

**Conroe Independent School District**  
**Patterson Elementary**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### The summary report for the 3rd Grade 2023 STAAR in Reading and Math is below:

3rd Grade Reading - 77% Approaches, 43% Meets and 12% Masters

3rd Grade Reading Spanish - 53% Approaches, 13% Meets and 3% Masters

3rd Grade Math - 72% Approaches, 35% Meets and 10% Masters

3rd Grade Math Spanish - 61% Approaches, 10% Meets and 0% Masters

#### The summary report for the 4th Grade 2023 STAAR in Reading and Math is below:

4th Grade Reading - 73% Approaches, 37% Meets and 14% Masters

4th Grade Reading Spanish - 36% Approaches, 7% Meets and 7% Masters

4th Grade Math - 63% Approaches, 41% Meets and 17% Masters

4th Grade Math Spanish - 25% Approaches, 13% Meets and 0% Masters

#### 2022-2023 End of Year Benchmark Assessment System (BAS):

64% of Kindergarten students are reading at grade level or above

46% of First grade students are reading at grade level or above

67% of Second grade students are reading at grade level or above

Based on this information, Patterson allocated funding for an additional ELA campus interventionist.

## Student Achievement Strengths

### The following areas were academic strengths for students at Patterson Elementary:

Over 40% of our students met Meets grade level in Math on the 2022-2023 STAAR Math Assessment.

Over 40% of our students met Meets grade level in Reading on the 2022-2023 STAAR Reading Assessment.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. **Root Cause:** There is a need to develop data-driven small groups that are targeted by individual student needs.

**Problem Statement 2 (Prioritized):** On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level. **Root Cause:** There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.

**Problem Statement 3 (Prioritized):** On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level. **Root Cause:** Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.

**Problem Statement 4 (Prioritized):** Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. **Root Cause:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

**Problem Statement 5 (Prioritized):** Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. **Root Cause:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

# Culture and Climate

## Culture and Climate Summary

Patterson is a Title 1 School with 73% students Economically Disadvantaged, 48.9% At Risk, 26.4% White, 61.9% Hispanic, 11.2% Sped, and 25% Bilingual.

Parent Involvement events that include social interactions are well attended, however attendance is lower for instructional events such as literacy and math nights. We have an active PTO that supports all aspects of our campus. They look for ways to enhance student and staff experiences.

The Behavior support team meets monthly to improve school-wide systems with staff input and written protocols. The Behavior support team provides professional learning for the staff at monthly faculty meetings. Staff engage in online safe schools training annually to maintain a safe and orderly environment.

The 2022 Occupational Health Survey (OHI) composite score increased 30% from 2021. Communication Adequacy was the lowest dimension in 2021 and the top strength in 2022. All ten dimensions showed improvement from 2021 to 2022.

## Culture and Climate Strengths

In CISD, all campuses and staff will engage in Foundations Teams to support a safe and healthy environment. Our campus benefits from the work of the Foundations team in cultivating a healthy campus. Conroe ISD provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations. Patterson will continue to support the district wide efforts with monthly professional development.

*Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.*

- Students will develop a healthy sense of self and social awareness, respect for others, successfully manage their emotions, behaviors, and make responsible decisions.
- Safe Schools training utilizes mitigation strategies to keep our schools, students, and staff safe.

*Hiring personnel to reflect the diversity of the student body is a focus.*

- Conroe ISD utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

*OHI Strengths include:*

- Communication, Resource Utilization, and Cohesiveness.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Staff is inconsistent in implementing leveled behaviors and in-class corrections. There were 379 referrals in 22-23. **Root Cause:** Staff is unclear on how to handle response to behavior using campus tiers of behavior. Training is needed in classroom and campus expectations.

**Problem Statement 2 (Prioritized):** Campus walk-throughs and observations revealed inconsistent utilization of setting behavioral expectations during classroom instruction and in common areas throughout the building. **Root Cause:** Foundational best practices needed to be consistently taught, practiced, and revisited more frequently.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Clear communication with parents is a focus at Patterson Elementary. Beginning the 2023-2024 school year, a school-wide newsletter is emailed and texted to families weekly containing upcoming events, announcements, and daily happenings at Patterson Elementary. The PTO board members were welcomed into the school for monthly meetings to plan school fundraisers, events, and ways to support students and staff.

## Parent and Community Engagement Strengths

Parents and students feel safe.

Parents feel well informed about both academic and non-academic subjects.

Parents feel safe contacting school personnel to discuss issues with their child.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Attendance at academic nights (Literacy and Math nights) is significantly lower than attendance at fun, family events (school dances and character parades). **Root Cause:** Poor engagement strategies to attract family participation.

