

Arrow Academy Charter School

District Improvement Plan

2018-2019

Accountability Rating: Met Standard

Overall Score on Performance Accountability of 89 out of 100 points

Mission Statement

Arrow Academy, a school of choice, exists to prepare students to excel academically and socially and to become motivated members of our community.

Core Principles

Varied Instructional practices
Implementing Research with Fidelity
Integrated Technology
Texas Essential Knowledge and Skills is our framework for student learning development
Performance based on metrics is embedded in our System
Continuous growth of Arrow personnel through research-based practices

Brand Promise

Direction Determines Destination for all students of Arrow Academy

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Comprehensive Needs Assessment

School Goals

Goal 1: TEA Priority 1: Recruit, Support and Retain Teachers and Principals

Arrow Academy will ensure competitive teacher and principal salaries through pay systems as compared to area schools and districts of similar size as measured by 5-8 years of experience in Arrow Academy schools.

Goal 2: TEA Priority 2: Build a Foundation in Reading and Math

Arrow Academy will increase overall test percentage results in all tests as measured by STAAR in the meets expectations level by 8% in reading and 3% in math from the 2017-18 school year.

Goal 3: TEA Priority 2: Build a Foundation in Reading and Math

Arrow Academy will increase Reading performance in the Hispanic student population from approaches to meets by 10% in reading and 6% in math from the 2017-18 school year STAAR results.

Goal 4: TEA Priority 3: Family Engagement

The Arrow Academy report card will be revised in the 2018-19 school year to reflect standard-based performance of students so parents can identify alignment to teacher grades, district benchmark assessments and STAAR results to ensure clear communication and understanding of student progress in all assessment practices in Arrow Academy.

Demographics

Demographics Summary

Arrow Academy Charter School has four campuses in the district. Arrow Academy opened its doors in 2011 and serves predominantly at-risk students. Arrow Academy anticipates serving 720 students in grades kindergarten to sixth grade. Last year, 590 students were served in four schools. The district has campuses that consist of both self-contained and departmentalized environments to meet individual student needs.

The student population data for the first month of school has 723 students enrolled in Arrow Academy. The ethnicity of students is 71% African-American, 21% Anglo, .2% Asian, 3% American Indian/Alaskan Native, .2% Native Hawaiian/Pacific Islander, 4% Two or more races and 19% Hispanic. The gender ratio is 50.48% male and 49.52% female with a low socioeconomic status of 74%. The staff population is 65% African-American, 21 % White, 6% Hispanic, 8% Asian.

Table 1

Teacher Experience

0-5 years exp.	29	60%
6-10 years exp.	8	16%
11-20 years exp.	8	16%
Over 20 years exp.	4	08%

Arrow has a dominant mode range of 0-5 years in experience by almost four times any other experience range. Sixty percent of the teachers are 0-5 years of teaching experience. The teacher turnover rate in Arrow is 23%.

Table 2

Arrow Experience

0 yrs	16	33%
1-5 yrs	24	49%
6-10 yrs	9	18%

Arrow has 100% Texas certified teachers, although 82% of the staff are between 0-5 years of experience in Arrow schools.

Table 3

Degree Status

No Degree	0	0%
Bachelor	42	86%
Master	6	12%
Doctorate	1	02%

Table 4

Average Salary

Avg Salary	1-5 yrs	48,205.45
Avg Salary	6-10 yrs	54,952.66
Avg Salary	11-20 yrs	53,621.88
Avg Salary	over 20 yrs	53,078.68

The overall mobility rate for the district is approximately 26.2%, with a drop-out rate of 0% and 78% economically disadvantaged. Arrow Academy has 57% of the student population identified as at-risk. The average daily attendance rate for students is 94.9%. The average daily attendance rate for staff is 97%. Arrow Academy anticipates serving 58 English Language Learner students, 1 student in the Gifted and Talented program, 50 students served through special education services. The class size ranges from 9 students to 25 students with an overall average of 18.55 students per class across the campuses.

