

Lamar Consolidated Independent School District

Culver Elementary

2023-2024 Campus Improvement Plan



Mission Statement

At Culver Elementary our mission is to create a safe and enriching environment that inspires, empowers, and cultivates curious learners.

Vision

The Vision of Culver Elementary is to provide a learning environment that will inspire, empower, and cultivate the curiosity of all students, while preparing them to become life-long learners and productive members of society.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting, which was held on May 10th, the Site Based Team discussed the purpose of the meeting, including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team, including the GRA and Map Data, Campus Climate Survey, discipline data, and the 20-21 Texas Academic Performance Report. After the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting on June 12, 2023.

During the second meeting on June 12, 2023, The Site Based Team evaluated ten pieces of data and identified strengths and problems in each area. Each team member could present their data and give feedback on the proposed focus areas. The Site Based Team worked together to identify the strengths and problems of the campus. After identifying the strengths and problems, the team decided on three focus areas for the school year. Documentation includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Comprehensive Needs Assessment Committee Members

Courtney Dickey (Principal)

Lacie Tivet (Assistant Principal)

Amber Westfield (Instructional Coach)

Chambra Lewis (Instructional Coach)

Marva O'Neal (District Administrator)

Dayna Hawkins (Counselor)

Patricia Rauda (Counselor)

Nancy Cantu (Classroom Teacher)

Katherine Wheeler (Campus Teacher)

Meagan New (Campus Teacher)

Marlayna Shaw (Campus Teacher)

Shelia Lefevre (Classroom Teacher)

Laura Mendez (Classroom Teacher)

Kelli Oliveira (SPED Teacher)

Carol Chude (Parent)

Cassidy Chau (Community Representative)

Nathasha Neighbor (Community Member)

Demographics

Demographics Summary

Culver Elementary is one of 45 Campuses in Lamar Consolidated Independent School District. Culver Elementary opened its doors in 2019. Culver has served over 1,000 students in Early Childhood through 5th grade. The campus combines self-contained teaching in Early Childhood through 1st grade and departmentalized instruction in 2nd-5th. Additionally, Culver now services students in the Dual Language program in PreK-4th grade.

The student population is 58.95% Hispanic Latino, 23.94% Black/African American, 11.37% White, 3.56% Asian, and Two or More Races 2.18%.

50.645 of the students are male, and 49.36% are female, with 58.65% of the student population designated as economically disadvantaged.

The average daily attendance rate for students is 94.94%. There are 346 total discipline referrals for the 2022-2023 school year. The campus referred 190 students, and the transportation department referred 156.

Culver Elementary serves 26.78% of Emergent Bilingual students, 18.73% of students in Special Education, 6.09% in the gifted and talented program and 5.43% identified for 504 services, and two students retained.

Demographics Strengths

As a Title 1 campus, Culver Elementary received an A Rating from the Texas Education Agency and 3 out of 6 Distinctions. A principal and assistant principal serve the campus with ten years of experience and an average rate of 8.6% years of experience amongst the teaching staff. Over half of the staff represents minority student groups.

Teachers by Ethnicity:

- African American 18.5%
- Hispanic 29.9%
- White 49.8%
- Two or More Races 1.9%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student behaviors are increasing and becoming more frequent and severe. **Root Cause:** We have not been appropriately trained on behavior strategies for today's learners.

