# Allen Independent School District

# Preston Elementary

# 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

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

# Mission Statement

As the Preston family, our mission is to educate and empower lifelong learners and leaders, equipped to reach their full potential as innovative problem solvers to positively impact our world.

# Vision

## The Power of Pride, Side by Side

# Core Beliefs

## Preston Elementary Beliefs

### Staff and Community Relationships

We believe in cultivating positive, professional, and collaborative relationships with all members of our Preston family.

### Students

We believe every child deserves a learning environment that embraces diversity, supports character development, and challenges each child to reach his/her full potential.

## Staff

We believe that all staff values and promotes professionalism, positivity, and respect towards one another and all members of our Preston family.

## Parents

We believe open communication and partnering with parents is essential to student success.

## Culture

We believe in a safe and welcoming school environment where there is mutual respect between teachers, students, parents, and administrators.

We believe Preston Elementary provides an uplifting, positive, and supportive learning environment that meets the needs of our diverse learners.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Preston Elementary is a one year old neighborhood school that is a K-6 campus in Allen ISD.  Student enrollment data from 2017-18 school year shows we have the following breakup of students enrolled; 5.46% Hispanic, 53.67% White, 5.84% African American, and 28.63% Asian.  Currently, Preston Elementary shows that 532 student are enrolled for the 2018-19 school year.

Our attendance rate for our first year is 96.68%. The campus attributes this achievement to a strong partnership with parents and a focus on high quality education.  Preston Elementary student groups include 1.51% ELL, 13.37% GT, and 8.66% SPED and 3.95% DT.

### Demographics Strengths

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

1.  Many families move into our area just for our Allen ISD schools.  Because our families value education we have many supportive parents and students who are committed to success.

2.  Students at Preston Elementary are very accepting of new students regardless of race or ethnicity.

3.  We have low numbers of at-risk students, which results in smaller groups for intervention.  Students will get more individualized instruction from SSI teachers, classroom teachers, and in tutoring groups.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1**: Problem Statement 1: Our CNA shows a need to improve and maintain good attendance.

# Student Achievement

## Student Achievement Summary

As a new campus in 2017-18, according to our STAAR data of our current students at Preston coming from Cheatham and Lindsey Elementary,  the only major indicator is in the area of white students scoring only 52.2% meeting the Writing standard. Mastery level for Asian in Writing is only at 30% and White at 20%.   Our Preston passing/ approaches level is high in all areas.   Our Master level was lowest in Science and Writing STAAR.  Our goal is to achieve mastery level at a higher percentage rate.

## Student Achievement Strengths

- All of our sub pop groups are meeting state standards for STAAR.
- Passing/Approaches STAAR Reading standard is 96% or higher in all grade levels.
- Passing/Approaches STAAR Math standard is 98% or higher in all grade levels
- Passing/Approaches STAAR Science is at 98%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1**: Our CNA shows a need to achieve mastery level at a higher percentage rate. **Root Cause**: 2018-19 is our second year as Preston Elementary.

# School Culture and Climate

**School Culture and Climate Summary**

As a new campus in 2017-18, we faced the challenge of building and starting relationships with our entire Preston Elementary community, including staff, students, parents, and volunteers.   We are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential.  Preston Elementary embraces a culture of collaboration, input, and involvement by all members of our school community.

**School Culture and Climate Strengths**

- Students like activities at PES that bring them together.
- Students love Specials classes
- Staff has expressed gratitude for admin support.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1**: Our CNA identified that there is a need for more meaningful relationships between all members of the Preston community. **Root Cause**: 2018-19 is our second year as Preston Elementary.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

All staff members at Preston Elementary met the federal and state highly qualified requirements resulting in students being surrounded by staff that holds high expectations for learning. As a new campus, we had staff members merge from various campuses and educational experiences. We face the challenge of getting to know each other and building strong teams that will result in low turn over of staff.

**Staff Quality, Recruitment, and Retention Strengths**

- Mentor/Mentee Support
- Data dive discussions for instructional improvement and focus on student growth
- Trainer of trainer sessions
- Instructional Coaches videoing good teaching practices to share with others
- Teachers leading professional development in Summer 2018

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1**: Our CNA shows a need to support teacher's professional growth through content specific vertical alignment **Root Cause**: 2018-19 is our second year as Preston Elementary.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Staff will review student assessments in order to provide targeted instruction for improvement.  Core SIT meets bi-weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessment decisions. During professional development, vertical teaming, grade level planning, Core SITs, and data talks, instructional activities are aligned with student learning needs and expected outcomes for achievement.

