

Conroe Independent School District
Gordon-Reed Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Gordon Reed Elementary and Conroe ISD have a viable and rigorous district curriculum that is tightly aligned to our state standards, the Texas Essential Knowledge and Skills (TEKS). Lesson plans are designed collaboratively. Gordon Reed Elementary is a Professional Learning Community (PLC). Teachers use data to drive instruction and design purposeful lessons collaboratively to fill student gaps in learning. We are committed to implementing best practices in all classrooms to ensure we are meeting the needs of all students.

Below is a summary of the 2022-23 STAAR campus results for Gordon-Reed Elementary:

- Combined performance for 3rd-6th Grade Reading-82% Approaches, 53% Meets and 17% Masters
- Combined performance for 3rd-6th Grade Math-80% Approaches, 46% Meets and 15% Masters
- 5th Grade Science- 62% Approaches, 26% Meets and 4% Masters

2022 - 2023 Benchmark Assessment System (BAS) Results during the BOY Assessment Window:

- 75% of 2nd grade students are reading at grade level or above
- 73% of 1st grade students are reading at grade level or above
- 65% of Kindergarten students are reading at grade level or above

Based on this information, we will allocate funding sources for an ELA and Math Campus Coach.

Student Achievement Strengths

Gordon Reed Elementary continues to push Tier I best practices in the classroom and has developed a robust intervention schedule to fill gaps. Through observation and feedback cycles the instructional practices and in turn students success will increase. Gordon Reed Elementary strives to close the achievement gaps in all subjects by refining best practices in all content areas. Gordon-Reed teachers will continue to refine reading and math skills throughout the 2023-24 school year by focusing on higher leveling questioning and tiering guided math instruction to meet diverse learners.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. **Root Cause:** Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.

Problem Statement 2 (Prioritized): 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. **Root Cause:** Tier 1 best practices for planning

and instruction for small group reading have not been implemented with fidelity.

Problem Statement 3 (Prioritized): 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 4 (Prioritized): 50% of 5th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 5 (Prioritized): 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 6 (Prioritized): 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 7 (Prioritized): 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 8 (Prioritized): On the 2023 Science STAAR test, 26% of students in 5th grade did not meet or were approaching **Root Cause:** Tier 1 best practices for planning and instruction for science instruction and interventions have not been implemented with fidelity. Home school connection with science concepts was minimal.

Culture and Climate

Culture and Climate Summary

As a collaborative school we will strive to establish clear and specific procedures for our students, parents and staff. We will also consistently communicate with our parents via email, parent newsletter, and school messenger about our school academic events. We will work on having a strong academic culture foundation to foster a positive staff morale. Gordon-Reed Elementary will be committed to learning about each other (Staff, Families, and Students). Our campus will create a physically and emotionally safe environment by utilizing Foundations to ensure all staff, students, and families are clear regarding expectations. Our school will operate as a Professional Learning Community with varied campus leadership teams striving for a very collaborative community. Our administrative team believes in developing meaningful relationships across the campus to support the well-being of our teachers and encourage them to achieve more than they imagined possible.

Culture and Climate Strengths

Gordon Reed Elementary's strengths include:

- Gordon-Reed Elementary has established problem solving teams to cover several areas that monitor the functions of our campus.
- Watch D.O.G.S. program was established and has received positive support from the community.
- Family outreach nights continue to grow in size and effectiveness.
- Dedicated grade level PLCs that plan and problem solve together consistently.
- Dedicated weekly planning sessions to promote collaboration and fidelity with implementation of plans.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): According to the OHI results, campus morale is a deficit. **Root Cause:** There is a lack of consistent communication and goal focus.

Problem Statement 2 (Prioritized): In 2022-23, there were 472 behavior office referrals at GRE. **Root Cause:** There is a campus-wide lack of clear expectations and systems for common areas and behavior.

Parent and Community Engagement

Parent and Community Engagement Summary

We will work to develop family and community engagement activities that will connect our families to the work their students are doing on the campus. We will continue to collaborate with the PTO board and work towards high family participation. Gordon-Reed Elementary will seek to engage families to be dynamic components of the success of the school. Throughout the year we will provide families with opportunities to give feedback to our leadership team for continued improvement. An online parent survey was created to gain input from parents and community regarding identified areas of need for new campus planning.

