Allen Independent School District

Olson Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

The Olson community is committed to developing empowered learners who are exemplary in character and future ready.

Vision

Olson Elementary - Making a Splash!

Core Beliefs

- We believe everyone entering Olson Elementary knows they are in a safe, student focused environment and all involved take pride in our learning community.
- We believe all students have high expectations and respect for themselves and others,and feel loved and accepted which results in a lifetime of success.
- We believe everyone learns and achieves success through relevant, engaging and differentiated experiences.
- We believe the development of a positive climate enables our students, parents and staff to feel confident, open to a variety of powerful experiences and reach their potential (lifetime goals).
- We believe a collaborative, motivated and respectful staff is essential to our success.
- We believe communication and active community involvement builds an essential partnership for a successful school.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 1, 2022

Demographics

Demographics Summary

Olson is a 13 year old campus (2 story building) housing grades K-6. Olson's total enrollment last year (20-21) was 537 students. This school serves multiple surrounding neighborhoods and multi-family dwellings. Some students live in homes that are nearby and some students live in neighborhoods that are not within the 2 mile radius of Olson. Olson racial groups have remained consistent since the 2020-2021 school year. Olson students are 14.3% African American, 12.8% Hispanic, 46.5% White, 1.2% American Indian, 16.4% Asian, 0.4% Pacific Islander, 8.4% Two-or-More Races. In 2020-21, there were 20.8% economically disadvantaged students, 9.7% of English Learners, 0% migrant, 16% of special education students, and 0% homeless students. Trend rates- drop in mobility rate from the district's at 7.5% to Olson's at 7.1%. The most significant changes we have seen at the 2021-22 snapshot are an decrease in our economically disadvantaged population from 20.8% to 18.44%, but this is most likely due to free lunches being provided for all due to Covid. There was also an increase in English language learners from 9.7% to 11.36%. The staff members at Olson elementary are highly qualified. 100% of the teaching staff is state certified including some of our paraprofessionals. Our community is very diverse. We have many cultures and languages present in our families/community. Many of our families have two working parents. Our community is growing and includes many new areas of Allen. Our neighborhoods that are close to the school are having children "age out" of Olson and growing up through AISD. There are 32 different languages spoken at Olson. Olson's student outcomes and performance was evaluated using different tools for the 2019-20 school year because the STAAR test was cancelled. In lieu of STAAR data our campus review MAP data comparing BOY to MOY results. We used historical trends in data from the 2018-19 school year and found consistencies in our MAP data to create our problem statements. After a review of campus wide averages we determined that compared to a national RIT average on map test all students scored above national RIT average except for our special education students who scored below national RIT averages in both math and reading when compared to a nationally normed group of students who qualify for special education services. Our math average RIT was 199.6 compared to the national average of 201.46. Our reading RIT average for our student qualifying for special education was 201.57 compared to the national average of 204.91, a more significant difference than math. Student growth has been a historical challenge for Olson stemming from the 2018-19 school year in which we missed targets in closing the gaps and student growth. For the 2019-20 school year we used BOY to MOY MAP data to determine areas of need related to student growth. In reading we fell below growth targets in all student racial groups except our Asian population. We also missed growth targets in our ECO DIS, NON-ECO DIS, SPED, NON-SPED, and all test grade level averages including grades 3-6. In math we met growth targets for our racial group including multiple races, Hawaiian/ Pacific Islander and white but missed targets for all other racial groups. Our special education students did not meet projected growth targets but our general education population did meet growth targets. Neither our ECO DIS nor our NON-ECO DIS populations met growth targets. A grade level analysis concluded that we meet growth targets in grade 4 and 6 but not in any other grade level K-6.

Demographics Strengths

Olson families are a diverse group who feel comfortable sharing their unique cultures with staff and students. Olson hosts a yearly multicultural night where families share their cultures with the Olson community. Staff are inclusive in their instructional practices to integrate different aspects of diverse cultures. Many of our families have been at Olson through multiple children's tenure. Families will stay in our zoning area because they value our school. We have an established staff that has historical connections with our families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of our teacher population are not reflective of our student population. 85% of our staff is white and there are races not present at all. **Root Cause:** There is a shortage of candidates.