## Curriculum, Instruction, and Assessment Strengths

- We use small group instruction for guided reading groups and math groups, pre- and post- assessments created by teachers, as well as, classroom discussions, hands-on activities and journals to informally assess progress.
- This data helps us to create small reading/math groups, differentiate Pride Time groups, make SSI recommendations, and to achieve overall grade level goals.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1**: Our CNA shows a need for more collaborative planning between all teachers. **Root Cause**: 2018-19 is our second year as Preston Elementary.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

We are continuing to increase efforts to communicate with families and community stakeholders. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas.

**Parent and Community Engagement Strengths**

- Preston has a very welcoming and friendly staff.  Parents and community are welcomed in a positive and friendly manner.
- The community feels included in the many activities that are provided by the PTA.
- School and PTA do a good job of communication to parents via email, phone reminders, newsletters, PTA meetings, PTA Facebook, Twitter, Board meetings and grade level newsletters.
- School and PTA provide many different opportunities for the families and community to be involved.
- Our PTA had over 100% membership for the 2017-18 school year, receiving the Platinum Voice for Every Child Award from Texas PTA.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1**: Our CNA shows a need for Preston Elementary to participate in more community outreach activities. **Root Cause**: 2018-19 is our second year as Preston Elementary.

# School Context and Organization

## School Context and Organization Summary

Parents, teachers and students at Preston Elementary take pride in our school and our school's reputation of success. The perception of Preston Elementary is that it is a safe, positive, and welcoming 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 social character and kindness.

## School Context and Organization Strengths

- Staff encouraged to provide input and feedback through A/O Team and staff surveys
- Preston PTA provides an abundance of support for our campus through staff appreciation monthly snack carts, luncheons, Peppermints, Pastries, Presents and more event in December.
- Positive feedback from parents/visitors about communication, welcoming environment
- Substitutes in the building have provided positive feedback about their experiences
- Instructional minutes are maximized throughout the day for each grade level

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1**: Our CNA shows a need to continue to encourage feedback and input from staff, parents, and visitors to continue to foster a positive learning environment. **Root Cause**: 2018-19 is our second year as Preston Elementary.

# Technology

**Technology Summary**

Preston Elementary is a new campus with all new technology and equipment.

- Chromebook Cases
    - Chromebook case  (5 Chromebooks) in every classroom
- Ipads
    - K/1 share 1 iPad cart of 30 iPads  (Divided evenly between classrooms allowing for 3-4 iPads per room)
    - 2/3 share 1 iPad cart (Outlook calendar for checkout)
    - 4/5 share 1 iPad cart (Outlook calendar for checkout)
    - 6th has 1 iPad cart (teachers check in and out individually)


- Chromebook Carts
    - K-2 share 1 Chromebook cart of 30 chromebooks (Downstairs lab/Outlook calendar sign-out)
    - 3/4 share 1 Chromebook cart (3rd grade classroom/Outlook calendar sign-out)
    - 5th has 1 Chromebook cart (teachers sign in and out)
    - 6th has 1 Chromebook cart (teachers sign in and out)


- Laptop Cart
    - 2 Laptop carts (Outlook calendar sign-out)


- Computer Labs
    - Upstairs computer lab has 30 computers for students to use.  There is an outlook calendar for teachers to book the lab
    - Downstairs computer lab has 30 computers for students to use.  There is an outlook calendar for teachers to book the lab.


- Dear Classroom
    - 1 desktop in classroom for students

- 2 laptop (for students - SPED)
- 1 ipad (for students - SPED)
- 5 chromebook case (standard classroom case - Preston)
- 2 assisted technology ipads (SPED assigned)

- Library
  - 8 desktop computers for student use

- SPED Classroom
  - Chromebook case

- PE
  - iPad

**Technology Strengths**

Technology is used to support instruction and learning

- iPads are used for instruction such as Math, ELA, Social Studies and Science
- Chromebooks are available in every classroom for web based learning and research
- iStation is used in K-6 for Reading (Lab Time is given for iStation to all grade levels)
- Training offered for Hovercam and SmartNotebook use

**Problem Statements Identifying Technology Needs**

**Problem Statement 1**: Our CNA shows a need for 1:1 devices.

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating 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
- 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 benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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

# Goals

## 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:** Preston Elementary will increase opportunities for teachers' professional growth through weekly coaching meetings with our Instructional Coaches. These weekly meetings with coaches, teachers, and often, administrators, will positively impact student achievement in all core contents.