Parent and Community Engagement Strengths

- Host family events such as Family Movie Night and Family STEM Night.
- Families invited to campus events such as grade level musicals, concerts, recitals, art shows, parades, Kindergarten Graduation, 6th Grade Clap-out, etc.
- Communication of campus events through monthly newsletter, emails and social media accounts.
- We hosted an in-person Meet the Teacher event.
- Campus surveys with students, parents and staff.
- Strong partnership between campus and PTO.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent attendance to campus events. **Root Cause:** Poor engagement strategies to attract family participation.

Problem Statement 2 (Prioritized): Low percentage of parent connectedness and voice in the operations of the campus. **Root Cause:** Parent feedback/surveys were never sent out.

Priority Problem Statements

Problem Statement 1: 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2).

Root Cause 1: Student goal setting systems were not in place campus-wide.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments.

Root Cause 2: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: According to the OHI results, campus morale is a deficit.

Root Cause 3: There is a lack of consistent communication and goal focus.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Low parent attendance to campus events.

Root Cause 4: Poor engagement strategies to attract family participation.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System.

Root Cause 5: Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: On the 2023 Science STAAR test, 26% of students in 5th grade did not meet or were approaching

Root Cause 6: Tier 1 best practices for planning and instruction for science instruction and interventions have not been implemented with fidelity. Home school connection with science concepts was minimal.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: 50% of 5th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2).

Root Cause 7: Student goal setting systems were not in place campus-wide.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2).

Root Cause 8: Student goal setting systems were not in place campus-wide.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.)

Root Cause 9: Student goal setting systems were not in place campus-wide.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.)

Root Cause 10: Student goal setting systems were not in place campus-wide.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: In 2022-23, there were 472 behavior office referrals at GRE.

Root Cause 11: There is a campus-wide lack of clear expectations and systems for common areas and behavior.

Problem Statement 11 Areas: Culture and Climate

Problem Statement 12: Low percentage of parent connectedness and voice in the operations of the campus.

Root Cause 12: Parent feedback/surveys were never sent out.

Problem Statement 12 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
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

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

Parent/Community Data

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

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 percent of 3rd-6th grade students that score at the Meets grade level or above on the 2024 STAAR Reading Assessment from 53% to 58%.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide in depth professional learning and coordinate PLCs with all staff members in the area of reading and writing. Work with teachers in PK-6 on our district reading and writing workshop model components. Monitor effectiveness through modeling and coaching by the campus ELA coach. Strategy's Expected Result/Impact: Teachers will effectively and consistently implement model components with fidelity. Students will improve in the area of reading and writing. Staff Responsible for Monitoring: Principal, assistant principals, campus ELA coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 5, 6, 7 Funding Sources: Extra duty (planning) - Title I - \$3,524	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: ELA Coach will plan with all ELA teams to include required workshop components, creating common formative assessments, and data analysis of how students performed. Strategy's Expected Result/Impact: Teachers will understand how to create high quality assessments to monitor student growth. Teachers will learn how to analyze assessment data and plan for improvement and how to work with students not meeting expected growth. Staff Responsible for Monitoring: Principal, assistant principals, campus ELA coach Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 5, 6, 7 Funding Sources: Extra duty (tutoring) - Title I - \$6,310, Supplies - Title I - \$45,000	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Student Success Committee will create systems for setting goals and tracking student growth in reading. Strategy's Expected Result/Impact: Teachers and students will be able to monitor their progress. Student motivation will increase with ownership over learning. Staff Responsible for Monitoring: Principal, assistant principals, campus ELA coach, teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7 Funding Sources: Supplies - Title I - \$9,918	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. **Root Cause:** Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.

Problem Statement 2: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. **Root Cause:** Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.

Problem Statement 3: 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 4: 50% of 5th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 5: 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 6: 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

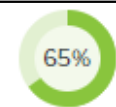
Problem Statement 7: 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

