation of success. The perception of Kerr Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices as well as building strong social character.

Kerr Elementary was renovated in 2018. This included a technology refresh. All current devices were replaced with the new equipment with the goal being to get 1:1 ratios of devices to students.

School Processes & Programs Strengths

The following highlights the Curriculum, Instruction, and Assessment strengths at Kerr Elementary:

- Strong systems for RtI procedures with early identification of at-risk students
- New students to Kerr assessed within one week of enrollment
- High level of teaching at performance standard
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Collaboration meetings following data points to monitor student progress
- Effective, systematic intervention opportunities for students at all levels
- Structured and effective intervention time for all students at varying levels
- Analysis of instructional data to drive instruction
- Consistent use of formal and informal assessments to drive instructional practices
- Social Emotional Learning

The following highlights the School Context and Organization strengths at Kerr Elementary:

- Building diverse teams better meets the needs of students

- Systems, procedures and routines are consistent and reviewed frequently
- The master calendar provides large blocks of times that all students are receiving instruction in their classroom
- Intervention block provides all students with systematic, direct instruction at their current levels in math and reading
- Duty rosters are well planned, including substitutes that protect teachers' time to plan for the day
- Grade levels have a weekly planning time scheduled with meeting minutes shared with support teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Appropriately streamlining required trainings, meetings, and paperwork that consume teachers' time. **Root Cause**: Increased demands on teachers that impedes adequate planning time.

Problem Statement 2: Kerr Elementary will focus on increasing STAAR progress in Reading and Math with a focus on staff development on analyzing data of students that did not meet progress. These students will receive targeted intervention.

Problem Statement 3: Teachers report availability, reliability, security, and network capabilities are barriers that reduce the use of technology.

Perceptions

Perceptions Summary

To get into the mind of a child, you must first get into their heart. Kerr staff excels at building strong, trusting relationships with their students. Every student that comes to us is unique. Our Kerr staff is challenged to find those unique gifts and use them to strengthen the child's academic skills. One word that describes our work at Kerr is purposeful. Consistent systems, procedures and routines provide teachers with optimal instructional time. Protecting the integrity of the learning environment is critical. Maximizing instruction time to accelerate learning is imperative. We also provide intervention based on relevant data for every student on campus regardless of their academic abilities. By doing so, all students are challenged which results in high levels of student achievement. Kerr is very fortunate to have a community of parents that support our efforts in so many ways that contribute to making Kerr exceptional! Social Emotional Learning will help deepen the culture and climate at Kerr.

Kerr Elementary is fortunate to have supportive parents who devote countless hours contributing to their child's education. The PTA regularly coordinates their efforts with the Kerr staff to increase parental involvement by providing high interest events that foster community engagement.

Perceptions Strengths

Kerr has many strengths. Student survey data indicates that some of the most notable school culture and climate strengths include:

- Students feel safe and supported
- Students know what to do in an emergency
- Students have an adult they trust at Kerr Elementary
- Staff is in a positive environment and enjoy working here
- Staff believes community support is high
- Staff believes community has high expectations
- Parents feel we have a caring friendly staff
- Parents and students enjoy Watch Dog program

- Parents believe they receive good communication from staff
- Parents feel welcome

Kerr Elementary has many strengths. The most notable Family and Community Involvement strengths include:

- Frequent opportunities for parental involvement
- Abundant communication via Thursday Folders, Parent Email Groups, Kerr Web Page, Peach Jar, and Galaxy Press
- Social media presence with up-to-date information for parents and the community
- Watch Dogs, Kindergarten Kick-off Meeting, Meet the Teacher Night, Open House, Culture Fair, Parent Conferences, Comet Shuffle, Comet Craze, Fine Arts Night

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student survey data indicates that increased monitoring of conversations will decrease rumors and hurtful statements.

Problem Statement 2: There is a discrepancy in the level of input solicited from parents in regards to campus policies and procedures, critical decision-making, and overall school improvement at Kerr.

