

Conroe Independent School District
Austin Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Austin had the following performance percentages on the 2023 STAAR assessment:

- 3rd Grade Reading, 76% of students achieved the Approaches level and 48% achieved the Meets level.
- 3rd Grade Reading, Bilingual students tested in Spanish scored 32% at the Approaches level and 21% achieved the Meets level.
- 3rd Grade ELA Reporting Category 1 (Reading), students scored 59% passing.
- 3rd Grade ELA Reporting Category 2 (Writing), students scored 39% passing.
- 3rd Grade Math, 77% of students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards.
- 3rd Grade Math, Reporting Category 3 (Geometry and Measurement) students scored 46% passing.
- 3rd Grade Math, Reporting Category 4 (Data Analysis and Personal Financial Literacy) students scored 70% passing.
- 4th Grade ELA, 71% of students achieved the Approaches level, and 37% achieved the Meets level.
- 4th Grade ELA Reporting Category 1 (Reading), students scored 52% passing.
- 4th Grade ELA Reporting Category 2 (Writing), students scored 39% passing.
- 4th Grade Math, 79% of students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards.
- 4th Grade Math, Reporting Category 2 (Computations and Algebraic Reasoning) students scored 52% passing.
- 4th Grade Math, Reporting Category 4 (Data Analysis and Personal Financial Literacy) students scored 70% passing.
- 4th Grade Reading, Bilingual students tested in Spanish scored 13% at the Approaches level and 7% achieved the Meets level.

Austin had the following performance percentages on the PK-2 Early Literacy assessments:

- K-2 improved the percentage of students reading on grade level; however, 57.5% of students are reading below grade level.
- 69% of Pre-K students were proficient at identifying (naming) upper and lowercase letters on the End of Year CIRCLE assessment.
- 78% of Pre-K students were proficient at identifying (sound) upper and lowercase letters on the End of Year CIRCLE assessment.
- 89% of Pre-K students were proficient at counting sets on the End of Year Circle assessment.

Austin had the following performance percentages on the 2023 TELPAS:

- 10% of students decreased proficiency on the 2023 TELPAS Assessment composite from 2022 to 2023.
- 55% of students showed no change in proficiency on the 2023 TELPAS Assessment composite from 2022 to 2023.
- 22% of 2nd grade students decreased proficiency on the 2023 TELPAS Assessment composite from 2022 to 2023.

Student Achievement Strengths

- On the 2023 3rd grade STAAR Reading Assessment, 76% of students achieved the Approaches level and 48% achieved the Meets level. This is up from 66% at Approaches and 36% at Meets on the 2022 STAAR Reading Assessment.
- On the 2023 3rd grade STAAR Math Assessment, 77% of students achieved approaches and 39% met standard. This is up from 63% at Approaches and 28% at Meets on the 2022 STAAR Reading Assessment.

- On the 2023 3rd grade STAAR Math Assessment, Reporting Category 4 (Data Analysis and Personal Financial Literacy) increased 15 points from 55% in 2022 to 70% mastery in 2023.
- On the 2023 4th grade STAAR Math Assessment, 79% of students achieved the Approaches level and 55% achieved the Meets level. This is up from 77% at Approaches and 39% at Meets.
- The Math growth measure on the 2023 STAAR Math Assessment increased from 83% in 2022 to 84% in 2023.
- 89% of Pre-K students were proficient at counting sets on the End of Year CIRCLE assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 57.5% of Kinder-2nd grade students are reading below grade level. **Root Cause:** Guided reading lessons lack systematic vocabulary instruction and teachers are unable to identify the foundational skill deficits when planning guided reading instruction.