**Evaluation Data Source(s) 1:** Attendance and participation in weekly meetings, feedback from Instructional Coaches to Administrators in bi-weekly meetings.

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Teams will meet weekly with coaches for an organized collaborative meeting. | Instructional Coaches, Administrators, Teachers | Teachers will utilize PLC Coaching time as a planning time to focus on meaningful lessons that will impact student achievement. | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 | | | | | |
| 2) Administrators will meet bi-weekly with coaches to discuss professional development needs of campus and follow up from PLC meetings with teachers. | Administrators, Instructional Coaches | Collaboration between Instructional Coaches and administrators that will benefit students and teachers. | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 | | | | | |
| 3) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking. | AIM teacher, Administrators | Positively impact growth measures for GT students. | | | | |
| | Funding Sources: Gifted/Talented - 76000.00 | | | | | |
| 4) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. | ELL Facilitator, Administrators | Language development growth and content. | | | | |
| | Funding Sources: ESL - 5000.00 | | | | | |
| 5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. | SSI teacher, Classroom teachers, Administrators | Students to reach Tier Level 1 | | | | |
| | Funding Sources: Comp Ed - 145000.00 | | | | | |

| 6) Provide supplemental learning experiences and services for special education students to support individual learning needs. | SPED teachers, Classroom teachers, Administrators | Demonstrating 1 year of growth. | | | | |
|---|---|---|---|---|---|---|
| | Funding Sources: Special Education - 314000.00 | | | | | |

✔ = Accomplished　➡ = Continue/Modify　◑ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = Discontinue

## Performance Objective 1 Problem Statements:

| Staff Quality, Recruitment, and Retention |
|---|
| **Problem Statement 1**: Our CNA shows a need to support teacher's professional growth through content specific vertical alignment **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 1**: Our CNA shows a need for more collaborative planning between all teachers. **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |

**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:** Preston Elementary will increase STAAR Science 5th grade Mastery Level from 28% to at least 40% in our White student group.

    **Evaluation Data Source(s) 2:** Benchmark Test, Simulation Test, STAAR

    **Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|
| | | | **Formative** | | | **Summative** |
| | | | Sept | Dec | Mar | May |
| 1) Weekly meetings with Instructional Coach and 5th grade Science Teacher to discuss Curriculum, TEKS, and rigor of lessons and science experiments. | 5th grade Math teacher, Instructional Coach, Administrator | Collaboration between Instructional Coach and teacher will benefit students and teacher. | | | | |
| | Problem Statements: Student Achievement 1 | | | | | |
| 2) Implementation and use of Science Kits in Kindergarten through sixth grade and STEM Scopes in grades Kindergarten through fifth grade. PTA purchased Science Kits for all grade levels. | Instructional Coach, K-6 Science Teachers, Administrators | Increase student achievement and understanding of Science through science experiments. | | | | |
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**Performance Objective 2 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 1**: Our CNA shows a need to achieve mastery level at a higher percentage rate. **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |

**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 3:** Preston Elementary will increase 2018 3rd grade Math STAAR Mastery Level from 65% in Asian student group to at least 70% in 2019 4th grade Math STAAR Master Level in Asian student group.

    **Evaluation Data Source(s) 3:** Benchmarks, STAAR, Grades

    **Summative Evaluation 3:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) We will use 2018 STAAR data analysis for teacher review each 9 weeks. This will be posted in the Instructional Coach classroom. After Benchmark and Simulation, this information will be reviewed to focus on this specific sub-pop. | Instructional Coaches, Teachers, ELL Facilitator, and Administrators | Increased Mastery Level on assessments. | | | | |
| | Problem Statements: Student Achievement 1 | | | | | |
| 2) Open Middle Enrichment activities (activities with a variety of strategies to get to one common answer) | Math teachers ,Math Instructional Coach, SSI Teacher | Increased Mastery Level on assessments. | | | | |
| | Problem Statements: Student Achievement 1 | | | | | |
| 3) Jo Boaler Math activities to increase fluency and mathematical thinking. | Math teachers, Math Instructional Coach, SSI Teacher | Increased Mastery Level on assessments. | | | | |
| | Problem Statements: Student Achievement 1 | | | | | |
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**Performance Objective 3 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 1**: Our CNA shows a need to achieve mastery level at a higher percentage rate. **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |

**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 4:** Preston Elementary will host four Vertical Team Meetings (one each 9 weeks) for staff members throughout the 2018-19 school year.