Special Programs

Arrow Academy has a budget of \$261,907 dollars for Title I allocation and \$29,916 for Title II, \$178,000 for IDEA-B support in Special Education and an anticipated \$650,000 from Compensatory Education funds. Our proposed School-wide Title I program consists of aligning the resources with our Compensatory Ed and ESL State funds to ensure a comprehensive program and maximizing resources to serve Arrow students. Arrow also has one school improvement grant totaling \$125,000.

Instructional Coaches for instructional support and professional growth are the primary use of Title I funds. Title I personnel opportunities exist through: parent involvement activities and literacy coaches to meet student needs in students attending Arrow Academy Charter School.

Professional development focus this year will target Literacy and math development, TEKS instruction and deconstruction and writing with sound pedagogy in all content areas.

Instructional strategies will be focused on math best strategies, small group instruction, literacy center-based instruction Literacy Link (\$34,000, includes PY carryover); defined through Balanced Literacy/Guided Reading, Comprehension strategies, LLI intervention, Go Phonics primary fluency instruction technology assisted programs; identified in Compass (\$37,980), and Raz Kids software (\$13,260), textbooks, deconstruction of standards training. The application of the 5E framework for science instruction, Capturing Kids Hearts (\$2,300), Mentoring Minds (\$26,100) and StemScope (\$3,822), and STAAR matchmaker (\$3,474) will target higher order lesson preparation of DOK practices aligned to current research best practices. The best practices utilized and developed in teachers at Arrow Academy are: assessment and learning

pathways in MAPS (\$10,500), nonlinguistic representation through Thinking Maps, Lead Forward poverty-based instructional practices, Classroom Instruction That Works from Robert Marzano, higher order engagement/ questioning strategies from Bloom's Taxonomy, and how our brain learns information from a portfolio of neuro-scientists' research. These professional development topics are blended within our Title I, Title II and Title I priority resources, complimented with our general budget to maximize leadership and teacher skill development in the best practices.

Our State Supplemental Program (SSP) in addition to each campus needs, an ESL program for 60 students located on 4 campuses. ESL funds will be used to enhance the literacy library of dual language books for the four schools.

Compensatory, ESL and general funds compliment the Title I and II funds in reaching Arrow's needs in student performance and the ten components of a school-wide program. All of the compensatory funds support and build on the Title funds programs, so all students that need support receive the available resources to make them successful learners. Examples of use of funds are academic aides for 8 hours per day leading academic interventions for the lowest performing students at each campus. Arrow Academy uses Compensatory funds (\$50,000) for full time instructional staff and instructional aides (\$120,000) to reduce class size below the state mandated maximum in high risk schools and grades to support differentiating instruction for at risk populations as well as strategic planning director (\$72,500). Resources are used to support the teachers' professional development through modeling, data walks, conferencing, and PLC weekly engagement.

Technology plays a big role in reforming our classrooms in Arrow Academy. Odyssey/Compass lessons, Raz Kids, Stemscope, DMAC (\$3,887), MAPS and other software sources are provided in a one-to-one ratio in every classroom so that students can pace their learning per current state of skill comprehension. Arrow also offers instructional aides and tutors during and through extended day services to support more students who need help than funds are available through general and compensatory budgets beyond and during the school day. A portion of

the funds also align to the training needed to support these expectations from highly recognized experts in the areas of the professional development discipline to ensure teachers can transfer system applications to effective instructional strategies.

Arrow also aligned supplies and resources from the Supplemental funds directly aligned for students through such purchases as: literacy leveled books, manipulatives, social studies readers and investigating the classroom learning through applicable field trips (\$7,100) to add value in their learning. All students at Arrow also have their laptop computer so they can work at times to personally pace their learning needs and have access to the internet at home to continue work at the time and rate that serves their learning styles aligned to MAPS folders and appropriate skill level lessons.

Comprehensive Needs Assessment Process

The district needs assessment process is described below. The beginning of the process was the development of the district mission, vision, core principles, goals, objectives, action plans, and responsibility assigned to the goals and objectives.

