

**Lamar Consolidated Independent School District**  
**Arredondo Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At Arredondo Elementary School, we instill a passion for learning while equipping our students with the tools for success, encouraging them to take risks, and celebrating our diverse community of learners.

## Vision

At Arredondo Elementary School, we provide a rigorous and stimulating environment that engages students while preparing them to be global innovators, well-rounded citizens, diverse thinkers, confident scholars, and self-initiating life-long learners.

## Motto

I CAN & I WILL

## Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Learning .....	8
School Processes & Programs .....	11
Perceptions .....	13
Priority Problem Statements .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	18

Goal 1: By June 2025, all students will show academic achievement gains of at least 8% or more in Meets and Masters on the reading, mathematics, and science STAAR as well as show 8% gains on District assessments. By June 2025, 90% of K-2 students will meet Approaching Expectations in English Sentence Reading Fluency on the Reading Map Fluency. ....	18
Goal 2: By June 2025, students in all sub-pops will perform within 10% of all students on end of year State and District academic achievement assessments and will meet all Target Measures for the Closing the Gap Domain on STAAR in math and student Success Status. ....	24
Goal 3: For the 2024-2025 school year, we will increase student engagement and time on task as evidenced by a decrease of 15% in the number of discipline referrals while also maintaining an attendance percentage of 95% or above. ....	29
Goal 4: By June 2025, communication between teachers, staff, students, and parents/guardians regarding social-emotional and academic student needs will improve by 7% as measured by the campus climate survey. ....	32
State Compensatory .....	33
Budget for Arredondo Elementary .....	33
Personnel for Arredondo Elementary .....	33
Title I .....	34
1.1: Comprehensive Needs Assessment .....	34
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	34
2.2: Regular monitoring and revision .....	34
2.3: Available to parents and community in an understandable format and language .....	34
3.1: Annually evaluate the schoolwide plan .....	34
4.1: Develop and distribute Parent and Family Engagement Policy .....	34
4.2: Offer flexible number of parent involvement meetings .....	34
5.1: Determine which students will be served by following local policy .....	35
Title I Personnel .....	36
Site-Based Decision Making Committee .....	37
Campus Funding Summary .....	38

# Comprehensive Needs Assessment

Revised/Approved: October 1, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

During our first meeting which was held on May 8, 2024, the Site Based Team discussed the purpose for 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 Federal Report Card for 2022-2023, Campus Climate Survey, NWEA Map data, EOY GRA Levels, 23-23=4 STAAR Scores, Kindergarten TX-KEA and Pre-Kindergarten CIRCLE Assessment. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting which was held on June 10, 2024, the Site Based Team evaluated 16 pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on four areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Stakeholders on the Site-Based Committee are included in the Appendix.

# Demographics

## Demographics Summary

Arredondo Elementary is a PK-5th grade Title I school with a total enrollment of 695 students and an overall state accountability rating of B as of 2023. Our overall daily attendance rate is 95.0%. The information below summarizes enrollment by demographic and student groups:

	2021-2022 Student Percentage	2022-2023 Student Percentage	2023-2024 Student Percentage	2021-2022 Teacher Percentage	2022-2023 Teacher Percentage
African American	29.85%	30.65%	30.42%	10.8%	16.4%
Hispanic	41.49%	43.31%	39.01%	18.6%	22.9%
White	14.03%	11.80%	13.39%	68.8%	60.7%
Asian	11.04%	11.51%	13.54%	1.8%	0%
Economically Disadvantaged	55.82%	52.81%	55.31%	N/A	N/A
Emergent Bilingual	23.18%	26.04%	26.20%	N/A	N/A
Special Education	16.52%	17.41%	19.21%	N/A	N/A
At-Risk	58.91%	57.99%	52.84%	N/A	N/A
Gifted and Talented	5.87%	7.34%	8.73%	N/A	N/A
Campus Mobility Rate	20.69% (Covid Remote)	13.37%	20.2% (21-22 year of rezoning)	N/A	N/A
Daily Attendance Rate	94.38%	94.89%	95%	N/A	N/A
Female	50.05%	48.49%	46.72%	92.7%	88.4%
Male	49.95%	51.51%	52.28%	7.3%	11.6%

