

**Spring Independent School District**  
**Reynolds Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Pat Reynolds Elementary School will empower all students to become active, skillful, and responsible citizens by providing engaging curriculum through a safe and supportive environment.

## Vision

Pat Reynolds Elementary School will have high quality instruction, with innovative and specialized programs that meet the needs of all students in a positive learning environment.

## Core Beliefs

At Reynolds Elementary We Believe:

ALL Students Can Learn and Be Successful When Given the Right Environment and Supports.

Spring ISD

We base our decisions on what is best for kids.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students	15
Goal 2: EQUITY - Remove unacceptable barriers to student and staff success	34
Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes	37
Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met	40
Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel	43
Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization	45
State Compensatory	47
Budget for Reynolds Elementary	47
Title I	48
2.1: Campus Improvement Plan developed with appropriate stakeholders	48
Title I Personnel	49
Campus Funding Summary	50

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Reynolds Elementary was established in 1973, which makes the school 50 years old. Reynolds Elementary is a pre-kindergarten through fifth-grade Title I campus located in Spring ISD in Houston, TX. Spring ISD serves over 36,000 pre-kindergarten through twelfth-grade students in a diverse and growing district located 20 miles north of downtown Houston in an urban area of Harris County. The purpose of this improvement plan is to focus on the 2023-2024 school year by using demographic information from May 2023. The current student enrollment at Reynolds Elementary is 775 which decreased from the 2022-2023 school year at 810.

Data from May 2023 indicates that the Hispanic student group is the largest population with 400 students. The African American student group is the second largest with 284 students, followed by the White student group with 31 students. The Asian and American Indian student groups are the smallest with a total of 37 students. There are 22 students classified as Two-or-More Races. Out of the 775 students enrolled, 53% are listed as At Risk, 7% are in the Gifted and Talented program, 11% receive Special Education services, 67% are listed as Economically Disadvantaged, 35% are classified as EL students. According to the 20-21 Texas Academic Performance Report (TAPR) report, Reynolds Elementary has a mobility rate of 16 % which is higher than the state average of 14% and lower than the district average of 21%. Attendance rates fluctuate throughout the year. The overall attendance for the year was 92%.

### Demographics Strengths

Among our greatest strengths is the diversity of the student body and diversity among the staff to match the population.

Additionally, we have the fortune of having a dedicated group of substitutes that are available at Reynolds that know the "Reynolds Way" and provide the consistency when we encounter teacher absences.

Among our staff we have 4 staff members who have obtained advanced degrees who are part of our leadership "bench".

Most of our staff have more than 5 years of teaching experience. For the 2023-2024 school year we have 4 staff members that are in the 0-2 year experience.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Problem Statement 2 (Prioritized):** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 3 (Prioritized):** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**Problem Statement 4 (Prioritized):** Math Performance was substantially lower than Reading. **Root Cause:** Lack of effective feedback on instruction and progress monitoring.

**Problem Statement 5:** Science STAAR Performance decreased exponentially from the 21-22 School year. **Root Cause:** Instructional capacity of first-year teachers.

**Problem Statement 6 (Prioritized):** Special education student performance was exponentially lower than their non-disabled peers. **Root Cause:** Lack of curricular planning and collaboration between SPED team and Gen ED team.

**Problem Statement 7 (Prioritized):** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

# Student Learning

## Student Learning Summary

In the tables below are the STAAR results for the 22-23 school year. Our Reading performance data indicates an increase from the previous year and trends in the MEETS threshold that are approaching our Target set for the 2021-22 school year. Our Math performance increased achievement across all grade levels and thresholds. Additionally, our SPED subpopulation experienced a sharp decrease in all content areas. Through our efforts with the implementation of a reading curriculum centered on the Science of Teaching Reading (STR) we observed large increases in the percentage of students in grades K-2 who are at minimal to low risk of reading difficulty.

As it relates to our PK students. We met almost all of our CIRCLE assessment goals for Reading and Math with the exception of letter-sound naming. Most of our PK students were able to demonstrate mastery of their Math and Social-Emotional skills.