The district site-committees prioritized the TEA priority goals 1-4 with decisions to use priority 1 and 2 for goal setting needs based upon the school performance data. The district committee aligned the areas of review with the charter contract and determined which types of data were collected and analyzed by the committee for the school profile.

The district committee then listed strengths and needs in the areas and prioritized the needs for each area. The campus-based leadership team was used to evaluate the campus and district data. Committee members reviewed the district areas of need and the campus strengths and needs. The data showed a variation of strengths and needs in our campuses, but several clear targets for the district to set priorities.

Student Achievement Priority Needs

- Instructional delivery system that aligns TEKS, Unit plans, lesson plans, resources, training and student data results
- Use of resources, TEKS content, benchmark assessments, staff evaluation reliability, observations and teacher conferencing to ensure pacing and student charting will meet learning growth expectations
- Teacher retention rate of experienced Arrow staff with over 2 years of Arrow experience
- Report card and STAAR results correlations with grades, benchmarks and STAAR assessments
- Support of personnel beyond the teacher to administer instruction in small group settings for high need students

School Culture and Climate Priority Needs

- Implement and understand resources that are best practices for TEKS within the software system as it is updated annually.
- Higher levels of CKH implementation to seek Showcase status
- Annual external review of each campus for 360 feedback on culture and Distributed Leadership results

Teacher Quality

- Continue to seek through relentless searching of high quality teachers with urban experience
- Seek successful experienced teachers from urban settings
- Collaborate with staff designated time to work on student alignment to TEKS and deconstruct TEKS to a common understanding of learning expectations
- Ensure competitive experienced Arrow compensation at or above common size schools in local area.

Curriculum, Instruction and Assessment

- Prioritize training research to the five best recognized strategies in urban environments
- Integrate practices into consistent delivery methods in each site
- Align assessment and curriculum results to standards performance
- Daily walk through of all classrooms
- Designate PLC weekly training priorities per walk through and validated data

Family and Community Involvement

- Increase parent engagement through student management processes to be used at home aligned to school management processes

- Clear communication of student status of academic performance on a quarterly basis

School Context and Organization

- Each site will create and align report cards with district TEKS, scope and sequence, unit plans, lesson plans, benchmark assessments, data review in collaboration with site and district personnel

Technology

- Teacher understanding of software resources and application
- Use as a differentiation tool in the classroom for student skill sets
- Train and Integrate multiple software sources for teacher alignment to TEKS and student learning needs

Arrow Academy Student Data 2017-18

STAAR Accountability Reports

District

	Component Score	Scaled Score	Rating
Overall		89	Not Rated: Harvey Provision
Student Achievement		78	C
STAAR Performance	46	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		90	A
Academic Growth	72	84	B
Relative Performance (Eco Dis: 92.4%)	46	90	A

Closing the Gaps	80	86	B
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Champions

	Component Score	Scaled Score	Rating
Overall		89	Met Standard
Student Achievement		90	Met Standard
STAAR Performance	61	90	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	Met Standard
Academic Growth	76	82	Met Standard
Relative Performance (Eco Dis: 73.8%)	61	91	Met Standard
Closing the Gaps	89	84	Met Standard

Distinction Designations

- ELA/Reading Earned
- Mathematics Earned
- Science Earned
- Social Studies Not Eligible
- Comparative Academic Growth Earned
- Postsecondary Readiness Earned
- Comparative Closing the Gaps Earned

Liberation

	Component Score	Scaled Score	Rating
Overall		84	Met Standard

Student Achievement		78	Met Standard
STAAR Performance	51	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	Met Standard
Academic Growth	66	65	Met Standard
Relative Performance (Eco Dis: 98.2%)	51	88	Met Standard
Closing the Gaps	72	76	Met Standard

Distinction Designations

ELA/Reading Earned

Mathematics Earned

Science Not Earned

Social Studies Not Eligible

Comparative Academic Growth Not Earned Postsecondary Readiness Earned

Comparative Closing the Gaps Earned

Harvest

	Component Score	Scaled Score	Rating
Overall		80	Met Standard
Student Achievement		59	Improvement Required
STAAR Performance	34	59	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	Met Standard
Academic Growth	76	82	Met Standard