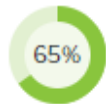





Goal 1: Student Achievement and Post-Secondary Success

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 percent of 3rd-6th grade students that score meets grade level or above on the 2024 STAAR Math Assessment from 46% to 51%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Math coach will work with teachers on small group math instruction such as tier 1 best practices, guided math, goal setting and tracking individual progress toward goals. Strategy's Expected Result/Impact: By provided job embedded professional learning by our campus math coach, students will have achievement gaps filled in and all students will achieve individual math goals. Staff Responsible for Monitoring: Principal, assistant principals, campus Math coach, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Achievement 3 Funding Sources: Math Instructional Coach - State Comp Ed - \$76,433, Extra duty (planning) - Title I - \$1,524	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math Coach will utilize PLCs with all math teams to include creating common formative assessments and data analysis of how students performed and addressing Tier 1 best practices. Strategy's Expected Result/Impact: Teachers will understand how to create high quality assessments to monitor student growth. Teachers will learn how to analyze assessment data and plan for improvement and how to work with students not meeting expected growth. Staff Responsible for Monitoring: Principal, assistant principals, campus Math coach, 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 1: Strong School Leadership and Planning Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create family math or STEM night to provide parent understanding to assist their children on math and science concepts. Increase engagement between home and school. Strategy's Expected Result/Impact: Parents have understanding how to support students at home. Staff Responsible for Monitoring: Principal, assistant principal, Math instructional coach Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 8 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.


Student Achievement
Problem Statement 8: On the 2023 Science STAAR test, 26% of students in 5th grade did not meet or were approaching Root Cause: Tier 1 best practices for planning and instruction for science instruction and interventions have not been implemented with fidelity. Home school connection with science concepts was minimal.
Parent and Community Engagement
Problem Statement 1: Low parent attendance to campus events. Root Cause: Poor engagement strategies to attract family participation.

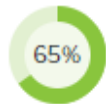




Goal 1: Student Achievement and Post-Secondary Success

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 percent of Kindergarten through Second Grade students that score on or above benchmark in foundational reading skills at End of Year from 64% to 80%.

HB3 Goal
Evaluation Data Sources: MClass, Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Success Committee will create systems for setting goals and tracking student growth in reading. Strategy's Expected Result/Impact: Improvement in students reading on or above grade level. Staff Responsible for Monitoring: Principal, assistant principals, ELA 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, 5, 6, 7	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use CISD READS tier 1 best practices for Balanced Literacy with fidelity. Strategy's Expected Result/Impact: Vertical Alignment, Cohesive and Best Practices, Effective implementation of Readers Workshop, Effective Utilization of students data to drive instruction, effective implementation of guided reading/strategy groups and strategic use of the mini lesson, collaborative planning Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches, teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 5, 6, 7 Funding Sources: ELAR Instructional Coach - State Comp Ed - \$78,043, Reading Intervention - State Comp Ed - \$3,185, Extra duty (tutorials) - Title I - \$5,000	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. Root Cause: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.
Problem Statement 2: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. Root Cause: Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.
Problem Statement 5: 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.
Problem Statement 6: 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) Root Cause: Student goal setting systems were not in place campus-wide.
Problem Statement 7: 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) Root Cause: Student goal setting systems were not in place campus-wide.

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 1st graders that can read on or above grade level from 61% to 80% on the EOY BAS.

HB3 Goal
Evaluation Data Sources: District and campus reading assessments, BAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement daily guided reading groups and targeted intervention for students performing at approaches and did not meet level at monthly check ins. Strategy's Expected Result/Impact: Ongoing growth towards mastery of grade level concepts Staff Responsible for Monitoring: Principal, assistant principals, campus ELA coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
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Performance Objective 4 Problem Statements:






Student Achievement
Problem Statement 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. Root Cause: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.
Problem Statement 2: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. Root Cause: Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.

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 listening and speaking domains of the 2024 TELPAS by 1 proficiency level for each students in grades 1st-6th.

Evaluation Data Sources: Summit, Imagine Learning, Teacher observation, TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will plan for opportunities in all content areas for academic discourse. Strategy's Expected Result/Impact: Students will increase their holistic rating on TELPAS. Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches, teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5, 6, 7 Funding Sources: Summit K-12 - Title III - \$1,234, Computer/AV, Books, Supplies - Title III - \$2,500	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 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. Root Cause: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity. Problem Statement 5: 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide. Problem Statement 6: 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) Root Cause: Student goal setting systems were not in place campus-wide. Problem Statement 7: 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) Root Cause: Student goal setting systems were not in place campus-wide.

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 6: Establish a well-rounded school curriculum that addresses STEM, Music, Art, and Physical Education.