Science STAAR Performance

MAP Reading On or Above

MAP Math On or Above

## Student Learning Strengths

Reading Performance showed substantial growth from previous years. All grade levels 3-5 were above 77% Approaches and 39% Meets.

Math Performance showed substantial growth from previous years. All grade levels 3-5 were above 64% Approaches and 34% Meets.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Science STAAR Performance decreased exponentially from the 21-22 School year. **Root Cause:** Instructional capacity of first-year teachers.

**Problem Statement 2 (Prioritized):** Special education student performance was exponentially lower than their non-disabled peers. **Root Cause:** Lack of curricular planning and collaboration between SPED team and Gen ED team.

**Problem Statement 3 (Prioritized):** Math Performance was substantially lower than Reading. **Root Cause:** Lack of effective feedback on instruction and progress monitoring.

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# School Processes & Programs

## School Processes & Programs Summary

Reynolds Elementary has several teams. The Administrative team consists of the Principal, the Assistant Principal and the Counselor. The Instructional team consists of the Math Coach, the DLC, Instructional Specialists, Interventionists, lead teachers and student success specialist.

During the 22-23 school year our leadership team will be focused on implementing the following at 100% :

Aggressive Monitoring

Habits of Discussion

Math Small Group Instruction

Eureka Math Curriculum

Our Master schedule includes a designated acceleration block that will be utilized daily to provide targeted intensive supports for scholars in Reading and Math.

All first year teachers are assigned a dedicated mentor that will work alongside our new teachers to ensure they are aware and supported in fulfilling all of the professional responsibilities.

## School Processes & Programs Strengths

Extracurricular activities and clubs for scholars. Cheer Club, Science Club, Run Club, Yearbook Club

Parent engagement events throughout the year to foster a welcoming culture for parents and scholars.

PTO that is consistently present for all campus events and supports every initiative.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in

sponsoring extra curricular opportunities for scholars.

**Problem Statement 2 (Prioritized):** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 3 (Prioritized):** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

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**Problem Statement 7 (Prioritized):** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

# Perceptions

## Perceptions Summary

At Reynolds we believe in fostering a positive school climate where everyone is valued and considered.

We believe ALL students can and will achieve.

Teachers are intentionally selected for their assignments using both quantitative and qualitative data.

The leadership team is provided opportunities to lead in content or grade levels where they have a proven track record, however, they are assigned responsibilities that will require them to stretch and grow in their craft.

In our 21-22 school quality survey, communication from teachers to parents continued to be a documented concern. Teachers are expected to communicate with parents on a weekly basis.

## Perceptions Strengths

At Reynolds we typically have a low attrition rate.

Teachers are selected for their teaching assignments through the use of data and observations.

Reynolds is a highly sought after campus so vacancies are short-lived and not difficult to fill with quality candidates.

Due to rapid growth in enrollment, ? new positions were added for the 23-24 school year.

Additionally, Reynolds was selected as an Opportunity Culture Campus resulting in additional positions.

For the 23-24 school year, Reynolds will have ? new staff members of which ? will be 1st year teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 2 (Prioritized):** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

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**Problem Statement 7 (Prioritized):** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

# Priority Problem Statements

**Problem Statement 1:** Special education student performance was exponentially lower than their non-disabled peers.

**Root Cause 1:** Lack of curricular planning and collaboration between SPED team and Gen ED team.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** Math Performance was substantially lower than Reading.

**Root Cause 2:** Lack of effective feedback on instruction and progress monitoring.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year.

**Root Cause 3:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** Reynolds experienced a larger turnover than previous years for the 22-23 school year.

**Root Cause 4:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5:** Parents report communication as opportunity for growth for campus.

**Root Cause 5:** Campus is not ensuring parents receive communication.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 6:** Reynolds behavior incidents and chronic absenteeism was higher than previous years.