Problem Statement 2: We are lacking in qualified support staff to service the growing percentage of Special Education and At-Risk students. When there are missing staff, they are also the first to get pulled to other positions. **Root Cause:** There is a shortage of qualified candidates.

Problem Statement 3 (Prioritized): Communication with families is not always effective. **Root Cause:** Traditional communication methods such as newsletters, website, Facebook page and Peach Jar may not be as appealing to some families as they were previously. We may want to seek out additional forms of communication- other social media platforms (ex: Instagram), Remind, etc.

Student Learning

Student Learning Summary

According to the TEA School Report card, Olson Elementary performed below district on the 2021 STAAR tests overall. Specific sub pops that need attention: African American, Hispanic, and Economically Disadvantaged. The White sub pop fell, but not as low as district. Specific content areas that need attention: Masters in math (fell 18 points, district fell 12 points); Meets in math (fell 20 points, district fell 13). It appears our focus needs to be students from approaches to meets and meets to masters in math. Meets in reading fell 16 points, district fell 8 points) Approaches was close to district in both math and reading.

Student Learning Strengths

Olson Elementary is adept at identifying students' learning gaps. The campus has highly qualified classroom teachers, support teachers and staff that provide multiple opportunities for filling in learning gaps that have been identified. Having a built-in intervention block provides a specific time for targeted instruction to address the specific needs of students. Also, the expectation of a workshop model in the classroom provides additional targeted instruction in small groups. There are still some specific sub-populations that need to be focused on; however, the best practices and processes are in place to address these needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The data analyzed in our CNA meetings revealed that Olson Elementary is closing gaps for those students performing below grade-level; however, students on and above grade-level do not appear to be growing at the same rate. **Root Cause:** Meets to masters students need additional targeted instruction to learn the TEKS at a high level of mastery.

School Processes & Programs

School Processes & Programs Strengths

We offer a wide variety of programs for enrichment opportunities. We have 1:1 technology devices for our students. Our dismissal process is safe, smooth, and efficient. Our leadership responsibilities on each team and divided into two positions - Instruction and Operations, which is helpful. We encourage community involvement. Parent/Teacher/School relationships are strong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students who require bus transportation are not receiving equitable opportunities to participate in extension or intervention activities outside of school hours. **Root Cause:** There is a lack of availability of district buses. Some students can't stay for after school tutoring or enrichment opportunities for a variety of reasons. Summer school bus transportation is not being provided for students who live 2+ miles from their home campus-- directly impacts our economically disadvantaged students (ESL and Gen Ed).

Problem Statement 2 (Prioritized): Master schedule does not accommodate all students' needs. **Root Cause:** We need to have a master schedule team with one rep from each grade level. DT students are missing SEL lessons on Mondays. Student engagement is lower during Otter Time on Fridays. Students receiving DT or ESL during Otter Time can't receive math intervention during that time.

Perceptions

Perceptions Summary

Olson's attendance rate was 95.4% in semester 1 of the 2021-22 school year. Our semester 2 attendance rate was up over 2% to 97.8%. As a comparison, Olson's attendance rate was 97.27% (2019-2020) and 96.9% (2018-2019), we can conclude that our current attendance rate is higher than attendance rates in the two years prior to Covid. Upon analyzing our discipline data, we noted the highest number of office referrals were from 6th grade. Olson had a higher number of office referrals for male students and African American students. Olson has a significant number of programs to promote social. emotional growth for our students. Second Step lessons, Empowered Leaders program (reading buddies), Rhithm, PALs, and our PBIS committee are all run to create opportunities for our students to learn and practice social skills and emotional intelligence. Our PBIS committee monitors student interactions and suggests solutions for environments and processes that are impacting students behaviors. Staff report Olson having a positive and supportive climate amongst the teachers and across grade levels. Olson staff care about each other and our Olson community as evidenced by teachers rallying behind our staff and families in need. Olson has struggled with our mentoring program over several years. Covid impacted the mentoring program at large but we continued to struggle with supporting teachers with "just in time" information. Specifically we would like to create a checklist of information that mentor and mentees can reference at regular intervals throughout the year. An area of need next year will be in strategically partnering mentors and mentees and providing those participating in an Olson checklist of specific details to discuss throughout the year. Engagement from parents/guardians and the community has been most evident through their willingness to help by providing donations to the school and through parent participation in school wide events. Parents see the school as being safe and nurturing. Students are welcomed when arriving at school by multiple staff members. Students participate in school drills and our counselor gives guidance lessons based on the counselor curriculum. Most of our families are two- parent working homes.