Problem Statement 2 (Prioritized): The Reading Growth measure on the 2023 STAAR Reading Assessment decreased from 84% in 2022 to 56% in 2023. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. **Root Cause:** Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Problem Statement 3 (Prioritized): On the 2023 4th grade STAAR Reading Assessment, 71% of students achieved the Approaches level and 37% achieved the Meets level. This is down from 83% at Approaches and 66% at Meets on the 2022 STAAR Reading Assessment. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. **Root Cause:** Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Problem Statement 4 (Prioritized): 10% of all students decreased their proficiency on the 2023 TELPAS Assessment composite from the previous year. 55% of students showed no change in proficiency on the 2023 TELPAS Assessment composite from the previous year. **Root Cause:** There was an over dependence on Summit K-12 instead of increasing the focus on ELPS in planning and instruction.

Problem Statement 5 (Prioritized): In 3rd Grade Math, 77% of all students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards. In 4th Grade Math, 79% of all students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards. Special education and ESL students scored significantly lower than other subgroups. **Root Cause:** All students need more instruction and practice with academic vocabulary.

Problem Statement 6: On the 2023 4th Grade STAAR Reading Assessment, 57% of all students scored "0" on the Extended Constructed Response. On the 2023 3rd Grade STAAR Reading Assessment, 50% of students scored "0" on the Extended Constructed Response. **Root Cause:** Students did not address the prompt and some did not know the difference between the Short Constructed Response and the Extended Constructed Response.

Problem Statement 7: 33% of white Pre-K students were proficient at identifying (naming) upper and lowercase letters on the 2023 End of Year CIRCLE assessment, and 48% were proficient at identifying (sound) upper and lowercase letters on the 2023 End of Year CIRCLE assessment. **Root Cause:** PK monolingual classrooms lack environmental print and daily, repeated instruction of letters and sounds.

Problem Statement 8: In Reporting Category 3 (Geometry and Measurement) 2023 STAAR Math Assessment 46% of all students met passing standards for 3rd grade and 57% of all students met passing standards for 4th grade. **Root Cause:** Students struggled with question types and low vocabulary. Items were often multi-step problems, questions with more than one correct response, and geometry questions without images that rely heavily on student's knowledge of geometry vocabulary.

Culture and Climate

Culture and Climate Summary

The Organizational Health Inventory (OHI) data for Austin Elementary shows increases in 7 of 10 areas from 2022 to 2023. Top increases included Morale (13 percentile points) and Resource Utilization (10 percentile points). Decreases include Autonomy (7 percentile points), Problem Solving Adequacy (6 percentile points), and Adaptation (3 percentile points). The level of imbalance between Problem Solving Adequacy (34) and Goal Focus (61) indicates that faculty members know leaders are highly committed to school goals; however, this did not translate to Problem Solving Adequacy.

Discipline data shows an overall increase in incident referrals. Bus referrals increased from 56 in 2022 to 141 in 2023.

Culture and Climate Strengths

When looking at the 2023 OHI data, strengths were observed in the following areas:

- Morale increased by 13 points
- Resource Utilization increased by 10 points
- The middle 1/3 of Austin Elementary staff is being lifted by the top 1/3 in 8 of 10 dimensions.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The number of incident referrals on bus routes increased from 56 during 2021-2022 to 141 2022-2023. **Root Cause:** Lack of common Foundations expectations for riding the bus, and expectations are not communicated to students before riding the bus.

Problem Statement 2 (Prioritized): Campus incident referrals increased from 254 in 2021-2022 to 384 in 2022-2023. **Root Cause:** Lack of relationships and problem solving strategies for students in conflict leading to increased physical aggression and inappropriate behavior.

Problem Statement 3 (Prioritized): Teacher morale continues to be lowest indicator of the overall health of the school. **Root Cause:** Teachers are frustrated by increased behavior incidents, low academic performance of students, and the lack of recognition for job performance.

Parent and Community Engagement

Parent and Community Engagement Summary

Weekly parent newsletters keep families informed about school events and current instructional topics. Watch D.O.G.S. became more involved on campus, working with students and completing projects. The Austin PTO encourages ongoing parent participation throughout the year, although some Spanish speaking parents are reluctant to volunteer due to language barriers.

