

Lamar Consolidated Independent School District

Lindsey Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Every Learner. Every Day. Whatever It Takes.

Vision

We promise to be the one who will value who you are, where you have been, and where you are going

To serve as your advocate and build a meaningful relationship

To encourage, engage, and inspire you as we learn and grow

To make learning fun and share laughter everyday

To empower your growth by fostering the love of learning in a safe environment

We will persevere TOGETHER!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kathleen Joerger Lindsey Elementary opened its doors in the fall of 2017, serving as a Pre-K to 5th-grade campus within the Lamar Consolidated Independent School District (ISD). Lindsey Elementary arose from the pressing need to accommodate the rapid population growth on the northern side of the district in the Katy/Fulshear area. This strategic decision was aimed at alleviating overcrowding in neighboring schools.

The school currently serves three subdivisions, all of which are in various stages of development, indicating a strong potential for continued growth. As these communities expand, so too does the student population at Lindsey Elementary. With a current enrollment of 1,131 students, the school is experiencing a steady increase in the number of students, reflecting the dynamic growth of the surrounding area.

Lindsey Elementary prides itself on fostering a nurturing and inclusive environment where every child has the opportunity to thrive academically, socially, and emotionally. The school’s dedicated staff and comprehensive curriculum aim to equip students with the necessary skills and knowledge to succeed in an ever-changing world. As the community continues to grow, Lindsey Elementary remains committed to adapting and evolving to meet the needs of its students and families, ensuring a bright future for all.

Lindsey Elementary	Total	1,131
Gender		
Female	581	51.37%
Male	550	48.63
Ethnicity		
American Indian - Alaskan	6	0.53%
Asian	171	15.12%
Black - African American	188	16.62%
Native Hawaiian - Pacific Islander	0	0.00%
White	428	37.84%
Two-or-More	35	3.09%

Lindsey Elementary	Total	1,131
Student Programs		
Dyslexia	28	2.48%
Gifted and Talented	87	7.69%
Regional Day School Program for the Deaf Section 504	0	0%
Section 504	35	3.09%
Special Education (SPED)	153	13.53%
Bilingual/ESL		
Emergent Bilingual (EB)	254	22.46%
Bilingual	0	0%
English as a Second Language (ESL)	237	20.95%
Alternative ESL Language Program	16	1.41%

Demographics Strengths

The rich cultural diversity of our school is a vivid reflection of the diversity present in Fort Bend County. Our students' experiences span the globe, contributing a wealth of worldly knowledge that enhances daily classroom discussions. Many of our students are bilingual, with English being their second acquired language. To support their academic growth, we utilize an extended learning time focused on specific areas such as sentence stems and employ a coaching model to assist all English Bilingual (EB) students. Impressively, 84% of our grade-level teachers hold ESL certifications, ensuring a high level of support for our linguistically diverse student body.

To foster strong communication and support, parent conferences are scheduled throughout the year to discuss student progress. For students in grades 3-5, we have implemented student-led conferences, which encourage students to take ownership of their learning journey. Recognizing the linguistic diversity of our families, we provide translators as needed to facilitate effective communication. Our school community is linguistically rich, with 31 languages spoken and 254 EB students, making it a vibrant and inclusive environment for all.

In addition to our general education programs, Lindsey is proud to offer specialized support through three Structured Learning Classrooms. These three self-contained special education classrooms provide our students with unique opportunities to collaborate and grow as a community of learners. The inclusive nature of these programs ensures that all students, regardless of their needs, are given the opportunity to thrive academically and socially. Through these

initiatives, our school embodies a commitment to diversity, inclusion, and academic excellence.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All Lindsey students participated in extended learning time, which included both intervention and enrichment activities. Differentiated instruction and high academic rigor are expected in all Tier 1 lessons and lesson plans. Some of the new Lindsey students require remediation to address curriculum gaps caused by a lack of previous educational opportunities **Root Cause:** The students are moving to LCISD from other schools across the country and from various locations around the world, causing curriculum gaps due to a lack of exposure.

Student Learning

Student Learning Summary

3 rd Grade Reading Assessment Data 2023-2024								
Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	84%	85%	94%	85%	91%	76%	89%	-2%
Meets	59%	54%	71%	47%	72%	35%	67%	-5%
Masters	32%	25%	43%	22%	35%	10%	28%	-7%

4 th Grade Reading Assessment Data 2023-2024								
Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	71%	83%	92%	91%	97%	87%	95%	-2%
Meets	41%	47%	73%	59%	69%	57%	76%	7%
Masters	15%	26%	45%	24%	36%	30%	46%	10%

5 th Grade Reading Assessment Data 2023-2024								
Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	89%	70%	93%	93%	97%	79%	98%	1%
Meets	73%	36%	82%	56%	78%	41%	77%	-1%
Masters	41%	12%	60%	34%	49%	12%	41%	-8%

3 rd Grade Math Assessment Data 2023-2024								
Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	81%	79%	97%	79%	85%	58%	89%	4%

