Allen Independent School District

Norton Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Norton Elementary is to educate and empower the whole child by equipping each student with a strong foundation and creating contributing citizens who meet the challenges of tomorrow.

Vision

Norton Knights...

Doing more than we have to – to be the best that we can be!

Value Statement

We believe that every child is capable of learning when met at their level and inspired to reach their highest potential.

We believe that all children learn differently and deserve an environment in which they are nurtured and challenged to reach their full academic, social, and emotional potential.

We believe in providing a safe climate and setting high expectations for citizenship and academic standards for all members of the Norton community.

We believe that all students are part of a larger community which holds them accountable for their academic and behavioral success.

We believe that as teachers we must create an environment where students are willing to take risks.

We believe that staff members work most effectively when we are an integrated team devoted to our students and supportive of each other's strengths and areas of expertise.

We believe that open and ongoing communication between all stakeholders (internal and external) is vital in the education of students.

We believe that parents are a critical partner in their child's education.

We believe student success comes from a partnership with families based on trust, respect, and educational professionalism.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Norton Elementary is located in Allen ISD and houses grades K-6 as well as one section of Special Education Resource 2 and one section of therapeutic behavior support. The demographic information provided from PEIMS data indicates student enrollment of 658 for the previous school year with the following student groups:

- African American - 8%
- Asian - 34%
- Hispanic - 12%
- Two or More Races - 5%
- White - 41%

Norton is primarily a neighborhood school. Substantial building of single-family homes and apartment complexes has increased student enrollment rapidly over the past few years. Student mobility rate at Norton is 12.25% as compared to the District mobility rate of 9.62%.

Norton's student population consists of 8.0% English Language Learners. The percentage of students categorized as Economically Disadvantaged is 18%. 13% of students at Norton Elementary are eligible for Special Education services. 15% of Norton Elementary students qualify for Gifted and Talented services, and 23% of Norton students are considered to be At-Risk.

During the 2020-2021 school year, Allen ISD families had the options to choose at-home learning or in-person learning for their children, due to the Covid-19 pandemic. At the end of the school year, 68% of Norton students were learning in-person and 32% of Norton students were learning at-home.

Norton staff members are generally experienced educators and have the support of a stable team of Instructional Coaches.

Demographics Strengths

Norton Elementary has many strengths. Some of those strengths are:

- Norton Elementary and Allen ISD are well respected, and housing in the neighborhood is highly sought after.
- Enrollment is rapidly increasing in the areas served by Norton Elementary, as building of both homes and apartment complexes continues.
- Neighborhood communities are very supportive of the school, and there is a high level of volunteerism from parents and other family members.
- Diversity is evident within the campus population, and Norton students are accepting of others with different race and/or ethnicity.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic during the Spring 2020 semester, and the 2020-2021 school year, the campus experienced various levels of closure to students and staff. Therefore, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) accountability requirements for the 2019-2020 and 2020-2021 school years.

For the 2018-2019 school year, the last year that accountability reports were published, Frances E. Norton Elementary received the following scores on the Texas Education Agency Accountability Ratings Overall Summary.

- Overall: 93
- Student Achievement: 95
- School Progress: 89
- Closing the Gaps: 87

These scores result in a **2019 Texas Accountability rating of 'A'.**

The campus also earned 4 Distinction Designations. Distinctions were noted in the areas of Academic Achievement in Mathematics, Academic Achievement in Science, Postsecondary Readiness, and Comparative Academic Growth. In each area, when compared with 40 similar schools, Norton Elementary falls within the top quartile of performance.

The data below reflect the two most recent years of STAAR data for Norton Elementary.

Frances E. Norton Elementary STAAR Data							
Reading	**2019**				**2021**		
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 3	86	99%	74%	55%	77	87%	58%	35%
Grade 4	82	91%	78%	63%	99	78%	55%	34%
Grade 5	75	92%	79%	51%	94	87%	66%	50%
Grade 6	81	90%	63%	44%	91	86%	68%	36%
Math	**2019**				**2021**		
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 3	86	94%	74%	52%	77	82%	57%	26%
Grade 4	81	93%	84%	69%	99	87%	63%	40%
Grade 5	75	100%	88%	83%	93	94%	84%	68%
Grade 6	81	96%	83%	57%	91	95%	89%	71%
Writing	**2019**				**2021**		
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL

Frances E. Norton Elementary STAAR Data							
Grade 4 81	86%	67%	33%	99	77%	52%	19%
Science	**2019**				**2021**		
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 5 75	91%	77%	52%	94	90%	71%	39%

Based on the latest summative scores available, Norton Elementary students are academically strong, however learning gaps are evident after experiencing a year that was impacted by attendance and instructional differences. Students who struggle academically are identified, monitored, and provided intervention through the RtI process. Intervention is provided through small group or one-on-one instruction.