## CLASS SIZE RATIOS

	2021-2022	2022-2023	2023-2024
Kindergarten	22.4	17.2	19
1st Grade	19.7	21.2	22.5
2nd Grade	23.5	17.8	21.3
3rd Grade	22.1	23.0	21.8
4th Grade	18.6	20.0	19
5th Grade	21.0	22.7	22.2

## ATTENDANCE INFORMATION

	1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks		Total	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
<b>Grade EE</b>	95.1%	16	93.2%	16	88.2%	16	93.2%	15	92.6%	17	89.2%	18	92.0%	20
<b>Grade PK</b>	94.8%	62	92.0%	61	90.7%	61	93.5%	62	93.9%	62	92.9%	62	93.1%	67
<b>Grade KG</b>	96.0%	96	94.9%	94	93.9%	96	95.3%	99	94.5%	100	94.5%	98	94.9%	108
<b>Grade 01</b>	96.8%	89	94.6%	90	92.7%	92	94.5%	93	93.9%	93	94.2%	93	94.5%	101
<b>Grade 02</b>	96.5%	125	94.9%	130	92.7%	132	95.2%	133	94.6%	130	95.5%	129	94.9%	136
<b>Grade 03</b>	97.4%	86	96.3%	88	94.0%	90	96.4%	92	95.9%	95	95.3%	95	95.9%	98
<b>Grade 04</b>	96.2%	96	95.6%	96	93.8%	95	95.9%	95	94.5%	93	95.3%	92	95.2%	102
<b>Grade 05</b>	96.7%	112	96.2%	113	93.7%	114	96.6%	115	95.0%	114	95.5%	111	95.7%	118
<b>Total Students</b>	<b>96.5%</b>	<b>682</b>	<b>95.2%</b>	<b>688</b>	<b>93.2%</b>	<b>696</b>	<b>95.5%</b>	<b>704</b>	<b>94.6%</b>	<b>704</b>	<b>94.9%</b>	<b>698</b>	<b>95.0%</b>	<b>750</b>

### **Demographics Strengths**

- We service a diverse group of students that come from different countries, cultural, and socio-economic backgrounds. We have 33 different languages spoken at the campus.
- We have a high teacher retention rate for staff on campus (83% for 23-24).
- 100% of paraprofessionals meet the highly qualified requirements.
- 82% of our teachers are ESL Certified.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The 2023-2024 student attendance rate in EE and Pre-K were 92% and 93.1% respectively. **Root Cause:** Lack of awareness of how the attendance rate affects accountability, especially for EE and Pre-K students, is a primary cause for lower attendance.

# Student Learning

## Student Learning Summary

### STAAR DATA

	2021-2022 Meets / Masters Percentages	2022-2023 Meets / Masters Percentages	2023-2024 Meets/Masters Percentages
3rd Grade Reading	54% / 34%	69% / 27%	68% / 38%
3rd Grade Math	42% / 25%	38% / 15%	55% / 23%
4th Grade Reading	60% / 29%	56% / 29%	58% / 25%
4th Grade Math	41% / 24%	61% / 35%	57% / 28%
5th Grade Reading	65% / 40%	63% / 33%	67% / 42%
5th Grade Math	59% / 32%	51% / 24%	61% / 35%
5th Grade Science	50% / 21%	32% / 9%	50% / 25%
<b>OVERALL 3RD-5TH ELAR</b>	<b>59% / 34%</b>	<b>62% / 30%</b>	<b>64% / 34%</b>
<b>OVERALL 3RD-5TH MATH</b>	<b>47% / 27%</b>	<b>51% / 25%</b>	<b>56% / 29%</b>

### 2024 STAAR Scores for Extended Constructed Responses

Grade	# of Students	0	1	2	3	4	5	6	7	8	9	10
3rd	95	20%	1%	1%	5%	9%	16%	17%	16%	9%	3%	2%
4th	90	29%	1%	10%	4%	4%	8%	13%	13%	9%	8%	0%
5th	111	42%	4%	10%	3%	6%	6%	4%	9%	6%	7%	3%



## End Of Year - GRA Data: % ON or ABOVE Grade Level

	EOY 2020-2021	EOY 2021-2022	EOY 2022-2023	EOY 2023-2024
Kindergarten	54%	45%	56%	49%
1st Grade	44%	63%	64%	57%
2nd Grade	59%	64%	72%	57%

