

Allen Independent School District



Vaughan Elementary

2026-2027 Campus Improvement Plan

Mission Statement

We will develop students both emotionally and academically by fostering a supportive learning environment grounded in connection and collaboration.

Vision

We believe that through strong relationships and a safe learning space, all students can reach their full potential.

Value Statement

Children's personal and academic growth is our primary focus.

Highly effective educators are dedicated, enthusiastic, collaborative, innovative, and solutions focused.

Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.

We embrace families, staff, students and our community in the shared responsibility of educating our children.

Every decision made is based upon the best interest of our students.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	17
Employee Data	17
Parent/Community Data	17
Goals	18
Goal 1 : Allen ISD will cultivate a culture of excellence.	19
Goal 2 : Allen ISD will prepare students to be future ready for success in citizenshi...	23
Goal 3 : Allen ISD will empower students to take ownership of their learning and su...	25
Funding Summary	30
Comp Ed: State Special Allotment	31
Special Education: State Special Allotment	31
Title I, Part A	31
GT Allotment	31



Comprehensive Needs Assessment

Demographics

Summary

Vaughan Elementary is a 38 year old, K-6 campus in Allen ISD. While Vaughan supports students within the neighborhood, we also house the GATE Academy which opened in 2016. Gifted students from all 16 elementary schools make up the GATE Academy, with the majority of those students traveling to and/or from school on buses provided by the district. Approximately 349 students are enrolled in the general education classrooms at Vaughan and 276 are in the GATE Academy. Our neighborhood students live primarily in single family homes, as there is only one apartment complex in the Vaughan attendance zone. Vaughan was fully renovated during the summer of 2016. This renovation transformed areas of the building to accommodate 12 GATE classrooms.

Student Demographic data: August 28, 2026--625 total students, 9.1% are African American, 12% Hispanic, 46.4% White, .3% American Indian, 34.9% Asian, 0% Pacific Islander, and 9.3% two or more races. There are 21.6% considered Economically Disadvantaged, 11.52% Emergent Bilingual, 11.52% ESL, 20.66 Special Education. The student demographic information is similar to the 2025-2026 school year, but the high focus groups have increased as compared to the years prior to 2025.

At Vaughan Elementary, staff quality is an important factor in promoting student success on our campus. All teachers and paraprofessionals at Vaughan are highly qualified. Teachers are ESL certified. In addition, GATE teachers are certified in gifted education, and all staff is in compliance with gifted training.

Strengths

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

1. Vaughan houses 276 gifted and talented students from across the district in the GATE Academy.
2. Vaughan continues to have a high attendance rate. The campus attributes this to a strong partnership with families and a focus on high quality education.
3. The diversity of the community and student population enriches the Vaughan Elementary learning environment.
4. Vaughan has systems in place to support new staff and teachers (i.e. mentors, building buddies, and new teacher training).
5. Vaughan provides consistent opportunities for teams to collaborate and build community.
6. Vaughan provides a staff development plan based on campus and district needs as determined by data.
7. Vaughan offers many diverse programs and after school clubs for our students to engage in a variety of learning opportunities while building academic knowledge and strengthening social skills.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Current state assessment data shows that neighborhood students are not meeting expected proficiency level in reading and math on a comparable level to gifted students in our GATE Academy.	Thirty percent of the students in our neighborhood are receiving special education services and are in our high focus group. The population of students with greater needs has increased. Teachers need to collaborate when targeting student gaps as shown in the data, and use the data for focused intervention.

★ = Priority

Student Learning

Summary

All schools in Texas must meet standards in three state accountability domains. For the 2025-2026 school year, Vaughan Elementary received an 'B' rating on the overall accountability summary.

All schools in Texas must meet standards in three state accountability domains.