Student Learning Strengths

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

In spite of challenges due to the COVID-19 pandemic, Norton Elementary students continued to show academic strengths. The staff at Norton cultivates a safe learning environment in which students who are struggling academically are identified and intervention is provided. Additionally, high-performing students are provided enrichment opportunities that allow them to continue to grow in their rigor and depth of knowledge.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There may be an increase in the number of students who are identified with learning gaps and who may be at-risk for not reaching expected annual academic growth. **Root Cause:** Absenteeism and circumstances that impede learning are are a result of the COVID-19 pandemic. A significant number of students learned virtually during the 2020-2021 school year. Accurate data was not able to be collected on all students, making identification of learning gaps, and provision of appropriate intervention, more difficult.

Problem Statement 2 (Prioritized): Levels of early literacy success have decreased across the state of Texas in recent years. **Root Cause:** There has been a lack of professional learning dedicated to research-based early literacy instructional practices.

School Processes & Programs

School Processes & Programs Summary

Norton Elementary staff are highly qualified educators who seek to understand grade level curriculum requirements and best practices in instruction and consistently strive to increase their effectiveness in the classroom. Teachers work together to plan lessons, create assessments, and discuss student work. A focus on T-TESS Student Learning Objectives has been beneficial in analyzing and assessing student mastery levels and growth. Knowledge and use of data has improved in recent years, although additional work in this area continues.

Educators are involved in district level cadres for all content areas and several lead staff development sessions on campus and for the district. Teaching staff also work regularly with Allen ISD Instructional Specialists and campus-based Instructional Coaches.

Norton Elementary is focused on increasing student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to create goals that target student achievement. Norton Elementary uses many sources to facilitate student success. Student Intervention Team (SIT), 504, and/or Special Education ARD meetings are held with parents, classroom teachers, support teachers, counselor, campus intervention specialist and campus administration to create individual plans for student success. The Core Student Intervention Team maintains a strong focus on meeting the needs of every child on campus. Increased communication between staff members has positively impacted the ability of the Norton staff to provide the interventions necessary for each child to reach his or her full potential.

Staff members feel they have a voice in the decision-making process. The staff feels that their needs are heard and accommodated when possible. The retention rate for teaching staff is high and all new teachers and new to the district teachers are provided with a mentor or a buddy to provide additional support.

An update of technology hardware and networking services have allowed Norton staff and students to further develop their skills. In May of 2021, all Norton teachers were provided a Microsoft Surface to utilize for instructional planning, professional development, and classroom instruction.

COVID-19 has caused educators at Norton to further their efforts to support the emotional and physical health of their students. Use of Second Step Curriculum for daily check-ins and Social Emotional Learning has been beneficial for students and staff.

School Processes & Programs Strengths

The continued success of the Norton Elementary campus is a direct reflection of the utilization of research based best practices, making data-driven decisions, and caring for the social-emotional well-being of students. Some of the strengths that lead to this success include:

- Access to technology that fits within the scope of grade level TEKS and allows for collaboration among students
- Technology is utilized for core instruction, differentiation, and assessment purposes
- Safe, educational environment
- Effective Core Student Intervention Team
- District and state assessments are effectively utilized to identify strengths and areas for improvement
- Educators use assessment data in a timely manner for identification of necessary interventions to drive planning of core instruction
- Student progress is closely monitored and plans for support are implemented in a timely manner
- Campus schedules are developed to maximize instructional time
- Campus focus on building/maintaining strong relationships and social-emotional learning

Perceptions

Perceptions Summary

Educators at Norton Elementary are receptive to new ideas and are willing to learn. Students and families are welcomed to the campus through proactive processes such as receiving a Norton cinch bag, agenda, and pencil at enrollment and a school tour from the counselor or other campus staff. Norton Elementary also hosts an annual 6th Grade Leadership Camp to welcome all sixth graders and begin developing leadership and ties to the Norton community in these students.

The implementation of a peer helper program during the 18-19 school year has allowed students in grades 4-6 to serve as leaders and increased understanding of diversity throughout the student population. Positive and proactive responses to student behavior needs have been developed and implemented to help teachers know more about their students, their strengths, and areas where support will be beneficial.

Norton Elementary has a very active PTA that involves large numbers of the school community. Events are held annually that heavily involve parents and families, including World Culture Day, Celebrate Me, Book Fair, Allen Eagle Run, Veterans Day, and Watch DOGS. Numerous parent volunteers work each week throughout the school year in various capacities. Parents are involved in decision-making through the PTA Board and the Campus Improvement Team. Parents regularly reach out to share ideas with the school staff. Regular communication occurs between the school and the community via newsletters, school website, emails, and social media posts.

Community partnerships with local organizations provide backpacks of food for students and families who are in need, Special Olympics opportunities are provided for students with special needs, and information is provided to parents regarding local programs that are designed specifically to meet the needs of families with special needs. Local businesses are very supportive with donations to campus events.