\*Color pattern follows the COHORT of students (Example: 2020-2021 Kindergarten group - 54% to 63% to 72%)

## Special Education - Failure Rate by Nine Weeks

	2020-2021	2021-2022	2022-2023	2023-2024
1st Nine Weeks	35.07%	27.00%	10.92%	10.61%
2nd Nine Weeks	25.17%	17.28%	13.53%	16.67%
3rd Nine Weeks	20.27%	8.28%	6.47%	7.67%
4th Nine Weeks	19.00%	6.97%	10.55%	

### Student Learning Strengths

2023-2024 STAAR:

Cohort Data shows a steady increase in Approaches, Meets, and Masters scores for our 2024 5th grade students in READING:

READING SCORES	2021-2022	2022-2023	2023-2024
Approaches	80%	89%	87%
Meets	53%	56%	67%
Masters	32%	29%	42%

Cohort Data shows an increase in Approaches and Meets for our 2024 4th grade students in READING:

READING SCORES	2022-2023	2023-2024
APPROACHES	87%	85%
MEETS	69%	58%
MASTERS	27%	25%

Cohort Data shows an increase in Approaches and Meets for our 2024 5th grade students in MATH:

MATH SCORES	2021-2022	2022-2023	2023-2024
APPROACHES	70%	87%	82%
MEETS	41%	61%	61%
MASTERS	23%	35%	35%

Cohort Data shows an increase in Approaches, Meets, and Masters for our 2024 4th grade students in MATH:

MATH SCORES	2022-2023	2023-2024
APPROACHES	74%	87%
MEETS	38%	57%
MASTERS	15%	28%

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a discrepancy between 4th and 5th grade growth data on the 23-24 ELAR STAAR test, with 79% of students in 5th grade showing full to partial growth compared to only 65% of 4th grade students showing full to partial growth. **Root Cause:** There is a lack of standards alignment in 4th grade classrooms, stemming from a disconnect between the discussions in professional learning communities and the implementation of instructional practices in the classroom.

**Problem Statement 2 (Prioritized):** Kindergarten through 2nd grade had low performance on their 23-24 GRA scores. **Root Cause:** A phonics scope and sequence issue and not all components of our phonics program being utilized contributed to this overall low performance.

**Problem Statement 3 (Prioritized):** There is a discrepancy between meets and masters performance in 3rd grade in comparison to 4th and 5th grade data on the 2023-2024 Math STAAR test. With 3rd grade at 51% Meets and 23% Masters, 4th at 56% Meets and 28% Masters, and 5th at 60% Meets and 34% Masters. **Root Cause:** Teachers new to the profession and / or grade level are continuing to learn the depth and complexity of the TEKS as written.

# School Processes & Programs

## School Processes & Programs Summary

### Teacher Retention Information

	# of Teachers	# Retired	# Promoted	# Other	# Rezoning / Program Shift	% Retained
2021-2022	61	1	2	5	11	69%
2022-2023	48	2	1	3	-	88%
2023-2024	43	2	0	6	1	79%

### Instructional

- We have worked hard to create an effective planning and coaching system that includes weekly PLCs with instructional coaches. Assessments are reviewed and approved by instructional coaches.
- KidWatch meetings are strategically planned to the grading periods and are used to discuss each student's gaps and areas of strength. Plans for intervention are developed, monitored, and evaluated throughout the year.
- PLCs are used to effectively disaggregate data, monitor student progress, and adjust plans as needed.
- Guided math will continue to be a priority to fully implement.
- 
- Personnel
- Teachers receive support from our team of instructional coaches and administration.
- Consistency with staff/teachers is important for creating an overall effective instructional program. Moderate changes were made to grade level positions for the 2024-2025 school year with the changes in staffing.

### School Processes & Programs Strengths

- Data-driven decisions are made during KidWatch meetings, and students are provided with interventions during the MTSS time built into the master schedule.
  - Data points used: GRA, TxKEA, and will incorporate MAP Growth Data (GRA will switch to MAP Fluency for the 24-25 school year.)
- All teachers collaborate with others in their grade level content area to plan how they will provide Tier I instruction.
- Our positive school culture and the high level of support provided to teachers will continue to enhance the learning environment.
  - We will conduct monthly checks with staff to monitor the morale on campus.
  - Each month the Sunshine committee will put together a morale booster for the staff.
  - Team Leaders will be selected for each grade level / team to help with communication and needs.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Based in the 2023-2034 campus climate survey, parents are stating they lack communication and information on how to support their student in school as well as feedback on how their student's progress and learning needs. **Root Cause:** There is a lack of communication from teachers to parents regarding student success.