Relative Performance (Eco Dis: 98.8%)	34	66	Met Standard
Closing the Gaps	64	74	Met Standard

SOS

	Component Score	Scaled Score	Rating
Overall		66	Met Standard
Student Achievement		59	Improvement Required
STAAR Performance	34	59	
College, Career and Military Readiness Graduation Rate			
School Progress		79	Met Standard
Academic Growth	74	79	Met Standard
Relative Performance (Eco Dis: 92.6%)	34	65	Met Standard
Closing the Gaps	4	35	Improvement Required

Table 1

STAAR 2017-18
All Students

District	DNM		Approach		Meet		Master	
Reading	69	24%	221	76%	123	42%	53	18%
Math	49	17%	241	83%	136	47%	66	23%

Table 2

STAAR 2017-18
Hispanic

District	DNM	Approach	Meet	Master

Reading	19	26%	53	74%	25	35%	10	14%
Math	12	17%	60	83%	32	44%	14	19%

Table 3
STAAR 2017-18
African American

District	DNM		Approach		Meet		Master	
Reading	46	22%	159	78%	93	45%	40	20%
Math	33	16%	172	84%	98	48%	49	24%

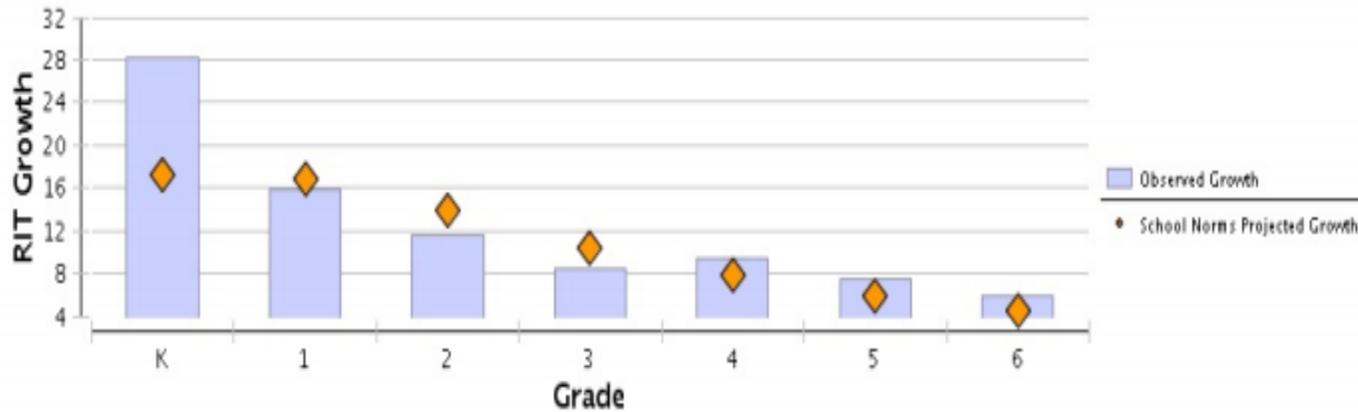
Table 4
STAAR 2013-2018
All Students

Arrow StAAR Exam	State 2018	2018	2017	2016	2015	2014	2013		State 2018	2018	2017
Reading All Students (grades 3-6)	74	76	73	73	70	50	54	Reading Af. Am.	64	77	75
Writing All Students (4th gr only tested)	66	68	64	67	58	48	42	Writing Af. Am.	55	72	67
Math All Students (grades 3-6)	81	83	71	72	56	44	35	Math Af. Am.	70	84	72
Science All Students (5th Gr only tested)	80	69	71	60	52	25	25	Science Af. Am.	70	71	77
Continuously enrolled more than 1 year	State	Arrow						Free and Red. Minority Staff	State	Arrow	
Reading All Students	75	84						Teach exp. 0-5yr	59	83	
								Attendance Rate	49	79	
									36	67	
									95.8	96.1	