Strategy 1 Details	Formative Reviews		
Strategy 1: Acquire instructional aides to enhance learning opportunities. Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Dec	Mar	June
	N/A		
<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>			

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 efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Surveys, OHI, Audits

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with campus secretary DAILY to identify instructional and assessment resources, requested by teachers, to enhance classroom instruction and student achievement. Strategy's Expected Result/Impact: Ensure that monies are being delegated appropriately based on the campus needs assessment. Staff Responsible for Monitoring: Principal, campus secretary Problem Statements: Culture and Climate 1	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:






Culture and Climate
Problem Statement 1: According to the OHI results, campus morale is a deficit. Root Cause: There is a lack of consistent communication and goal focus.

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: To create, monitor, and follow up with a robust walkthrough system for the admin team.

Evaluation Data Sources: OHI, staff surveys, accountability results

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet weekly with core team to review walkthrough observations and staff needs. Strategy's Expected Result/Impact: Increase capacity of staff to respond to data and increase level of instruction. Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7, 8 - Culture and Climate 1	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 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. Root Cause: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.
Problem Statement 2: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. Root Cause: Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.
Problem Statement 3: 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.
Problem Statement 4: 50% of 5th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.
Problem Statement 5: 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.






Student Achievement
Problem Statement 6: 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) Root Cause: Student goal setting systems were not in place campus-wide.
Problem Statement 7: 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) Root Cause: Student goal setting systems were not in place campus-wide.
Problem Statement 8: On the 2023 Science STAAR test, 26% of students in 5th grade did not meet or were approaching Root Cause: Tier 1 best practices for planning and instruction for science instruction and interventions have not been implemented with fidelity. Home school connection with science concepts was minimal.
Culture and Climate
Problem Statement 1: According to the OHI results, campus morale is a deficit. Root Cause: There is a lack of consistent communication and goal focus.

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: Gordon-Reed will recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: Retention Rate, OHI

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize staff feedback opportunities to address morale and support. Strategy's Expected Result/Impact: Staff will have a high retention rate due to high morale. Staff Responsible for Monitoring: Core Team 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 1	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:


Culture and Climate
Problem Statement 1: According to the OHI results, campus morale is a deficit. Root Cause: There is a lack of consistent communication and goal focus.






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: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.

High Priority
Evaluation Data Sources: Site Base Meeting Agendas, Family Night Meeting Agendas, S'more Newsletter, School Messenger

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for parents to participate in decisions through surveys and shared decision making opportunities. Strategy's Expected Result/Impact: By giving parents a voice, partnerships can be established and fostered. Staff Responsible for Monitoring: Core Team, Parent Involvement Committee Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase parent and school relationships by creating engaging family nights. Strategy's Expected Result/Impact: Parents are more engaged with the school and staff. Staff Responsible for Monitoring: Core team, Parent Involvement Committee Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Supplies for Parent and Family Engagement Initiatives - Title I - \$3,573	Formative		
	Dec	Mar	June
	 70%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:



Culture and Climate
Problem Statement 1: According to the OHI results, campus morale is a deficit. Root Cause: There is a lack of consistent communication and goal focus.
Parent and Community Engagement
Problem Statement 1: Low parent attendance to campus events. Root Cause: Poor engagement strategies to attract family participation.






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: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Foundations Audits, and High Reliability Schools Survey for students, parents and staff to gather input on identified needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the EOP. Strategy's Expected Result/Impact: By reviewing and practicing safety procedures, school officials can determine areas of improvement and address them before a real event. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will create schoolwide expectations for students and staff using Foundations framework. Strategy's Expected Result/Impact: Create a safe and productive culture that provides an opportunity for high levels of learning. Staff Responsible for Monitoring: Principal, assistant principals, instructional behavior coach, Foundations Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 Funding Sources: Books and supplies - Title I - \$3,000	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Behavior Coach will work with students and staff to assist and teach Positive Behavior Interventions and Supports, Foundations and CHAMPS. Strategy's Expected Result/Impact: Create a safe and productive culture that provides an opportunity for high levels of learning. Staff Responsible for Monitoring: Principal, assistant principal, campus behavior coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 Funding Sources: Behavior Instructional Coach - Title I - \$80,563	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 1: According to the OHI results, campus morale is a deficit. Root Cause: There is a lack of consistent communication and goal focus.
Problem Statement 2: In 2022-23, there were 472 behavior office referrals at GRE. Root Cause: There is a campus-wide lack of clear expectations and systems for common areas and behavior.