**Problem Statement 2:** There is limited participation in Parent/Teacher conferences and other parent contacts to build the home/school connection. **Root Cause:** School events need to be communicated in a timely manner in order to ensure parents can make arrangements to attend activities/events during the school day.

# Priority Problem Statements

**Problem Statement 1:** On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level.

**Root Cause 1:** There is a need to develop data-driven small groups that are targeted by individual student needs.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level.

**Root Cause 2:** Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level.

**Root Cause 3:** There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment.

**Root Cause 4:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment.

**Root Cause 5:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Staff is inconsistent in implementing leveled behaviors and in-class corrections. There were 379 referrals in 22-23.

**Root Cause 6:** Staff is unclear on how to handle response to behavior using campus tiers of behavior. Training is needed in classroom and campus expectations.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Attendance at academic nights (Literacy and Math nights) is significantly lower than attendance at fun, family events (school dances and character parades).

**Root Cause 7:** Poor engagement strategies to attract family participation.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** Campus walk-throughs and observations revealed inconsistent utilization of setting behavioral expectations during classroom instruction and in common areas



throughout the building.

**Root Cause 8:** Foundational best practices needed to be consistently taught, practiced, and revisited more frequently.

**Problem Statement 8 Areas:** Culture and Climate

# 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey 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
- 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**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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


# 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 4th grade students that score meets grade level or above on 2024 STAAR Math assessment from 41% to 46%.

**HB3 Goal**  
**Evaluation Data Sources:** STAAR, District and Campus Common and Formative Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CISD Solves will be implemented daily with fidelity campus wide. <b>Strategy's Expected Result/Impact:</b> Vertical Alignment, Cohesive and Best Practices, Effective implementation of CISD Solves, Effective Utilization of students data to drive instruction, effective implementation of guided math groups, school wide implementation of poster method, and collaborative planning <b>Staff Responsible for Monitoring:</b> Administrators, Math instructional coach, teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Dreambox - Title I - \$3,975, Response to Interventionist Teacher - Title I - \$44,231.50, Classroom Math Manipulatives - Title I - \$6,360, Chromebooks - Title I - \$22,500, Math Instructional Coach - State Comp Ed - \$41,827.70, Substitutes/extra duty pay - State Comp Ed - \$3,318.10	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Kindergarten through 2nd grade teachers will use data from the early math assessment to plan for differentiated instruction in guided math, math review, and tiering stations. <b>Strategy's Expected Result/Impact:</b> By the end of the year the early math assessments will result in students' proficiency on early numeracy skills to meet grade level expectations. <b>Staff Responsible for Monitoring:</b> Administrators, Math instructional coach, teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Dreambox - Title I - \$3,975, Classroom Manipulatives - Title I - \$6,360, Math Instructional Coach - State Comp Ed - \$41,827.70	Formative		
	Dec	Mar	June
			
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Performance Objective 1 Problem Statements:


Student Achievement
<b>Problem Statement 1:</b> On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. <b>Root Cause:</b> There is a need to develop data-driven small groups that are targeted by individual student needs.






**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 4th grade students that score at the meets grade level or above on STAAR 2024 STAAR Reading assessment from 37% to 42%.

**Evaluation Data Sources:** STAAR, District and Campus Common and Formative Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement Benchmark Phonics daily within Reading Language Arts classrooms. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Administrators, instructional coach, teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 3, 4, 5 <b>Funding Sources:</b> Academic Interventionist - Title I - \$44,231.50, Instructional Aide - Title I - \$31,941, Books for Classroom Libraries - Title I - \$19,106.75, Chromebooks - Title I - \$22,500, Reading Instructional Coach - State Comp Ed - \$43,413.70, Substitutes/extra duty pay - State Comp Ed - \$3,318.10	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> K-2 Teachers will use data from the mClass composite and BAS assessments to pin-point instructional reading levels and implement strategies for word study and guided reading to grow students' reading skills. <b>Strategy's Expected Result/Impact:</b> By the end of the year 70% of students will read on or above grade level on BAS/SEL literacy assessments. <b>Staff Responsible for Monitoring:</b> Administrators, ELA instructional coach, teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2, 3 <b>Funding Sources:</b> K-12 Summit - Title III - \$4,230, Books for Classroom Libraries - Title III - \$7,350	Formative		
	Dec	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 2:</b> On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level. <b>Root Cause:</b> There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.</p> <p><b>Problem Statement 3:</b> On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level. <b>Root Cause:</b> Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.</p> <p><b>Problem Statement 4:</b> Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.</p> <p><b>Problem Statement 5:</b> Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.</p>