**Growth Summary by grade and content area
MAPS**

Reading		Comparison Periods							Growth Evaluated Against							
Grade (Spring 2018)	Growth Count†	Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	81	140.6	8.9	47	166.7	14.0	96	28.2	1.2	17.2	3.80	99	81	72	89	94
1	101	159.7	13.1	43	175.7	14.0	39	15.9	0.9	16.8	-0.28	39	101	42	42	41
2	109	175.5	17.0	55	187.1	16.3	41	11.6	0.9	14.0	-0.94	17	109	47	43	37
3	93	187.8	15.3	47	196.2	14.8	36	8.4	0.9	10.4	-0.97	17	93	40	43	41
4	79	198.2	14.6	50	207.6	14.1	60	9.4	0.8	7.8	0.98	84	79	52	66	62
5	72	207.9	12.0	64	215.4	12.2	72	7.5	0.8	6.0	0.83	80	72	45	63	63
6	42	215.8	10.3	78	221.7	9.3	82	6.0	1.0	4.6	0.66	74	42	26	62	62

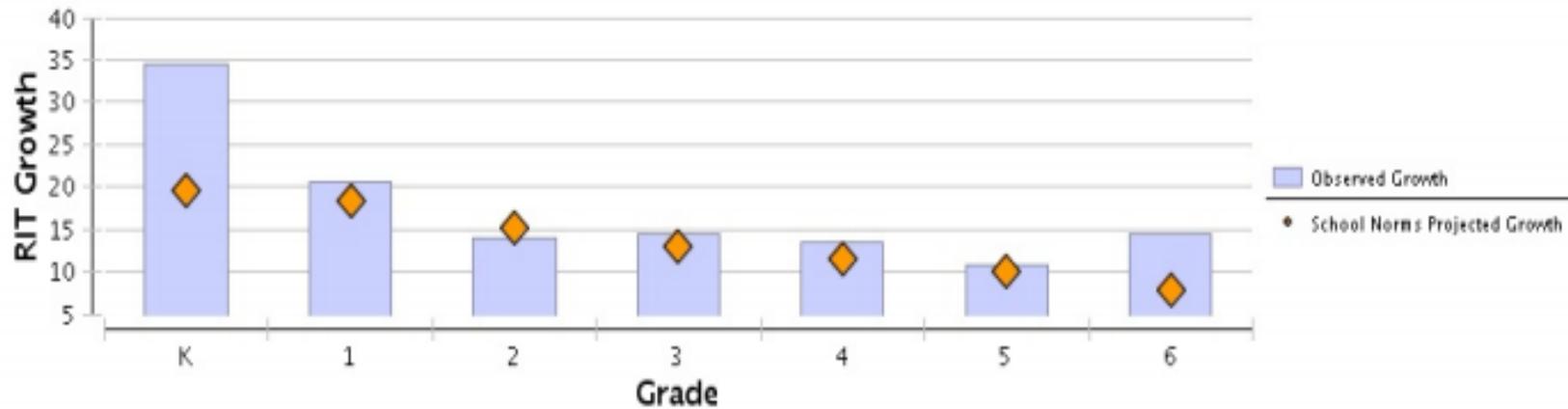
Reading



Mathematics

Grade (Spring 2018)	Growth Count#	Comparison Periods							Growth Evaluated Against							
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	81	137.0	10.7	33	171.5	13.6	97	34.5	1.2	19.7	5.30	99	81	74	91	99
1	101	158.2	15.6	23	178.8	16.4	37	20.6	1.0	18.5	0.70	76	101	61	60	58
2	107	177.8	13.7	56	191.9	15.2	49	14.1	1.2	15.2	-0.41	34	107	53	50	46
3	95	191.4	9.1	57	205.9	10.3	65	14.4	0.7	13.0	0.67	75	95	56	59	60
4	80	202.7	12.8	55	216.1	14.8	64	13.4	0.9	11.6	0.81	79	80	55	69	66
5	73	212.1	12.7	54	223.1	13.9	58	10.9	0.9	10.0	0.39	65	73	43	59	51
6	42	218.7	9.0	56	233.0	10.3	83	14.4	1.3	7.8	2.87	99	42	38	90	88

Mathematics



2018-19 Goals

Goal 1: Arrow Academy will ensure competitive teacher and principal salaries through pay systems as compared to area schools and districts of similar size as measured by 5-8 years of experience in Arrow Academy schools.