Parent and Community Engagement Strengths

Strengths for parent and community engagement included:

- Weekly newsletter for parent communication
- PTO events that bring parents into the school
- Fall and Spring library nights

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Students were unable to cope with the stressors associated with balancing school and home life, which affected attendance and student performance. **Root Cause:** Parents struggle to find resources to assist their children emotionally, socially, and academically at home.

Problem Statement 2 (Prioritized): Attendance at Austin Elementary was below 95%, which was lower than pre-pandemic levels. **Root Cause:** Attendance has not been made a priority in the past few years.

Problem Statement 3 (Prioritized): Parents need more opportunities to be involved with their children's education. **Root Cause:** Lack of understanding and communication regarding various ways parents can assist in their child's education.

Priority Problem Statements

Problem Statement 1: 57.5% of Kinder-2nd grade students are reading below grade level.

Root Cause 1: Guided reading lessons lack systematic vocabulary instruction and teachers are unable to identify the foundational skill deficits when planning guided reading instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The Reading Growth measure on the 2023 STAAR Reading Assessment decreased from 84% in 2022 to 56% in 2023. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment.

Root Cause 2: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 10% of all students decreased their proficiency on the 2023 TELPAS Assessment composite from the previous year. 55% of students showed no change in proficiency on the 2023 TELPAS Assessment composite from the previous year.

Root Cause 3: There was an over dependence on Summit K-12 instead of increasing the focus on ELPS in planning and instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In 3rd Grade Math, 77% of all students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards. In 4th Grade Math, 79% of all students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards. Special education and ESL students scored significantly lower than other subgroups.

Root Cause 4: All students need more instruction and practice with academic vocabulary.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 71% of students achieved the Approaches level and 37% achieved the Meets level. This is down from 83% at Approaches and 66% at Meets on the 2022 STAAR Reading Assessment. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment.

Root Cause 5: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The number of incident referrals on bus routes increased from 56 during 2021-2022 to 141 2022-2023.

Root Cause 6: Lack of common Foundations expectations for riding the bus, and expectations are not communicated to students before riding the bus.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Campus incident referrals increased from 254 in 2021-2022 to 384 in 2022-2023.

Root Cause 7: Lack of relationships and problem solving strategies for students in conflict leading to increased physical aggression and inappropriate behavior.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Teacher morale continues to be lowest indicator of the overall health of the school.

Root Cause 8: Teachers are frustrated by increased behavior incidents, low academic performance of students, and the lack of recognition for job performance.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: Parents need more opportunities to be involved with their children's education.

Root Cause 9: Lack of understanding and communication regarding various ways parents can assist in their child's education.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Attendance at Austin Elementary was below 95%, which was lower than pre-pandemic levels.

Root Cause 10: Attendance has not been made a priority in the past few years.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Students were unable to cope with the stressors associated with balancing school and home life, which affected attendance and student performance.

Root Cause 11: Parents struggle to find resources to assist their children emotionally, socially, and academically at home.

Problem Statement 11 Areas: Parent and Community Engagement

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Community Based Accountability System (CBAS)

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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data


Goals







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percentage of students that score at the Meets level or above on the 2024 STAAR Reading Assessment from 40% to 46%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Interim Assessments, STAAR data, Common Assessments, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will work in PLCs to monitor progress of students in ELA using a variety of data, including district data dashboards. Strategy's Expected Result/Impact: Increased progress monitoring of students toward state accountability measures in ELA Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ELA tutorials for all 3rd and 4th grade students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Tutorials - State Comp Ed - \$6,021, Tutorials - Title I - \$1,000	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will participate in additional team planning sessions to develop ELA common assessments, interventions and extensions. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Instructional Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Substitutes - Title I - \$1,265	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:



Student Achievement
Problem Statement 3: On the 2023 4th grade STAAR Reading Assessment, 71% of students achieved the Approaches level and 37%achieved the Meets level. This is down from 83% at Approaches and 66% at Meets on the 2022 STAAR Reading Assessment. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. Root Cause: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percentage of students that score at the Meets level or above on the 2024 STAAR Math Assessment from 49% to 54%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Interim Assessments, STAAR data, Common Assessments, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will work in PLCs to monitor progress of students in math using a variety of data, including district data dashboards. Strategy's Expected Result/Impact: Increased progress monitoring of students toward state accountability measures in math Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide math tutorials for all 3rd and 4th grade students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Teachers - Title I - \$6,600	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will participate in additional team planning sessions to develop math common assessments, interventions and extensions. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Instructional Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Substitutes - State Comp Ed - \$1,265	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: In 3rd Grade Math, 77% of all students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards. in 4th Grade Math, 79% of all students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards. Special education and ESL students scored significantly lower than other subgroups. Root Cause: All students need more instruction and practice with academic vocabulary.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the ELA growth measure on the 2024 STAAR Reading Assessment from 56% to 60%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Interim Assessments, STAAR data, Common Assessments, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Build capacity of 2nd-4th grade ELA teachers by providing staff development on research based reading strategies. Strategy's Expected Result/Impact: increased teacher capacity for presenting quality reading and writing instruction resulting in increased student achievement. Staff Responsible for Monitoring: Instructional Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Books - Title I - \$1,600	Formative		
	Dec	Mar	June
	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 2: The Reading Growth measure on the 2023 STAAR Reading Assessment decreased from 84% in 2022 to 56% in 2023. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. Root Cause: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percentage of students in K-2 reading on grade level at the end of the year from 58% to 62%.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** MOY and BOY literacy assessments and mClass data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize progress monitoring and RtI system to meet students where they are and provide intervention to help close the reading gaps in the early grades. Strategy's Expected Result/Impact: Increased student growth in K-2 reading Staff Responsible for Monitoring: Teachers and Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Bilingual Intervention Teachers - Title I - \$82,463, Bilingual Intervention Teacher - Title I - \$82,463, Intervention Teacher - Title I - \$85,963	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure teachers are implementing Reader's Workshop with fidelity. Strategy's Expected Result/Impact: When implemented with fidelity, Reader's Workshop results in increased student skills for reading unfamiliar text Staff Responsible for Monitoring: Administrators and Instructional coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will participate in additional team planning sessions to develop reading assessments, interventions and extensions. Strategy's Expected Result/Impact: By providing individualized and prescriptive interventions, students will have increased reading levels Staff Responsible for Monitoring: Instructional Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Substitutes - Title I - \$5,000	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:


Student Achievement
Problem Statement 1: 57.5% of Kinder-2nd grade students are reading below grade level. Root Cause: Guided reading lessons lack systematic vocabulary instruction and teachers are unable to identify the foundational skill deficits when planning guided reading instruction.






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percentage of Emergent Bilingual (EB) students who improve their English proficiency on the 2024 TELPAS Assessment from 45% to 49%.

High Priority
Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students the opportunity to practice the skills required on the 2024 TELPAS Assessment through the use of Summit K-12. Strategy's Expected Result/Impact: By practicing the required skills, EB students will have increased English proficiency and increased student achievement Staff Responsible for Monitoring: Assistant Principal, Bilingual/ESL teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4 Funding Sources: Summit K12 - Title III - \$2,359	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide tutorials to Kinder-2nd grade Emergent Bilingual students. Strategy's Expected Result/Impact: Students will have increased English proficiency Staff Responsible for Monitoring: Bilingual/ESL teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Tutorials - Title III - \$7,350	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 4: 10% of all students decreased their proficiency on the 2023 TELPAS Assessment composite from the previous year. 55% of students showed no change in proficiency on the 2023 TELPAS Assessment composite from the previous year. Root Cause: There was an over dependence on Summit K-12 instead of increasing the focus on ELPS in planning and instruction.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain effective fiscal management of resources and operations