Student Learning

Student Learning Summary

| | May 2023 STAAR Mathematics, Grade 3 | | | | | | | | | | | | | May 2022 STAAR Mathem: | | |
|------------------------------|-------------------------------------|-----------|---------------|------------|--------|---------|-----------------------------|------------------|-------------------|----------------|-----------------|--------|---------|------------------------|-----------|---------------|
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Performance Level Indicator | | | | | | | Total Students | Raw Score | Percent Score |
| | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters | | | |
| Culver Elementary | 165 | 19 | 52.20% | 71.52% | 42.42% | 16.97% | 0.61% | 7.88% | 20% | 9.70% | 19.39% | 25.45% | 16.97% | 132 | 21 | 66.81 |
| Economic Disadvantage | 93 | 18 | 48.45% | 65.59% | 36.56% | 10.75% | 1.08% | 10.75% | 22.58% | 12.90% | 16.13% | 25.81% | 10.75% | 65 | 20 | 62.84 |
| Asian | 6 | 22 | 59.01% | 83.33% | 50% | 33.33% | 0% | 0% | 16.67% | 33.33% | 0% | 16.67% | 33.33% | 8 | 20 | 60.94 |
| Black/ African American | 39 | 20 | 54.05% | 76.92% | 48.72% | 20.51% | 0% | 12.82% | 10.26% | 7.69% | 20.51% | 28.21% | 20.51% | 24 | 23 | 71.22 |
| Hispanic | 94 | 19 | 50.37% | 65.96% | 39.36% | 15.96% | 1.06% | 7.45% | 25.53% | 9.57% | 17.02% | 23.40% | 15.96% | 85 | 21 | 67.06 |
| Two or More Races | 3 | 21 | 57.66% | 100% | 66.67% | 0% | 0% | 0% | 0% | 0% | 33.33% | 66.67% | 0% | - | - | - |
| White | 23 | 20 | 54.05% | 78.26% | 39.13% | 13.04% | 0% | 4.35% | 17.39% | 8.70% | 30.43% | 26.09% | 13.04% | 15 | 20 | 61.46 |
| Currently Emergent Bilingual | 41 | 21 | 55.77% | 78.05% | 51.22% | 21.95% | 0% | 2.44% | 19.51% | 9.76% | 17.07% | 29.27% | 21.95% | 25 | 19 | 59.75 |
| Special Ed Indicator | 27 | 13 | 34.03% | 22.22% | 11.11% | 3.70% | 0% | 29.63% | 48.15% | 3.70% | 7.41% | 7.41% | 3.70% | 35 | 15 | 45.54 |
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| | May 2023 STAAR Mathematics, Grade 3 | | | | | | | | | | | | | May 2022 STAAR Mathem: | | |
|-----------------------------------|-------------------------------------|-----------|---------------|------------|--------|---------|-----------------------------|------------------|-------------------|----------------|-----------------|--------|---------|-------------------------|-----------|---------------|
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Performance Level Indicator | | | | | | | Total Students | Raw Score | Percent Score |
| | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters | | | |
| | May 2023 STAAR Mathematics, Grade 4 | | | | | | | | | | | | | May 2022 STAAR Mathemat | | |
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Performance Level Indicator | | | | | | | Total Students | Raw Score | Percent Score |
| | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters | | | |
| Culver Elementary | 138 | 23 | 56.81% | 76.09% | 48.55% | 22.46% | 1.45% | 8.70% | 13.77% | 7.97% | 19.57% | 26.09% | 22.46% | 122 | 22 | 65.16 |
| Economic Disadvantage | 67 | 21 | 52.01% | 70.15% | 38.81% | 17.91% | 2.99% | 11.94% | 14.93% | 10.45% | 20.90% | 20.90% | 17.91% | 64 | 21 | 61.03 |
| Asian | 11 | 20 | 50% | 54.55% | 45.45% | 18.18% | 0% | 27.27% | 18.18% | 0% | 9.09% | 27.27% | 18.18% | 3 | 22 | 63.73 |
| Black/ African American | 30 | 26 | 65.50% | 80% | 66.67% | 40% | 0% | 6.67% | 13.33% | 3.33% | 10% | 26.67% | 40% | 30 | 23 | 67.65 |
| Hispanic | 85 | 22 | 54.74% | 80% | 41.18% | 15.29% | 1.18% | 5.88% | 12.94% | 11.76% | 27.06% | 25.88% | 15.29% | 71 | 22 | 63.30 |
| Native Hawaiian/ Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Two or More Races | - | - | - | - | - | - | - | - | - | - | - | - | - | 5 | 20 | 60 |
| White | 12 | 22 | 56.04% | 58.33% | 58.33% | 33.33% | 8.33% | 16.67% | 16.67% | 0% | 0% | 25% | 33.33% | 13 | 24 | 71.95 |
| Currently Emergent Bilingual | 34 | 20 | 50.66% | 73.53% | 38.24% | 14.71% | 0% | 20.59% | 5.88% | 17.65% | 17.65% | 23.53% | 14.71% | 28 | 23 | 66.49 |
| Special Ed Indicator | 33 | 16 | 39.92% | 42.42% | 15.15% | 6.06% | 3.03% | 24.24% | 30.30% | 6.06% | 21.21% | 9.09% | 6.06% | 24 | 15 | 43.63 |
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| | May 2023 STAAR Mathematics, Grade 3 | | | | | | | | | | | | | May 2022 STAAR Mathem: | | |
|-----------------------------------|-------------------------------------|-----------|---------------|------------|--------|---------|-----------------------------|------------------|-------------------|----------------|-----------------|--------|---------|-------------------------|-----------|---------------|