Overall - Scaled Score 89- Rating = B

Student Achievement - Scaled Score 93 - Rating = A

School Progress - Scaled Score 90 - Rating = A

Closing the Gaps - Scaled Score 79 - Rating = C

Vaughan received 3 of the 6 Distinction Designations

- Academic Achievement in Reading/Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science

Strengths

A thorough analysis of Vaughan Elementary student achievement reveals the following areas of strength as an increase from last year's achievement:

- Reading
 - 3rd grade students performing at the masters level: 54%
 - 5th grade students performing at the masters level: 73%
- Math
 - 3rd grade students performing at the masters level: 53%
 - 3rd grade students performing at the masters level: 83%
 - 6th grade students performing at the masters level: 56%

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Students identified as SPED are experiencing a decline in meeting and mastering the grade-level standards on STAAR assessments in reading and math.	Daily differentiation addresses individual needs, often teaching below grade-level standards per IEP, but all students must take the same STAAR test.

★ = Priority

School Processes & Programs

Summary

The top priority of our campus is student growth. Teachers, Learner Support Specialists, and Administrators work together to make instructional decisions that support students and instruction. The staff works collaboratively with our Learning Support Specialists and SSI teachers to target areas of instructional need. Core SIT (Student Intervention Team) meets to discuss student and teacher needs to promote achievement. Student learning needs and expected outcomes for achievement are discussed during professional development, PLC's, Core SIT meetings, data talks, professional learning, vertical team planning, and instructional activities. When our students are not making progress or struggling socially or emotionally, we conduct a Student Intervention Team meeting or a review ARD/504 staffing/meeting to make adjustments to help them grow.

In efforts to equip our students with opportunities to be innovative with technology, Vaughan is providing our staff with training opportunities on a wide range of technology resources. Each classroom has easy access to technology devices in addition to class sets of desktops in the library and computer lab. The classrooms at Vaughan are equipped with interactive whiteboards that are routinely utilized by teachers and students.

Strengths

- Use of various forms of data to drive our conversations and instruction
- Use of differentiated instructional practices
- Grade levels collaboratively design lessons to meet multiple learning styles
- Team planning times are used effectively to design lessons
- Assessments are aligned to state standards
- EB and Special Education inclusion support services are aligned with classroom instruction
- Structured intervention/enrichment times for students are held on a daily basis
- Data talks are led by instructional leadership with necessary teachers to review data and develop intervention plans
- MTSS supports overall campus growth in all grades
- Social Emotional Learning provided daily by all teachers
- Strong communication between teams, teachers and administration
- Community support
- Teachers feel as though they have a voice
- Tutoring is provided after school for additional targeted support
- Common team planning time is dedicated for collaboration
- Regular data meetings are held to review student progress
- All teachers have a variety of options for what technology they want to use in their classroom
- Students have access to various devices
- Teachers are trained on differentiated discipline and community circles

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ An increasing number of students are struggling to respond appropriately in challenging situations, indicating a need for additional support in developing self-regulation strategies.	Many students have not yet developed the social-emotional skills necessary to manage their own emotions, make responsible and safe choices, and engage in positive interactions with others.

★ = Priority

Perceptions

Summary

Our staff and community have embodied this mission which is evidenced by the way staff and students interact with each other. We are committed to creating a supportive environment focused on learner-centered instruction for staff and students, built on character, and developed through professional growth and collaboration with colleagues, parents, and the community with the common purpose of supporting students in becoming engaged and successful learners and citizens.

We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. 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. The school and PTA offer various opportunities for parents and community members to be involved. The principal sends a weekly newsletter, the campus website and calendar are kept up to date with the latest happenings at Vaughan. We make sure that our routines are consistent, including our weekly take home folders.

Strengths

Vaughan Elementary embraces a culture in which personal and academic achievement is fostered for all students.

