

Judson Independent School District
Elof Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

ELOLF STEAM ACADEMY IS CREATING INNOVATIVE STUDENTS FROM DIVERSE BACKGROUNDS TO BECOME CRITICAL THINKERS AND VISIONARIES THROUGH COLLABORATIVE LEARNING, WITH REAL-WORLD PROBLEM-SOLVING SKILLS, WHILE MOTIVATING THEM TO ADAPT AND FIND INNOVATIVE SOLUTIONS TO LOCAL AND GLOBAL CHALLENGES.

Vision

ELOLF STEAM ACADEMY IS PRODUCING CONFIDENT, PRODUCTIVE, LIFELONG LEARNERS.

Value Statement

Successful

Teamwork

Empowers

Adaptable

Motivated Members

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elof Steam Academy is an Elementary, located in Converse, Texas, in an urban school district in Judson ISD that serves PreK-3-5th grade. Elof's student body is approximately 600 students, with a diverse population and economic status, ranging from mid to low socio-economic status. Elof administration and staff are committed to providing a project-based learning style for all students in a safe, positive learning environment.

Demographics Strengths

Judson is an open district that allows us to open up our enrollment to all students in our district and students from out of the district. The community has experienced new home construction and the community growth is moving in a positive direction.

Elof STEAM Academy's student body consists of a diverse population. Staff members strive to maintain close relationships with students and family members. The majority of students live with extended family members, who provide campus support and attend cross-cultural celebrations and heritage events.

PreK3 and PreK4 provide early foundational skills for students.

The campus has a campus counselor who routinely meets with students (class, small group, and individually) to address social and emotional needs through guidance counseling services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Inability to effectively communicate with bilingual parents due to language barrier. **Root Cause:** Lack of trained personnel

Problem Statement 2: Limited understanding of the unique and diverse needs of EB students. **Root Cause:** Increased number of teachers, with limited knowledge of best practices for EBs.

Problem Statement 3: Teacher vacancies are difficult to fill with highly effective teachers and more teachers are being hired without completing their certifications. **Root Cause:** Shortage of special education teachers throughout Texas. Teachers leaving the profession.

Student Learning

Student Learning Summary

The STAAR data shows that 29.6% of our 3rd-grade students scored meets on the 2024 STAAR math test. In reading, 30.9% of the 3rd-grade students scored at meets. The average score for the writing prompt was 1.98, slightly below the district average of 2.09.

The STAAR data shows that 36.8% of our 4th-grade students scored meets on the 2024 STAAR math test. In reading, 43.4% of the 4th-grade students scored at meets. The average score for the writing prompt was 2.85, slightly higher than the district average of 2.77.

The STAAR data shows that 32.9% of our 5th-grade students scored meets on the 2024 STAAR math test. In reading, 42.9% of the 5th-grade students scored at meets. The average score for the writing prompt was 1.92, slightly below the district average of 2.08. In science, 21.2% of the 5th-grade students scored at meets.

Amplify data for 23-24 showed that 41% of our Kindergarten students ended the year well below grade level.

Amplify BOY for the 23-24 school year showed that 37% of first-grade students were well below, which decreased to 22% by the EOY.

Second-grade BOY data for the 23-24 school year showed that 21% of students are well below, which decreased to 12% by the EOY.

3-5 Amplify data shows an increase in the number of students who scored well below.

Student Learning Strengths

Most grade levels are showing some growth in Amplify and MAP.

Reading Accuracy is a strength.

Teachers are provided with a curriculum guide and pacing guide that aligns with the science of teaching reading. The Math curriculum is a balance of conceptual and procedural. Science instructional framework includes Labs and CER (Claim, Evidence, and Reasoning) instruction through the use of curricular resources.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student behavior and motivation /Classroom management hinders student academic growth. **Root Cause:** Increased number of teachers, with limited knowledge of behavior management strategies. Teachers and students struggle with classroom culture and communication hindering their ability to grow academically.

