

Allen Independent School District



Olson Elementary

2026-2027 Campus Improvement Plan

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!

Value Statement

- 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.

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Comprehensive Needs Assessment

Demographics

Summary

Olson Elementary opened in 2009, and in its 15th year, Olson 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. Olson Elementary currently enrolls 707 students for the 2023-2024 school year.

Olson Elementary serves a diverse population within its 707 students. The demographics of these students is as follows: Black/African American 11.2%, Hispanic, 15%, Asian 18.5%, White, 59%, American Indian or Alaskan Native, 1.1%, Two or more, 10%. Additionally, Olson consisted of 22.21% of economically disadvantaged students, 9% of English Learners, 13% of Limited English Proficiency, 21% of special education students, 10% of Section 504, 11% of gifted.

There are 78 staff members at Olson Elementary. 67% of those staff members are teachers, 23% are educational aides and 10% are administrative support. Our staff has an average of 13.3 years of experience, which is higher than the state average and higher than last year's staff average. Two teachers have more than 30 years of experience and there are first year teachers at Olson as well. 20% of teachers hold a master's degree. The number of total staff members with a college education is higher than previous years.

The ethnic breakdown of our teaching staff is 8% African American, 2% American Indian, 6% Asian/Pacific Islander, 6% Hispanic, 76% White, and 2% more than one race. The racial makeup of Olson has diversified in all categories with higher percentages in all but Caucasian (down from 80%). We have 2 men (2.5% down from 3.6%) and 76 women (97.5%) on staff at Olson.

Our community is very diverse. We have many cultures and languages present in our families/community. There are 44 different languages spoken at Olson. Many of our families have both parents working. Most of our students have a good support system at home, and our families are middle class compared to those of our district. The amount of rental houses and multi-family housing in our area has increased. Our neighborhoods that are close to the school are having children "age out" of Olson and growing up through AISD.

In the 23-24 school year, the rezoning of Olson Elementary caused some students to move to Marion. However, Olson gained all students who attended Anderson, increasing the size of our community. With this information the demographics are still similar. Our parent participation is a good representation of the community involvement based on the following data about our actively involved volunteers. We currently serve 525 families and have approximately 100-150 active volunteers, which gives Olson approximately 1-2 volunteers for every 5 families.

Olson was slightly lower in our percentage of students that meets grade level on state assessments compared to the district percentage. When looking at the Math and RLA STAAR results, it was apparent that our African American and Hispanic demographic had the lowest percentage of students that met grade level expectations. Our economically disadvantaged students are also performing substantially lower than the campus across several grade levels and content areas.

Strengths

The number of cultures and languages represented in our student population provides Olson with many diverse resources to tap into.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The growth rate of students in all sub pops, grades 3-6	Some of this population is mobile, causing academic gaps to remain unfilled. Additionally, the campus percentage of economically disadvantaged students is increasing and instructional adjustments may need to be made to meet their needs.
2	The staff demographics do not match the demographics of our student population.	Applicants as a whole have declined, in addition to diverse candidates.

★ = Priority

Student Learning

Summary

The TAPR data for Olson showed disaggregated results for African American students who scored anywhere from 2% lower to 29% lower on STAAR than the school average across content areas. There was not a noticeable deficit for a specific content area.

In reading, math and science, Olson had a lower percentage of students than the district in the masters category. Students who scored at masters on STAAR in the 2022-2023 school year to the 2023-2024 school year varied depending on the content area. The percentage of students who scored Masters in STAAR for reading in Grades 3-6 increased 4%. However, the percentage of students who scored Masters in STAAR for math in Grades 3-6 decreased 4% and the percentage of students who scored Masters in STAAR for science decreased 10%.

The TAPR data shows that 4th grade reading scores increased from 89% in the 2022-2023 school year to 91% in the 2023-2024 school year. 6th graders increased from 93% in the 2022-2023 school year to 96% in the 2023-2024 school year. The disaggregated results for EB/EL students achievement was comparable to the overall campus achievement. The data shows 85% of EB/EL students achieved “At Approaches Grade Level or Above” in ELA/ Reading compared to 87% of overall campus. In math, EB/EL student data is equivalent to campus data at 87% achieving “At Approaches Grade Level or Above.” In science, EB/EL students outperformed overall campus data with 79% of EB/EL students “At Approaches Grade Level or Above” and 71% for overall campus.