**3rd Grade Math Assessment Data
2023-2024**

Meets	48%	34%	68%	32%	61%	13%	67%	6%
Masters	20%	14%	27%	7%	30%	4%	28%	-2%

**4th Grade Math Assessment Data
2023-2024**

Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	86%	71%	82%	81%	89%	52%	84%	-4%
Meets	47%	35%	50%	29%	56%	16%	56%	0%
Masters	19%	22%	28%	5%	24%	5%	25%	1%

**5th Grade Math Assessment Data
2023-2024**

Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	91%	88%	92%	96%	97%	74%	98%	1%
Meets	65%	56%	65%	64%	68%	31%	77%	9%
Masters	31%	29%	23%	26%	36%	9%	41%	5%

**5th Grade Science Assessment Data
2023-2024**

Level	STAAR 2021	Benchmark 2022	STAAR 2022	Benchmark 2023	STAAR 2023	Benchmark 2024	STAAR 2024	Increase/Decrease
Approaches	79%	70%	84%	69%	83%	84%	72%	-9%
Meets	41%	36%	53%	34%	53%	59%	37%	-16%
Masters	15%	12%	28%	10%	25%	25%	17%	-8%

KINDERGARTEN

CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	MOY %	EOY %	%	MOY %	EOY %	%	MOY %	EOY %	%	MOY %	EOY %	%
	BL	BL	Difference	BL	BL	Difference	BL	BL	Difference	BL	BL	Difference

KINDERGARTEN												
Lindsey	33.03%	39.29%	-6.26	27.74%	24.28%	3.26%	19.39%	17.09%	2.30%	36.79%	25.96%	10.83%
FIRST GRADE												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference
Lindsey	45.45%	11.56%	33.89%	39.84%	18.52%	21.23%	34.07%	8.33%	25.74%	16.41%	13.47%	2.94%
SECOND GRADE												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference
Lindsey	24.74%	14%	10.74%	18.12%	13.71%	4.41%	18.95%	12.58%	6.37%	7.73%	5.75%	1.98%

Student Learning Strengths

We closed the COVID gaps with a focus on Tier 1 instruction, goal setting, continued refinement of our remediation and extension PAWS Time, and the continuation of Instructional Rounds. In 2019 3rd, 4th, and 5th-grade reading, 90% approached, 67% met, and 37% mastered. On the 2022 STAAR, we exceeded our pre-COVID gaps by increasing 3% approaches, 8% meets, and 12% masters on the 3rd, 4th, and 5th-grade reading STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: When looking at our 2022-2023 3rd, 4th, and 5th-grade STAAR passing rate, in comparison to our 2023-2024 scores, our ELAR Meets grade level scores increased from 63% to 74%, and our Math Meets grade level scores remained the same from 62% to 62%. **Root Cause:** TEA developed a STAAR redesign to improve alignment with the classroom experience by offering new question types, cross-curricular passages, and evidence-based writing, which allows students more ways to show their understanding. Due to this change, we believe students needed additional practice and exemplars to become proficient at the new item types.

School Processes & Programs

School Processes & Programs Summary

Throughout the school year, student assessments (both formative and summative) played a pivotal role in the learning outcomes of our students. A variety of assessments were utilized, including multiple-choice, open-ended student response, student production, turn and talk, conferring, ticket out, and rubrics. Focus was placed on students' ability to apply their learning in a variety of ways. This was done primarily through small group instruction, where teachers continuously responded to student learning needs. Teachers worked diligently to place emphasis on asking questions in multiple ways so that students were able to apply their thinking regardless of the type of assessment used. Guided Reading Rubrics were utilized in first and second grade to monitor student progress and provide feedback to parents. Common assessments were given in grades first through five twice each nine weeks to track alignment from instruction to applied learning.

All formative and summative data was analyzed two times per nine weeks to identify areas of strength and growth for the grade level, class, and individual students. An action plan was developed to address the targeted TEKS, and these objectives were spiraled into large and small group instruction. Students created and tracked goals based on their individualized data. When they reached their goals, we celebrated their success and raised the bar by setting new goals.

Students in grades 4-5 who did not meet the standard on the Reading and/or Math STAAR received 30 hours of accelerated instruction before, after, and/or during PAWS time.

Through the MTSS process, student progress was measured throughout the school year during Kid Chat meetings. Kid Chats included grade-level teams, administrators, facilitators, coaches, counselors, and special education staff. Classroom teachers were responsible for inputting individual student data into a grade level spreadsheet, including reading levels, STAAR scores, grades on common assessments, MAP, benchmarks, number of sight words, etc., depending on the grade. The CORE team set the minimum criteria when sorting student data for each meeting. All stakeholders discussed the data presented in the spreadsheet and worked to create an action plan for students whose data fell below the minimum criteria. These action plans prompted a move from TIER I to TIER II in MTSS. For TIER II intervention, students received 30 minutes of intervention for a minimum of 3 days per week during extended learning time delivered by a grade-level teacher. The purpose of the intervention was to work on spiraling TEKS the students were struggling with in order to be successful with current grade-level content.