Problem Statement 2 (Prioritized): Well below Amplify reading scores continue to hinder the campuses' ability to grow in the areas of meets and masters. **Root Cause:** Teachers' Tier I instructional practices are not consistent and the materials being used are not aligned to the rigor of the TEKS.

Problem Statement 3 (Prioritized): According to STAAR data, we continue to show a need for more instructional growth to increase the number of students meeting the standards in the areas of meets and masters. **Root Cause:** Lack of consistent implementation of the curriculum and the infrequent progress monitoring created student performance gaps.

Problem Statement 4 (Prioritized): According to STAAR data, writing scores are below the state and district averages. **Root Cause:** Teachers struggle with implementing effective strategies that engage students in writing.

Problem Statement 5: Lack of current and updated equipment/materials for experiments. **Root Cause:** Outdated materials and equipment.

Problem Statement 6 (Prioritized): Project Lead The Way and PBL require the purchase of specific supplies to complete lessons and projects. **Root Cause:** Some of the resources are consumables and must be repurchased each year.

School Processes & Programs

School Processes & Programs Summary

The District has provided a curriculum guide, resources, and strategies for consistently implementing the TEKS.

Students in all grade levels complete a universal screener in Math (MAP) and Reading (PreK-Kinder: CLI Engage and 1-5 Amplify) to determine if students are At-Risk. These assessments provide information on how to group students for small-group instruction.

Small group instruction was difficult to implement consistently. Teachers continue to improve small group instruction in reading and math instruction. Our schedule has been revised to ensure this initiative is implemented while using Zearn and Boost Reading to support students academically. We also have RtI teachers who, provide instruction using the SPIRE program for reading and ENI/ESTAAR for math.

The campus is implementing Eureka Math in Kinder - 5th grades as its math curriculum for the 2024-2025 school year to improve math instruction and student understanding. Eureka helps develop students' conceptual understanding. The daily components within Eureka are fluency, application problem, concept development, student debriefing, and an exit ticket. In reading teachers are using the provided phonics, morphology, and writing lessons. The District curriculum provides instructional slides and resources that teachers present to students. Teachers monitor and provide feedback by doing instructional laps.

The academic coaches conduct weekly grade-level collaborative planning and have Extended PLC meetings once a month for 1.5 hours to discuss data.

The campus is implementing a Positive Behavioral and Attendance Support System to allow for the same procedures and language to be used throughout the school to guide daily common practices. The Eight Keys, CHAMPs, and Capturing Kids Hearts practices will be used. Teachers will use a discipline matrix that clarifies the procedures that teachers should take when a student does not meet standard expectations. It outlines possible consequences for behaviors when students are sent to the office.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are unable to effectively and actively monitor student progress. **Root Cause:** Teachers are tied to the computer while they present instructional materials.

Problem Statement 2: Safety and Security of students and staff **Root Cause:** Increase in external security threats to students and staff

Problem Statement 3: Absences, tardies along with behaviors impede learning **Root Cause:** Students missing academic content and instruction

Perceptions

Perceptions Summary

Parents express how happy they are with the communication modes used by the school (Weekly All-Call / text/ email, Class PT Board announcements, etc.). Parents shared concerns about communication from teachers and would like to know what topics are being covered in the classrooms and how to help their child at home. Parents engage in activities at the school such as math, literacy, and science nights.

Parents requested more services/programs/clubs for students after school and more academic support for struggling learners.

Perceptions Strengths

Parent communication from the office.

A majority of parents stated that they have had a good experience at ESA

Parents enjoy the family engagement activities that provide activities for their children to do at home.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents need resources and strategies to help their students at home. **Root Cause:** Current methods and strategies are not familiar to the parents.

Priority Problem Statements

Problem Statement 1: Student behavior and motivation /Classroom management hinders student academic growth.

Root Cause 1: Increased number of teachers, with limited knowledge of behavior management strategies. Teachers and students struggle with classroom culture and communication hindering their ability to grow academically.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers are unable to effectively and actively monitor student progress.