# Perceptions

## Perceptions Summary

We base our climate and culture on the premise that all students can learn at high levels and that all students deserve someone to champion for them. Our motto is "I CAN & I WILL". We teach our students life-long lessons of respect, manners, teamwork, etc. using our Jaguar Essentials. Each student is inducted into a HOUSE in which they belong to as long as they are on our campus. This House teaches them a sense of pride, belonging, and responsibility for self and others. We incorporate our Character Counts principles into our morning Jag Time, instilling these traits into all that we do. We highlight and celebrate students and staff using Shout-Outs, Teacher / Para of the Month, Affirmations, etc that are posted in the main hallway for all to see.

Our attendance rate is consistent with the district rate and similar through all race/ethnicity groups. Through positive incentives and communication, our attendance and tardies rates have improved each year.

We will continue to use a leadership committee on campus to allow opportunities for staff to gain leadership experience throughout the year. Staff are encouraged to provide feedback and innovative ideas. Staff morale was reported higher than previous years.

We communicate with families monthly through electronic newsletters that provide various information about the campus as well as articles and/or activities in all content and specials areas. Teachers communicate with families through various means of electronic communication (ex. Class Dojo, Blooms, Seesaw, Canvas, email) relaying campus information as well as classroom information. Each grade level sends home a weekly newsletter through various electronic communications and posts each newsletter on their Canvas homepage for easy access by parents and administration. Families, community members, and organizations are invited to participate in various events on campus throughout the year.

## Perceptions Strengths

This will be our 10th year using Jaguar Essentials and our students use them on a regular basis. Families and visitors have praised our students' use of manners.

Students, staff and families are supportive of the House system and show their support by participating in House Day and House activities.

The campus based leadership committee allows staff members to participate in various leadership roles, activities, and learning processes. We provide many learning and growth opportunities for all staff members that are interested in any type of leadership role.

Administrators and Core Team provide encouragement, incentives, and morale boosters throughout the year to keep a positive environment throughout the year, especially the more stressful times.

PTO is actively involved on the campus by providing events, volunteering, and hosting fundraisers.

- 81% of **staff** rated our campus with an "A or B" on the 24-25 climate surveys.
- 83% of **parents** rated our campus with an "A or B" on the 24-25 climate surveys.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Based on the 2023-2024 campus climate survey, 31% of our staff believe discipline is not enforced fairly for students at our school. **Root**

**Cause:** Additional training is needed on student code of conduct, campus PBIS and the discipline flow chart, and BIPs for special education students.

# Priority Problem Statements

**Problem Statement 1:** The 2023-2024 student attendance rate in EE and Pre-K were 92% and 93.1% respectively.

**Root Cause 1:** Lack of awareness of how the attendance rate affects accountability, especially for EE and Pre-K students, is a primary cause for lower attendance.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a discrepancy between 4th and 5th grade growth data on the 23-24 ELAR STAAR test, with 79% of students in 5th grade showing full to partial growth compared to only 65% of 4th grade students showing full to partial growth.

**Root Cause 2:** There is a lack of standards alignment in 4th grade classrooms, stemming from a disconnect between the discussions in professional learning communities and the implementation of instructional practices in the classroom.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Kindergarten through 2nd grade had low performance on their 23-24 GRA scores.

**Root Cause 3:** A phonics scope and sequence issue and not all components of our phonics program being utilized contributed to this overall low performance.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a discrepancy between meets and masters performance in 3rd grade in comparison to 4th and 5th grade data on the 2023-2024 Math STAAR test. With 3rd grade at 51% Meets and 23% Masters, 4th at 56% Meets and 28% Masters, and 5th at 60% Meets and 34% Masters.

**Root Cause 4:** Teachers new to the profession and / or grade level are continuing to learn the depth and complexity of the TEKS as written.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Based in the 2023-2034 campus climate survey, parents are stating they lack communication and information on how to support their student in school as well as feedback on how their student's progress and learning needs.