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 students reading on or above grade level at the end of the year from 64% to 69%.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement CISD READS and WRITE , Differentiated Guided Reading Groups, and Benchmark Phonics with fidelity. <b>Strategy's Expected Result/Impact:</b> 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; To increase the staffs knowledge of a well balances literacy program, in order to better meet the needs of our readers <b>Staff Responsible for Monitoring:</b> Administrators, ELA instructional coach, literacy instructional interventionist, teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Early Literacy Academic Interventionist - Title I - \$40,094, Response to Intervention Aide - Title I - \$15,401.50, Books for Classroom Libraries - Title I - \$19,106.75, Grade Level Classroom Manipulatives - Title I - \$6,360	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:

Student Achievement
<b>Problem Statement 5:</b> Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and 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 4: Increase the percent of first grade students reading on or above grade level at the end of the year from 46% to 51%.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement CISD READS and WRITES , Differentiated Guided Reading Groups, and Benchmark Phonics with fidelity. <b>Strategy's Expected Result/Impact:</b> 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; To increase the staff's knowledge of a well balanced literacy program, in order to better meet the needs of our readers <b>Staff Responsible for Monitoring:</b> Administrators, ELA instructional coach, literacy instructional interventionist, teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Early Literacy Instructional Interventionist - Title I - \$40,094, Response to Intervention Aide - Title I - \$15,401.50, Books for Classroom Libraries - Title I - \$19,106.75, Grade Level Classroom Manipulatives - Title I - \$6,360	Formative		
	Dec	Mar	June
			
<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Performance Objective 4 Problem Statements:






Student Achievement
<b>Problem Statement 4:</b> Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and 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 5: Increase the percent of second grade students reading on or above grade level at the end of the year from 67% to 72%.

Evaluation Data Sources: Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement CISD READS and WRITES , Differentiated Guided Reading Groups, and Benchmark Phonics with fidelity. <b>Strategy's Expected Result/Impact:</b> 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; To increase the staff's knowledge of a well balanced literacy program, in order to better meet the needs of our readers <b>Staff Responsible for Monitoring:</b> Administrators, ELA instructional coach, teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Substitutes - State Comp Ed - \$0, Reading Instructional Coach - State Comp Ed - \$43,413.70, Books for Classroom Libraries - Title I - \$19,105.75, Grade Level Classroom Manipulatives - Title I - \$6,360	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
<b>Problem Statement 4:</b> Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

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:** During the 2023-24 school year, Patterson will maintain efficient and effective fiscal management of resources and operations. Our campus expenditures will align to goals and objectives.

**Evaluation Data Sources:** monthly financial reports, Title I Summary Reports, SCE Summary Report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The principal will meet with the campus secretary weekly to review budget and needs. <b>Strategy's Expected Result/Impact:</b> Campus will maintain responsible spending and reporting. <b>Staff Responsible for Monitoring:</b> Principal, campus secretary  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 - Parent and Community Engagement 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:

Student Achievement
<p><b>Problem Statement 1:</b> On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. <b>Root Cause:</b> There is a need to develop data-driven small groups that are targeted by individual student needs.</p> <p><b>Problem Statement 2:</b> On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level. <b>Root Cause:</b> There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.</p> <p><b>Problem Statement 3:</b> On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level. <b>Root Cause:</b> Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.</p> <p><b>Problem Statement 4:</b> Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.</p>






<b>Student Achievement</b>
<b>Problem Statement 5:</b> Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Attendance at academic nights (Literacy and Math nights) is significantly lower than attendance at fun, family events (school dances and character parades). <b>Root Cause:</b> Poor engagement strategies to attract family participation.

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:** Leadership team conducts weekly targeted walkthroughs that are intentionally connected to campus expectations and CISD best practices.

**Evaluation Data Sources:** Walkthrough forms, observations, student performance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CORE team will meet weekly to review data from instructional walk-throughs and plan campus improvement. <b>Strategy's Expected Result/Impact:</b> Implementation of CISD best practices will be monitored and supported for fidelity in practice campus wide. <b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches, Campus Leadership Team  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	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><b>Problem Statement 1:</b> On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. <b>Root Cause:</b> There is a need to develop data-driven small groups that are targeted by individual student needs.</p> <p><b>Problem Statement 2:</b> On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level. <b>Root Cause:</b> There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.</p> <p><b>Problem Statement 3:</b> On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level. <b>Root Cause:</b> Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.</p> <p><b>Problem Statement 4:</b> Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.</p>







<b>Student Achievement</b>
<b>Problem Statement 5:</b> Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

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: Recruit, retain and develop highly qualified teachers and staff for all students that reflect our student population.