Perceptions Strengths

Staff report a strong sense of camaraderie and support across teams and grades levels at Olson. Our staff care about students academic and social-emotional growth. Our staff supports the development of the whole child through common expectations and a shred language for reinforcing positive behaviors in our students. Olson has seen a significant improvement in student attendance from semester 1 to semester 2 in the 2021-2022 school year. Recent legislative changes have led to an increase in communication between classroom teachers and intervention teachers in out upper elementary grades.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New Teachers need additional mentoring support. **Root Cause:** Team members are a primary source of support for self-contained classes. Departmentalized grades may have different needs that a mentor may not be able to answer. We do not currently have a "throughout the year" checklist for mentors/ mentees. New to team teachers may need a different type of support than new teachers. New teachers could use a time to meet for support.

Priority Problem Statements

Problem Statement 2: The data analyzed in our CNA meetings revealed that Olson Elementary is closing gaps for those students performing below grade-level; however, students on and above grade-level do not appear to be growing at the same rate.

Root Cause 2: Meets to masters students need additional targeted instruction to learn the TEKS at a high level of mastery.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Students who require bus transportation are not receiving equitable opportunities to participate in extension or intervention activities outside of school hours.

Root Cause 5: There is a lack of availability of district buses. Some students can't stay for after school tutoring or enrichment opportunities for a variety of reasons. Summer school bus transportation is not being provided for students who live 2+ miles from their home campus-- directly impacts our economically disadvantaged students (ESL and Gen Ed).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 1: New Teachers need additional mentoring support.

Root Cause 1: Team members are a primary source of support for self-contained classes. Departmentalized grades may have different needs that a mentor may not be able to answer. We do not currently have a "throughout the year" checklist for mentors/ mentees. New to team teachers may need a different type of support than new teachers. New teachers could use a time to meet for support.

Problem Statement 1 Areas: Perceptions

Problem Statement 4: Master schedule does not accommodate all students' needs.

Root Cause 4: We need to have a master schedule team with one rep from each grade level. DT students are missing SEL lessons on Mondays. Student engagement is lower during Otter Time on Fridays. Students receiving DT or ESL during Otter Time can't receive math intervention during that time.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 3: Communication with families is not always effective.

Root Cause 3: Traditional communication methods such as newsletters, website, Facebook page and Peach Jar may not be as appealing to some families as they were previously. We may want to seek out additional forms of communication- other social media platforms (ex: Instagram), Remind, etc.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Olson will systematically provide training and ongoing support for new teachers.

    Evaluation Data Sources: New teacher retention rate, MAP Growth Screeners, STAAR data

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: New teachers will receive mentoring through their assigned mentors and by participating in campus Rookie Rallies. Olson will develop a monthly checklists of high priority and timely content that will drive the Rookie Rally agendas and mentor meetings.	**Sept**	**Dec**	**Mar**	**May**

Strategy's Expected Result/Impact: New teacher retention and improved student achievement
    Staff Responsible for Monitoring: Principals, lead mentor, Bell mentors
 	
    Problem Statements: Perceptions 1
	20%			

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: New Teachers need additional mentoring support. **Root Cause**: Team members are a primary source of support for self-contained classes. Departmentalized grades may have different needs that a mentor may not be able to answer. We do not currently have a "throughout the year" checklist for mentors/ mentees. New to team teachers may need a different type of support than new teachers. New teachers could use a time to meet for support.