Perceptions Strengths

The Norton Elementary community is actively involved in supporting the school. Parents and community members have numerous opportunities to be involved in school activities that support the academic, social, and emotional well-being of Norton students. The following strengths are noted:

- High volunteerism from parents and families
- Very large turnout and volunteerism for special events
- Multiple service projects available for student participation. Student service projects conducted outside of school are recognized
- Multiple levels of teacher outreach support parent and family relationships
- The MORE campaign recognizes positive behavior and has increased the number of positive relationships between students and teachers and the amount of time spent on instructional activities
- Staff members collaborate effectively to support students who have academic, behavioral, and social-emotional needs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Direct instruction in the area of social emotional learning is necessary to support the growing needs of students and families. **Root Cause:** Societal changes, as well as challenges presented by the COVID-19 pandemic, have highlighted the need for increased social emotional support.

Priority Problem Statements

Problem Statement 1: There may be an increase in the number of students who are identified with learning gaps and who may be at-risk for not reaching expected annual academic growth.

Root Cause 1: Absenteeism and circumstances that impede learning are are a result of the COVID-19 pandemic. A significant number of students learned virtually during the 2020-2021 school year. Accurate data was not able to be collected on all students, making identification of learning gaps, and provision of appropriate intervention, more difficult.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Direct instruction in the area of social emotional learning is necessary to support the growing needs of students and families.

Root Cause 2: Societal changes, as well as challenges presented by the COVID-19 pandemic, have highlighted the need for increased social emotional support.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Levels of early literacy success have decreased across the state of Texas in recent years.

Root Cause 3: There has been a lack of professional learning dedicated to research-based early literacy instructional practices.

Problem Statement 3 Areas: Student Learning

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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Norton Elementary educators will contribute to the academic success of students by working in high-performing, collaborative teams.
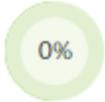
Strategy 1 Details	Reviews			
Strategy 1: Educator teams will participate in analysis of student data collected through STAAR, mClass, and MAP Growth assessments **Strategy's Expected Result/Impact:** Increased student achievement and growth **Staff Responsible for Monitoring:** Instructional Coaches, Campus Administrators **Problem Statements:** Student Learning 1	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
	15%			
Strategy 2 Details	**Reviews**			
Strategy 2: Educator teams will work collaboratively with Instructional Coaches to plan formative assessments to be utilized during core instruction. **Strategy's Expected Result/Impact:** Identification of areas to be targeted with individual students and groups of students. **Staff Responsible for Monitoring:** Grade Level Chairs Instructional Coaches Campus Administrators **Problem Statements:** Student Learning 1	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
	15%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There may be an increase in the number of students who are identified with learning gaps and who may be at-risk for not reaching expected annual academic growth. **Root Cause**: Absenteeism and circumstances that impede learning are are a result of the COVID-19 pandemic. A significant number of students learned virtually during the 2020-2021 school year. Accurate data was not able to be collected on all students, making identification of learning gaps, and provision of appropriate intervention, more difficult.

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

Performance Objective 1: Norton Elementary educators will provide targeted, differentiated instruction based on analysis of student data.

Strategy 1 Details	Reviews			
Strategy 1: Norton Elementary educators will consistently utilize data-designed, small group instruction to provide instruction at at-risk students' point of need.	Formative			Summative
	Sept	Dec	Mar	May

Strategy's Expected Result/Impact: Academic progress of all students
    Staff Responsible for Monitoring: Classroom teachers
Instructional coaches
Campus administrators
    Problem Statements: Student Learning 1
    Funding Sources: Supplementary Instructional Support and Resources- - Comp Ed: State Special Allotment - $9,298
	15%			

Strategy 2 Details	Reviews			
Strategy 2: Norton Elementary educators will implement various technology platforms and digital tools to enhance instruction, increase differentiation, and promote active student engagement.	Formative			Summative
	Sept	Dec	Mar	May

Strategy's Expected Result/Impact: Increased understanding of various technology platforms and digital tools
Increased academic growth
    Staff Responsible for Monitoring: Classroom teachers
Instructional coaches
Campus administrators
Library Media Specialist
    Problem Statements: Student Learning 1
	0%			

Strategy 3 Details	Reviews			
Strategy 3: Norton Elementary educators will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Formative			Summative
	Sept	Dec	Mar	May

Strategy's Expected Result/Impact: Additional enrichment opportunities for gifted and talented students
    Staff Responsible for Monitoring: AIM Teachers
Classroom teachers
    Funding Sources: Supplementary Instructional Support and Resources- Gifted and Talented - GT Allotment - $75,393
	15%			

