

Wylie Independent School District
Whitt Elementary School
2018-2019 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

lep/bil: 12%

at risk: 15%

GT: 12%

504: 6%

Diverse staff, equally representing our campus population, with little transient numbers.

Demographics Strengths

We have a solid support staff in place to support our population. Our support team follows an inclusion model which is tremendously helpful.

Student Achievement

Student Achievement Summary

Academic distinction earned in 1 of 5 areas

Student Achievement Strengths

Earned Academic Achievement Math

School Culture and Climate

School Culture and Climate Summary

We have a mentor on campus for new staff/teachers. Each grade level is very supportive in welcoming new staff and help support those that are unfamiliar with the Whitt way. We have a campus discipline plan that is consistent from Kindergarten to 4th grade. We follow the Whitt Essential Behaviors. All students and staff recite these each morning on our announcements. When students make bad choices, they reflect on the behavior that they didn't follow. Although we do not have a plethora of discipline issues, when we do, behaviors are handled quick and effective consequences follow.

School Culture and Climate Strengths

Culture and climate are very positive. Teachers are involved with grade level activities and support. Team building is a priority across grade levels and our hashtag #wearewhitt continues to connect us to one another.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher retention is at a high. Low turnover.

Staff Quality, Recruitment, and Retention Strengths

The majority of teachers remained with our campus. No transfers occurred. Our turnover rate is very low which results in a dedicated staff to our mission as a campus. Expert, season teachers continue to share ideas and support those teachers that are either new or need extra support.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional Learning communities met regularly to improve instruction and review assessment data.

RTI committee met regularly to discuss student needs and monitor and adjust intervention plans.

Curriculum, Instruction, and Assessment Strengths

Passing rates and advanced scores are increasing in most areas. Whitt is focusing on increasing rigor in instruction to continue to increase our advanced scores. Tools utilized are depth and complexity and rigorous problem-solving tools. Advanced courses were also implemented this year.

RTI is regularly implemented to address student needs. Some PLC time is used to train and discuss the implementation of research-based intervention plans. Teachers are writing specific intervention plans based on student needs as determined by analyzing assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Our website and social media connection with our families is strong. We have a very active and involved PTA. School events are well attended.

Parent and Community Engagement Strengths

Standing room only at events. Our PTA is extremely supportive and able to supplement the campus with many levels of support and extras.

School Context and Organization

School Context and Organization Summary

Our goal aligns with the district goal of focusing on academic achievement, core values, attracting and building quality staff while being cognizant of student growth and equity.

School Context and Organization Strengths

We are meeting as teams weekly with PLC's to analyze student data. RTI is a focus with students who need assistance. There is a new strong RTI plan in place that helps better support students and increases communication between staff. Our PD plan is ongoing and teacher focused, differentiating as needed.

Technology

Technology Summary

Increasing effective pedagogy in technology and curriculum is a focus. We implement and include technology in a variety of ways, using two edtech coaches on campus. Teacher use both ipads and chromebooks to support instruction.

Technology Strengths

Teachers of all grade levels encourage and model effective technology use regularly.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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
- Action research results
- Other additional data

Goals









Revised/Approved: September 13, 2018

Goal 1: Instill community and ethical values in our students

Performance Objective 1: Implement strategies to have bully-free classrooms.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Professional development for all staff on the district policies and procedures regarding reporting and responding to bullying allegations.	Administrators and Counselor	Training completed, Bully situations are reported and resolved according to district policy			
2) The school counselor conducts guidance lessons in every classroom on what bullying is, how to prevent it, and how to report it.	Administrators and counselor	Guidance lessons completed, less instances of bullying reported			
3) Implement a Bully Prevention week with activities and an assembly to raise awareness and to have students commit to treating others with respect.	Administrators and counselor	Students sign the Wylie Way banner to agree that they will treat others with respect, participate in the district Wylie Way writing activity			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Classrooms will be violence free.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Behavior committee will be formed to address classrooms and SS with high trauma needs	Counselor, administrators				
2) Students will recite Whitt Essentials daily, and held to the Wylie ISD student code of conduct.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Attendance at Whitt Elementary will remain above state threshold expectation.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attendance committee will address Ss with high absenteeism.	Data clerk, AP, P				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 4: Encourage Parent Involvement