Students who did not demonstrate success at TIER II were moved to TIER III on a case-by-case basis. For TIER III intervention, students received 30 minutes of intervention for a minimum of 4 days per week during extended learning time delivered by an instructional coach/interventionist. The purpose of the intervention was to work on critical foundational TEKS the students were missing in order to be successful with current grade-level content. When a student has moved to TIER III intervention, a Student Support Team Meeting is held. These meetings included the instructional coach/interventionist, teachers, and parents. It was important for the team to learn how the child was supported at home, share the details of the intervention with the parent, and answer any questions they might have.

School Processes & Programs Strengths

We continually strive to maintain a strong connection with our parents and community stakeholders. The Lindsey staff, parents, and community worked collaboratively to continue to build the Friends of Lindsey Organization. The purpose of the organization was, and continues to be, to bring families closer together and work towards common goals for the betterment of our students.

Throughout the school year, there were multiple opportunities for families and the school community to attend virtual and in-person events. This included: Meet the Teacher, Curriculum Night, Veteran's Day Program, Spirit Nights, Red Ribbon Week, 4th-grade Choir concert, 3rd and Choir's Winter Program, Running Club, Book Character Parade, Golden Paw awards, Winter and End of Year Class Parties, Celebrations of Learning, 5th-grade drive thru celebration, Field Day, STREAM Night, International Festival, Father/Daughter and Mother/Son Events, Mommy Makeover, Donuts with Dad, and Lion Dash.

The campus communicated consistently through weekly campus newsletters, Canvas, call-outs, emails, maintaining the school website, Twitter, Facebook, Instagram, phone calls, and parent conferences. During the school year, teachers, administrators, and counselors reached out to parents and students to check on our families. We were able to assist with social and emotional wellness and offer resource assistance through various organizations for our families in need.

As a growing campus, it was essential to recruit a staff of highly qualified and talented professionals that shared a common vision for all vacant positions. This was done by conducting purposeful interviews and through collaboration with teams. As a staff, it was essential to continue to align our vision and goals to meet the evolving needs of the students at Lindsey Elementary. Through weekly planning sessions with the campus facilitators, Learning Meetings, Instructional Rounds, Texas Reading Academy, Learning Walks, and Teachers Observing Teachers, staff members worked collaboratively to refine their craft. It was and continues to be a priority that staff members feel valued for the work they do. We celebrated successes and provided opportunities for staff shoutouts during learning meetings and in our weekly staff newsletter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers created and developed learning objectives and success criteria; however, the scaffolding within the success criteria did not allow students to identify their learning needs to enhance their educational outcomes. **Root Cause:** Teachers implemented visual learning but struggled to disseminate the learning progression in smaller daily objectives and in student-friendly language.

Perceptions

Perceptions Summary

According to the end-of-the-year Climate Survey for Parents/Guardians completed in February of 2024, parents felt they did not have the necessary tools to help their learners form home; the following results were recorded on the 2023-2024 School Climate Survey.

2023-2024 Climate Survey for Parents/Guardians					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. Teachers give timely and helpful feedback on my student's schoolwork.	39%	42%	14%	0%	0%
2. Teachers give me useful information on how to help my student do well in school.	35%	46%	11%	5%	0%

OSS DATA 2023-2024		
REASON	DAYS	NUMBER OF INCIDENTS
Non Compliance	2	1
ISS DATA 2023-2024		
REASON	DAYS	NUMBER OF INCIDENTS
Disruption	2	2
Physical Conflict/ Confrontation	14	14
Fail to follow Rules/ Regulations	3	2
False Reports	5	1
Inappropriate Touching	2	2
Fighting	4	2
Non-compliance	6	4
Racial Slurs	1	1
Threat to Students	8	6
Serious and Persistent Level	0	0

Perceptions Strengths

As one of the fastest-growing campuses in the district, it was imperative to maintain a strong connection with our students, parents, and community stakeholders. With the constant influx of new students enrolling, we felt like it was important for all students to learn and review the 3 R's of our campus: Be Respectful, Be Responsible, and Be Ready. We have worked to refine our PBIS program over the last five years. Expectations for every part of our building were clearly defined, voice levels were implemented in all common areas, and whole-body listening was taught and modeled to maximize instruction. Class DoJo was utilized by all teachers to reinforce positive behavior, and students were given the opportunity to purchase items from a prize cart weekly. Students who met the set criteria for the given nine weeks were able to attend a PBIS party.

Students also learned about our Campus Essentials, which are 24 social skills that we believe are the key to success. These essentials were taught and reinforced throughout the school year during individual classroom Monday Morning Meetings. Every student and staff member participated in a "Den Reveal" in which our new students were randomly assigned a "Den" that focused on our core values, including Courage, Compassion, Integrity, Generosity, Determination, and Gratitude. The Dens were heterogeneously grouped K-5. The purpose of our Den system was to develop a school climate where students were excited to learn the necessary skills to become life-long learners and productive citizens. Using the Den system, students had the opportunity to earn points for their Den through Den Challenges and by demonstrating our 3Rs and core values throughout the school day. The Golden Paw awards were given to one student from each class that demonstrated exceptional citizenship. Golden Paw awards were also presented to staff members to demonstrate appreciation for their hard work and dedication to the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the data collected from various surveys, parents would like more resources to support their learners. **Root Cause:** Numerous resources are available to parents through Classlink and Canvas, but many parents find it challenging to access and navigate these learning management systems.