On NWEA Map testing in the winter of 2024 for mathematics, grades K-6 scored in the High Achievement/Low Growth quadrant on the Growth and Achievement Quadrant report. On NWEA MAP testing winter of 2024 for reading, 3rd and 4th graders scored in the High Achievement/Low Growth quadrant on the Growth and Achievement Quadrant report, while 5th and 6th graders scored in the High Achievement/High Growth quadrant on the Growth and Achievement Quadrant report.

Strengths

Campus learning strengths include:

- Higher than district average MAP scores
- Based on benchmark screeners, the majority of primary learners demonstrate grade level or above readiness for reading performance.
- Overall increase in STAAR Reading scores from 2024-2025 for third grade approaches and masters.
- End of year MAP Data results for 2025-2026 were within one percentage point from the 2024-2025 school year.
- More than half of our fifth grade students qualified for Advanced Math in sixth grade.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Student growth for high achieving learners in reading, math, and science tends to be stagnant.	Instruction or rigor may not be aligned to the STAAR test. Teachers tend to focus on filling in gaps for and strengthening understanding of students who are underperforming as opposed to intentionally supporting learners who are on grade level with increased critical thinking.
2 Olson students in grades 3-6 outperformed in reading as opposed to math per the state STAAR assessment.	Number sense and number operations are foundational skills with which many students still struggle. These skill gaps in operational fluency impact students' ability to effectively solve problems and think reasonably as they grow through the grade levels.
3★ Economically disadvantaged students have lower test scores than other student populations.	Students may not equitable resources at home due to financial constraints.
4 The performance of students who are classified as African American is significantly lower than the demonstrated achievement of students in other sub populations.	Differentiation and research-based practices, as well as routines that promote relationship-building should be consistently used in classrooms throughout the grade levels.

★ = Priority

School Processes & Programs

Summary

Olson continues to excel in providing data driven instruction, enrichment and intervention opportunities for students. We continue to utilize data from NWEA MAP & mClass, but also analyze data from benchmark assessments, Aware assessments, HMH module assessments, and a wide variety of informal assessments to adjust instruction for our students. Students who are not meeting grade level expectations on MAP Growth assessments receive targeted intervention through SSI or their classroom teacher and are progress monitored. Mclass data is used to identify students who might show characteristics of dyslexia and meetings are held to discuss possible SpEd referrals. In the 2025-26 school year, K-2 SSI uses mClass Intervention for targeted instruction. This program requires students to receive reading intervention four days a week.

All grade levels meet weekly with Instructional Coaches to collaborate regarding instructional standards and to assure that instruction is targeted to meet the needs of all students. Students benefit from a campus wide intervention block built into the master schedule. This allows students the opportunity to receive specific-targeted interventions/enrichments.. Teachers have been provided professional development opportunities focused on analyzing data, providing targeted instruction, and recognizing potential learning difficulties. Student Intervention Team meetings are held if a student shows lack of progress after receiving targeted intervention, and Olson teachers advocate appropriately for their students.

Special programs such as DT, ESL, AIM and SpEd provide additional support to students and families. SpEd meets the needs of students through inclusion services in the general education classroom or through modified instruction within the SpEd classroom. SpEd works with students to develop age appropriate social skills. Our English Language Facilitator consults with grade-level teachers and provides targeted linguistic support that beginning learners can apply within their classroom setting. Olson has been able to support a large number of dyslexic students this year with two and a half DT teachers on our campus. The majority of dyslexia students attend dyslexia during Otter Time during the intervention block. The Gifted and Talented classroom provides enrichment opportunities for qualified students. Enrichment opportunities are available as needed for all students through intervention and through STEM kit challenges as well as after school clubs such as Drama Club, Coding, and Chess.