Root Cause 2: Teachers are tied to the computer while they present instructional materials.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Well below Amplify reading scores continue to hinder the campuses' ability to grow in the areas of meets and masters.

Root Cause 3: Teachers' Tier I instructional practices are not consistent and the materials being used are not aligned to the rigor of the TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Project Lead The Way and PBL require the purchase of specific supplies to complete lessons and projects.

Root Cause 4: Some of the resources are consumables and must be repurchased each year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to STAAR data, we continue to show a need for more instructional growth to increase the number of students meeting the standards in the areas of meets and masters.

Root Cause 5: Lack of consistent implementation of the curriculum and the infrequent progress monitoring created student performance gaps.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to STAAR data, writing scores are below the state and district averages.

Root Cause 6: Teachers struggle with implementing effective strategies that engage students in writing.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Parents need resources and strategies to help their students at home.





Root Cause 7: Current methods and strategies are not familiar to the parents.

Problem Statement 7 Areas: Perceptions

Goals

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 1: All students will be provided with materials to enhance learning and innovative interaction with peers

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK - 5th-grade teachers will incorporate hands-on activities/manipulatives during tier 1 and tier 2 instruction. Strategy's Expected Result/Impact: Students scoring on/above level on the math and science universal screener will increase.</p> <p>Problem Statements: Student Learning 2, 3 Funding Sources: Lowan education llc - 211 Title I - 11 6399 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide learning materials and supplies for students to practice/reinforce skills to help improve student's academic growth.</p> <p>Problem Statements: Student Learning 3 Funding Sources: - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Well below Amplify reading scores continue to hinder the campuses' ability to grow in the areas of meets and masters. Root Cause: Teachers' Tier I instructional practices are not consistent and the materials being used are not aligned to the rigor of the TEKS.</p> <p>Problem Statement 3: According to STAAR data, we continue to show a need for more instructional growth to increase the number of students meeting the standards in the areas of meets and masters. Root Cause: Lack of consistent implementation of the curriculum and the infrequent progress monitoring created student performance gaps.</p>

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 2: Enhance instructional practices and strategies to support student academic performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the phonics lessons from the Curriculum guide with fidelity using the materials provided by the district.</p> <p>Strategy's Expected Result/Impact: Improved scores on the various components of Amplify</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Amazon supplies - 211 Title I - 11 6399 - \$1,315</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement the Eureka Math curriculum based on the district-created scope and sequence.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades K-5 will use ZEARN to help reinforce the Eureka lessons and teachers will monitor the number of lessons passed during the week.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers in grades K-5 will create small groups to provide At-Risk, Special Education, and Emergent Bilingual students with tier 2 instructional strategies to support academic growth.</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I - \$1,320</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement Project Based Learning or PLTW and provide hands-on experiences for our students.</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Custom ID systems - 211 Title I - \$1,630</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 6 Details	Reviews			
Strategy 6: RtI teachers will provide At-Risk students with tier 3 instruction to support academic growth. Funding Sources: ID Systems - 211 Title I - \$1,630	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide support on the organizational thinking strategy of RACE/CER and how that strategy is applied to written compositions. Strategy's Expected Result/Impact: Improvement in the number of students obtaining higher scores using the rubric for short and extended response items.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Well below Amplify reading scores continue to hinder the campuses' ability to grow in the areas of meets and masters. Root Cause: Teachers' Tier I instructional practices are not consistent and the materials being used are not aligned to the rigor of the TEKS.</p> <p>Problem Statement 3: According to STAAR data, we continue to show a need for more instructional growth to increase the number of students meeting the standards in the areas of meets and masters. Root Cause: Lack of consistent implementation of the curriculum and the infrequent progress monitoring created student performance gaps.</p> <p>Problem Statement 6: Project Lead The Way and PBL require the purchase of specific supplies to complete lessons and projects. Root Cause: Some of the resources are consumables and must be repurchased each year.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers are unable to effectively and actively monitor student progress. Root Cause: Teachers are tied to the computer while they present instructional materials.</p>