Strategy 4 Details		Reviews			
Strategy 4: Norton Elementary educators will provide learning experiences and services for special education students to support individual learning needs.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in performance of special education students on district and state assessments. **Staff Responsible for Monitoring:** Special Education Staff Administrators **Funding Sources:** Supplementary Instructional Support and Resources - Special Education: State Special Allotment - $463,128		15%			
Strategy 5 Details		Reviews			
Strategy 5: Norton Elementary educators will provide learning experiences and services for dyslexia students to support individual learning needs.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Dyslexia teachers Administrators **Funding Sources:** - Dyslexia: State Allotment - $42,484		15%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There may be an increase in the number of students who are identified with learning gaps and who may be at-risk for not reaching expected annual academic growth. **Root Cause**: Absenteeism and circumstances that impede learning are are a result of the COVID-19 pandemic. A significant number of students learned virtually during the 2020-2021 school year. Accurate data was not able to be collected on all students, making identification of learning gaps, and provision of appropriate intervention, more difficult.

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: Norton Elementary staff members will create a strong campus climate by focusing on the social and emotional development of students.

Strategy 1 Details		Reviews			
Strategy 1: Norton Elementary classroom teachers will provide targeted social emotional instruction utilizing Second Steps curriculum to support the social emotional learning of all students.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Decreased conflict between students Increased feelings of community and connectedness for students and staff Increased emotional regulation & emotional intelligence of students **Staff Responsible for Monitoring:** Classroom teachers Counselor Campus Administrators **Problem Statements:** Perceptions 1		15%			

Strategy 2 Details		Reviews			
Strategy 2: All Norton staff members and students will participate in the newly revamped MORE program.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased feelings of community and connectedness for students and staff Increased relationships with families and community members **Staff Responsible for Monitoring:** Classroom teachers Counselor Campus Administrators AIM Teacher (MORE leader) **Problem Statements:** Perceptions 1		15%			

Strategy 3 Details		Reviews			
Strategy 3: Norton Elementary staff members will have a greater awareness of students' social emotional needs through the adoption and consistent utilization of Rhithm.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased knowledge of students' social emotional needs Improved intervention response to students in crisis Improved Tier 2 intervention for social emotional needs **Staff Responsible for Monitoring:** Classroom teachers Counselor Campus Administrators		5%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:
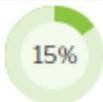
Perceptions
Problem Statement 1: Direct instruction in the area of social emotional learning is necessary to support the growing needs of students and families. **Root Cause**: Societal changes, as well as challenges presented by the COVID-19 pandemic, have highlighted the need for increased social emotional support.

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 STARR Reading will increase from 82.05% to 85% by June 2024.

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR Reading results

Strategy 1 Details		Reviews			
Strategy 1: Teachers of primary students will receive professional learning related to best practices in the area of early literacy. Training will be provided through processes developed by the Texas Education Agency.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased knowledge of literacy intervention in primary teachers Academic progress of primary students **Staff Responsible for Monitoring:** Primary classroom teachers Instructional coaches Campus administrators **Problem Statements:** Student Learning 2		5%			

Strategy 2 Details		Reviews			
Strategy 2: Teachers of primary students will utilize MAP Growth Reading data to determine specific deficit areas for individual students. Data will be used to provide core, small group, and intervention instruction.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic progress of primary students **Staff Responsible for Monitoring:** Primary classroom teachers Instructional coaches Campus administrators		15%			

Strategy 3 Details		Reviews			
Strategy 3: Norton staff 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.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic progress in primary literacy resulting in improved student achievement **Staff Responsible for Monitoring:** Primary Classroom Teachers Intervention Support Staff Administrators **Funding Sources:** - Early Education: State Allotment - $146,151		10%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 2 Problem Statements:
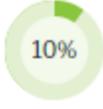
Student Learning
Problem Statement 2: Levels of early literacy success have decreased across the state of Texas in recent years. **Root Cause**: There has been a lack of professional learning dedicated to research-based early literacy instructional practices.

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 percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 80.77% to 83.5% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Math results

Strategy 1 Details	Reviews			
Strategy 1: Teachers of primary students will utilize MAP Growth Math data to determine specific areas of need for individual students. Data will be used to provide core, small group, and intervention instruction.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic progress of primary students **Staff Responsible for Monitoring:** Primary classroom teachers Instructional coaches Campus administrators	10%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

Early Education: State Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3			$146,151.00
				Sub-Total	$146,151.00

Dyslexia: State Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5			$42,484.00
				Sub-Total	$42,484.00

Comp Ed: State Special Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Supplementary Instructional Support and Resources-		$9,298.00
				Sub-Total	$9,298.00

Special Education: State Special Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Supplementary Instructional Support and Resources		$463,128.00
				Sub-Total	$463,128.00

GT Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Supplementary Instructional Support and Resources- Gifted and Talented		$75,393.00
				Sub-Total	$75,393.00
				Grand Total	$736,454.00

Addendums