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create monthly opportunities for parents to engage and interact with Ss and their learning.					
2) Transparent sharing through Facebook groups and newsletters.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 1: The academic performance of students on the STAAR assessments will improve in grade 3 reading masters level to achieve Quartile I targets based on comparison groups.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Analyze assessment data in PLC for the purpose of planning instruction and re-teaching. Identify individual students in need of support by utilizing SE data.	Administrators, classroom teachers, learning specialist	Classroom observations, regular PLC meetings, improved mastery and advanced scores on assessments			
2) Implement the Fundamental 5 instructional strategies.	Administrators and teachers	Classroom observations, improved mastery and advanced scores on math assessments			
3) Use intervention time strategically to target specific students and SE's.	Administrators and teachers	Improved assessment scores.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 2: The academic performance of students on the STAAR assessments will improve in grade 4 reading masters level to achieve Quartile I targets based on comparison groups.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Plan instruction that meets the kid by kid need in order to show growth via MAP and STAAR.	teachers, admin	increase in growth/learning.			
2) Utilize effective interventions for students with skill/foundational gaps in their learning using MAP data.	teachers, admin	increase in growth/learning			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 3: The academic performance of students on the STAAR assessments will improve in grade 4 writing masters level to achieve Quartile I targets based on comparison groups.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor students progress through PLCs and analyzing assessment data.	Administrators and classroom teachers	Increased passing percentages and advanced scores for students on assessments			
2) Utilize effective interventions for students with skill/foundational gaps in their learning using MAP data.	Administrators and classroom teachers, Alpha Phonics teacher, Intervention lab teacher	In PLC meetings track/monitor data that shows student progress			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 4: The academic performance of Asian students on the STAAR assessments will increase by 10% to ensure our closing the gaps percentage overall meets quartile I expectations.

Evaluation Data Source(s) 4:

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor all students (with special focus on our Asian testers) progress through PLCs and analyzing assessment data.	Administrators and classroom teachers.	Increased passing percentages for at-risk students on unit assessments and common assessments.			
2) Utilize effective interventions for at-risk students with skill/foundational gaps in their learning.	Administrators and classroom teachers.	RTI meetings with data that show student progress			
Funding Sources: State Comp Ed - 2880.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 5: The academic performance of White students on the STAAR assessments will increase by 5% to ensure our closing the gaps percentage overall meets quartile I expectations.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor all students (with special focus on our White testers) progress through PLCs and analyzing assessment data.	admin, teachers	Increased passing percentages for at-risk students on unit assessments and common assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 6: Increase performance of at-risk students

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 7: Provide programs preventing students from dropping out.

Evaluation Data Source(s) 7:










Summative Evaluation 7:

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 8: Provide dyslexia services for students identified with dyslexia.

Evaluation Data Source(s) 8:

Summative Evaluation 8:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure master schedule allows for Ss to meet dyslexic time needs	AP teacher, admin				
2) Provide resources and materials for students with dyslexia	AP teacher, secretary, admin				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 9: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 9:

Summative Evaluation 9:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers.			✓	✓	✓
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.			✓	✓	✓
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.			✓	✓	✓
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 10: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
2) The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
3) The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
4) The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					









Goal 3: Prepare students for a successful life beyond high school

TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 1: Provide awareness of college and career opportunities to all students through classroom guidance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will view Monday videos of future possible careers	Classroom teachers, counselor	Student and teacher feedback forms, displays of activities.			
2) School-wide activities during College Week (wear college shirts, map of where staff members went to college, display of college materials, class discussions)	Wylie Way Committee, Counselor, all staff	Hallway displays, pictures on Facebook, writing samples of students' perspective of College Week			
3) Think College Thursday activities (wear college shirts, parents and staff sharing college information on announcements)	Counselor	pictures of students and staff wearing college shirts, participation of parents			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 2: Sustain an advanced academics program for grades 2 through 4.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Professional development opportunities for teachers to implement strategies appropriate for advanced instruction.	Administrators	Classroom observations reflect rigorous instruction, Higher advanced scores on unit assessments			
2) Follow the district guidelines for identifying and placing students in advanced clusters.	Administrators	Improved advanced scores on unit assessments and STAAR			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 1: Recruit highly effective teachers