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

Performance Objective 2: Olson will adapt it's methods of communication to better suit our families' needs and preferences.

Evaluation Data Sources: Parent feedback on social media platforms

Strategy 1 Details	Reviews			
Strategy 1: Olson will increase use of social media platforms (Instagram, Facebook, Remind) and Blackboard over use of more traditional communication methods such as Skyward emails and Peach Jar to share important information with our families.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: More families will receive and read updates and important information from the school. **Staff Responsible for Monitoring:** Principals, CT, Secretary, Receptionist **Problem Statements:** Demographics 3	20%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Communication with families is not always effective. **Root Cause**: Traditional communication methods such as newsletters, website, Facebook page and Peach Jar may not be as appealing to some families as they were previously. We may want to seek out additional forms of communication- other social media platforms (ex: Instagram), Remind, etc.

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

Performance Objective 3: The master schedule will promote an optimal learning environment and learning opportunities for all.

    Evaluation Data Sources: Teacher feedback on the final master schedule

Strategy 1 Details	Reviews			
Strategy 1: A master schedule committee will be formed to gather input from all teams about how to create the best learning environment and opportunities for their students through the daily schedule. Once the draft schedule is developed, teams will be asked to submit additional feedback and adjustments will be made if possible.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: The master schedule will accommodate all students' needs. **Problem Statements:** School Processes & Programs 2	20%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Master schedule does not accommodate all students' needs. **Root Cause**: We need to have a master schedule team with one rep from each grade level. DT students are missing SEL lessons on Mondays. Student engagement is lower during Otter Time on Fridays. Students receiving DT or ESL during Otter Time can't receive math intervention during that time.

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

Performance Objective 1: The percentage of students making expected growth will increase in 2022-23 as compared to the percentage that met expected growth in 2021-22.

    Evaluation Data Sources: MAP Growth screeners, Mclass screeners, and progress monitoring data

Strategy 1 Details	Reviews			
Strategy 1: 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: Increased enrichment opportunities and growth for our Gifted and Talented students. **Staff Responsible for Monitoring:** Principals, AIM teacher **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Staff and instructional materials - GT Allotment - $78,427	25%			

Strategy 2 Details	Reviews			
Strategy 2: Provide learning experiences and services for students in Special Education to support individual learning needs.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Continued enrichment opportunities, support and interventions for Special Education students. **Staff Responsible for Monitoring:** Principals, Special Education teachers, Diagnostician, Classroom teachers **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Staff and Instructional materials - Special Education: State Special Allotment - $730,401	25%			

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased progress for at-risk students. **Staff Responsible for Monitoring:** Principals, Campus Intervention Specialist, SSI teacher, Classroom teachers **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Staff and instructional materials - Comp Ed: State Special Allotment - $75,071	25%			

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental learning experiences for Emergent Bilingual students to promote language acquisition and academic achievement.	Formative			Summative
	Sept	Dec	Mar	May

Strategy's Expected Result/Impact: Increased progress for EB students on district and state assessments as well as TELPAS ratings.
    Staff Responsible for Monitoring: Principals, ELF, classroom teachers
 	
    Problem Statements: Student Learning 1
	25%			

Strategy 5 Details	Reviews			
Strategy 5: 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: Increased progress for students in early education.
    Staff Responsible for Monitoring: Principals, early education staff, instructional coaches
 	
    Problem Statements: Student Learning 1
    Funding Sources: Staff and instructional materials - Early Education: State Allotment - $110,238
	25%			

Strategy 6 Details	Reviews			
Strategy 6: Provide learning experiences and services for students with dyslexia to support individual learning needs.	Formative			Summative
	Sept	Dec	Mar	May

Strategy's Expected Result/Impact: Increased progress for students with dyslexia needs.
    Staff Responsible for Monitoring: Dyslexia Therapy teacher, principals
 	
    Problem Statements: Student Learning 1
    Funding Sources: Staff and instructional materials - Dyslexia: State Allotment - $48,513
	25%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The data analyzed in our CNA meetings revealed that Olson Elementary is closing gaps for those students performing below grade-level; however, students on and above grade-level do not appear to be growing at the same rate. **Root Cause**: Meets to masters students need additional targeted instruction to learn the TEKS at a high level of mastery.