Priority Problem Statements

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: By June of 2025, 90% of our students in each grade level Kindergarten - 2nd grade will be within or above the district reading range expectations as measured by the Lexile levels on the NWEA MAP Reading Fluency Assessment.





Performance Objective 1: Implementing daily instruction that aligns with The Science of Teaching Reading that focuses on the systematic and explicit teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension. To align daily instruction with these principles, teachers will incorporate evidence-based practices into their lesson plans.

HB3 Goal

Evaluation Data Sources: NWEA MAP Lexile Levels, TX-KEA, benchmarks, and campus-based assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate daily phonemic awareness instruction and practice into every large and small group lesson to ensure consistent reinforcement and mastery of essential literacy skills. This approach will help students develop strong foundational abilities in recognizing and manipulating sounds, which are crucial for reading and spelling proficiency.</p> <p>Strategy's Expected Result/Impact: Apply the knowledge and mastery of manipulating individual sounds in words to create new words to increase Lexile levels</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten - 2nd grade teachers Instructional coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate sound walls into daily lessons to aid students in connecting the articulation of phonemes with the corresponding graphemes. This regular practice helps students develop a stronger understanding of the relationship between sounds and their written representations, enhancing their reading and writing skills.</p> <p>Strategy's Expected Result/Impact: Apply the knowledge and mastery of phonemes, graphemes, and the six syllable types to reading and writing to increase Lexile levels.</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten - 2nd grade teachers Instructional coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Expand the selection of leveled readers and decodable books in every Pre-Kindergarten through 2nd grade classroom to ensure that all students have access to materials that support their individual learning needs. This will foster early literacy skills and provide a strong foundation for future academic success.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to various text structures and genres. Decoding and fluency will improve.</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten - 2nd grade teachers Instructional coach EB Specialist Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In Pre-Kindergarten, explicitly teaching phonological awareness skills as the foundation to prepare children for crucial early literacy in Kindergarten to develop the necessary abilities for reading success.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of letters and sounds, which will ultimately lead to students entering Kindergarten as readers, or at a minimum will have pre-reading skills necessary to be readers.</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten teachers Instructional coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement the inquiry model for Kindergarten through 2nd grade to create cross-curricular units that emphasize targeted TEKS, vocabulary, listening, speaking, and writing skills during PAWS time. This approach encourages holistic learning and helps integrate essential educational standards seamlessly.</p> <p>Strategy's Expected Result/Impact: Growth in TELPAS scores, academic language, and MAP Reading Fluency</p> <p>Staff Responsible for Monitoring: All teachers Kindergarten - 2nd grade Instructional coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement a robust, academic, language rich pre-kindergarten program to offer early intervention and instruction for at-risk students.</p> <p>Strategy's Expected Result/Impact: Pre-Kindergartener's will build a strong foundation to prepare them for Kindergarten.</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten Teachers Instructional coach EB Specialist</p> <p>Funding Sources: Pre - K Personnel (instructional aides) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$109,477.94</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: By June of 2025, 90% of our students in each grade level Kindergarten - 2nd grade will be within or above the district reading range expectations as measured by the Lexile levels on the NWEA MAP Reading Fluency Assessment.

Performance Objective 2: Teachers from Kindergarten to 2nd grade will keep receiving training in the Science of Teaching Reading. This ongoing professional development ensures they are equipped with the latest effective reading instruction techniques.

HB3 Goal

Evaluation Data Sources: NWEA MAP Lexile Levels, Next Steps Forward to Guided Reading, Lesson Plans, teacher observations, rubrics

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer professional development on implementing the updated guided reading templates . This will equip educators with the skills needed to effectively assess and support student reading progress.</p> <p>Strategy's Expected Result/Impact: Increase in Lexile Reading levels, differentiated lesson plans and small group instruction, increase in TX-KEA proficiency scores in kindergarten</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten - 2nd grade teachers Instructional coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer professional development sessions focused on the effective use of sound walls to systematically and explicitly teach phonics. These sessions will equip educators with strategies to enhance their phonics instruction.</p> <p>Strategy's Expected Result/Impact: Apply the knowledge and mastery of phonemes, graphemes, and the six syllable types to reading and writing to increase Lexile reading levels.</p> <p>Staff Responsible for Monitoring: Pre-Kindergarten - 2nd grade teachers Instructional coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: New Kindergarten - 3rd grade teachers will participate in the Reading Academy cohort as part of House Bill 3.</p> <p>Strategy's Expected Result/Impact: 90% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Kindergarten - 3rd grade teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Offer professional development sessions for Pre-Kindergarten to 2nd-grade teachers on UFLI Foundations (University of Florida Literacy Institutes) and Heggerty, focusing on essential foundational reading skills for young students and aiming to equip educators with effective strategies to foster proficient reading abilities in early learners.</p> <p>Strategy's Expected Result/Impact: 90% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Kindergarten - 3rd grade teachers Instructional coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Offer weekly feedback to teachers through coaching sessions, demonstration lessons, lesson plan reviews, and classroom walkthroughs. This approach ensures continuous support and fosters professional growth.</p> <p>Strategy's Expected Result/Impact: 90% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Instructional Coach EB Specialist Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: By June of 2025, 90% of our students in each grade level Kindergarten - 2nd grade will be within or above the district reading range expectations as measured by the Lexile levels on the NWEA MAP Reading Fluency Assessment.