Second Step is an SEL curriculum used campus wide that provides students with a common language and strategies for self-regulation and conflict resolution. Our school counselor also provides students with additional guidance lessons, the chance to learn about future careers, military and workforce opportunities and.

We currently offer a wide variety of programs that are well aligned with both Olson Elementary and Allen ISD's vision, mission, goals, and values. Olson meets the district 1:1 ratio for technology, and we support the whole student through different social emotional programs and growth opportunities. These opportunities as well as practicing safety procedures offer a safe environment for all staff and students.

Strengths

Olson program strengths include:

- Otter Time - built in intervention block
- Multiple DT teachers, SLPs & SpEd teachers
- Behavior disruptions in classroom are handled in timely manner; all hands on deck
- Variety of after school programs offered to students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ We need to improve consistency with behavior expectations school-wide.	We had a large number of new staff and students this year and feel these expectations need to be reinforced and explained in greater detail. A consistent vocabulary of school-wide behavioral expectations should be used.
2 The vertical alignment of communication among all teachers, K-6 needs to be improved, particularly in relation to targeted learning objectives.	Team collaboration related to curricular objectives is often concentrated at the horizontal team level.
3 Frequent classroom misbehaviors can lead to disruptions in student learning for individual students as well as for their peers.	Students experiencing big emotions often struggle with expressing their emotional needs in an appropriate, functional manner in order to get their needs met.

★ = Priority

Perceptions

Summary

Olson's attendance rate was 95.6% for the 2025-2026 school year. Our highest absence rate was in mid-January due to a high rate of illnesses.

Through analyzing the data, we have noticed a slight decline in discipline referrals from the previous school year. This may be due to the consistency of school-wide behavioral expectations, conversations regarding expectations, all staff following referral guidelines, and working with and understanding our student population. In addition, our administrators work diligently to have conversations with students who have office referrals to help them develop their problem-solving skills.

Olson has a significant number of programs to promote social emotional growth for our students. Second Step lessons, guidance lessons, leadership opportunities, and PALs are ways we create opportunities for our students to learn and practice social skills, as well as increase their emotional intelligence. In addition, Olson has developed Project SPLASH, which is a house system that is designed to motivate and inspire students to become responsible, respectful citizens through campus-wide engagement.

At Olson, inexperienced teachers are supported through mentor pairings and "rookie rallies." These are specialized meetings that help to provide new teachers with information that they might not be provided otherwise. In addition, many teachers have reported that they feel that their grade level/subject area teams play a vital role in integrating new personnel, both new to the campus and new to the teaching profession. Reliable mentorship, accessible administration, and time with instructional coaches provide new teachers with necessary support as they transition into their new roles.

According to a survey completed by Olson teachers and staff, the overall perception of Olson is positive, with teachers and staff using descriptors such as "welcoming," "comforting," "collaborative," "warm," and "helpful."

Although there are barriers that hinder some parent/guardian involvement including work schedules, transportation, financial constraints, and scheduling conflicts, engagement from parents/guardians flourishes in a number of ways. Event attendance, Watch D.O.G. volunteers, PTA, PTA-led events, copy moms, fundraising, support through votes to help improve our school system, and community business partnerships are all evidence of parental/guardian engagement.

Strengths

Staff report Olson having a positive and supportive climate. School events are well attended and bring our community, PTA, parents, students, and teachers together.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Teachers need opportunities to collaborate and increase academic dialogue opportunities.	There is a need for campus wide unity, alignment, and purposeful interaction opportunities amongst staff.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student growth for high achieving learners in reading, math, and science tends to be stagnant.

Instruction or rigor may not be aligned to the STAAR test. Teachers tend to focus on filling in gaps for and strengthening understanding of students who are underperforming as opposed to intentionally supporting learners who are on grade level with increased critical thinking.

2
★

Economically disadvantaged students have lower test scores than other student populations.

Students may not equitable resources at home due to financial constraints.

3
★

We need to improve consistency with behavior expectations school-wide.

We had a large number of new staff and students this year and feel these expectations need to be reinforced and explained in greater detail. A consistent vocabulary of school-wide behavioral expectations should be used.