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: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Survey feedback from staff and families.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize school messenger, marquee, and social media to share information about school events, initiatives, meetings, and activities. Newsletters are available in multiple languages to families and staff. Communication from the school is sent in both English and Spanish. Strategy's Expected Result/Impact: Families are well informed using multiple medias. Staff Responsible for Monitoring: Principal, assistant principal, technology teacher, campus secretary Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Low parent attendance to campus events. Root Cause: Poor engagement strategies to attract family participation.
Problem Statement 2: Low percentage of parent connectedness and voice in the operations of the campus. Root Cause: Parent feedback/surveys were never sent out.

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: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Walk Through Forms

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct walk through and observations to look for implementation of innovative online instructional tools to increase student engagement. Strategy's Expected Result/Impact: Increasing student engagement through the use of technology will increase academic outcomes for students. Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches Problem Statements: Student Achievement 1, 2, 3	Formative		
	Dec	Mar	June
	<div><div></div></div> 40%		
<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 1 Problem Statements:

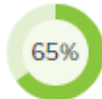




Student Achievement
Problem Statement 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. Root Cause: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.
Problem Statement 2: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. Root Cause: Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.
Problem Statement 3: 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.

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: Teams will use data from assessments before and after instruction to plan for high-yield instructional strategies (first time instruction) and create plans to reteach and monitor effectiveness of strategies used after assessment.

High Priority
HB3 Goal
Evaluation Data Sources: walkthroughs, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will attend Professional Learning on how to use assessment data to plan for learning and interventions for students. Strategy's Expected Result/Impact: Teachers are better able to plan for instruction for students and create targeted groups for intervention and extensions. Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7, 8	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
<p>Problem Statement 1: 64% of students in kinder through 2nd grade students are performing on or above benchmark in foundation skills on literacy assessments. Root Cause: Tier 1 best practices for planning and instruction in the area of reading have not been implemented with fidelity.</p> <p>Problem Statement 2: 61% of 1st grade students can read on or above grade level on Benchmark Assessment System. Root Cause: Tier 1 best practices for planning and instruction for small group reading have not been implemented with fidelity.</p> <p>Problem Statement 3: 57% of 4th graders, 50% of 5th graders, and 65% of 6th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.</p> <p>Problem Statement 4: 50% of 5th graders performed at approaches or does not meet on the 2023 Math STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2). Root Cause: Student goal setting systems were not in place campus-wide.</p>

Student Achievement

Problem Statement 5: 54% of 4th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 6: 51% of 5th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 7: 47% of 6th graders performed at approaches or does not meet on the 2023 Reading STAAR. (On the 2023 STAAR assessment, students did not show sufficient growth in Domain 2.) **Root Cause:** Student goal setting systems were not in place campus-wide.

Problem Statement 8: On the 2023 Science STAAR test, 26% of students in 5th grade did not meet or were approaching **Root Cause:** Tier 1 best practices for planning and instruction for science instruction and interventions have not been implemented with fidelity. Home school connection with science concepts was minimal.

State Compensatory

Budget for Gordon-Reed Elementary

Total SCE Funds: \$157,661.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus 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

The campus 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:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

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	1	Extra duty (planning)		\$3,524.00
1	1	2	Supplies		\$45,000.00
1	1	2	Extra duty (tutoring)		\$6,310.00
1	1	3	Supplies		\$9,918.00
1	2	1	Extra duty (planning)		\$1,524.00
1	3	2	Extra duty (tutorials)		\$5,000.00
4	1	2	Supplies for Parent and Family Engagement Initiatives		\$3,573.00
4	2	2	Books and supplies		\$3,000.00
4	2	3	Behavior Instructional Coach		\$80,563.00
Sub-Total					\$158,412.00
Budgeted Fund Source Amount					\$158,412.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Computer/AV, Books, Supplies		\$2,500.00
1	5	1	Summit K-12		\$1,234.00
Sub-Total					\$3,734.00
Budgeted Fund Source Amount					\$3,734.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Instructional Coach		\$76,433.00
1	3	2	Reading Intervention		\$3,185.00
1	3	2	ELAR Instructional Coach		\$78,043.00
Sub-Total					\$157,661.00
Budgeted Fund Source Amount					\$157,661.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total Budgeted
					\$319,807.00
					Grand Total Spent
					\$319,807.00
					+/- Difference
					\$0.00