**Root Cause 6:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Problem Statement 6 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR released test questions
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Class size averages by grade and subject
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	77%	to	80%
Meets	39%	to	42%
Masters	18%	to	21%

**Evaluation Data Sources:** STAAR, Checkpoint, BM

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% implementation of Admin led PLCs that will include Teacher led At-Bats weekly and DDAP. <b>Strategy's Expected Result/Impact:</b> Increased instructional excellence, monitoring for fidelity. <b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1 <b>Funding Sources:</b> Cardstock dry erase markers , toner and paper for academic stations and EOY testing prep - 211 Title I, Part A - \$2,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> High Dose tutoring for students who were unsuccessful on STAAR 23 Reading using various instructional resources and general supplies. <b>Strategy's Expected Result/Impact:</b> Acceleration in learning for targeted students resulting in obtaining "Meets" on 24 STAAR <b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach, Reading Interventionist, SPED TL  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 4 - Student Learning 3, 4 - School Processes & Programs 2, 4 - Perceptions 1, 3 <b>Funding Sources:</b> Paper and toner for tutorial supplies - 211 Title I, Part A - \$5,000, Snacks for Testing (water, crackers) - 211 Title I, Part A - \$500, Snacks for tutorials (crackers etc) - 199 State SCE - State Compensatory Education (PIC - \$500, Headphones for tutorials for computer programs - 199 State SCE - State Compensatory Education (PIC - \$800, STAAR Tutorials Snacks - 211 Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize Research based resources (DYS) and provide opportunities for staff to attend targeted Professional development in reading (STR) from our local ESC <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity <b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach, SPED Dys.  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 4 - Perceptions 3 <b>Funding Sources:</b> Region IV training (reading academy) and RBD resources - 211 Title I, Part A - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.

<b>Demographics</b>
<b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Student Learning</b>
<b>Problem Statement 3:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Problem Statement 4:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
<b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
<b>Problem Statement 3:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters.

Performance Level 2023 % 2024 %

Approaches	64%	to	67%
Meets	34%	to	37%
Masters	12%	to	15%

**Evaluation Data Sources:** STAAR, Checkpoint, BM

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% implementation of Admin led PLCs that will include Teacher led At-Bats weekly. <b>Strategy's Expected Result/Impact:</b> Increased instructional excellence and instructional leadership. <b>Staff Responsible for Monitoring:</b> Principal, Math Coach, Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> High Dose tutoring for students who were unsuccessful on STAAR 23 Math <b>Strategy's Expected Result/Impact:</b> Acceleration in learning for targeted students resulting in obtaining "Meets" on 24 STAAR <b>Staff Responsible for Monitoring:</b> Principal, AP, Math Coach, MCL, Interventionist, SPED TL  <b>TEA Priorities:</b> Build a foundation of reading and math <b>-</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 4 - Perceptions 3 <b>Funding Sources:</b> After School Tutorials - 199 State SCE - State Compensatory Education (PIC - \$10,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Eureka Curriculum and aligned resources, Math manipulatives, Print rich environment (butcher paper) affirm, and extension materials for fact fluency, General supplemental materials for instruction (Headphones, paper etc). <b>Strategy's Expected Result/Impact:</b> Increased achievement through reaching scholars on all levels in foundational math.  <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 4 - Perceptions 3 <b>Funding Sources:</b> Eureka Affirm - 211 Title I, Part A - \$3,000, Butcher paper and Tape for Anchor Charts - 211 Title I, Part A - \$600	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Targeted Professional Development with Consultant on dismantling high leverage TEKS in grades 3-5. <b>Strategy's Expected Result/Impact:</b> Increased content and pedagogical knowledge for all teachers in Math Dept. <b>Staff Responsible for Monitoring:</b> AP, Math Coach, MCL  <b>Problem Statements:</b> Demographics 2, 4 - Student Learning 3, 4 - School Processes & Programs 2, 4 - Perceptions 1, 3 <b>Funding Sources:</b> Consultatnt - 211 Title I, Part A - \$9,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 100% implementation of SpringWay Systems and Routines (Habits of discussion, Aggressive Monitoring) <b>Strategy's Expected Result/Impact:</b> Increased achievement and progress monitoring. <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 4, 6 - School Processes & Programs 2, 7 - Perceptions 1, 6	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
<b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.

### Student Learning

**Problem Statement 3:** Math Performance was substantially lower than Reading. **Root Cause:** Lack of effective feedback on instruction and progress monitoring.

**Problem Statement 4:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 6:** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

### School Processes & Programs

**Problem Statement 2:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 4:** Math Performance was substantially lower than Reading. **Root Cause:** Lack of effective feedback on instruction and progress monitoring.