- Varied after school programs that meet varied social, emotional and academic needs of students and multiple family events that encourage community involvement
- Students and staff feel safe on campus at Vaughan due to effective procedures and drill practice as evidenced by campus safety audits
- Purposeful collaborative activities that promote positive communication and problem solving
- To support students social-emotional learning, Vaughan utilizes the Second Step program and a variety of other character building lessons/resources

To enhance parental and community engagement, Vaughan provides:

- Multiple opportunities to volunteer on campus
- WATCH D.O.G.S. Program
- Routine communication with families in various formats
- Various family events
- Started Vaughan Crew in partnership with parents and PTA to bring parents into the campus and volunteer during the school day. This includes: room parents, supporting with crafts/creating supplies, teacher support, etc.
- Started Mystery Reader in the spring of 2026, continue it and add more spaces for parent volunteers to sign up to read to their student's class.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Because our students come from diverse backgrounds and multiple campuses from across the district, families often find it challenging to be fully engaged with our school community.	Family engagement is impacted by scheduling conflicts and competing commitments, making it more difficult for families to actively participate in school events and activities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students identified as SPED are experiencing a decline in meeting and mastering the grade-level standards on STAAR assessments in reading and math.

Daily differentiation addresses individual needs, often teaching below grade-level standards per IEP, but all students must take the same STAAR test.

2
★

An increasing number of students are struggling to respond appropriately in challenging situations, indicating a need for additional support in developing self-regulation strategies.

Many students have not yet developed the social-emotional skills necessary to manage their own emotions, make responsible and safe choices, and engage in positive interactions with others.

3
★

Because our students come from diverse backgrounds and multiple campuses from across the district, families often find it challenging to be fully engaged with our school community.

Family engagement is impacted by scheduling conflicts and competing commitments, making it more difficult for families to actively participate in school events and activities.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent activity evaluations and feedback data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Vaughan Elementary instructional staff will collaboratively analyze assessment data and evidence of student learning to guide instructional planning and delivery. Teams will use this evidence to implement and adjust high-quality Tier 1 instruction, targeted interventions, and enrichment opportunities that are responsive to student needs and promote academic achievement and growth for all learners.

Evaluation Data Source: Classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, progress monitoring, district curriculum

Strategy 1

Vaughan elementary instructional staff will engage in collaborative learning teams to identify learning standards and student success criteria, implement, analyze, and respond to evidence of student learning. Teams will use student data to strengthen differentiated instruction, assessment, help students with goal setting, and regularly monitor student progress, with the goal of increasing achievement and growth for all students.

Strategy's Expected Result/Impact: Increase the academic progress of students

Staff Responsible for Monitoring: Grade Level Teachers, Special Education Teachers, SSI, Learner Support Specialists, and Administration

Formative Reviews

Some Progress

September

December

March

May

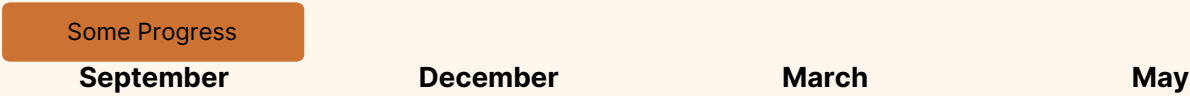
Strategy 2

Vaughan Elementary instructional staff will strengthen the effectiveness of the intervention block by implementing targeted, data-driven interventions and scaffolds that address individual student needs while providing ongoing support for teachers during the transition to the intervention framework. Through professional learning, coaching, collaborative planning, and progress-monitoring cycles, teachers will effectively utilize intervention time to accelerate student growth. Success will be measured by increased student achievement on district and state assessments, improved progress-monitoring data for identified intervention groups, and evidence of consistent implementation of intervention and scaffolding practices observed through classroom walkthroughs and PLC documentation.

Strategy's Expected Result/Impact: Thorough and more rigorous planning to meet varied needs of students and promote increased achievement. Purposeful planning and connecting to the lowest performing TEKS.