4
★

Teachers need opportunities to collaborate and increase academic dialogue opportunities.

There is a need for campus wide unity, alignment, and purposeful interaction opportunities amongst staff.

5
★

The growth rate of students in all sub pops, grades 3-6

Some of this population is mobile, causing academic gaps to remain unfilled. Additionally, the campus percentage of economically disadvantaged students is increasing and instructional adjustments may need to be made to meet their needs.

★ = Priority



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Olson Elementary will intentionally create and promote opportunities for staff and students to build unity and strengthen relationships throughout the school, resulting in increased positive school morale.

Evaluation Data Source: Staff feedback, survey, school-wide participation in celebrations

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Admin will plan and implement collaborative activities and discussions throughout the year that facilitate cross communication and merriment with staff from various roles on campus.

Strategy's Expected Result/Impact: Increased morale, teachers and students

Staff Responsible for Monitoring: Admin, Sunshine committee, all staff

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Olson Elementary will strengthen student attendance through school-wide systems, increased communication and partnership with families, and intentional opportunities for student engagement, increasing the attendance rate from 95.6% in 2025-2026 to 96.5% in 2026-2027.

Evaluation Data Source: Skyward attendance data, student and community survey information, truancy data

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Olson will communicate regularly with families regarding attendance policies and the benefits of regular attendance. Communication will include an infographic about the benefits of regular attendance.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Office staff, Principals

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Olson will promptly contact families regarding students' unexcused absences and address concerns through SITs, ARDs, 504s, and Truancy Tribunals.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Office staff, Principals

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Olson will recognize, communicate, and celebrate the importance of strong attendance rates by grade levels and classrooms throughout the school community.

Strategy's Expected Result/Impact: Increased attendance rates

Staff Responsible for Monitoring: Administration; PEIMS; Counselor

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3

Olson will establish consistent behavioral expectations and PBIS practices through intentional vertical and horizontal alignment across the campus, resulting in increased consistency in behavior expectations and improved student behavior.

Evaluation Data Source: SPLASH recognitions, behavioral ticket tracker

Strategy 1

Behavior recognition and reflection is tied to school-wide SPLASH expectations.

Strategy's Expected Result/Impact: Increased Student and community awareness of expectations; improvements in behavior

Staff Responsible for Monitoring: Admin, Counselor

Formative Reviews

Some Progress

September

December

March

May

Goal 2

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

Performance Objective 1

Olson Elementary will increase the student academic growth scale score from 78 in the 2025-2026 school year to 85 in the 2026-2027 school year, demonstrating increased academic achievement and progress toward state accountability performance expectations.

Evaluation Data Source: Accountability data, mClass data; MAP data, STAAR data

Strategy 1

Provide enrichment opportunities for gifted learners that promote critical and creative thinking.

Strategy's Expected Result/Impact: Increased enrichment opportunities and growth for our Gifted and Talented students.

Staff Responsible for Monitoring: Principals, AIM teacher

Funding Sources: GT Allotment, \$87,542

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide learning experiences and services for students in Special Education to support individual learning needs.

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

Funding Sources: Special Education: State Special Allotment, \$1,235,022

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Increased progress for at-risk students.

Staff Responsible for Monitoring: Principals, Campus Intervention Specialist, SSI teacher, Classroom teachers

Funding Sources: Comp Ed: State Special Allotment, \$115,489

Formative Reviews



Strategy 4

Provide supplemental instructional support to help ensure Emergent Bilingual students attain English proficiency and develop high levels of academic achievement

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

Formative Reviews



Performance Objective 2

Olson Elementary students in Kindergarten through Sixth grade will demonstrate at least one year's growth in reading and math, as measured by district and/or state-approved assessments.

Evaluation Data Source: mClass, MAP, STAAR

Strategy 1

Grade levels will implement tracking processes for students to regulate an academic and behavioral goal in Tier 1 math and/or reading.

Strategy's Expected Result/Impact: increased student ownership in progress; increased scores

Staff Responsible for Monitoring: Classroom teachers; SSI; Special Education staff, CIS, and Admin.