**Root Cause 5:** There is a lack of communication from teachers to parents regarding student success.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Based on the 2023-2024 campus climate survey, 31% of our staff believe discipline is not enforced fairly for students at our school.

**Root Cause 6:** Additional training is needed on student code of conduct, campus PBIS and the discipline flow chart, and BIPs for special education students.

**Problem Statement 6 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- 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.
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data



- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



# Goals






**Goal 1:** By June 2025, all students will show academic achievement gains of at least 8% or more in Meets and Masters on the reading, mathematics, and science STAAR as well as show 8% gains on District assessments. By June 2025, 90% of K-2 students will meet Approaching Expectations in English Sentence Reading Fluency on the Reading Map Fluency.

**Performance Objective 1:** Improve Tier I instruction in every ELAR classroom with a focus on standards alignment.

**Evaluation Data Sources:** Summative:  
Performance on STAAR

Formative:  
Reading MAP Fluency  
Reading MAP Growth  
TxKea  
myON Usage  
PLC Check-Ins

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-2 teachers will use all components of Really Great Reading phonics lessons daily as evidenced by routine learning walks and check-in during planning. K-1 will have a revised scope and sequence.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, 90% of K-2 students will meet Approaching Expectations in English Sentence Reading Fluency on the Reading Map Fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coach, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 4th grade teachers will receive ongoing feedback, support, and encouragement to help the teacher successfully integrate the discussed strategies from PLCs into their teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> The growth from 3rd to 4th grade will be consistent with the growth from 4th to 5th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Principal, Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will read texts they can and want to read routinely as measured by myON usage and Beanstack reading logs.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in myON usage and minutes logged in Beanstack as compared to 23-24.</p> <p><b>Funding Sources:</b> myON - 211 Title I, Part A - \$7,669</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will implement literacy routines that increase components of the Science of Teaching Reading which include decodable readers, read alouds with accountable talk, shared reading, engaging stations, independent reading, and other research based strategies as evidenced by myON Usage, Beanstack reports, weekly read aloud check-ins during planning, lesson plans, and learning walks.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their reading comprehension and literacy skills as evidence by their Lexile number on MAP Reading Fluency, Progress Monitoring, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Resources to create engaging stations and decodable readers - 211 Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**




<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a discrepancy between 4th and 5th grade growth data on the 23-24 ELAR STAAR test, with 79% of students in 5th grade showing full to partial growth compared to only 65% of 4th grade students showing full to partial growth. <b>Root Cause:</b> There is a lack of standards alignment in 4th grade classrooms, stemming from a disconnect between the discussions in professional learning communities and the implementation of instructional practices in the classroom.</p> <p><b>Problem Statement 2:</b> Kindergarten through 2nd grade had low performance on their 23-24 GRA scores. <b>Root Cause:</b> A phonics scope and sequence issue and not all components of our phonics program being utilized contributed to this overall low performance.</p>







**Goal 1:** By June 2025, all students will show academic achievement gains of at least 8% or more in Meets and Masters on the reading, mathematics, and science STAAR as well as show 8% gains on District assessments. By June 2025, 90% of K-2 students will meet Approaching Expectations in English Sentence Reading Fluency on the Reading Map Fluency.

**Performance Objective 2:** Improve Tier 1 instruction in every math classroom with a focus on standards alignment.

**Evaluation Data Sources:** Formative: Universal Screeners (MAP Growth)  
Campus/District Performance Tests  
District Benchmark Assessments

Summative: STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Beginning no later than October, teachers will implement guided math, which will include a spiraling station.  <b>Strategy's Expected Result/Impact:</b> Students will be able to retain prior knowledge based on their specific needs.  <b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Materials for Blended Learning Stations - 211 Title I, Part A - \$1,133.26</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use formative and informative data to identify gaps in student learning, conduct intentional small group lessons, and plan for spiraling stations in order to close any gaps.  <b>Strategy's Expected Result/Impact:</b> Based on data, student gaps will close.  <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, and Principals</p> <p><b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> StemScopes Math - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,979, Curriculum Associates (Ready 1-5) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$6,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will participate in routine PLCs to break down the TEKS, learn new teaching strategies and analyze data to impact Tier 1 instruction throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a greater understanding of the curriculum and an increased ability to teach students with varying abilities to close gaps and improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will use differentiated stations that include a rebuild and extension piece to ensure all student needs are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Student gaps will be filled. Students will be presented with extension activities to deepen their understanding of the skill which will have them performing at the meets / masters level on any assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Instructional Coaches; Principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**