Performance Objective

Strategy Description	Start Date	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Apr	July
<p>System Strategies</p> <p>1. Determine the mode and range of staff compensation in Arrow Academy and compare to 5 local area systems of similar size based upon equivalent years of experience.</p>	September	<p>Strategic Lead: Jim Christensen</p>	Review local area compensation schedules compared to Arrow Academy teacher compensation,	x			
<p>Progress Notes:</p> <p>1. Created spreadsheet of salary increased and merit pay for all staff in Arrow over 3 years.</p>							
<p>System Strategies</p> <p>2. Modify budget to ensure merit pay rates are closing any gaps in 5-8 years experienced teachers in Arrow for retention purposes.</p>	Semi-Annually	<p>Strategy Lead: Jim Christensen</p>	Review monthly with PSP and principal the data and current state of performance.		x	x	

Goal 2: Arrow Academy will increase overall test percentage results in all tests as measured by STAAR in the meets expectations level by 8% in reading and 3% in math from the 2017-18 school year.

Performance Objective”

Strategy Description	Start Date	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Apr	July
<p>System Strategies</p> <p>1) Target best resources, best research in poverty and Just in time training to ensure that teachers are implementing with fidelity and using appropriate pedagogy with aligned instructional tools to TEKS.</p> <p>2) By backwards aligning our goals to ensure that our students are prepared for standards success we can focus on quality instruction and targeted instruction that allows on grade, above grade and below grade level students the foundation they need to be successful. Instead of short-sighted decisions that are not best for the students’ educational trajectory we will identify students early in the fall for needed assistance and monitor each week progress through data walls of performance.</p> <p>3) Coaches designated to focus on observation, modeling and feedback for all teachers that are assigned to an Improvement Required campus in addition to their appraiser. Their coach observes them at least twice per week and meets with them once per week to provide feedback.</p>	Sept	<p>Strategic Lead: Site principal</p>	<p>Inservice training evidence in TEKS resource, benchmark results, MAP results, report cards results and content training feedback of PD.</p> <p>Teacher self-assessment scores of current performance levels on the T-TESS evaluation template as compared to principal assessments at mid-term level of the year.</p> <p>Lesson plan reviews weekly for each certified teacher and alignment with aide and tutor supports through communication during PLC or other site identified delivery system</p> <p>Weekly feedback to all staff in formal and informal settings aligned to pedagogy and data reviews</p>	X	X	X	X

- 4) Ensure that all K-2 teachers implement and use the Go Phonics Reading Program and ELL strategies.
- 5) Ensure that all ELA teachers implement guided reading with differentiated instruction utilizing the Literacy Link recommendations and lesson support
- 6) Ensure the alignment of all ELA resources for effective teacher implementation.
- 7) Collaborate with teachers, principals, and instructional coaches to develop, modify and implement common reading assessments for District Snapshot data.
- 8) Continue to conduct Math/Science content meetings with lead teachers and instructional coaches.
Collaborate with teachers, principals, and instructional coaches to develop, modify, refine and implement common assessments in math/science K-6 for District Snapshot data
- 9) Ensure a strategic review of science to seek gaps in progress among sites

Progress Notes:

1.

- System Strategies**
- 10) Teacher and principal have conversations on gaps in T-TESS results from self-evaluation of teacher and principals view of performance.
 - 11) Teacher in-service on areas of concern by site principal in early release and in-service days.
 - 12) Principal formal evaluations and post conference with teacher to monitor progress.