Performance Objective 3: Teachers from Kindergarten to 2nd grade will identify students who are struggling with reading and provide targeted interventions to support their progress.

Evaluation Data Sources: TX-KEA, NWEA MAP Reading Fluency, campus based assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hire a highly qualified Kindergarten through 2nd grade tutor to offer in-school intervention for our students in need. This ensures targeted support to help them thrive academically.</p> <p>Strategy's Expected Result/Impact: Increase in MAP Reading Fluency levels, and TX-KEA proficiencies</p> <p>Staff Responsible for Monitoring: Administrators Instructional coach Campus Tutor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$12,045</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Track progress with common formative and summative assessments across all courses, and analyze the results. Share these findings in bi-monthly PLC-data talk meetings to inform instructional goals for both small and large groups.</p> <p>Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions both in large and small group, and scores on summative assessments increase as a result.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement station teaching within the coteach model in all in class support classrooms to provide special education students with additional targeted reading and writing assistance to ensure that these students receive the personalized support they need to succeed.</p> <p>Strategy's Expected Result/Impact: Reinforce the first teach and reduce scaffolding which will help students apply objectives taught resulting in growth on NWEA MAP Reading Lexile levels, campus and district assessments.</p> <p>Staff Responsible for Monitoring: All ICS Teachers SPED Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Leverage team unit planning during innovation planning to create data-driven remediation, intervention, and extension instruction for all students during PAWS time to ensure tailored support to meet each student's unique needs.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on MAP Reading Fluency levels, campus, and district assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist SPED teachers State Comp Ed Tutor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Offer extension opportunities for all EB students to enhance their skills in listening, speaking, reading, and writing by utilizing Flip Grid and sheltered instruction strategies that emphasize vocabulary development by providing a comprehensive approach to language acquisition for diverse learners.</p> <p>Strategy's Expected Result/Impact: Growth in composite TELPAS levels in 1st-2nd grades will increase from 35% to 40%.</p> <p>Staff Responsible for Monitoring: Teacher EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Offer students Beanstack, a reading incentive program, and Waggle, an intervention program, to foster and enhance their reading skills in an effort to motivate and support students in their reading journey.</p> <p>Strategy's Expected Result/Impact: 90% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Librarian Kindergarten - 3rd grade teachers Instructional Coach EB Specialist Administration</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Offer practical, hands-on sessions for parents to learn how to access and navigate our learning management systems through Classlink in order to empower parents to support their children's educational journey effectively.</p> <p>Strategy's Expected Result/Impact: Parents can access all available resources to assist their child in their learning.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach EB Specialist Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Host parent-teacher conferences for Pre-K to 5th grade, allowing teachers to share students' strengths, areas for improvement, and action plans with parents. This fosters open communication and supports student development.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR. Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	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>			

Goal 2: By June 2025, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 75% to at least 80%.

Performance Objective 1: Differentiate reading and writing instruction for 3rd, 4th, and 5th grade students according to their performance data. Use formative and summative data to guide teaching strategies and ensure each learner's needs are met. Adjust lessons to support and challenge students at their individual skill levels.

HB3 Goal





Evaluation Data Sources: Lexile levels, TX-KEA, MAP Growth, MAP Fluency, benchmarks, campus based assessments and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor progress by using common formative and summative assessments across all courses. Disaggregate, analyze, and share results during bi-monthly PLC-data talk meetings to guide instructional goals for both small and large groups.</p> <p>Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions both in large and small group, and scores on summative assessments increase as a result.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize station teaching within the coteach model in all In Class Support classrooms to provide special education students with additional targeted reading instruction.</p> <p>Strategy's Expected Result/Impact: Reinforce the first teach and reduce scaffolding, which will help students apply the objectives taught, resulting in growth on MAP Growth, MAP Fluency, campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: All ICS Teachers SPED Teacher Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize team unit planning and SE Analysis to design data-driven targeted remediation, intervention, and extension instruction for all students to take place during small group and PAWS time.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on Lexile levels, MAP Growth, MAP Fluency, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist SPED teachers State Comp Ed Tutor Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Literacy Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide accelerated learning instruction during school (HB1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Reading.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on Lexile levels, MAP, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Academic Tutor Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Offer extension opportunities for all English learners to enhance their listening, speaking, reading, and writing skills using tools like Summit K12, Flip Grid, and sheltered instruction strategies that emphasize vocabulary development.</p> <p>Strategy's Expected Result/Impact: Implement, embed, and improve strategies to improve speaking and writing for EB students to increase TELPAS scores utilizing programs such as Summit K12 and Raz-Kids.</p> <p>Staff Responsible for Monitoring: Teachers EB Specialist Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-141-25-0 - \$6,750</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: During PAWS time, 3rd-5th grade teachers will use the inquiry model to create cross-curricular lessons. These lessons will focus on specific TEKS, vocabulary, as well as listening, speaking, and writing skills.</p> <p>Strategy's Expected Result/Impact: Growth in TELPAS scores, academic language, Lexile levels, MAP Growth, MAP Fluency, and STAAR Reading, Math, and Science</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Offer feedback to teachers weekly through coaching, modeling, reviewing lesson plans, and conducting classroom walkthroughs.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on Lexile levels, MAP, MAP Fluency, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach EB Specialist Administration</p>	Formative		
	Feb	Apr	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement Blended Learning in third-grade ELAR to personalize student learning experiences and enhance student engagement beyond the limitations of traditional classrooms.</p> <p>Strategy's Expected Result/Impact: This approach boosts student motivation and performance and encourages participation, self-directed learning, and teamwork. Demonstrated growth on NWEA MAP Growth, MAP Fluency, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Digital Learning Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: ELAR teachers in 2nd-5th grade will develop an ECR progression to help students move throughout the continuum to enhance student outcomes.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on MAP Growth, MAP Fluency, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Conduct campus and district learning walks during instruction to increase teacher capacity.</p> <p>Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach EB Specialist District Math Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: 3rd-5th grade ELAR teachers will participate in a word study progression involving morphology to enhance teacher capacity.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on MAP Growth, MAP Fluency, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach Reading Interventionist EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: By June 2025, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 75% to at least 80%.