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Performance Level Indicator | | | | | | | Total Students | Raw Score | Percent Score |
| | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters | | | |
| | May 2023 STAAR Mathematics, Grade 5 | | | | | | | | | | | | | May 2022 STAAR Mathemat | | |
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Performance Level Indicator | | | | | | | Total Students | Raw Score | Percent Score |
| | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters | | | |
| Culver Elementary | 128 | 27 | 64.60% | 96.09% | 70.31% | 25.78% | 0% | 2.34% | 1.56% | 8.59% | 17.19% | 44.53% | 25.78% | 134 | 27 | 74.21 |
| Economic Disadvantage | 71 | 26 | 62.81% | 97.18% | 64.79% | 21.13% | 0% | 1.41% | 1.41% | 8.45% | 23.94% | 43.66% | 21.13% | 78 | 26 | 73.15 |
| Asian | 2 | 36 | 85.71% | 100% | 100% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 100% | 5 | 31 | 86.11 |
| Black/ African American | 38 | 27 | 63.10% | 92.11% | 65.79% | 28.95% | 0% | 2.63% | 5.26% | 10.53% | 15.79% | 36.84% | 28.95% | 39 | 26 | 73.50 |
| Hispanic | 72 | 28 | 65.54% | 100% | 73.61% | 20.83% | 0% | 0% | 0% | 6.94% | 19.44% | 52.78% | 20.83% | 75 | 27 | 73.93 |
| Native Hawaiian/ Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 34 | 94.44 |
| Two or More Races | 4 | 20 | 47.02% | 75% | 50% | 0% | 0% | 25% | 0% | 0% | 25% | 50% | 0% | 3 | 26 | 71.30 |
| White | 12 | 28 | 66.07% | 91.67% | 66.67% | 41.67% | 0% | 8.33% | 0% | 16.67% | 8.33% | 25% | 41.67% | 11 | 26 | 72.22 |
| Currently Emergent Bilingual | 27 | 29 | 69.14% | 100% | 74.07% | 33.33% | 0% | 0% | 0% | 11.11% | 14.81% | 40.74% | 33.33% | 24 | 27 | 74.31 |
| Special Ed Indicator | 27 | 20 | 47.88% | 81.48% | 29.63% | 7.41% | 0% | 11.11% | 7.41% | 22.22% | 29.63% | 22.22% | 7.41% | 22 | 20 | 54.55 |
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| | May 2023 STAAR Mathematics, Grade 3 | | | | | | | | | | | | May 2022 STAAR Mathem: | | | |
|-----------------------------------|-------------------------------------|-----------|---------------|------------|--------|-------------------------------|---------------------------------|------------------|-------------------|----------------|-----------------|---------|---------------------------------|-----------|---------------|----------|
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Performance Level Indicator | | | | | | Total Students | Raw Score | Percent Score | |
| | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | | | | Masters |
| | May 2023 STAAR Science, Grade 5 | | | | | | May 2022 STAAR Science, Grade 5 | | | | | | May 2021 STAAR Science, Grade 5 | | | |
| | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Total Students | Raw Score | Percent Score | Approaches | Meets | Masters | Total Students | Raw Score | Percent Score | Approach |
| Culver Elementary | 128 | 23 | 58.99% | 79.69% | 43.75% | 19.53% | 133 | 25 | 69.26% | 75.94% | 42.86% | 20.30% | 68 | 28 | 76.67% | 91.18 |
| Economic Disadvantage | 71 | 22 | 57.13% | 78.87% | 36.62% | 16.90% | 76 | 24 | 66.78% | 72.37% | 32.89% | 14.47% | 26 | 26 | 72.86% | 84.62 |
| Asian | 2 | 25 | 64.10% | 100% | 50% | 0% | 5 | 31 | 86.11% | 100% | 80% | 60% | 1 | 34 | 94.44% | 100 |
| Black/ African American | 38 | 22 | 57.42% | 68.42% | 39.47% | 23.68% | 39 | 26 | 71.37% | 74.36% | 43.59% | 23.08% | 16 | 27 | 73.61% | 87.50 |
| Hispanic | 72 | 23 | 58.90% | 86.11% | 40.28% | 13.89% | 74 | 24 | 66.70% | 72.97% | 37.84% | 16.22% | 42 | 28 | 78.11% | 95.24 |
| Native Hawaiian/ Pacific Islander | - | - | - | - | - | - | 1 | 33 | 91.67% | 100% | 100% | 100% | - | - | - | - |
| Two or More Races | 4 | 18 | 46.79% | 50% | 50% | 0% | 3 | 25 | 68.52% | 100% | 33.33% | 0% | 1 | 13 | 36.11% | 0 |
| White | 12 | 26 | 67.74% | 83.33% | 75% | 50% | 11 | 25 | 69.44% | 81.82% | 54.55% | 18.18% | 8 | 28 | 78.12% | 87.50 |
| Currently Emergent Bilingual | 27 | 24 | 61.06% | 88.89% | 44.44% | 22.22% | 24 | 24 | 67.13% | 75% | 29.17% | 12.50% | 12 | 27 | 74.77% | 91.67 |
| Special Ed Indicator | 27 | 19 | 48.81% | 51.85% | 18.52% | 14.81% | 21 | 17 | 47.09% | 28.57% | 14.29% | 4.76% | 12 | 22 | 62.04% | 66.67 |
| | | | | | | | | | | | | | | | | |
| Teacher | Rapid Vocabulary | | | | | Phonological Awareness | | | | | Math | | | | | |
| | BOY | | | EOY | | BOY | | | EOY | | BOY | | EOY | | | |
| Overall | 51.4% | | | 78.6% | | 86.6% | | | 89.6% | | 94% | | 97% | | | |