School Processes & Programs
Problem Statement 1: Students who require bus transportation are not receiving equitable opportunities to participate in extension or intervention activities outside of school hours. **Root Cause**: There is a lack of availability of district buses. Some students can't stay for after school tutoring or enrichment opportunities for a variety of reasons. Summer school bus transportation is not being provided for students who live 2+ miles from their home campus-- directly impacts our economically disadvantaged students (ESL and Gen Ed).

Perceptions
Problem Statement 1: New Teachers need additional mentoring support. **Root Cause**: Team members are a primary source of support for self-contained classes. Departmentalized grades may have different needs that a mentor may not be able to answer. We do not currently have a "throughout the year" checklist for mentors/ mentees. New to team teachers may need a different type of support than new teachers. New teachers could use a time to meet for 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 1: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 70.21% to 73.50% by June 2024.

HB3 Goal

Evaluation Data Sources: 2021-2024 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: Staff will create and administer nine weeks assessments. They will use the results to plan small group and whole group instruction.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement in the area of reading will improve. **Staff Responsible for Monitoring:** Principals, ICs, CIS, classroom teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - Perceptions 1	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The data analyzed in our CNA meetings revealed that Olson Elementary is closing gaps for those students performing below grade-level; however, students on and above grade-level do not appear to be growing at the same rate. **Root Cause**: Meets to masters students need additional targeted instruction to learn the TEKS at a high level of mastery.

Perceptions
Problem Statement 1: New Teachers need additional mentoring support. **Root Cause**: Team members are a primary source of support for self-contained classes. Departmentalized grades may have different needs that a mentor may not be able to answer. We do not currently have a "throughout the year" checklist for mentors/ mentees. New to team teachers may need a different type of support than new teachers. New teachers could use a time to meet for 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 STAAR Math will increase from 77.66% to 80.50% by June 2024.

> **HB3 Goal**

> **Evaluation Data Sources:** 2021-2024 STAAR Math Results

Strategy 1 Details		Reviews			
Strategy 1: Staff will create and administer nine weeks assessments. They will use the results to plan small group and whole group instruction.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement in the area of math will improve. **Staff Responsible for Monitoring:** Principals, ICs, CIS, classroom teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - Perceptions 1		25%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The data analyzed in our CNA meetings revealed that Olson Elementary is closing gaps for those students performing below grade-level; however, students on and above grade-level do not appear to be growing at the same rate. **Root Cause**: Meets to masters students need additional targeted instruction to learn the TEKS at a high level of mastery.

Perceptions
Problem Statement 1: New Teachers need additional mentoring support. **Root Cause**: Team members are a primary source of support for self-contained classes. Departmentalized grades may have different needs that a mentor may not be able to answer. We do not currently have a "throughout the year" checklist for mentors/ mentees. New to team teachers may need a different type of support than new teachers. New teachers could use a time to meet for support.

Campus Funding Summary

Early Education: State Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5	Staff and instructional materials		$110,238.00
				Sub-Total	$110,238.00

Dyslexia: State Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6	Staff and instructional materials		$48,513.00
				Sub-Total	$48,513.00

Comp Ed: State Special Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Staff and instructional materials		$75,071.00
				Sub-Total	$75,071.00

Special Education: State Special Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Staff and Instructional materials		$730,401.00
				Sub-Total	$730,401.00

GT Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Staff and instructional materials		$78,427.00
				Sub-Total	$78,427.00