**Evaluation Data Source(s) 4:** Documented 9 week Vertical Team meetings, participation of teachers, feedback and input from teachers

**Summative Evaluation 4:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) 9 weeks meetings planned by administrators and Instructional Coaches for teachers to discuss vertical needs in Math, ELA, Science, and Social Studies. | Administrators, Instructional Coaches, Teacher Leaders | Vertical alignment with vocabulary, strategies across KN-sixth grade | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 1 | | | | | |
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**Performance Objective 4 Problem Statements:**

| Staff Quality, Recruitment, and Retention |
|---|
| **Problem Statement 1**: Our CNA shows a need to support teacher's professional growth through content specific vertical alignment **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |

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

**Performance Objective 1:** Preston Elementary will increase opportunities for staff members to focus on positive relationships between each other and students promoting kindness among students and staff at Preston Elementary and Allen ISD throughout the 2018-19 school year.

**Evaluation Data Source(s) 1:** Kindness Heart Wall, Campus Accountability Partners

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Kindness Heart Wall- Each student is represented by a paper heart in the office. | All staff at Preston. | Staff members will recognize students for acts of kindness on campus and contact their parents. Parents of each student will be contacted throughout the year. All kindness hearts representing each student will be gone at the end of the year. | | | | |
| | Problem Statements: School Culture and Climate 1 - School Context and Organization 1 | | | | | |
| 2) Kindness Book will be shared each 9 weeks with staff and students by the principal. | Administrators and classroom teachers | Evidence of kindness between staff and students which will promote collaborative relationship between our school community. | | | | |
| 3) Staff Accountability Groups- Each staff member at Preston is grouped with 2-3 other staff members. Accountability for each group is recorded using a BINGO sheet and selfies posted on the Accountability Wall in the lounge. | Administrators, teachers and staff | Provide opportunities for staff members to form meaningful relationship between teams, while promoting kindness on our campus and in our district. | | | | |
| | Problem Statements: School Culture and Climate 1 | | | | | |
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**Performance Objective 1 Problem Statements:**

| School Culture and Climate |
|---|
| **Problem Statement 1**: Our CNA identified that there is a need for more meaningful relationships between all members of the Preston community. **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |
| **School Context and Organization** |
| **Problem Statement 1**: Our CNA shows a need to continue to encourage feedback and input from staff, parents, and visitors to continue to foster a positive learning environment. **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |

# 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:** Preston Elementary will routinely monitor safety protocols and ensure procedures are established, implemented, and monitored.

**Evaluation Data Source(s) 1:** Staff and parent feedback, Drills, Safe and Secure Schools Sessions, Training of staff and emergency teams

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Safety Talk with students during beginning of the year | Counselor, Library Media Specialist, and Administrators | Students will understand the purpose and benefit of safety drills. | | | | |
| Problem Statements: School Context and Organization 1 | | | | | | |
| 2) Safety Drills and debriefing of each drill | Administrators, teachers, Safe and Secure Schools, SRO | Efficiency and properly working school equipment (speakers, sound, alarms, etc.) during drills and after. | | | | |
| 3) Implementation of MERT (Medical Emergency Response Team) lead by our Registered Nurse | Nurse, Administrators, MERT | Efficiency and trained staff in an emergency situation. | | | | |
| Problem Statements: School Context and Organization 1 | | | | | | |
| 4) Stop the Bleed Training for MERT | Nurse, MERT, Administrators | Efficiency and trained staff in an emergency situation. | | | | |
| ✔ = Accomplished    → = Continue/Modify    ◕ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✗ = Discontinue | | | | | | |

**Performance Objective 1 Problem Statements:**

| School Context and Organization |
|---|
| **Problem Statement 1**: Our CNA shows a need to continue to encourage feedback and input from staff, parents, and visitors to continue to foster a positive learning environment.  **Root Cause 1**: 2018-19 is our second year as Preston Elementary. |

# Campus Funding Summary

## Comp Ed

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | | | $145,000.00 |
| | | | | **Sub-Total** | $145,000.00 |

## Gifted/Talented

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 3 | | | $76,000.00 |
| | | | | **Sub-Total** | $76,000.00 |

## ESL

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | | | $5,000.00 |
| | | | | **Sub-Total** | $5,000.00 |

## Special Education

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 6 | | | $314,000.00 |
| | | | | **Sub-Total** | $314,000.00 |
| | | | | **Grand Total** | $540,000.00 |