| Grade Level | GRA EOY 2022 | GRA EOY 2023 | +/- |
|-----------------------|--------------|--------------|---------|
| Kinder | 58.04% | 79.81% | +21.77% |
| 1 st Grade | 62.35% | 75.17% | +12.82% |
| 2 nd Grade | 76.22% | 78.63% | +2.4% |

Student Learning Strengths

Teachers and staff became more aware of data and utilized regular PLC meetings to analyze student growth to determine strengths and weaknesses.

Teachers formulated plans to provide targeted instruction for intervention and enrichment making the MTSS process more effective.

Teachers formulated specific descriptors for below, on, and above levels of learning that were used across the grade level to determine student mastery of goals and evaluate student growth.

Grade-level teams used backward planning to formulate lessons that were clear and aligned to the TEKS to ensure appropriate rigor levels.

Teachers became more aware of formative assessments and their ability to provide ongoing feedback about student mastery.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. **Root Cause:** Lack of shared understanding on how to implement MTSS at the administrative level.

Perceptions

Perceptions Summary

[22-23 Parent Climate Survey](#)

[22-23 Staff Climate Survey](#)

[22-23 Student Climate Survey](#)

Overall, parents felt there could be better communication between the home and the classroom. Parents wanted to know more about ways to stay involved, help their children academically, and be informed about additional assistance, tutoring, and programs. Parents are yearning to develop relationships with students' teachers.

Perceptions Strengths

- Parents and staff felt their concerns were listened to and addressed at the campus level.
- 30% of parents and staff felt there was better communication at the campus level.
- Teachers felt that Culver Elementary was a place where they could grow professionally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and students do not feel there is consistent communication from the classrooms to the homes. **Root Cause:** Because when expectations are clear and consistent, all stakeholders feel valued.

Priority Problem Statements

Problem Statement 1: Student behaviors are increasing and becoming more frequent and severe.

Root Cause 1: We have not been appropriately trained on behavior strategies for today's learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level.

Root Cause 2: Lack of shared understanding on how to implement MTSS at the administrative level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parents and students do not feel there is consistent communication from the classrooms to the homes.

Root Cause 3: Because when expectations are clear and consistent, all stakeholders feel valued.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, 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

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

Parent/Community Data



- Parent surveys and/or other feedback
- Community surveys and/or other feedback










Goals

Goal 1: By June 2024, 85% of students in grades PreK-2nd grade will be performing on grade level as indicated on the GRA (Reading) and MAP Assessment (Math).

Performance Objective 1: Teachers will align written, taught, and assessed curriculum to district and state standards by engaging in data-driven discussions during PLC meetings.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 1: Campus Core Team will create and sustain a rotating grade level schedule to allow all teams to meet and discuss students every seven days.</p> <p>Strategy's Expected Result/Impact: A regular and consistent meeting schedule will allow campus administration and instructional coaches to assist teachers in growth areas and provide instructional leadership.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 2: Campus administrators will conduct a minimum of 10 classroom walk-throughs per week.</p> <p>Strategy's Expected Result/Impact: Classroom walk-throughs will allow real-time feedback on implementation to be given to teachers from administrators to monitor and adjust instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: The campus will utilize consistent PLC protocols and expectations in weekly meetings. The focus of the meetings will be aligned to data, student work, results, and instruction.</p> <p>Strategy's Expected Result/Impact: If all teachers utilize the same protocols and expectations, there will be a strong system in place to monitor instruction.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |



Performance Objective 1 Problem Statements:





| Student Learning |
|---|
| <p>Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. Root Cause: Lack of shared understanding on how to implement MTSS at the administrative level.</p> |









Goal 1: By June 2024, 85% of students in grades PreK-2nd grade will be performing on grade level as indicated on the GRA (Reading) and MAP Assessment (Math).

Performance Objective 2: Teachers will understand and effectively implement the MTSS process for students in T2, T3, and enrichment to utilize and impact maximum growth opportunities for all students.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 1: With the guidance of campus administration and instructional coaches, teachers will implement PLC protocols to analyze, develop, and monitor students' academic growth goals. This will be monitored at a rate of every six weeks.</p> <p>Strategy's Expected Result/Impact: If teachers monitor student goals, students will move more fluidly in and out of the MTSS process and maximize their growth potential.</p> <p>Staff Responsible for Monitoring: Adminsitration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 2: The campus will develop, train, and implement cohesive MTSS structures and protocols across all grade levels and contents.</p> <p>Strategy's Expected Result/Impact: The campus system will allow for more immediate remediation and enrichment to occur from year to year as students grow in their achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will use data to determine areas of need and create targeted and focused lesson plans to ensure students meet their goals in T2 and T3.</p> <p>Strategy's Expected Result/Impact: If plans are targeted, students should begin to grow and move more fluidly between tiers. Also, there should be a reduction in students needing T2 and T3 interventions.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 4 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 4: The campus will hire an interventionist to provide T3 interventions to students in need in reading and math.</p> <p>Strategy's Expected Result/Impact: Students in T3 will fulfill academic gaps in math and reading.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutor - 211 Title I, Part A - \$30,000</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: The campus will purchase Tier 3 resources for teachers to utilize the daily intervention time.</p> <p>Strategy's Expected Result/Impact: When teachers have a consistent, researched-based program with targeted interventions, students can close gaps and return back to Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Administration Coaches Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Tier 3 Math and Reading Resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$18,051</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Student behaviors are increasing and becoming more frequent and severe. Root Cause: We have not been appropriately trained on behavior strategies for today's learners.</p> |

Student Learning



Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. **Root Cause:** Lack of shared understanding on how to implement MTSS at the administrative level.









Goal 1: By June 2024, 85% of students in grades PreK-2nd grade will be performing on grade level as indicated on the GRA (Reading) and MAP Assessment (Math).

Performance Objective 3: Ensure all PreK through 2nd-grade content area teachers receive resources and professional development on high-quality Tier I Instruction in Reading and Math.