**Problem Statement 7:** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

### Perceptions

**Problem Statement 1:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 3:** Math Performance was substantially lower than Reading. **Root Cause:** Lack of effective feedback on instruction and progress monitoring.

**Problem Statement 6:** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students





**Performance Objective 3:** By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 % 2024 %

Approaches	34%	to	50%
Meets	9%	to	20%
Masters	4%	to	9%

**Evaluation Data Sources:** STAAR, Checkpoint, BM

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% implementation of Amplify and weekly Science PLCs led by Science Interventionist (ESSER).  <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
Student Learning
<b>Problem Statement 4:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
School Processes & Programs
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.

### Perceptions

**Problem Statement 1:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	75%
Letter-Sound Correspondence	90%
Early Writing	88%

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Frog Street Interventions and other academic stations will be utilized with Targeted students in the focus areas. <b>Strategy's Expected Result/Impact:</b> Increased proficiency in target areas <b>Staff Responsible for Monitoring:</b> Principal, PK Lead, Primary Interventionist.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host Parent Circle night after BOY to provide resources for PK parents on how to support students at home. <b>Strategy's Expected Result/Impact:</b> Increased parent awareness and engagment. <b>Staff Responsible for Monitoring:</b> PK teachers, Counselor  <b>Title I:</b> 4.1 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:****Demographics**

**Problem Statement 2:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 3:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**Student Learning**

**Problem Statement 4:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 5:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**School Processes & Programs**

**Problem Statement 2:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 3:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**Perceptions**

**Problem Statement 1:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 2:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students





**Performance Objective 5:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage

Overall Math 91%

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Frog Street Interventions and other academic stations will be utilized with Targeted students in the focus areas. <b>Strategy's Expected Result/Impact:</b> Increased student performance on CIRCLE <b>Staff Responsible for Monitoring:</b> PK teachers  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host Parent Circle night after BOY to provide resources for PK parents on how to support students at home.  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Demographics 3 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

Demographics
<b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.
Student Learning
<b>Problem Statement 5:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Perceptions
<b>Problem Statement 2:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 47%

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, EOY  
BM, Checkpoint

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% implementation of SpringWay Systems and Routines (Habits of discussion, Aggressive Monitoring) <b>Strategy's Expected Result/Impact:</b> Scholars student achievement will improve. <b>Staff Responsible for Monitoring:</b> Administration.  <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6		Formative			Summative
		Oct	Jan	Mar	June
<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 6 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Student Learning
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Perceptions
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 52%

**HB3 Goal**  
**Evaluation Data Sources:** BOY, MOY, EOY  
BM, Checkpoint

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% implementation of SpringWay Systems and Routines (Habits of discussion, Aggressive Monitoring) <b>Strategy's Expected Result/Impact:</b> Increased student achievement, improved discipline management <b>Staff Responsible for Monitoring:</b> Teachers, Principal, AP  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div><div></div></div>Continue/Modify</div> <div><div><div></div><div></div></div>Discontinue</div>				

**Performance Objective 7 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Student Learning
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

### Perceptions

**Problem Statement 6:** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.





**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2024 (EOY), 70% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 66%

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, EOY  
BM, Checkpoint

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% implementation of accompanying decodable readers aligned with AMPLIFY Skills Lesson <b>Strategy's Expected Result/Impact:</b> Improved reading achievement <b>Staff Responsible for Monitoring:</b> DLC, Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 4 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% Implementation of daily mClass Burst Interventions with scholars in Well Below/Below  <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 4 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Reading Acceleration through stations. Students will engage in hands on and multiple modality reading stations. <b>Strategy's Expected Result/Impact:</b> Increased reading achievement. <b>Staff Responsible for Monitoring:</b> DLC  <b>Problem Statements:</b> Demographics 1, 4 - Student Learning 3, 6 - School Processes & Programs 4, 7 - Perceptions 3, 6 <b>Funding Sources:</b> Lakeshore- listening stations, sentence strips, alphabet kits etc - 211 Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 8 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
<b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
Student Learning
<b>Problem Statement 3:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Perceptions
<b>Problem Statement 3:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.