Evaluation Data Sources: Budget alignment

Strategy 1 Details	Formative Reviews		
Strategy 1: We will evaluate educational priorities on our campus and provide resources within the budget needed to ensure the most effective instruction in the classroom. We will inventory materials and provide staff development opportunities that align with standards-based instruction. Strategy's Expected Result/Impact: Integrated materials and training to maximize student success Staff Responsible for Monitoring: Principal, Instructional Coaches, Secretary Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2, 3, 5 Funding Sources: Instructional materials and training - Title I - \$28,129	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 57.5% of Kinder-2nd grade students are reading below grade level. Root Cause: Guided reading lessons lack systematic vocabulary instruction and teachers are unable to identify the foundational skill deficits when planning guided reading instruction.
Problem Statement 2: The Reading Growth measure on the 2023 STAAR Reading Assessment decreased from 84% in 2022 to 56% in 2023. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. Root Cause: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.
Problem Statement 3: On the 2023 4th grade STAAR Reading Assessment, 71% of students achieved the Approaches level and 37%achieved the Meets level. This is down from 83% at Approaches and 66% at Meets on the 2022 STAAR Reading Assessment. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. Root Cause: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Student Achievement






<p>Problem Statement 5: In 3rd Grade Math, 77% of all students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards. in 4th Grade Math, 79% of all students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards. Special education and ESL students scored significantly lower than other subgroups. Root Cause: All students need more instruction and practice with academic vocabulary.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Promote teacher leaders within the campus by increasing the Overall OHI score from the 38th percentile to the 45th percentile.

High Priority
Evaluation Data Sources: OHI

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement morale teams and leadership opportunities, where teachers build relationships with people outside of their teams. Strategy's Expected Result/Impact: By working on campus growth and morale activities with people other than their team, the overall OHI score will increase Staff Responsible for Monitoring: Principal, Team Leaders, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:



Culture and Climate
Problem Statement 3: Teacher morale continues to be lowest indicator of the overall health of the school. Root Cause: Teachers are frustrated by increased behavior incidents, low academic performance of students, and the lack of recognition for job performance.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Teachers will participate in professional learning that correlates with campus goals in order to positively impact students in the classroom.

Evaluation Data Sources: Training Agendas and Sign-in Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Build teacher capacity by providing coaching cycles and staff development on 3:1 Ratio of Positive Interactions, CHAMPS, and other classroom management strategies. Strategy's Expected Result/Impact: Improved use of classroom management strategies will result in increased student engagement and reduced incident referrals Staff Responsible for Monitoring: Instructional Coaches Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1, 2 Funding Sources: Behavior Instructional Coach - Title I - \$82,463	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Build teacher capacity by providing Coaching Cycles, Instructional Rounds, and Lab Sites. Strategy's Expected Result/Impact: Increased student growth in reading on grade level and increased ELA and math scores. Staff Responsible for Monitoring: Reading Instructional Coach, Math Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 2, 3 Funding Sources: Instructional Coaches - State Comp Ed - \$159,503	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 57.5% of Kinder-2nd grade students are reading below grade level. **Root Cause:** Guided reading lessons lack systematic vocabulary instruction and teachers are unable to identify the foundational skill deficits when planning guided reading instruction.

Problem Statement 2: The Reading Growth measure on the 2023 STAAR Reading Assessment decreased from 84% in 2022 to 56% in 2023. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. **Root Cause:** Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Problem Statement 3: On the 2023 4th grade STAAR Reading Assessment, 71% of students achieved the Approaches level and 37% achieved the Meets level. This is down from 83% at Approaches and 66% at Meets on the 2022 STAAR Reading Assessment. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. **Root Cause:** Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Problem Statement 4: 10% of all students decreased their proficiency on the 2023 TELPAS Assessment composite from the previous year. 55% of students showed no change in proficiency on the 2023 TELPAS Assessment composite from the previous year. **Root Cause:** There was an over dependence on Summit K-12 instead of increasing the focus on ELPS in planning and instruction.

Problem Statement 5: In 3rd Grade Math, 77% of all students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards. in 4th Grade Math, 79% of all students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards. Special education and ESL students scored significantly lower than other subgroups. **Root Cause:** All students need more instruction and practice with academic vocabulary.