High Priority

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 1: The campus Core Team will develop and implement a year-long professional development roadmap to address effective Tier 1 instructional models and components.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize ongoing professional development in their classrooms, ultimately impacting student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers PreK Instructional Aides Special Education Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|--|---|---|-------------|
| <p>Strategy 2: Teachers will receive professional development on the implementation and impacts of learning intentions and success criteria.</p> <p>Strategy's Expected Result/Impact: Teachers having clarity on the student's learning outcome will result in a higher level of students owning their learning.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will receive training on campus-wide ELAR and math problem-solving protocols that will enhance students' ability to think more critically.</p> <p>Strategy's Expected Result/Impact: If students begin utilizing a scaffolded reading response protocol and problem-solving, they will perform at a more critical level of thinking by the time they reach 5th grade.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 3 Problem Statements:





Student Learning







Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. **Root Cause:** Lack of shared understanding on how to implement MTSS at the administrative level.

Goal 2: By June 2024, students in grades 3rd-5th will increase students meeting and mastering grade levels by 10% in each category in math and reading as measured by the Math and Reading STAAR assessment.

Performance Objective 1: Teachers will align written, taught, and assessed curriculum to district and state standards by engaging in data-driven discussions during PLC meetings.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-------------|
| <p>Strategy 1: Campus Core Team will create and sustain a rotating grade level schedule to allow all teams to meet and discuss students every seven days.</p> <p>Strategy's Expected Result/Impact: A regular and consistent meeting schedule will allow campus administration and instructional coaches to assist teachers in growth areas and provide instructional leadership.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Campus administrators will conduct a minimum of 10 classroom walk-throughs per week.</p> <p>Strategy's Expected Result/Impact: Classroom walk-throughs will allow real-time feedback on implementation to be given to teachers from administrators to monitor and adjust instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 3: The campus will utilize consistent PLC protocols and expectations in weekly meetings. The focus of the meetings will be aligned to data, student work, results, and instruction.</p> <p>Strategy's Expected Result/Impact: If all teachers utilize the same protocols and expectations, there will be a strong system in place to monitor instruction.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |



Performance Objective 1 Problem Statements:





| Student Learning |
|---|
| <p>Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. Root Cause: Lack of shared understanding on how to implement MTSS at the administrative level.</p> |







Goal 2: By June 2024, students in grades 3rd-5th will increase students meeting and mastering grade levels by 10% in each category in math and reading as measured by the Math and Reading STAAR assessment.

Performance Objective 2: Teachers will understand and effectively implement the MTSS process for students in T2, T3, and enrichment to utilize and impact maximum growth opportunities for all students.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 1: With the guidance of campus administration and instructional coaches, teachers will implement PLC protocols to analyze, develop, and monitor students' academic growth goals. This will be monitored at a rate of every six weeks.</p> <p>Strategy's Expected Result/Impact: If teachers monitor student goals, students will move more fluidly in and out of the MTSS process and maximize their growth potential.</p> <p>Staff Responsible for Monitoring: Adminsitration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 2: The campus will develop, train, and implement cohesive MTSS structures and protocols across all grade levels and contents.</p> <p>Strategy's Expected Result/Impact: The campus system will allow for more immediate remediation and enrichment to occur from year to year as students grow in their achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will use data to determine areas of need and create targeted and focused lesson plans to ensure students meet their goals in T2 and T3.</p> <p>Strategy's Expected Result/Impact: If plans are targeted, students should begin to grow and move more fluidly between tiers. Also, there should be a reduction in students needing T2 and T3 interventions.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 4: The campus will hire an interventionist to provide T3 interventions to students in need in reading and math.</p> <p>Strategy's Expected Result/Impact: Students in T3 will fulfill academic gaps in math and reading.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutor - 211 Title I, Part A - \$30,000</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:



| Demographics |
|---|
| <p>Problem Statement 1: Student behaviors are increasing and becoming more frequent and severe. Root Cause: We have not been appropriately trained on behavior strategies for today's learners.</p> |
| Student Learning |
| <p>Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. Root Cause: Lack of shared understanding on how to implement MTSS at the administrative level.</p> |





Goal 2: By June 2024, students in grades 3rd-5th will increase students meeting and mastering grade levels by 10% in each category in math and reading as measured by the Math and Reading STAAR assessment.






Performance Objective 3: Ensure all 3rd-5th grade content area teachers receive resources and professional development on high-quality Tier I Instruction in Reading and Math.









High Priority

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 1: The campus Core Team will develop and implement a year-long professional development roadmap to address effective Tier 1 instructional models and components.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize ongoing professional development in their classrooms, ultimately impacting student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
|---|---|---|-------------|
| <p>Strategy 2: Teachers will receive professional development on the implementation and impacts of learning intentions and success criteria.</p> <p>Strategy's Expected Result/Impact: Teachers having clarity on the student's learning outcome will result in a higher level of students owning their learning.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will receive training on a campus-wide ELAR and math problem-solving protocol to enhance students' ability to respond more critically.</p> <p>Strategy's Expected Result/Impact: If students begin utilizing a scaffolded reading response and math problem-solving protocol, they will perform at a more critical level of thinking by the time they reach 5th grade.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 4: Campus Title 1 money will be used to enhance the professional learning experience for teachers in reading and math.</p> <p>Strategy's Expected Result/Impact: Teachers will be provided with high-quality professional development in reading and math.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development Supplies and Materials - 211 Title I, Part A - \$40,353</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: The campus will purchase Reflex Math for grades 1st-5th to enhance fact fluency.</p> <p>Strategy's Expected Result/Impact: Students will become more fluent in numeracy.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reflex Math - 211 Title I, Part A - \$10,000</p> | Formative | | |
| | Nov | Feb | June |
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| Strategy 6 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 6: The campus will purchase A to Z Reading for grades PreK to 5th grade for reading instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Students will gain more practice with their reading skills.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading A to Z - 211 Title I, Part A - \$20,000, Pre-K Personnel to support instruction - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$62,811.51</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: All PreK through 5th-grade students will be provided transportation and one field trip that aligns with the grade-level curriculum and state standards.</p> <p>Strategy's Expected Result/Impact: Students will experience a hands-on learning to enhance their Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Field Trips - 211 Title I, Part A - \$14,500</p> | Formative | | |
| | Nov | Feb | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 3 Problem Statements:





Student Learning


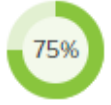




Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. **Root Cause:** Lack of shared understanding on how to implement MTSS at the administrative level.

Goal 3: By June 2024, students in grades 5th will increase students meeting and mastering grade levels by 10% in each category in science as measured by the Science STAAR assessment.

Performance Objective 1: Teachers will align written, taught, and assessed curriculum to district and state standards by engaging in data-driven discussions during PLC meetings.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-------------|
| <p>Strategy 1: Campus Core Team will create and sustain a rotating grade level schedule to allow all teams to meet and discuss students every seven days.</p> <p>Strategy's Expected Result/Impact: A regular and consistent meeting schedule will allow campus administration and instructional coaches to assist teachers in growth areas and provide instructional leadership.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Campus administrators will conduct a minimum of 10 classroom walk-throughs per week.</p> <p>Strategy's Expected Result/Impact: Classroom walk-throughs will allow real-time feedback on implementation to be given to teachers from administrators to monitor and adjust instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|-------------|
| <p>Strategy 3: The campus will utilize consistent PLC protocols and expectations in weekly meetings. The focus of the meetings will be aligned to data, student work, results, and instruction.</p> <p>Strategy's Expected Result/Impact: If all teachers utilize the same protocols and expectations, there will be a strong system in place to monitor instruction.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Campus Title 1 money will be used to enhance the learning of Tier 1 instruction in science through hands-on investigation for all students.</p> <p>Strategy's Expected Result/Impact: Students will engage in hands-on labs for 40% of their instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and Materials - 211 Title I, Part A - \$38,752.73</p> | Formative | | |
| | Nov | Feb | June |
| | N/A | N/A | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |



Performance Objective 1 Problem Statements:









| Student Learning |
|---|
| <p>Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. Root Cause: Lack of shared understanding on how to implement MTSS at the administrative level.</p> |

Goal 3: By June 2024, students in grades 5th will increase students meeting and mastering grade levels by 10% in each category in science as measured by the Science STAAR assessment.

Performance Objective 2: Teachers will understand and effectively implement the MTSS process for students in T2, T3, and enrichment to utilize and impact maximum growth opportunities for all students.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 1: With the guidance of campus administration and instructional coaches, teachers will implement PLC protocols to analyze, develop, and monitor students' academic growth goals. This will be monitored at a rate of every six weeks.</p> <p>Strategy's Expected Result/Impact: If teachers monitor student goals, students will move more fluidly in and out of the MTSS process and maximize their growth potential.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|-------------|
| <p>Strategy 2: The campus will develop, train, and implement cohesive MTSS structures and protocols across all grade levels and contents.</p> <p>Strategy's Expected Result/Impact: The campus system will allow for more immediate remediation and enrichment to occur from year to year as students grow in their achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will use data to determine areas of need and create targeted and focused lesson plans to ensure students meet their goals in T2 and T3.</p> <p>Strategy's Expected Result/Impact: If plans are targeted, students should begin to grow and move more fluidly between tiers. Also, there should be a reduction in students needing T2 and T3 interventions.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student behaviors are increasing and becoming more frequent and severe. **Root Cause:** We have not been appropriately trained on behavior strategies for today's learners.



Student Learning







Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. **Root Cause:** Lack of shared understanding on how to implement MTSS at the administrative level.

Goal 3: By June 2024, students in grades 5th will increase students meeting and mastering grade levels by 10% in each category in science as measured by the Science STAAR assessment.

Performance Objective 3: Ensure all PreK through 2nd-grade content area teachers receive resources and professional development on high-quality Tier I Instruction in Science.

HB3 Goal

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 1: The campus Core Team will develop and implement a year-long professional development roadmap to address effective Tier 1 instructional models and components.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize ongoing professional development in their classrooms, ultimately impacting student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |





| Strategy 2 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 2: Teachers will receive professional development on the implementation and impacts of learning intentions and success criteria.</p> <p>Strategy's Expected Result/Impact: Teachers having clarity on the student's learning outcome will result in a higher level of students owning their learning.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |









Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. Root Cause: Lack of shared understanding on how to implement MTSS at the administrative level.</p> |

Goal 4: By June 2024, there 25% reduction in office referrals.