Evaluation Data Sources: HQ Reporting, TTESS evaluation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Partner with local universities to facilitate teacher preparation mentoring program on campus. <b>Strategy's Expected Result/Impact:</b> Obtain Highly qualified and diverse applicants. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, instructional coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate incentives offered through the Teacher Incentive Allotment to potential staff members <b>Strategy's Expected Result/Impact:</b> Hire highly qualified teachers and staff to maximize student learning. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	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:** On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. **Root Cause:** There is a need to develop data-driven small groups that are targeted by individual student needs.

**Problem Statement 2:** On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level. **Root Cause:** There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.

**Problem Statement 3:** On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level. **Root Cause:** Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.

**Problem Statement 4:** Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. **Root Cause:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

**Problem Statement 5:** Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. **Root Cause:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.

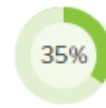
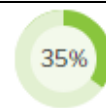


Goal 4: Safe and Collaborative School Culture

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

Evaluation Data Sources: Discipline data, Student/Parent surveys, teacher surveys, Observation by Patterson's Foundation Team, Safety Team Feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of a campus Safety Team. <b>Strategy's Expected Result/Impact:</b> Increased awareness and structures regarding school safety. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, instructional coaches  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1, 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Respond and adjust to feedback on implementation of the levels of misbehavior at monthly Foundations meeting. Staff will be provided with professional development on the levels of misbehavior. <b>Strategy's Expected Result/Impact:</b> Decrease in student discipline incidents, increase in teacher autonomy and capacity, and increase in overall school culture and climate <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Foundation Committee Members  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Culture and Climate 2	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Culture and Climate

**Problem Statement 1:** Staff is inconsistent in implementing leveled behaviors and in-class corrections. There were 379 referrals in 22-23. **Root Cause:** Staff is unclear on how to handle response to behavior using campus tiers of behavior. Training is needed in classroom and campus expectations.






**Problem Statement 2:** Campus walk-throughs and observations revealed inconsistent utilization of setting behavioral expectations during classroom instruction and in common areas throughout the building. **Root Cause:** Foundational best practices needed to be consistently taught, practiced, and revisited more frequently.

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: Establish school wide practices that encourage all stakeholders to communicate safely and effectively using a variety of tools.

Evaluation Data Sources: Title 1 survey, parent contact data, attendance from schoolwide events, and community response to communication.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide families with weekly school-wide newsletters and collect surveys for continued feedback and growth. <b>Strategy's Expected Result/Impact:</b> Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, instructional coaches, district coaches  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Materials for Family Involvement Initiatives - Title I - \$3,573	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
<b>Problem Statement 1:</b> Attendance at academic nights (Literacy and Math nights) is significantly lower than attendance at fun, family events (school dances and character parades). <b>Root Cause:</b> 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 3: Partner with Communities in Schools to provide resources, support, and mentoring for the students at Patterson.

Evaluation Data Sources: Teacher and Student Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with Communities in Schools representative to provide a list of students with highest behavioral and emotional needs. <b>Strategy's Expected Result/Impact:</b> Increased student rapport with peers and teachers. <b>Staff Responsible for Monitoring:</b> Administrators, Communities in Schools representative, counselor, teachers  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	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
<b>Problem Statement 1:</b> Attendance at academic nights (Literacy and Math nights) is significantly lower than attendance at fun, family events (school dances and character parades). <b>Root Cause:</b> Poor engagement strategies to attract family participation.

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:** Ensure that all students and staff have access to technology to maximize learning and communication, and to enhance the educational practices of teachers.

**Evaluation Data Sources:** Formative assessment data, walkthroughs, and lesson plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer professional development opportunities from district and campus coaches that offer choices to integrate digital tools and varied platforms. <b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge of possibilities within different platforms and tools. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, instructional coaches  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	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
<b>Problem Statement 1:</b> On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. <b>Root Cause:</b> There is a need to develop data-driven small groups that are targeted by individual student needs.
<b>Problem Statement 2:</b> On 2023 STAAR Reading Language Arts assessment, 34% of Third grade Emergent Bilingual students met Meets grade level. <b>Root Cause:</b> There is a need to build teacher understanding of Pragmatic Language Development levels by calibrating across grade levels throughout the year in each domain. In addition, there is a need to increase monitoring of implementation of K-12 Summit.
<b>Problem Statement 3:</b> On the 2023 STAAR Reading Language Arts assessment, 0% of Fourth grade Special Education students met Meets grade level. <b>Root Cause:</b> Academic strategies and content being taught to our special education students are not fully aligned to the grade level TEKS. There is a need to develop collaboration between general education and special education teachers.