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) 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

- TTESS data
- T-PESS data
- Equity 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

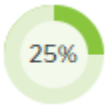
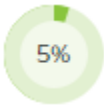
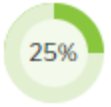
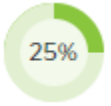
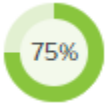
Revised/Approved: September 23, 2019

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Kerr Elementary will provide instruction, intervention, and enrichment to accelerate learning for all students, with an emphasis on Special Education, to meet the state targets for Closing the Gaps in reading and math.

Evaluation Data Source(s) 1: STAAR Results, Closing the Gaps Status Table, Closing the Gaps Data Table

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Kerr Elementary will utilize Comet Time within the school day to enable every grade level teacher and support staff the opportunity to tutor, reteach, enrich, and extend student learning by providing focused, systematic instruction for all students.	Campus Administration, Campus Intervention Specialist, Teachers, Support Staff	Increase learning for all students and close achievement gap				
2) Kerr Elementary will structure collaborative teams to disaggregate current data and target instruction on specific student expectations.	Campus Principals, Action Team Captains, Teachers	Teachers will be more informed in the area of formative and summative classroom assessments				
3) Train teachers on tools to identify students who made limited progress on 2019 STAAR.	Principal, Assistant Principal, Campus Intervention Specialist	Identified student will receive targeted intervention				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
4) Kerr Elementary will utilize Instructional Specialists and Instructional Coaches to assist teachers with lesson designing, modeling, and data interpretation.	Grade level teachers, Actions Teams, Administrators	Students will benefit from best practices and teachers will receive job embedded professional development	25%	80%	0%	
5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Campus Administrator, teachers	Student academic growth	25%	50%	5%	
	Funding Sources: Comp Ed - 138000.00, School Excellence Initiative - 6250.00					
6) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Campus Administrators, Teachers	Students identified as gifted learners will grow academically by receiving instruction in a way that meets their unique learning style	25%	50%	5%	
	Funding Sources: Gifted/Talented - 71000.00					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Kerr Elementary will provide additional targeted support for all students to meet or exceed progress. Additional attention will be given to Special Education students and students who maintained the STAAR Performance level but made limited growth.

Evaluation Data Source(s) 2: STAAR results, Academic Growth Data Table (Domain 2A)

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) All teachers will teach the TEKS to the appropriate depth of knowledge (DOK) and maintain the rigor to prepare all students to achieve or exceed a year's growth.	Campus Administrators, Teachers, Support Staff, Instructional Specialist	District and state assessments data will indicate student academic growth	25%	70%	5%	
2) The Core SIT team will monitor critical data checkpoints and teacher input from weekly team meetings to determine students' response to intervention.	Campus Administration, Campus Intervention Specialist, Teachers, Support Staff	All at risk students will receive just in time intervention	25%	65%	5%	
3) Kerr Elementary will employ SEI and ELL Tutors to target the needs of our most at risk population.	Campus Principals, SSI, CIS	Academic gains	25%	75%	5%	
4) Kerr Elementary will schedule specific times throughout the year for teachers to disaggregate current student data and target instruction on specific student expectations.	Campus Principals, Action Team Captains, Teachers	Student academic gains	25%	65%	5%	
5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	Campus Administrators, Teachers	Student language acquisition will increase and academic achievement data will increase	25%	50%	5%	
	Funding Sources: Title III - 2600.00, ESL - 25000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
6) Provide supplemental learning experiences for special education students to support individual learning needs.	Campus Administrators, Teachers	IEP progress, Assessment Results, Formative and Summative classroom assessments will show student growth	25%	50%	5%	
	Funding Sources: Special Education - 319000.00					

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: Kerr Elementary School will establish and implement a shared vision and culture of high expectations for all staff and students.