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Olson staff will consistently exercise best instructional practices to address individual student achievement gaps and provide academic enrichment for students through an explicit instructional cycle lesson model during the intervention block as well as during Tier 1 instruction.

Strategy's Expected Result/Impact: increased student rigor and growth

Staff Responsible for Monitoring: Admin; CIS; LSSs; GLCs

Formative Reviews

Some Progress

September

December

March

May

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 High Priority HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 68% to 70.5% by Spring 2029.

Evaluation Data Source: MAP data, STAAR data

Strategy 1

Provide targeted and standardized intervention instruction to promote academic growth in math and reading foundational skills.

Strategy's Expected Result/Impact: Increased progress for students in early education.

Staff Responsible for Monitoring: Principals, early education staff, instructional coaches, SSI staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Olson staff will align student goal-setting practices to support students with owning and tracking their academic and work habit goals.

Strategy's Expected Result/Impact: Student achievement will improve as measure by MAP in the area of reading and math.

Staff Responsible for Monitoring: GLC, ICs, SSI, Principals,

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Vertical procedures regarding communication, academic grading practices and building procedures will be aligned to support maximizing instructional time school-wide.

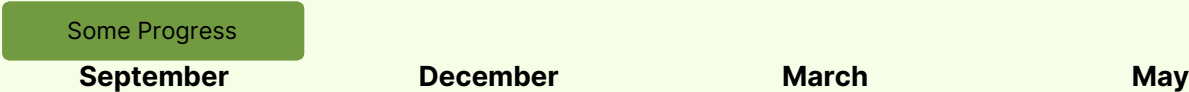
Strategy's Expected Result/Impact: Increased communication, increased staff and parent feedback, and increased student achievement as well as growth.

Staff Responsible for Monitoring: GLCs, classroom teachers, admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews



Performance Objective 2 ☒ High Priority ☒ HB3 Goal

The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 61% to 63.5% by Spring 2029.

Evaluation Data Source: MAP data, STAAR data

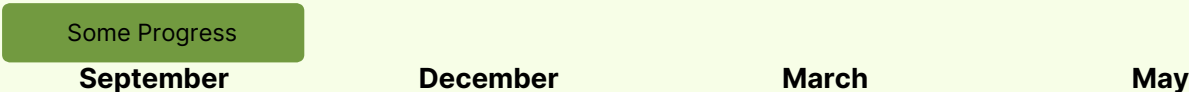
Strategy 1

Olson will identify best practices and campus expectations for Tier 1 intervention, and implement those practices and expectations during Ottertime.

Strategy's Expected Result/Impact: Student achievement will improve as measure by MAP in the area of Math.

Staff Responsible for Monitoring: Classroom teachers, CIS, Principals, ICs

Formative Reviews



Performance Objective 3

Olson Elementary will reduce the number of office referrals by 10% in the 2026-2027 school year compared to 2025-2026, supporting a positive learning environment and increased student achievement.

Evaluation Data Source: mClass data, MAP data, STAAR data, discipline data from Skyward

Strategy 1

Staff will receive training on utilizing de-escalation techniques and support measures to help students stay in the classroom for instruction as much as possible.

Strategy's Expected Result/Impact: Office referrals and classroom disruptions will decrease

Staff Responsible for Monitoring: Principals, PEIMs, Counselor

Formative Reviews

Some Progress			
September	December	March	May



State Compensatory Education

State Compensatory

Budget for Olson Elementary

Total SCE Funds: \$134,195.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Dyslexia: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

CCMR: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		--	\$115,489.00
Sub-Total					\$115,489.00
Budgeted Fund Source Amount					\$115,489.00
+/- Difference					\$0.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		--	\$1,235,022.00
Sub-Total					\$1,235,022.00
Budgeted Fund Source Amount					\$1,235,022.00
+/- Difference					\$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title I, Part C

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title III, Part A- IMM

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

IDEA-B: Federal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Carl Perkins: Federal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$87,542.00
Sub-Total					\$87,542.00
Budgeted Fund Source Amount					\$87,542.00
+/- Difference					\$0.00