Performance Objective 2: Utilize data to establish grade-level, class-wide, and individual student goals, effectively fostering student growth.

HB3 Goal

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including Lexile levels, TX-KEA, MAP, benchmarks, campus based assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement a goal-setting tracker tailored for K-5 students to help them set and monitor SMART goals aligned with their yearly objectives.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including Lexile levels, TX-KEA, MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement learning progressions to establish, monitor, and achieve student goals.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including Lexile levels, TX-KEA, MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer interactive sessions for parents to learn how to access and navigate our learning management systems via Classlink.</p> <p>Strategy's Expected Result/Impact: Parents can access all available resources to assist their child in their learning.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach EB Specialist Librarian</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Organize parent-teacher conferences for Pre-K through 5th grade, allowing teachers to discuss students' strengths, areas for improvement, and action plans with parents.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR. Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p>	Formative		
	Feb	Apr	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>			

Goal 2: By June 2025, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 75% to at least 80%.

Performance Objective 3: Design and implement differentiated independent and group activities in 3rd-5th grade Reading classes to address students' specific areas of growth.

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including GRA, MAP, benchmarks, campus based assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By analyzing student data, teachers will create small group instruction tailored to the specific needs of their students.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist State Comp Ed Tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement collaborative team unit planning to create data-driven, differentiated TEKS boxes tailored to meet the individual needs of each student.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement the Beanstack reading incentive program alongside the Waggle intervention program to motivate and assist students in their reading journey.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Librarian 3rd - 5th grade teachers Instructional Coach EB Specialist Administration</p>	Formative		
	Feb	Apr	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>			

Goal 3: By June 2025, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 62% to at least 68%.

Performance Objective 1: Provide differentiated math instruction for all Pre-Kindergarten - 5th grade learners based on student performance data.

HB3 Goal





Evaluation Data Sources: TX-KEA, NWEA MAP, Waggle Math, benchmarks, campus based assessments, exit tickets, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor progress by using common formative and summative assessments across all courses. Disaggregate, analyze, and share results during bi-monthly PLC-data talk meetings to guide instructional goals for both small and large groups.</p> <p>Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions, and scores on summative assessments increase as a result.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize station teaching within the coteach model in all In Class Support classrooms to provide special education students with additional targeted math instruction.</p> <p>Strategy's Expected Result/Impact: Reinforce the first teach and scaffold back to help fill gaps, which will help students apply objectives taught resulting in growth on NWEA MAP, Waggle Math, benchmarks, campus and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All ICS Teachers Instructional Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide accelerated learning instruction (HB1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Math.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All Teachers Academic Tutor Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize team unit planning and SE Analysis to design data driven targeted remediation, intervention, and extension instruction for all students to take place during small group and PAWS time.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All Teachers Academic Tutors Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors and supplemental materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$19,648.52</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct campus and district learning walks during instruction to increase teacher capacity.</p> <p>Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators Instructional Coach EB Specialist District Math Facilitators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide feedback to teachers through coaching, modeling, lesson plan review, and classroom walkthroughs on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach EB Specialist Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement Blended Learning in second grade math to personalize student learning experiences, enhance student engagement beyond the limitations of traditional classrooms.</p> <p>Strategy's Expected Result/Impact: This approach boosts student motivation and performance, encourages participation, self-directed learning, and teamwork. Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Digital Learning Coaches Administrators</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Lindsey teachers will join the Building Mathematical Comprehension book study to acquire strategies for simplifying word problems.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Tutors EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 2nd - 5th grade teachers, instructional coach, administrators, and sped teachers will participate in a staff development training over fraction progression with Michelle Luster.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach EB Specialist Administrators</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Teachers from PreK to 1st grade will engage in a training session that covers number progression and the CRA model.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on TX-KEA NWEA MAP, Waggle Math, benchmarks, campus based assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Adminstrators</p>	Formative		
	Feb	Apr	June

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Administrators and instructional coach will participate in a book study in Building Thinking Classrooms by Peter Liljedahl.</p> <p>Strategy's Expected Result/Impact: Increase student engagement, mathematical conversations, and discourse in all math classrooms</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: By June 2025, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 62% to at least 68%.