Culture and Climate

Problem Statement 1: The number of incident referrals on bus routes increased from 56 during 2021-2022 to 141 2022-2023. **Root Cause:** Lack of common Foundations expectations for riding the bus, and expectations are not communicated to students before riding the bus.

Problem Statement 2: Campus incident referrals increased from 254 in 2021-2022 to 384 in 2022-2023. **Root Cause:** Lack of relationships and problem solving strategies for students in conflict leading to increased physical aggression and inappropriate behavior.

Problem Statement 3: Teacher morale continues to be lowest indicator of the overall health of the school. **Root Cause:** Teachers are frustrated by increased behavior incidents, low academic performance of students, and the lack of recognition for job performance.






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture conducive to learning by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Austin Elementary will increase opportunities for parent involvement in their child's academic and social-emotional success.

High Priority

Evaluation Data Sources: Attendance at parent events and academic nights.

Strategy 1 Details	Formative Reviews		
Strategy 1: Austin will host parent education nights to enhance parent ability to assist their children with different aspects of academic, social and emotional situations. Strategy's Expected Result/Impact: A stronger connection between school and home Staff Responsible for Monitoring: Teachers, Instructional Coaches, Counselors Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1, 3 Funding Sources: Family Engagement Communication, Healthy Snacks, Materials - Title I - \$4,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Parent and Community Engagement
Problem Statement 1: Students were unable to cope with the stressors associated with balancing school and home life, which affected attendance and student performance. Root Cause: Parents struggle to find resources to assist their children emotionally, socially, and academically at home.
Problem Statement 3: Parents need more opportunities to be involved with their children's education. Root Cause: Lack of understanding and communication regarding various ways parents can assist in their child's education.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture conducive to learning by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase parent communication and parent support through frequent and varied communication methods.

Evaluation Data Sources: Newsletter, Social Media, Parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Austin Elementary will send out weekly communication via online newsletter, as well as publish upcoming events on social media and our school website calendar. Strategy's Expected Result/Impact: Increased parent participation and parent support Staff Responsible for Monitoring: School Secretary, Web Master, Social Media Facilitator, and Grade Level Representatives. Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Parent and Community Engagement 1, 2, 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Students were unable to cope with the stressors associated with balancing school and home life, which affected attendance and student performance. Root Cause: Parents struggle to find resources to assist their children emotionally, socially, and academically at home.
Problem Statement 2: Attendance at Austin Elementary was below 95%, which was lower than pre-pandemic levels. Root Cause: Attendance has not been made a priority in the past few years.
Problem Statement 3: Parents need more opportunities to be involved with their children's education. Root Cause: Lack of understanding and communication regarding various ways parents can assist in their child's education.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture conducive to learning by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Austin Elementary will ensure a safe and orderly environment that is conducive to learning.

High Priority

Evaluation Data Sources: Parent surveys, Watch D.O.G.S. participation calendar, Bus Incident Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Watch D.O.G.S. program to assist with school safety. Strategy's Expected Result/Impact: Increased monitoring of the students and the campus Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2, 3 - Parent and Community Engagement 3	Formative		
	Dec	Mar	June
	<div><div></div>50%</div>		
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Bus CHAMPS and incentives on all buses. Strategy's Expected Result/Impact: Improved student behaviors and decreased bus incidents Staff Responsible for Monitoring: Assistant Principals, Foundations Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1, 2	Formative		
	Dec	Mar	June
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate

Problem Statement 1: The number of incident referrals on bus routes increased from 56 during 2021-2022 to 141 2022-2023. **Root Cause:** Lack of common Foundations expectations for riding the bus, and expectations are not communicated to students before riding the bus.

Problem Statement 2: Campus incident referrals increased from 254 in 2021-2022 to 384 in 2022-2023. **Root Cause:** Lack of relationships and problem solving strategies for students in conflict leading to increased physical aggression and inappropriate behavior.

Problem Statement 3: Teacher morale continues to be lowest indicator of the overall health of the school. **Root Cause:** Teachers are frustrated by increased behavior incidents, low academic performance of students, and the lack of recognition for job performance.