<b>Student Learning</b>
<p><b>Problem Statement 3:</b> There is a discrepancy between meets and masters performance in 3rd grade in comparison to 4th and 5th grade data on the 2023-2024 Math STAAR test. With 3rd grade at 51% Meets and 23% Masters, 4th at 56% Meets and 28% Masters, and 5th at 60% Meets and 34% Masters. <b>Root Cause:</b> Teachers new to the profession and / or grade level are continuing to learn the depth and complexity of the TEKS as written.</p>






**Goal 1:** By June 2025, all students will show academic achievement gains of at least 8% or more in Meets and Masters on the reading, mathematics, and science STAAR as well as show 8% gains on District assessments. By June 2025, 90% of K-2 students will meet Approaching Expectations in English Sentence Reading Fluency on the Reading Map Fluency.

**Performance Objective 3:** Science: Improve Tier 1 instruction in every science classroom focusing on hands-on experiments and activities (in accordance with the TEKS: K-1st-80%; 2nd-3rd-60%; 4th-5th-50% Hands-on), vocabulary building, and connecting hands-on learning to questioning on assessments.

**Evaluation Data Sources:** Formative:  
 Universal Screeners (MAP Growth)  
 District Benchmark Assessments

Summative: STAAR





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will create lessons that will incorporate hands-on experiences, labs and active learning in context as evidenced by lessons plans and regular learning walks with feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to relate to science concepts using concrete examples.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers and Instructional Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Improve vocabulary knowledge and student use of academic vocabulary by providing a vocabulary rich, spiraling science curriculum aligned to the TEKS using resources such as Flocabulary, Stemscoops, Interactive Word Walls, and science vocabulary cards as evidenced by learning walks with feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use academic vocabulary to articulate learning throughout lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers and Instructional Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Flocabulary - 211 Title I, Part A - \$3,360, StemScopes Science - 211 Title I, Part A - \$6,835</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will use assessment data to determine appropriate interventions such as flexible tutorial groups, small group instruction, additional science lab rotations during INNOVATIVE DAY, and resources needed to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve scores over the year. Data will include: Minor/Major grades, MAP Growth scores, teacher observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher, Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Science Lab Resources - 211 Title I, Part A - \$900</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, students in all sub-pops will perform within 10% of all students on end of year State and District academic achievement assessments and will meet all Target Measures for the Closing the Gap Domain on STAAR in math and student Success Status.

**Performance Objective 1:** Improve Tier 1 instruction for all special education students.

**Evaluation Data Sources:** STAAR Summative Data  
 Nine Weeks Grades/Failure Reports  
 Progress Monitoring Assessments  
 Universal Screeners (MAP Growth)




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide all teachers (GenEd and SpEd) professional development on implementing appropriate accommodations and supports in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with the needed services to make progress on IEP goals.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SpEd teachers will meet with GenEd teachers during PLCs to discuss and plan additional strategies for any special education students who are not making adequate progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with scaffolded instruction and additional strategies to close the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Teachers Administration</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 2:** By June 2025, students in all sub-pops will perform within 10% of all students on end of year State and District academic achievement assessments and will meet all Target Measures for the Closing the Gap Domain on STAAR in math and student Success Status.