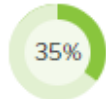

Student Achievement
<p><b>Problem Statement 4:</b> Only 46% of First graders at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.</p> <p><b>Problem Statement 5:</b> Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. <b>Root Cause:</b> There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.</p>

## 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:** Establish a system for teachers to reflect, monitor, and adjust practices to deliver highly rigorous instruction.

**Evaluation Data Sources:** Instructional rounds, coaching cycles, and walkthroughs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Observe and provide feedback of student's application of transferring small group Reading strategies to Independent Reading practices.  <b>Strategy's Expected Result/Impact:</b> Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Apply teacher demonstrated reading strategies to their own independent reading. <b>Staff Responsible for Monitoring:</b> Administrators, RtI & Instruction Team, instructional coaches  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Observe and provide feedback of Guided Math in areas of tiering small group instruction and anchor stations.  <b>Strategy's Expected Result/Impact:</b> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. <b>Staff Responsible for Monitoring:</b> Administrators, RtI & Instruction Team, instructional coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Achievement

**Problem Statement 1:** On 2023 STAAR Math assessment, 39% of Fourth grade Economically Disadvantaged students met Meets grade level. **Root Cause:** There is a need to develop data-driven small groups that are targeted by individual student needs.

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**Problem Statement 5:** Only 64% of Kindergarteners at the end of the 22-23 school year were on grade level or higher on BAS reading assessment. **Root Cause:** There is a need for a more prescriptive phonics program to address phonological and phonemic awareness, and vocabulary.



# 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. Data was utilized from various sources including state assessments with STAAR, TELPAS, and local early literacy and math assessments to identify campus strengths and areas of weakness across the demographics and grade levels.

## 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 and Push In Support from Instructional Paraprofessionals
- Tutorials Afternoon
- School-Wide Intervention Time from Grade Level Teachers

## 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
- Tier I Best Practices
- Small Group Instruction in Reading and Math
- Guided Math
- Guided Reading
- In Class Support Services
- Academic Interventionists
- Campus Instructional Coaches

## **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).

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eduardo DeLaCerde	Paraprofessional	Title I	1
Lisa Schaller	Instructional Coach	Title I	1
Mary Fletcher	Academic Interventionist	Title I	1
Susan Wold	Instructional Coach	Title I	1
Zuany Lopez	Paraprofessional	Title I	1

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Response to Interventionist Teacher		\$44,231.50
1	1	1	Dreambox		\$3,975.00
1	1	1	Chromebooks		\$22,500.00
1	1	1	Classroom Math Manipulatives		\$6,360.00
1	1	2	Classroom Manipulatives		\$6,360.00
1	1	2	Dreambox		\$3,975.00
1	2	1	Books for Classroom Libraries		\$19,106.75
1	2	1	Instructional Aide		\$31,941.00
1	2	1	Academic Interventionist		\$44,231.50
1	2	1	Chromebooks		\$22,500.00
1	3	1	Books for Classroom Libraries		\$19,106.75
1	3	1	Grade Level Classroom Manipulatives		\$6,360.00
1	3	1	Response to Intervention Aide		\$15,401.50
1	3	1	Early Literacy Academic Interventionist		\$40,094.00
1	4	1	Grade Level Classroom Manipulatives		\$6,360.00
1	4	1	Books for Classroom Libraries		\$19,106.75
1	4	1	Early Literacy Instructional Interventionist		\$40,094.00
1	4	1	Response to Intervention Aide		\$15,401.50
1	5	1	Grade Level Classroom Manipulatives		\$6,360.00
1	5	1	Books for Classroom Libraries		\$19,105.75
4	2	1	Materials for Family Involvement Initiatives		\$3,573.00
Sub-Total					\$396,144.00
Budgeted Fund Source Amount					\$396,144.00
+/- Difference					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	K-12 Summit		\$4,230.00
1	2	2	Books for Classroom Libraries		\$7,350.00
Sub-Total					\$11,580.00
Budgeted Fund Source Amount					\$11,580.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Instructional Coach		\$41,827.70
1	1	1	Substitutes/extra duty pay		\$3,318.10
1	1	2	Math Instructional Coach		\$41,827.70
1	2	1	Reading Instructional Coach		\$43,413.70
1	2	1	Substitutes/extra duty pay		\$3,318.10
1	5	1	Reading Instructional Coach		\$43,413.70
1	5	1	Substitutes		\$0.00
Sub-Total					\$177,119.00
Budgeted Fund Source Amount					\$177,119.00
+/- Difference					\$0.00
Grand Total Budgeted					\$584,843.00
Grand Total Spent					\$584,843.00
+/- Difference					\$0.00