Performance Objective 1: Teachers will understand and effectively implement the MTSS process for students in T2, T3, and enrichment to utilize and impact maximum growth opportunities for all students.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|-------------|
| <p>Strategy 1: Teachers will engage in MTSS meetings every six weeks to determine, monitor and adjust student behavior goals in T2 and T3.</p> <p>Strategy's Expected Result/Impact: Students meeting with grade-level teachers, administration, and coaches will be coached and guided through appropriate behavioral responses, therefore, resulting in a lower number of office referrals.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers Students</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The campus will review and evaluate behavior data monthly at faculty meetings to determine intervention and enrichment opportunities for students.</p> <p>Strategy's Expected Result/Impact: Knowing the referral types and frequency will allow campus administration to develop and train teachers on appropriate behavior response strategies.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|-------------|
| <p>Strategy 3: The campus will create T2 and T3 intervention groups for students needing MTSS support during the campus-wide intervention and enrichment time.</p> <p>Strategy's Expected Result/Impact: The students will show growth in the areas of reading and math when targeted plans and interventions are provided to them and meet their learning needs.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Campus Core Team will create and sustain a rotating grade level schedule to allow all teams to meet and discuss students every seven days.</p> <p>Strategy's Expected Result/Impact: A regular and consistent meeting schedule will allow campus administration and instructional coaches to assist teachers in growth areas and provide instructional leadership.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:

Demographics







Problem Statement 1: Student behaviors are increasing and becoming more frequent and severe. **Root Cause:** We have not been appropriately trained on behavior strategies for today's learners.

Student Learning

Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. **Root Cause:** Lack of shared understanding on how to implement MTSS at the administrative level.

Goal 4: By June 2024, there 25% reduction in office referrals.

Performance Objective 2: The campus will effectively utilize the PBIS core team to discuss the implementation and feedback of established campus-wide systems.

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-------------|
| <p>Strategy 1: Teachers will implement community circles during their morning routine to increase classroom culture, accountable talk, and student/teacher relationships.</p> <p>Strategy's Expected Result/Impact: Consistent Community Circles will allow students and teachers an opportunity to address potential behaviors and create an inclusive environment that fosters communication between teachers and students.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All teachers will follow and implement the common language and common area procedures in the cafeteria, hallways, restrooms, and playground.</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Ongoing professional development sessions will be provided to teachers throughout the year to ensure the proper and consistent implementation of the PBIS protocols and systems.</p> <p>Strategy's Expected Result/Impact: Teacher clarity of the systems and their impacts will result in more impactful interventions and less negative behaviors exhibited throughout the campus.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Support Staff</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |



No Progress



Accomplished



Continue/Modify



Discontinue







Performance Objective 2 Problem Statements:





Demographics

Problem Statement 1: Student behaviors are increasing and becoming more frequent and severe. **Root Cause:** We have not been appropriately trained on behavior strategies for today's learners.

Goal 4: By June 2024, there 25% reduction in office referrals.

Performance Objective 3: All students in grades PreK-5th grade will be immersed into Ron Clark Houses through student development of house descriptors, student recognition throughout the year with the awarding of house points and cheetah champion tickets, house events, monthly incentives, and lessons provided by school counselors and teachers to provide a vertical alignment on the character pillars of LCISD; respect, caring, responsibility, trustworthiness, fairness, and citizenship.

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-------------|
| <p>Strategy 1: Teachers and staff will work together with students to develop descriptors for each house during cheetah camp and community circle throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of ownership in the creation of the houses and model the house descriptors throughout the campus on a daily basis.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers PreK Instructional Aides Special Education Instructional Aides</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The teachers will recognize students by awarding house points and cheetah champion tickets to students for demonstrating the desired behaviors.</p> <p>Strategy's Expected Result/Impact: Student recognition, such as the awarding of house points and cheetah champion tickets will incentivize students to work together to accomplish behavioral goals and model the desired behaviors throughout the building decreasing the overall amount of discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Support Staff</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Staff and students will participate in house events periodically throughout the year to allow students to work with others across grade levels to build a sense of community with one another.</p> <p>Strategy's Expected Result/Impact: Students will begin to encourage and recognize others across the campus for their exemplary behaviors and create a support system that runs throughout the building.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Support Staff</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |



| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 4: Students will be immersed in social skills to increase their character education and decrease discipline referrals.</p> <p>Strategy's Expected Result/Impact: Increase social skills</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Social Skills Weekly - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$10,000</p> | Formative | | |
| | Nov | Feb | June |
| | N/A | N/A | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Goal 4: By June 2024, there 25% reduction in office referrals.

Performance Objective 4: The campus will provide multiple opportunities for students to connect with the school to decrease discipline through student connection in fine arts, computer lab, Physical Education, and after-school clubs.

High Priority

Evaluation Data Sources: Students will have a sense of belonging to their school community.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 1: The campus will utilize campus Title 1 fund to provide a computer lab to the specials rotation by allocating one FTE for an instructional aide.</p> <p>Strategy's Expected Result/Impact: The students will enjoy participating in a special rotation that engages them in using and accessing technology.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Instructional Paraprofessional - 211 Title I, Part A - \$33,047</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 2: The campus will utilize campus Title 1 fund to provide instructional materials for specials (PE, music, art, computer lab). Strategy's Expected Result/Impact: The students will enjoy participating in a special rotation that engages them in using hands-on learning tools. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Perceptions 1 Funding Sources: Instructional Materials - 211 Title I, Part A - \$33,047</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |


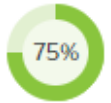
Performance Objective 4 Problem Statements:







| Perceptions |
|--|
| <p>Problem Statement 1: Parents and students do not feel there is consistent communication from the classrooms to the homes. Root Cause: Because when expectations are clear and consistent, all stakeholders feel valued.</p> |

Goal 5: By June 2024, on the Campus Climate survey, there will be an increase of 10% of parents feel that classroom communication is more effective.