Evaluation Data Source(s) 1: Local Accountability Rating

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Social-emotional instruction will be incorporated within the school day to help foster appropriate behaviors conducive to learning.	Principal, Assistant Principal, Counselor, Teachers	Decrease in disruptive behaviors	25%	55%	5%	
2) Live announcements will be utilized to communicate appropriate behaviors and responses to promote positive life skills.	Principal, Assistant Principal, Counselor	Increased problem solving skills	25%	100%	100%	
3) Kerr Elementary will continue the Watchdog program to model parent involvement.	Principal, Counselor	Stakeholder and community involvement will increase community feels more connected to school environment	25%	100%	100%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 2: Kerr Elementary School will engage in a variety of professional learning communities that focus on curriculum, best instructional practices, and effective intervention opportunities.

Evaluation Data Source(s) 2: Increase number of students obtaining Met Progress and Master Grade Level

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Kerr Elementary will continue Comet Time Intervention blocks for all grade levels to provide direct, systematic instruction for all student academic levels.	Administrators, SSI Teacher, CIS, Teachers	Student growth at all academic levels	25%	75%	5%	
2) Kerr Elementary will support the professional learning community by focusing on staff development, peer collaboration, and increased opportunities for teacher leadership.	Administrators, Grade Level Chairs, Action Team Captains	Increased student achievement, increased staff knowledge, increased morale	25%	75%	5%	
3) Kerr Elementary will provide professional development for teachers to identify students with a second language at home that did not qualify for LEP services or previously exited ESL. Teachers will be better equipped to incorporate the ELPS Objectives more effectively within their instructional practices.	Administrators, ESL teacher, teachers	Increased student achievement, increased staff knowledge	25%	50%	5%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 3: Kerr Elementary staff will ensure improvement in student learning by working in high performing, collaborative teams.

Evaluation Data Source(s) 3: STAAR results, Distinctions earned

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Teachers and support staff will actively participate in professional learning communities with a focus on curriculum, instruction/assessment and intervention.	Campus Principals, Teachers, Support Staff	Students will benefit from research based practices and academic gains	25%	75%	5%	
2) Teachers and support staff will actively participate in Comet Collaboration with a focus on curriculum, instruction/assessment and intervention. All staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.	Administrators, Instructional Specialists, Curriculum Coordinators, Teachers and Support Staff	Improved student performance and success	25%	50%	5%	
3) Weekly Core SIT meetings will address the needs of at-risk students. A plan will be developed and communicated to staff.	Administrators, Campus Intervention Specialist, SSI Teacher	Academic gains for all students	25%	50%	5%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: Kerr Elementary will ensure efficient, effective processes to support school operations and use of resources to maximize learning.

Evaluation Data Source(s) 1: Kerr Handbook, Assessment results, Skyward Finance

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Kerr Elementary will provide systematic and structured arrival and dismissal plans that supports maximizing instruction time.	Administrators, Faculty and Staff	Decreased tardies, decreased unstructured time, alignment with pacing calendars	25%	40%	5%	
2) Kerr Elementary will communicate efficiently with weekly Kerrier, Grade Level Chair meetings, email etiquette, video announcements.	Administrators, Office Staff, Teachers	Parents will be more informed and more connected to campus	25%	85%	5%	
3) Ongoing training provided on policies, procedures, and Kerr non-negotiable.	Administrators	Procedures and routines implemented with fidelity	25%	50%	5%	
4) Well defined expectations on budget procedures and appropriate practices for purchasing resources that support the campus initiatives.	Administrators, Secretary, Teachers	More efficient allocations of campus funds will positively impact instruction and resources	25%	75%	5%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Campus Funding Summary

School Excellence Initiative					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Supplemental instructional support and resources		$6,250.00
				Sub-Total	$6,250.00

Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Supplemental instructional support and resources		$138,000.00
				Sub-Total	$138,000.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Supplemental instructional support resources		$2,600.00
				Sub-Total	$2,600.00

Gifted/Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Supplemental instructional support resources		$71,000.00
				Sub-Total	$71,000.00

ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$25,000.00
				Sub-Total	$25,000.00

Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6	Supplemental instructional support resources		$319,000.00

Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$319,000.00
				Grand Total	$561,850.00