Parent and Community Engagement

Problem Statement 3: Parents need more opportunities to be involved with their children's education. **Root Cause:** Lack of understanding and communication regarding various ways parents can assist in their child's education.








Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: The percentage of students meeting grade level standards on math instruction across all grades will increase by 5%.

High Priority

Evaluation Data Sources: Interim Assessments, STAAR data, Common Assessments, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide interactive, adaptive, and/or self-paced activities for students to learn and practice skills in math. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Teachers, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Dreambox - Title I - \$8,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 5: In 3rd Grade Math, 77% of all students achieved the Approaches level, 39% achieved the Meets level, and 23% did not meet passing standards. in 4th Grade Math, 79% of all students achieved the Approaches level, 55% achieved the Meets level, and 21% did not meet passing standards. Special education and ESL students scored significantly lower than other subgroups. Root Cause: All students need more instruction and practice with academic vocabulary.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Provide training and resources to ensure technology is integrated into daily instruction.

Evaluation Data Sources: Professional learning sign in sheets, observation data and lesson plans.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be provided with technology devices to increase their knowledge and experience with a variety of interfaces and formats. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 2 Funding Sources: Technology - Title I - \$39,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: The Reading Growth measure on the 2023 STAAR Reading Assessment decreased from 84% in 2022 to 56% in 2023. 57% of students scored zero points on the Extended Constructed Response, which was new on the 2023 STAAR Reading Assessment. Root Cause: Students struggled to think critically and respond to the text, had low stamina, and relied on overwhelming and time consuming test taking strategies.

Title I

1.1: Comprehensive Needs Assessment

Austin Elementary worked with campus committees, parents, and the community to conduct a comprehensive needs assessment. Academic and behavior data, discipline referrals and observations, survey results, and the campus OHI was considered when assessing the needs of all students on the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Austin Elementary's Campus Improvement Plan was developed by a collaborative effort between campus administration, campus committees, parents, and the community. This plan was developed to meet the needs identified in the Campus Needs Assessment.

2.2: Regular monitoring and revision

Campus committees will monitor the strategies listed in the Campus Improvement plan and meet quarterly to evaluate the progress achieved towards meeting campus goals. Progress will be documented and adjustments made as needed. The Campus Improvement Plan will be shared with all stakeholders.

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

Austin Elementary ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

Austin Elementary implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- In Class Small Group Instruction based on the individual needs of the student
- Pull Out Support in the form of RTI, SPED, and Dyslexia interventions.
- Before and after school tutorials for students who are working below grade level in reading and math.

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$1,000.00
1	1	3	Substitutes		\$1,265.00
1	2	2	Teachers		\$6,600.00
1	3	1	Books		\$1,600.00
1	4	1	Bilingual Intervention Teachers		\$82,463.00
1	4	1	Bilingual Intervention Teacher		\$82,463.00
1	4	1	Intervention Teacher		\$85,963.00
1	4	3	Substitutes		\$5,000.00
2	1	1	Instructional materials and training		\$28,129.00
3	1	1	Behavior Instructional Coach		\$82,463.00
4	1	1	Family Engagement Communication, Healthy Snacks, Materials		\$4,000.00
5	1	1	Dreambox		\$8,000.00
5	2	1	Technology		\$39,000.00
Sub-Total					\$427,946.00
Budgeted Fund Source Amount					\$427,946.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Summit K12		\$2,359.00
1	5	2	Tutorials		\$7,350.00
Sub-Total					\$9,709.00
Budgeted Fund Source Amount					\$9,709.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$6,021.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Substitutes		\$1,265.00
3	1	2	Instructional Coaches		\$159,503.00
Sub-Total					\$166,789.00
Budgeted Fund Source Amount					\$166,789.00
+/- Difference					\$0.00
Grand Total Budgeted					\$604,444.00
Grand Total Spent					\$604,444.00
+/- Difference					\$0.00