Staff Responsible for Monitoring: Grade Level Teachers, SSI, Resource Teachers, Learner Support Specialists, and Administration

Formative Reviews



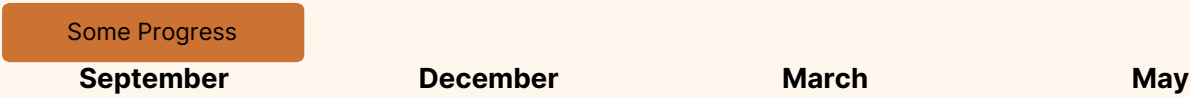
Strategy 3

Vaughan elementary instructional staff will consistently implement collaborative team practices to analyze student learning, respond instructionally, and monitor student progress, as evidenced by collaborative team artifacts and implementation data. As a result, the percentage of students meeting or exceeding expected academic growth will increase from BOY to EOY across grade levels and student groups.

Strategy's Expected Result/Impact: Teachers will utilize more sources of information to determine strengths and/or weaknesses of each student. This information will allow teachers to plan purposeful lessons to engage and intervene during classroom instruction, their intervention block, and tutoring.

Staff Responsible for Monitoring: Campus Administration, Learner Support Specialists and SSI teacher

Formative Reviews



Performance Objective 2

Vaughan Elementary teachers will implement evidence based classroom management strategies, resulting in improvement in overall classroom environment.

Evaluation Data Source: Classroom, district, and state assessment data, observations, lesson plans, attendance, progress monitoring, district curriculum, office referrals

Strategy 1

Develop educators' capacity to recognize, de-escalate, and effectively respond to challenging student behaviors through proactive, relationship-centered practices that foster safety and create a supportive learning environment where all students can successfully engage and thrive.

Strategy's Expected Result/Impact: Staff responding appropriately to student behaviors and a decrease in student behaviors. Reduced office referrals.

Staff Responsible for Monitoring: Administrators, Counselor

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

The school counselor will provide quarterly professional learning and support for staff focused on evidence-based behavior strategies that promote proactive classroom management, effective de-escalation practices, and positive student interactions in both classrooms and common areas.

Strategy's Expected Result/Impact: Counselor Communication Logs, Classroom Observations, Classroom Walk Throughs, Discipline Data

Staff Responsible for Monitoring: Administrators, Learner Support Specialists

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3

Vaughan Elementary will cultivate meaningful and collaborative partnerships between families and the school community by fostering transparent communication, creating purposeful opportunities for engagement, and empowering parents as active partners in their child's educational journey.

Evaluation Data Source: Parent Attendance at Events, Parent Engagement Survey Data, Volunteer Logs, Parent Newsletters, Staff Communication Logs

Strategy 1

Vaughan Elementary will intentionally cultivate a strong and authentic campus identity by leveraging social media and digital communication platforms to celebrate student achievement, showcase instructional excellence, highlight school traditions, and strengthen community connections.

Strategy's Expected Result/Impact: Increase in Community Involvement

Formative Reviews

Some Progress

September

December

March

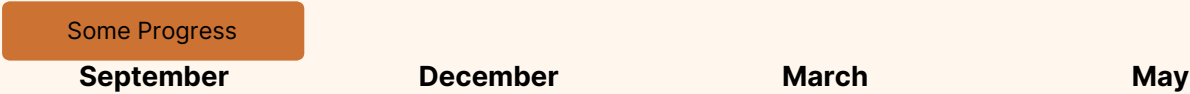
May

Strategy 2

Vaughan Elementary will foster strong, meaningful partnerships between families, students, and the school community by creating inclusive and engaging opportunities that celebrate learning. Through purposeful family events and shared experiences, the campus will cultivate a sense of belonging, strengthen relationships, and promote a collaborative commitment to the success of every student.

Strategy's Expected Result/Impact: Increase in Community Involvement

Formative Reviews



Goal 2

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

Performance Objective 1

Vaughan Elementary will emphasize the importance of continuing education (military, college, trade school, etc.) post graduation.