Sept (Weekly)	Strategy Lead: Principals and Instructional coaches	Walk through observations, pre- and post-conferencing, comparable results on teacher evaluations to principal observations.		X	x	
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Goal 3: Arrow Academy will increase Reading performance in the Hispanic student population from approaches to meets by 10% and 6% in math from the 2017-18

Strategy Description	Start	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Apr	July
<p>1) Teachers will dedicate time to writing across the curriculum in all core classes, provide feedback to strengthen and allow students to become effective writers and communicators. Students will focus on fluency, content, conventions, syntax and vocabulary.</p> <p>2) Ensure that all content areas incorporate reading and writing strategies daily when appropriate.</p> <p>3) Ensure that all ELA teachers implement and use the A to Z resource daily in supporting small group instruction with second language learners..</p> <p>4) Identify a standardized approach (TREES – Topic, Reason, Explain Reason, Expand Reason, Summary) and POW – Pick your topic, organize your ideas, and write and say more) to teaching the content specific writing process in all core content areas.</p> <p>5) Ensure that all ELA teachers attend professional development in second language learning practices.</p>	September	<p>Strategy Leader: Instructional Coaches</p>	<p>Increase in STAAR performance in the number of students reaching meets criteria; benchmark assessments meeting standards expectations in grades K-6, weekly journal review; A-Z formative assessment results validate standards progress.</p> <p>Provide checks for understandings for all students in formative assessment strategies such as prompts. .Inst coaches monitoring lesson plans for embedded writing and reading in all core subjects.</p> <p>Daily focus in software in small group instruction at one table in the rotation of each core subject area. ESL training in fall for all sites.</p>	x	x	x	
<p>.Notes:</p>							

school year STAAR results.

Goal 4 The Arrow Academy report card will be revised in the 2018-19 school year to reflect standard-based performance of students so parents can identify alignment to teacher grades, district benchmark assessments and STAAR results to ensure clear communication and understanding of student progress in all assessment practices in Arrow Academy.

Strategy Description	Start Date	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
1).August development of the standardized report card	August	Strategy Leads: Principals	1.) Teacher feedback of process in understanding grading expectations. 2.) Principal review of gradebook marking system 3.) Benchmark correlation results to report card in fall assessment	X	X		X
2) PD training in pre-service and during the school year during early release PD days.	October	Strategy Lead: Jim Christensen Principals	1.) Teacher feedback in PLC sessions 2.) Principal observations of understanding 3.) .Implementation of PD in walkthrough observations	X	x	x	X
	Notes:						

Arrow Funding Summary

Compensatory Funds

Goal	Resources Needed	Account Code	Amount
	Supplies	6300	45,000
	Computer (depreciation)	6400	32,224
	Web Based Software Program K-6	6300	65,490
	Extended Classrooms Staff and Support Personnel	6100	242,500
	Professional Services	6200	10,000
	Student Travel	6400	7,100
	Total		402,314

School Improvement Grant

Goal	Resources Needed	Account Code	Amount
	Professional and support personnel (tutor)	6100	75,000
	PD Training (Reading, math and writing)	6200	35,000
	Software Supplies and classroom materials	6300	15,000
	Total		125,000

Title I

Goal	Resources Needed	Account Code	Amount
	Instructional Aides and Coaches	6100	258,543
	Professional Services	6200	500
	Software Supplies and classroom materials	6300	500
	Other misc. expenses/CKH/parent involvement events	6400	2,364
	Total		261,907

Title II

Goal	Resources Needed	Account Code	Amount
	Literacy Training	6200	27, 916
	Supplies and Materials	6300	500
	Other Misc. Costs	6400	500
	Total		28,916

Title III

Goal	Resources Needed	Account Code	Amount
	PD/Training	6200	1,856
	Instructional Supplies	6300	1,856

	Total		3,712
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Title IV

Goal	Resources Needed	Account Code	Amount
	Instructional Coach (transferred to ESSA Title I funds)	6100	16,852
	Total		

SPED IDEA Part B

Goal	Resources Needed	Account Code	Amount
	Salaries (does not include PY carryover)	6100	71,860
	Contracted Services – Therapy and Assessments	6200	30,000
	Supplies	6300	0
	Other Misc Costs/Travel	6400	500
	Total		102,360

Arrow Academy Flow Chart