Performance Objective 1: The campus will use a consistent form of communication across grade levels to ensure parents are able to access information from a common source quickly and efficiently.

Evaluation Data Sources: Culver's campus climate survey as well as parent surveys will provide feedback on the development of a consistent communication channel across the campus.

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 1: Professional development will be provided to teachers to implement strategies for effective teacher parent communication throughout the year regarding student academic and behavior performance.</p> <p>Strategy's Expected Result/Impact: There will be an increase in parent teacher communication which will increase the number of parents that believe communication is effective.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Support Staff</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 2: Expectations and systems will be communicated to staff about the channels of communication that are expected as a campus.</p> <p>Strategy's Expected Result/Impact: Parent teacher communications systems will be streamlined and easy for parents and students to access.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Support Staff</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |



Performance Objective 1 Problem Statements:







| Student Learning |
|---|
| <p>Problem Statement 1: Less than 80% of students in grades K-5th grade are promoted to the next grade level reading on level. Root Cause: Lack of shared understanding on how to implement MTSS at the administrative level.</p> |
| Perceptions |
| <p>Problem Statement 1: Parents and students do not feel there is consistent communication from the classrooms to the homes. Root Cause: Because when expectations are clear and consistent, all stakeholders feel valued.</p> |

Goal 5: By June 2024, on the Campus Climate survey, there will be an increase of 10% of parents feel that classroom communication is more effective.

Performance Objective 2: Office staff will use social media and website to share classroom events, upcoming schoolwide events, and grade level ceremonies to parents and community members.

Evaluation Data Sources: Parent communication system ratings will increase to reflective their effectiveness and wide spread reachability as reflected in the campus climate survey.

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|------|
| <p>Strategy 1: Office staff will be trained on posting to social media and post a minimum of twice weekly to both social media platforms.</p> <p>Strategy's Expected Result/Impact: Parents will demonstrate confidence in the effectiveness of campus communication systems as reflected in the campus climate survey.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Support Staff</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|------|
| <p>Strategy 2: Office Staff and designated staff members will update the school's website no less than once a month to reflect the current and upcoming events on the campus.</p> <p>Strategy's Expected Result/Impact: Parents will demonstrate confidence in the effectiveness of campus communication systems as reflected in the campus climate survey.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Support Staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|--|
| <p>Problem Statement 1: Parents and students do not feel there is consistent communication from the classrooms to the homes. Root Cause: Because when expectations are clear and consistent, all stakeholders feel valued.</p> |

State Compensatory

Budget for Culver Elementary

Total SCE Funds: \$216,553.93

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

The personnel funded through SCE help support early childhood education in our PreK program and Special Education students. All individuals serve as classroom paraprofessionals to support the classroom teacher.

Personnel for Culver Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------------|---------------------------|------------|
| Brenzy Pena Urbina | PRE K AIDE | 1 |
| Elizabeth Blake | AIDE SP ED SLC | 1 |
| Jazlyn Rhodes | PreK Aide | 1 |
| Maria Gonzalez | PreK Aide | 1 |
| Maria Pernia | PRE K AIDE | 1 |
| Tanika Valetine-Besson | AIDE Early Childhood SPED | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|--------------------------------|----------------|------------|
| Brittany Reyes | Instructional Paraprofessional | Title I | 1.00 |

Campus Funding Summary

| 211 Title I, Part A | | | | | |
|--|-----------|----------|---|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | Tutor | | \$30,000.00 |
| 2 | 2 | 4 | Tutor | | \$30,000.00 |
| 2 | 3 | 4 | Professional Development Supplies and Materials | | \$40,353.00 |
| 2 | 3 | 5 | Reflex Math | | \$10,000.00 |
| 2 | 3 | 6 | Reading A to Z | | \$20,000.00 |
| 2 | 3 | 7 | Field Trips | | \$14,500.00 |
| 3 | 1 | 4 | Supplies and Materials | | \$38,752.73 |
| 4 | 4 | 1 | Instructional Paraprofessional | | \$33,047.00 |
| 4 | 4 | 2 | Instructional Materials | | \$33,047.00 |
| Sub-Total | | | | | \$249,699.73 |
| Budgeted Fund Source Amount | | | | | \$177,900.00 |
| +/- Difference | | | | | -\$71,799.73 |
| 199 PIC 30 State SCE Title I-A, Schoolwide Activit | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 5 | Tier 3 Math and Reading Resources | | \$18,051.00 |
| 2 | 3 | 6 | Pre-K Personnel to support instruction | | \$62,811.51 |
| 4 | 3 | 4 | Social Skills Weekly | | \$10,000.00 |
| Sub-Total | | | | | \$90,862.51 |
| Budgeted Fund Source Amount | | | | | \$80,862.51 |
| +/- Difference | | | | | -\$10,000.00 |
| Grand Total Budgeted | | | | | \$258,762.51 |
| Grand Total Spent | | | | | \$340,562.24 |
| +/- Difference | | | | | -\$81,799.73 |