Performance Objective 2: Implement grade level, class, and individual student goal setting based off of data to support student growth.

HB3 Goal

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including Lexile, TX-KEA, NWEA MAP, Waggle Math benchmarks, campus based assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement a goal setting tracker for K-5 students to set and track SMART goals based on objectives throughout the year.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, NWEA MAP, benchmarks, campus based assessments, Waggle Math, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the Lindsey learning scale so that students can determine their personal mastery within the progression of math concepts.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, NWEA MAP, benchmarks, campus based assessments, Waggle Math, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide hands on opportunities for parents to learn how to access and navigate our learning management systems within Classlink.</p> <p>Strategy's Expected Result/Impact: Parents can access all available resources to assist their child in their learning.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach EB Specialist Librarian</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct parent teacher conferences in PK - 5th, so teachers have the opportunity to discuss glows, grows, and their action plan with parents.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, NWEA MAP, Waggle Math benchmarks, campus based assessments, and STAAR.</p> <p>Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist Administrators</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: By June 2025, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 62% to at least 68%.

Performance Objective 3: Implement differentiated math stations with student accountability in Kindergarten - 5th grade based off of student SMART goals.

HB3 Goal

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including TX-KEA, NWEA MAP, benchmarks, campus based assessments, Waggle Math, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the analysis of student data, teachers will create small group instruction tailored to their students' needs.</p> <p>Strategy's Expected Result/Impact: Growth in NWEA MAP, Waggle Math, benchmarks, exit tickets, campus based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist State Comp Ed Tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use the CRA model to provide activities based on the students needs.</p> <p>Strategy's Expected Result/Impact: Growth in NWEA MAP, Waggle Math, campus, benchmarks, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize team unit planning to design data driven differentiated math stations for all students to take place during instructional time.</p> <p>Strategy's Expected Result/Impact: Growth in NWEA MAP, Math Waggle, campus, benchmarks, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches EB Specialist State Comp Ed Tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	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>			

Goal 4: By June 2025, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase by 10%.





Performance Objective 1: Enhance the quality of Tier 1 instruction in all Science classrooms, from Kindergarten through 5th grade, by implementing the 5E instructional model.

Evaluation Data Sources: Common and district science assessments, benchmarks, MAP, and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in Kindergarten and 1st grade will integrate scientific and engineering practices through classroom and outdoor investigations for a minimum of 80% of their science learning time. Meanwhile, students in 2nd and 3rd grade will integrate scientific and engineering practices through classroom and outdoor investigations for at least 60% of their science instruction time. For students in 4th and 5th grade, scientific and engineering practices through classroom and outdoor investigations will make up at least 50% of their science learning experience.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 instruction through hands on learning experiences. Increase in percentage of meets and masters on campus common assessments, MAP, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mandate campus wide interactive science notebooks for students in grades 2 through 5 to track their learning progress and document key scientific concepts.</p> <p>Strategy's Expected Result/Impact: Use of science notebooks will improve retention of important science concepts. Increase in percentage of meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate HMH, Generation Genius, and Mystery Science to enhance science education for students in grades K-5.</p> <p>Strategy's Expected Result/Impact: Build science content knowledge through hands on learning. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate a focus on 3D teaching and learning through unit planning, including Scientific Engineering and Practices (what students do), Recurring themes and Concepts (how students make sense), and Science Concepts (the big science ideas).</p> <p>Strategy's Expected Result/Impact: By integrating these strategies, schools can create a dynamic and supportive learning environment that fosters a deep understanding of 3D science, ultimately helping more students achieve Meets Grade Level on the Science STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor progress by using common formative and summative assessments across all courses. Disaggregate, analyze, and share results during bi-monthly PLC-data talk meetings to guide instructional goals for both small and large groups.</p> <p>Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions, and scores on summative assessments increase as a result.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</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>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize the coteach model in all In Class Support classrooms to provide special education students with additional targeted science instruction.</p> <p>Strategy's Expected Result/Impact: Reinforce the first teach and scaffold back to help fill gaps, which will help students apply objectives taught, resulting in growth on NWEA MAP, benchmarks, campus-based assessments, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: ICS Teachers Instructional Coach Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Conduct campus and district learning walks during instruction to increase teacher capacity.</p> <p>Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators Instructional Coach EB Specialist Science Facilitators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide feedback to teachers through coaching, modeling, lesson plan review, and classroom walkthroughs on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on NWEA MAP, Waggle Math, benchmarks, campus, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach EB Specialist Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Campus is participating in the Purple Track Elementary Science Task Force to collaborate as a track in implementing the new science TEKS.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge on the new science TEKS.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Teachers Science Lead EB Specialist</p>	Formative		
	Feb	Apr	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>			

Goal 4: By June 2025, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase by 10%.