**Goal 1: STUDENT OUTCOMES** - Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.8%

**HB3 Goal**

**Evaluation Data Sources:** Decision ED Attendance Reports

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement structured incentive program for attendance at the grade, class and individual level. <b>Strategy's Expected Result/Impact:</b> Increased attendance - ADA <b>Staff Responsible for Monitoring:</b> AP, Attendance Clerk, Team leads  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Performance Objective 9 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Student Learning
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

<b>Perceptions</b>
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<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
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## Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

### HB3 Goal

**Evaluation Data Sources:** STAAR Data reports, mClass, Circle, MAP

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> High dose tutoring and supplemental resources(Daily Rigor, Benchmark Literacy) for identified students in ALL content areas. <b>Strategy's Expected Result/Impact:</b> Increased performance on target areas <b>Staff Responsible for Monitoring:</b> Interventionists, Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1, 2, 3, 4, 6, 7 - Student Learning 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 6, 7 - Perceptions 1, 2, 3, 5, 6, 7 <b>Funding Sources:</b> Tutorial Materials - dry erase boards expo markers, pencils, paper, folders, index cards, markers - 199 State SCE - State Compensatory Education (PIC - \$8,000, Tutorial Materials - dry erase boards expo markers, pencils, paper, folders, index cards, markers - 211 Title I, Part A - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
<b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.
<b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.
<b>Problem Statement 6:</b> Special education student performance was exponentially lower than their non-disabled peers. <b>Root Cause:</b> Lack of curricular planning and collaboration between SPED team and Gen ED team.

Demographics
<p><b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.</p>
Student Learning
<p><b>Problem Statement 2:</b> Special education student performance was exponentially lower than their non-disabled peers. <b>Root Cause:</b> Lack of curricular planning and collaboration between SPED team and Gen ED team.</p> <p><b>Problem Statement 3:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.</p> <p><b>Problem Statement 4:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.</p> <p><b>Problem Statement 5:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.</p> <p><b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.</p> <p><b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.</p> <p><b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.</p> <p><b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.</p> <p><b>Problem Statement 4:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.</p> <p><b>Problem Statement 6:</b> Special education student performance was exponentially lower than their non-disabled peers. <b>Root Cause:</b> Lack of curricular planning and collaboration between SPED team and Gen ED team.</p> <p><b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.</p>
Perceptions
<p><b>Problem Statement 1:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.</p> <p><b>Problem Statement 2:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.</p> <p><b>Problem Statement 3:</b> Math Performance was substantially lower than Reading. <b>Root Cause:</b> Lack of effective feedback on instruction and progress monitoring.</p> <p><b>Problem Statement 5:</b> Special education student performance was exponentially lower than their non-disabled peers. <b>Root Cause:</b> Lack of curricular planning and collaboration between SPED team and Gen ED team.</p> <p><b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.</p> <p><b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.</p>

**Goal 2: EQUITY** - Remove unacceptable barriers to student and staff success

**Performance Objective 2:** By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use SpringWay Systems and PBIS with fidelity to reduce behavior infractions. <b>Strategy's Expected Result/Impact:</b> Reduce behavior infractions. <b>Staff Responsible for Monitoring:</b> All staff.  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Student Learning
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Perceptions
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Goal 3: ENGAGEMENT** - Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 10 increase .