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Master schedule that allows to all staff on the grade level to have a common planning time	Administrators	Master schedule			











Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 2: Provide job-embedded professional development to support teacher's needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Utilize learning specialists to teach best practices for instruction during PLC time.	Administrators and PLC leaders	Best instructional practices are observed frequently during classroom walk throughs			
2) Design professional learning days based on needs of teachers.	Administrators and PLC leaders	Teacher feedback			
3) Teachers learning goals are centered around a self chosen book that will be tied to TTESS goals	admin				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Attract, retain, and value a quality staff
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 3: Recruiting, hiring, and retention of highly effective teachers

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Utilize strengths of team members in hiring	admin, counselor		✓	✓	✓

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Classroom enrollment will be balanced effectively and equitably.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Classroom enrollment is balanced and equitable across the grade level. Teachers participate in creating equitable class lists.	Administrators and Registrar	Balanced classroom rosters			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 2: Students will have equitable access to curriculum and instructional materials.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1)) Instructional budget will be allocated based on instructional needs.	Principal	Teachers requests for instructional materials are filled.			
2) ESL students will be provided additional resources to meet their educational needs	Frame, admin	Increase in ESL students growth and learning.			
	Funding Sources: State ELL Allotment - 1640.00				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					



Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.

Goal 7: Celebrate our Excellence

Performance Objective 1: Students, parents and staff will celebrate our school and students who excel in special area classes (PACK) during our Wolf Howl Pep Rally.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Every 9 weeks our students and staff come together to sing motivational songs, chant school pride chants with Wylie Wolf, recognize PACK award recipients, and allow our PTA an opportunity promote activities for our students.	Principal, Assistant Principal, Counselor	Students are acknowledged for their talents in special areas every nine weeks. Students learn and participate in school pride chants.			
					

Goal 7: Celebrate our Excellence

Performance Objective 2: Whitt will cultivate and maintain a presence through social media, (Facebook and twitter) to help parents feel connected to the classroom.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Staff is encouraged to take pictures of student learning and submit the photos to our counselor. Administrators take pictures and comment on best practices and student learning during walkthroughs.	Administrators and Counselor	Parents make positive comments on Facebook.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 7: Celebrate our Excellence

Performance Objective 3: Teachers will share and celebrate student progress and academic gains during every PLC.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will share celebrations happening in their classrooms. They will share their celebrations with the group and hang them on the celebration wall.	Principal, Assistant Principal, PLC leaders				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	1	Plan instruction that meets the kid by kid need in order to show growth via MAP and STAAR.
2	3	1	Monitor students progress through PLCs and analyzing assessment data.
2	4	2	Utilize effective interventions for at-risk students with skill/foundational gaps in their learning.
5	2	2	ESL students will be provided additional resources to meet their educational needs

State Compensatory

Budget for Whitt Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6116 00 109 024 000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$1,000.00
6100 Subtotal:		\$1,000.00
6300 Supplies and Services		
199 E 11 6398 00 109 024 000	6390 Supplies and Materials - General	\$498.00
6300 Subtotal:		\$498.00

Personnel for Whitt Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharla Palmer	Dyslexia Therapist	Dyslexia - Alpha Phonics	1

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Guided reading materials		\$2,880.00
Sub-Total					\$2,880.00
Budgeted Fund Source Amount					\$2,880.00
+/- Difference					\$0
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2			\$1,640.00
Sub-Total					\$1,640.00
Budgeted Fund Source Amount					\$1,640.00
+/- Difference					\$0
Grand Total					\$4,520.00