Evaluation Data Source: Student and Staff Participation

Strategy 1

Vaughan Elementary educators will intentionally teach, model, and reinforce essential social-emotional and interpersonal skills to create a positive, safe, and productive learning environment for all students.

Strategy's Expected Result/Impact: Student academic growth, reduction in office referrals, student positive interactions resulting from Community Circles and building relationships.

Staff Responsible for Monitoring: All Campus Staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Vaughan Elementary will cultivate a college, career, and military readiness mindset by providing students with age-appropriate opportunities to explore postsecondary pathways, including higher education, military service, technical training, and skilled trades.

Strategy's Expected Result/Impact: Xello participation rates, student awareness of future opportunities

Staff Responsible for Monitoring: Counselor, Administrators, Classroom Teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Vaughan Elementary will promote a positive school climate that supports student success in citizenship by

implementing and reinforcing PBIS strategies, resulting in a 10% reduction in office referrals and discipline incidents by the end of the school year.

Evaluation Data Source: Surveys, Collaborative Student Panel, Discipline Data

Strategy 1

Students will be celebrated by staff and leadership daily. All school behavior/reward systems have been created to recognize students modeling positive citizenship.

Strategy's Expected Result/Impact: Students will develop and use appropriate life skills daily.

Staff Responsible for Monitoring: All Staff

Formative Reviews



Strategy 2

Students will participate in a variety of campus and district planned activities that focus on future-ready skills, including special guests, family events, lessons from the counselor, and weekly segments on the morning announcements.

Strategy's Expected Result/Impact: Increase of future ready skills, Increase in student awareness of post-secondary choices

Staff Responsible for Monitoring: All Staff

Formative Reviews



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

Vaughan Elementary educators will collaboratively analyze student data to plan and implement targeted, differentiated instruction, interventions, and supports, utilizing coaching partnerships to ensure all students demonstrate academic growth.

Evaluation Data Source: Classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, progress monitoring, mCLASS Texas Edition, STAAR data, and MAP testing

Strategy 1

All teachers will plan and implement differentiated small group instruction for Gen Ed, GATE and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.

Strategy's Expected Result/Impact: Consistent use of small group instruction to meet the needs of all students.

Staff Responsible for Monitoring: Teachers, Administrators, GT Instructional Specialist and Learning Support Specialists

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide supplemental experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.

Strategy's Expected Result/Impact: Additional enrichment opportunities for gifted and talented students.

Staff Responsible for Monitoring: GT Instructional Specialist, Campus Administrators, District GT Coordinator, and GATE teachers

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: Increase in performance of at risk students on district and state assessments over time.

Staff Responsible for Monitoring: SSI Teacher, Campus Administration, and Learner Support Specialists

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Provide supplemental learning experiences and services for Emergent Bilingual students promoting language acquisition and academic achievement.

Strategy's Expected Result/Impact: Increase in performance on district and state assessments.

Staff Responsible for Monitoring: SSI Teacher, Campus Administration, ESL Teacher, and Learner Support Specialists

Formative Reviews

Some Progress

September

December

March

May

Strategy 5

Provide supplemental learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Increase in performance of special education students on district and state assessments.

Staff Responsible for Monitoring: SpEd Teachers, District SpEd Instructional Specialist, and Campus Administrators

Formative Reviews

Some Progress

September

December

March

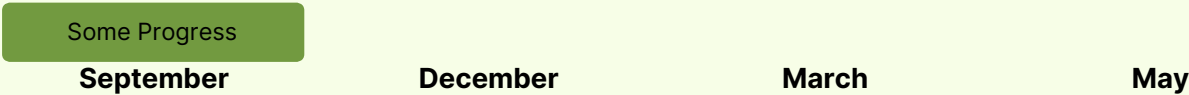
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Strategy 6

Provide learning experiences and services for dyslexia students to support individual learning needs.