**Performance Objective 2:** Improve Tier 1 instruction for Emergent Bilingual (EB) students.

- Evaluation Data Sources:** TELPAS Proficiency Ratings  
 Formative Assessments  
 Lesson Plans  
 Language Objectives  
 Walk-throughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will utilize Summit K12 to practice language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will make at least one year's growth in the speaking domain on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist, Teachers, Administrators</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will receive professional development and utilize campus vocabulary programs such as 7 Steps to a Language-Rich Interactive Classroom, 38 Academic Language Builders and Vocabulary Magic.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity in order to make academic learning more comprehensible for Emergent Bilingual students in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist, Instructional Coaches, Administrators</p> <p><b>Funding Sources:</b> Vocabulary Magic Materials - 199 PIC 25 State Bilingual/ESL - \$1,240, Seidlitz Vocabulary Materials - 199 PIC 25 State Bilingual/ESL - \$300</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Purchase additional resources to support language acquisition in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will make comparable academic progress when compared to non-Emergent Bilingual peers.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist, Administration</p> <p><b>Funding Sources:</b> Literacy Footprints Interactive Kits - 199 PIC 25 State Bilingual/ESL - \$1,260, General Supplies for EB Classroom - 199 PIC 25 State Bilingual/ESL - \$1,100</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Emergent Bilingual families with resources to bridge school to home learning connection.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and communication pertaining to Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Emergent Bilingual Specialist</p> <p><b>Title I:</b> 2.6, 4.2</p> <p><b>Funding Sources:</b> Family Engagement Resources - 199 PIC 25 State Bilingual/ESL - \$1,500</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, students in all sub-pops will perform within 10% of all students on end of year State and District academic achievement assessments and will meet all Target Measures for the Closing the Gap Domain on STAAR in math and student Success Status.


**Performance Objective 3:** Identify students who are at-risk of not meeting grade level expectations and provide additional interventions to ensure they meet grade level standards.


**Evaluation Data Sources:** Universal screeners  
 Formative/Summative assessments  
 Reading Map Fluency  
 MAP data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to hire teachers, paraprofessionals, and supplemental staff to target at-risk students, including Pre-K students, by providing coaching support to teachers, tutorials for students, and on-going monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will target at-risk students to provide necessary interventions to close the gaps. Success will be measured by summative and formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Instructional Coordinator                      Paraprofessionals</p> <p><b>Funding Sources:</b> Instructional Coordinator - 211 Title I, Part A - \$91,602.74, Pre-K and paraprofessionals - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$183,120.50</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide on-going content specific professional development on TEKS that struggling students did not perform well on according to various data points.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted interventions based on their needs so progress can be tracked with fidelity. This will allow students be identified in a more timely manner to be moved from one tier to another, or referred for Special Education testing.</p> <p><b>Staff Responsible for Monitoring:</b> General Education Teacher                      MTSS Coordinator</p> <p><b>Title I:</b>                      2.6</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> General Education Teachers, MTSS Coordinator, Administration, Counselor, and/or Instructional Coaches will meet after each grading period to review data, update progress and make decisions on student programming of all MTSS students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data will be reviewed and academic interventions discussed and adjusted if needed to best serve student needs. These meeting will also allow Administration, Counselors and Instructional Coaches to assist and be informed of student/teacher needs.</p> <p><b>Staff Responsible for Monitoring:</b> General Education Teacher MTSS Coordinator Administration</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished


 Continue/Modify

 Discontinue

**Goal 3:** For the 2024-2025 school year, we will increase student engagement and time on task as evidenced by a decrease of 15% in the number of discipline referrals while also maintaining an attendance percentage of 95% or above.

**Performance Objective 1:** Increase student attendance to meet or exceed the expected target of 95%.





**Evaluation Data Sources:** Attendance Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> At each family engagement event as well as through regular campus communication, provide families with updates on campus attendance as well as information on how attendance impacts our campus accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance percentage to maintain 95% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Teachers</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a campus wide attendance program designed to motivate students to attend school regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and maintain a campus attendance percentage of 95% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Assistant Principal</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

**Goal 3:** For the 2024-2025 school year, we will increase student engagement and time on task as evidenced by a decrease of 15% in the number of discipline referrals while also maintaining an attendance percentage of 95% or above.

**Performance Objective 2:** Decrease the number of office referrals, ISS incidents, and OSS incidents.

**Evaluation Data Sources:** Discipline Reports  
Office Referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Positive Behavior Supports Intervention and Support (PBIS) process to reduce the number of students removed from their regular educational setting (includes use of Jag Time, restorative practices, use of rewards system)</p> <p><b>Strategy's Expected Result/Impact:</b> Students are engaged in the learning environment and on task learning and classroom disruptions are minimized.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee including teachers, counselor, administrators</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development and resources to support teachers and staff with teaching self-regulation strategies to students, using de-escalation strategies during times of crisis, and recognizing signs of distress in students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have the necessary skills and resources to support students with their social-emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Innovative Day Para Instructional Coaches Counselor Administrators</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**





## Perceptions

**Problem Statement 1:** Based on the 2023-2024 campus climate survey, 31% of our staff believe discipline is not enforced fairly for students at our school. **Root Cause:** Additional training is needed on student code of conduct, campus PBIS and the discipline flow chart, and BIPs for special education students.