Performance Objective 2: Establish grade-level, class, and individual student goals based on data to foster academic growth.

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including MAP, benchmarks, campus based assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and introduce a goal-setting tracker specifically designed for students in grades 3-5. This tracker will enable them to set and monitor SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) based on their objectives throughout the academic year.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Organize parent-teacher conferences for students from Pre-Kindergarten to 5th grade, providing teachers with the chance to discuss students' strengths ("glows"), areas for improvement ("grows"), and outline their action plans with parents.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Lindsey learning scale so that students can determine their personal mastery within the progression of science concepts.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Offer practical, hands-on workshops for parents to learn how to access and navigate our learning management systems through Classlink.</p> <p>Strategy's Expected Result/Impact: Parents can access all available resources to assist their child and their learning.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Librarian EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2025, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase by 10%.

Performance Objective 3: Enhance the quality of Tier 1 instruction in every Science classroom from Kindergarten through 5th grade by incorporating visual representations of science vocabulary.

Evaluation Data Sources: Common and district science assessments, benchmarks, MAP, and STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize visual aids to enhance science vocabulary by incorporating anchor charts and interactive word walls.</p> <p>Strategy's Expected Result/Impact: Build academic vocabulary through hands on learning and science content knowledge. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize visual representations of science vocabulary by incorporating total physical response and hands-on activities.</p> <p>Strategy's Expected Result/Impact: Build academic vocabulary through hands on learning and science content knowledge. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize interactive notebooks to offer visual depictions of science vocabulary.</p> <p>Strategy's Expected Result/Impact: Build academic vocabulary through hands on learning and science content knowledge. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach EB Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	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>			

Goal 4: By June 2025, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase by 10%.

Performance Objective 4: Offer Enrichment and Support Opportunities for Students Excelling and Struggling in Science

Evaluation Data Sources: Common and district science assessments, benchmarks, MAP, and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host a family STREAM night to provide enrichment activates for families.</p> <p>Strategy's Expected Result/Impact: Increased performance on major assessments, benchmarks, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Organize a "Level Up Club" for 5th-grade students who need extra support in science. This initiative will offer them an additional, hands-on opportunity to engage with and understand science labs better.</p> <p>Strategy's Expected Result/Impact: Increased performance on major assessments, benchmarks, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Science Lab Teacher Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer tailored science instruction and organize small group sessions for all Pre-Kindergarten through 5th grade students, utilizing performance data to meet each learner's unique needs.</p> <p>Strategy's Expected Result/Impact: TX-KEA, MAP, benchmarks, campus based assessments, Dreambox, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administration</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Lindsey Elementary

Total SCE Funds: \$14,322.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

State Comp Ed money will be utilized to pay for a tutor to serve our Tier 3 students to close the academic gaps to our most at-risk students.

Personnel for Lindsey Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Davis	Pre-K Aide	1
Eimy Urdaneta	Pre-K Aide	1
Keri Middleton	Pre-K Aide	1
Mariah Marin	Pre-K Aide	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Business Representative	Heather Nelson	Business Representative
Paraprofessional	Sharon Spurier	Paraprofessional
Parent	Kent Wilson	Parent
Parent	Anupama Umachandar	Parent
Parent	Catherine Trimble	Parent
Parent	Newton DeAndrea	Parent
Parent	Amy Hunt	Parent
Parent	Ginny Gayle	Parent
Parent	Shaily Patil	Parent
District-level Professional	Amy Nordstrom	District Reading Facilitator
Classroom Teacher	Emily Hartzog	4th Grade Teacher
Administrator	Raquel Perez	Assistant Principal
Classroom Teacher	Corry Brown	5th grade teacher
Classroom Teacher	Stefanie Jones	Special Education
Classroom Teacher	Shawn Smith	3rd Grade Teacher
Community Representative	Jaclyn Warner	Community Representative
Classroom Teacher	Barbara Andrzejewski	4th Grade Teacher
Classroom Teacher	Kat Reiser	2nd Grade Teacher
Classroom Teacher	Crystal Mitchell	1st Grade Teacher
Classroom Teacher	Megan Davis	Kindergarten Teacher
Administrator	Robin Stover	Principal

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Pre - K Personnel (instructional aides)		\$109,477.94
1	3	1	199 PIC 24 State Compensatory Ed (SCE) Accelerated		\$12,045.00
2	1	3	Literacy Coach		\$0.00
3	1	4	Tutors and supplemental materials		\$19,648.52
Sub-Total					\$141,171.46
Budgeted Fund Source Amount					\$141,171.46
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Supplies	1990-11-6399-00-141-25-0	\$6,750.00
Sub-Total					\$6,750.00
Budgeted Fund Source Amount					\$4,110.00
+/- Difference					-\$2,640.00
Grand Total Budgeted					\$145,281.46
Grand Total Spent					\$147,921.46
+/- Difference					-\$2,640.00