Staff Responsible for Monitoring: DT Teachers and Campus Administrators

Formative Reviews



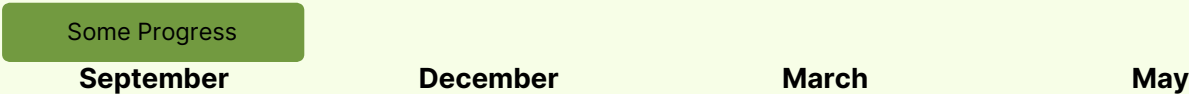
Strategy 7

Vaughan Elementary educators will refine and strengthen implementation of the Bluebonnet Math curriculum through consistent, standards-aligned instruction, data-driven planning, and targeted supports to increase student achievement.

Strategy's Expected Result/Impact: Increase in student performance in all grade levels as shown in MAP and STAAR, especially for grades 3-6.

Staff Responsible for Monitoring: Grade Level Teachers, Learning Support Specialists, Administrators

Formative Reviews



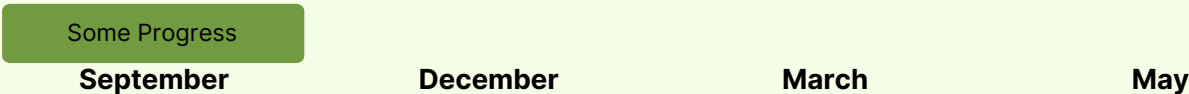
Strategy 8

Vaughan Elementary teachers will meet in professional learning communities and vertical teams to plan opportunities to implement intentional writing activities for Gen Ed, GATE and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.

Strategy's Expected Result/Impact: Increase in student performance on classroom, district, and state assessments

Staff Responsible for Monitoring: Administrators, Learning Support Specialists, Classroom Teachers

Formative Reviews



Performance Objective 2 **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 67% to 76.5% by Spring 2029.

Strategy 1

Teachers will utilize mCLASS, MAP Growth Reading, and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.

Strategy's Expected Result/Impact: Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.

Staff Responsible for Monitoring: Teachers, Administrators, Learner Support Specialists, Counselor

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Strengthen instructional approaches around identifying gaps in literary foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: Administrators, SSI teacher, Classroom Teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 63% to 70.5% by Spring 2029.

Evaluation Data Source: STAAR Math Results

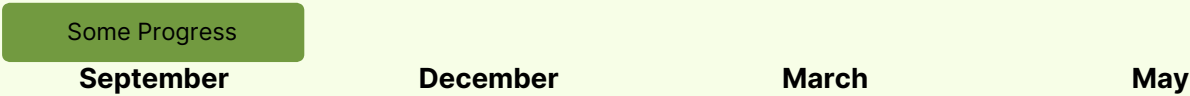
Strategy 1

Teachers will utilize MAP Growth Math and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.

Strategy's Expected Result/Impact: Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.

Staff Responsible for Monitoring: Teachers, Administrators, Learner Support Specialists, Counselor

Formative Reviews



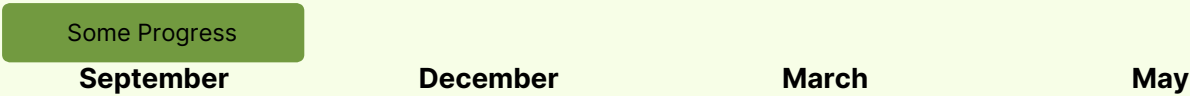
Strategy 2

At Vaughan Elementary we will focus on implementing and consistently reviewing academic math vocabulary in all grade levels. Specific math vocabulary will be ascertained through district curriculum and Lead4ward.

Strategy's Expected Result/Impact: Students will be able to explain and justify the academic vocabulary for math in all grade levels.

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, Counselor

Formative Reviews





Funding Summary

Funding Summary

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$118,239.00
+/- Difference					\$118,239.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$896,861.00
+/- Difference					\$896,861.00

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

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,035,043.00
+/- Difference					\$1,035,043.00