**Evaluation Data Sources:** Agendas, sign in sheets, participation rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Reynolds will communicate with parents 1 time per week to include all campus information and upcoming dates through the use of SMORE. <b>Strategy's Expected Result/Impact:</b> increased parent engagement <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2, 7 - Student Learning 4, 7 - School Processes & Programs 1, 2 - Perceptions 1, 7	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reynolds will offer flexible parent training sessions (1 per 6 weeks) and academic events on key areas including, SEL, academic contents, assessment and wrap around supports and provide aligned resources for parents to use. (Polar Express- Academic night, PK Night) <b>Strategy's Expected Result/Impact:</b> Increased parent engagement <b>Staff Responsible for Monitoring:</b> PEL, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3, 7 - Student Learning 5, 7 - School Processes & Programs 1, 3 - Perceptions 2, 7 <b>Funding Sources:</b> General Supplies for Stations - 211 Title I, Part A - \$1,500, Snacks for parent events - 211 Title I, Part A - \$1,500, PK and K Academic Roundup Materials Oriental trading - 211 Title I, Part A - \$500, Cardstock and Lamination for flash cards for EOY testing and Summer Learning - 211 Title I, Part A - \$1,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide out of school learning experiences for ALL scholars through Field Trips and on campus field experiences <b>Strategy's Expected Result/Impact:</b> Exposure and access to enrichment activities <b>Staff Responsible for Monitoring:</b> Team leads, principal  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3, 7 - Student Learning 5, 7 - School Processes & Programs 1, 3 - Perceptions 2, 7 <b>Funding Sources:</b> Field trip fees and transportation - 211 Title I, Part A - \$15,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies. <b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication. <b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.
Student Learning
<b>Problem Statement 4:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies. <b>Problem Statement 5:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication. <b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.
School Processes & Programs
<b>Problem Statement 1:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars. <b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies. <b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.

### Perceptions

**Problem Statement 1:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 2:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.





**Problem Statement 7:** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

**Goal 4: WELL-BEING** - Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

**Evaluation Data Sources:** Quaver reports, attendance for campus functions and agendas.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of SEL Curriculum (Quaver). <b>Strategy's Expected Result/Impact:</b> improvement social emotional health of students. <b>Staff Responsible for Monitoring:</b> Counselor, teachers  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host various events across campus to promote kindness and anti-bullying ( World Kindess day, Black out on Bullying) <b>Strategy's Expected Result/Impact:</b> Increased engagement in SEL <b>Staff Responsible for Monitoring:</b> Counselor, Principal  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3, 7 - Student Learning 5, 7 - School Processes & Programs 1, 3 - Perceptions 2, 7	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for staff to attend SEL training <b>Strategy's Expected Result/Impact:</b> Improved SEL <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1 <b>Funding Sources:</b> Harris County Dept of Ed - 211 Title I, Part A - \$100	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home. <b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies. <b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication. <b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.
Student Learning
<b>Problem Statement 4:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies. <b>Problem Statement 5:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication. <b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home. <b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.
School Processes & Programs
<b>Problem Statement 1:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars. <b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies. <b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.

### School Processes & Programs

**Problem Statement 7:** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

### Perceptions

**Problem Statement 1:** Reynolds experienced a larger turnover than previous years for the 22-23 school year. **Root Cause:** Several staff members were promoted internally or externally resulting in large number of vacancies.

**Problem Statement 2:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**Problem Statement 6:** Reynolds behavior incidents and chronic absenteeism was higher than previous years. **Root Cause:** Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Problem Statement 7:** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

**Goal 5: OPPORTUNITIES** - Expand academic offerings so students can explore, learn, and excel

**Performance Objective 1:** To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.





**Evaluation Data Sources:** Q1- 2 events

Q2- 2 events

Q3- 2 events

Q4- 2 events

Total 6 events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will develop team to ensure all community centers have access and distribute campus information regarding events etc. <b>Strategy's Expected Result/Impact:</b> Improvement community engagement and participation in campus event. <b>Staff Responsible for Monitoring:</b> Principal and PEL  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3, 7 - Student Learning 5, 7 - School Processes & Programs 1, 3 - Perceptions 2, 7	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication. <b>Problem Statement 7:</b> Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. <b>Root Cause:</b> Lack of staff engagement in sponsoring extra curricular opportunities for scholars.
Student Learning
<b>Problem Statement 5:</b> Parents report communication as opportunity for growth for campus. <b>Root Cause:</b> Campus is not ensuring parents receive communication.

### Student Learning

**Problem Statement 7:** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

### School Processes & Programs

**Problem Statement 1:** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

**Problem Statement 3:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

### Perceptions

**Problem Statement 2:** Parents report communication as opportunity for growth for campus. **Root Cause:** Campus is not ensuring parents receive communication.

**Problem Statement 7:** Fewer Afterschool Extra Curricular Opportunities were offered to scholars in the 21-22 School year. **Root Cause:** Lack of staff engagement in sponsoring extra curricular opportunities for scholars.