**Goal 4:** By June 2025, communication between teachers, staff, students, and parents/guardians regarding social-emotional and academic student needs will improve by 7% as measured by the campus climate survey.

**Performance Objective 1:** Increase teacher, staff, students, and parent/guardians communication with specific feedback.

**Evaluation Data Sources:** Campus Climate Survey  
Parent Communication Logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student specific information will be shared with parents regarding student strengths and weaknesses (MAP reports, previous state and district testing) and resources to address each.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will receive consistent communication about their students progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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>			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Based in the 2023-2034 campus climate survey, parents are stating they lack communication and information on how to support their student in school as well as feedback on how their student's progress and learning needs. <b>Root Cause:</b> There is a lack of communication from teachers to parents regarding student success.</p>



# State Compensatory

## Budget for Arredondo Elementary

**Total SCE Funds:** \$11,979.00

**Total FTEs Funded by SCE:** 2.5

### Brief Description of SCE Services and/or Programs

--

## Personnel for Arredondo Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandra Hernandez	Pre K Aide	0.5
Brenda Valdez	Pre K Aide	0.5
Diana Hernandez	Pre K Aide	0.5
Donna Karastamatis	Pre-Kindergarten Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

Arredondo conducted a comprehensive needs assessment (CNA) on the following dates: May 30, 2024 and June 18, 2024. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and EB departments. Site Based Decision Making Committee Members are listed in the committee table.

## 2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be reviewed and revised, as needed, for the following year (2025-2026 school year) and/or evaluated during the following months (September, November, January, March). Tentative Campus Improvement Council/SOM meeting dates are as follows: September 16, November 4, January 27, and March 24.

## 2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

## 3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

## 4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

## **5.1: Determine which students will be served by following local policy**

Please see Title1Crate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Cloma	Instructional Coordinator		1.0

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Hillary Bartee	Parent
District-level Professional	Jamie Vincek	Director of Talent Development
Parent	Amy Hensley	Parent
Classroom Teacher	Gariela Fernandez	5th Grade
Classroom Teacher	Amanda Richards	4th Grade
Classroom Teacher	Kimberly Rychlik	3rd Grade
Classroom Teacher	Caitlyn Johnson	2nd Grade
Classroom Teacher	Angela Johnson	1st Grade
Classroom Teacher	Kaley Kusler	Kindergarten Teacher
Non-classroom Professional	Katrina Williams	Literacy Coach
Administrator	Amber Barbarow	Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	myON		\$7,669.00
1	1	4	Resources to create engaging stations and decodable readers		\$2,500.00
1	2	1	Materials for Blended Learning Stations		\$1,133.26
1	3	2	StemScopes Science		\$6,835.00
1	3	2	Flocabulary		\$3,360.00
1	3	3	Science Lab Resources		\$900.00
2	3	1	Instructional Coordinator		\$91,602.74
<b>Sub-Total</b>					\$114,000.00
<b>Budgeted Fund Source Amount</b>					\$114,000.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	StemScopes Math		\$5,979.00
1	2	2	Curriculum Associates (Ready 1-5)		\$6,000.00
2	3	1	Pre-K and paraprofessionals		\$183,120.50
<b>Sub-Total</b>					\$195,099.50
<b>Budgeted Fund Source Amount</b>					\$195,099.50
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Seidlitz Vocabulary Materials		\$300.00
2	2	2	Vocabulary Magic Materials		\$1,240.00
2	2	3	General Supplies for EB Classroom		\$1,100.00
2	2	3	Literacy Footprints Interactive Kits		\$1,260.00
2	2	4	Family Engagement Resources		\$1,500.00
<b>Sub-Total</b>					\$5,400.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Budgeted Fund Source Amount</b>	\$5,400.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$314,499.50
				<b>Grand Total Spent</b>	\$314,499.50
				<b>+/- Difference</b>	\$0.00