**Goal 6: LEADERSHIP** - Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

**Evaluation Data Sources:** PD - completion reports, passport completion.

Q1- 25% Q2- 50% Q3- 75% Q4- 100%





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TTESS appraisers will hold quarterly calibration walks to ensure alignment in evaluations. <b>Strategy's Expected Result/Impact:</b> Improved alignment and calibration of TTESS ratings <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes & Programs 7 - Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
<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:**

Demographics
<b>Problem Statement 1:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Student Learning
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
School Processes & Programs
<b>Problem Statement 7:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.
Perceptions
<b>Problem Statement 6:</b> Reynolds behavior incidents and chronic absenteeism was higher than previous years. <b>Root Cause:</b> Reynolds experienced influx of new families with challenging behaviors and attendance. Staff must teach systems and monitor for improvement with positive reinforcers and effective communication from school to home.

**Goal 6: LEADERSHIP** - Identify and support all leaders across every level of the organization

**Performance Objective 2:** By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A-Team will utilize calendars to schedule walkthroughs of staff and calibrated walkthroughs and review of feedback for alignment. <b>Strategy's Expected Result/Impact:</b> Improve teacher performance. <b>Staff Responsible for Monitoring:</b> Admin team.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
Student Learning
<b>Problem Statement 4:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
School Processes & Programs
<b>Problem Statement 2:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.
Perceptions
<b>Problem Statement 1:</b> Reynolds experienced a larger turnover than previous years for the 22-23 school year. <b>Root Cause:</b> Several staff members were promoted internally or externally resulting in large number of vacancies.

# State Compensatory

## Budget for Reynolds Elementary

**Total SCE Funds:** \$18,648.00

**Total FTEs Funded by SCE:** 0

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

High dose tutoring for students after school who are not quite meeting their target performance. We also explore the use of other resources that can be used as a supplement to tier 1 instruction to help close the gaps for these targeted scholars.

# Title I

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kiara Perea	ELA Specialist	Title 1	1.0

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$51,049.00
+/- Difference					\$51,049.00
199 State SCE - State Compensatory Education (PIC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Headphones for tutorials for computer programs		\$800.00
1	1	2	Snacks for tutorials (crackers etc)		\$500.00
1	2	2	After School Tutorials		\$10,000.00
2	1	1	Tutorial Materials - dry erase boards expo markers, pencils, paper, folders, index cards, markers		\$8,000.00
Sub-Total					\$19,300.00
Budgeted Fund Source Amount					\$18,648.00
+/- Difference					-\$652.00
199 State Bilingual/ESL (PIC 25, 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,448.00
+/- Difference					\$8,448.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Cardstock dry erase markers , toner and paper for academic stations and EOY testing prep		\$2,000.00
1	1	2	Snacks for Testing (water, crackers)		\$500.00
1	1	2	Paper and toner for tutorial supplies		\$5,000.00
1	1	2	STAAR Tutorials Snacks		\$1,000.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Region IV training (reading academy) and RBD resources		\$1,200.00
1	2	3	Butcher paper and Tape for Anchor Charts		\$600.00
1	2	3	Eureka Affirm		\$3,000.00
1	2	4	Consultatnt		\$9,000.00
1	8	3	Lakeshore- listening stations, sentence strips, alphabet kits etc		\$5,000.00
2	1	1	Tutorial Materials - dry erase boards expo markers, pencils, paper, folders, index cards, markers		\$2,000.00
3	1	2	PK and K Academic Roundup Materials Oriental trading		\$500.00
3	1	2	Cardstock and Lamination for flash cards for EOY testing and Summer Learning		\$1,500.00
3	1	2	General Supplies for Stations		\$1,500.00
3	1	2	Snacks for parent events		\$1,500.00
3	1	3	Field trip fees and transportation		\$15,500.00
4	1	3	Harris County Dept of Ed		\$100.00
Sub-Total					\$49,900.00
Budgeted Fund Source Amount					\$87,346.00
+/- Difference					\$37,446.00
Grand Total Budgeted					\$165,491.00
Grand Total Spent					\$69,200.00
+/- Difference					\$96,291.00