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 3: Implement a school-wide plan to address behavior management.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Capturing Kids Hearts to develop schoolwide strategies to enhance teacher/student relationships. Provide incentives and awards that promote positive behaviors.</p> <p>Strategy's Expected Result/Impact: Implement Capturing kids hearts to develop schoolwide strategies to enhanced teacher/student relationships. Provide incentives and awards that promote positive behaviors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Education Awards - 211 Title I - 6499 - \$372.55</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Champs to develop classroom expectations.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of Response to Intervention (RTI) Behavior Process to help address discipline concerns with at-risk students within the classroom.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Student behavior and motivation /Classroom management hinders student academic growth. Root Cause: Increased number of teachers, with limited knowledge of behavior management strategies. Teachers and students struggle with classroom culture and communication hindering their ability to grow academically.</p>

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 4: Campus personnel will attend professional learning opportunities throughout the school year and obtain effective instructional strategies to support and increase student academic performance.

Evaluation Data Sources: Increase in the percentage of students reaching grade level expectations





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in K-1 will participate in a book study on strategies for effective writing with District and Campus personnel.</p> <p>Strategy's Expected Result/Impact: Students ability to write correctly will improve</p> <p>Staff Responsible for Monitoring: Academic leaders, Teachers</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Patterns of Wonder - 211 Title I - 11 6399 - \$560</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Response to Intervention (RTI) will provide professional development focusing on the intervention lesson structures.</p> <p>Strategy's Expected Result/Impact: Increase in skills acquisition specific to early numeracy, one/one correspondence, letter/sound correspondence and decoding.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 4: According to STAAR data, writing scores are below the state and district averages. Root Cause: Teachers struggle with implementing effective strategies that engage students in writing.</p>

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: Increase parental and community involvement by continuing to build relationships with parents, guardians, and community members to bridge the school-to-home connection.





Strategy 1 Details	Reviews			
<p>Strategy 1: Promote building family engagement and relationships by providing/attending professional development for parent engagement.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement with school activities</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 - 211 Title I - \$650</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents need resources and strategies to help their students at home. Root Cause: Current methods and strategies are not familiar to the parents.</p>

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 2: ESA will build relationships with students and staff by implementing the CHK strategies we learned. Red ribbon week will unite us as a whole campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Capturing kids hearers to develop school wide strategies to enhance teacher/student relationships. Positive incentives and awards that promote positive behaviors.</p> <p>Strategy's Expected Result/Impact: Promoting good behavior and good choices at school and at home</p> <p>Staff Responsible for Monitoring: All teachers and staff</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Positive Promotions - 211 Title I - 11-6399 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Student behavior and motivation /Classroom management hinders student academic growth. Root Cause: Increased number of teachers, with limited knowledge of behavior management strategies. Teachers and students struggle with classroom culture and communication hindering their ability to grow academically.</p>

Goal 3: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Campus personnel will attend professional learning opportunities throughout the school year and obtain effective instructional strategies and materials to support and increase student academic performance.

Evaluation Data Sources: STAAR data, Universal Screens, CBA data, Student journals, student work and classroom assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on Capturing Kids Hearts to develop schoolwide strategies to enhance teacher/student relationships.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Student behavior and motivation /Classroom management hinders student academic growth. Root Cause: Increased number of teachers, with limited knowledge of behavior management strategies. Teachers and students struggle with classroom culture and communication hindering their ability to grow academically.</p>

Goal 4: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: Students will be provided with opportunities to develop their leadership skills.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to participate in leadership roles through UIL and the Student Council	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Eloff Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2.6

Brief Description of SCE Services and/or Programs

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Personnel for Eloff Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Wright	RTI Teacher	1
Briane Mayes	RTI Teacher	0.6
Nicole Chavez	RTI Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Briane Mayes	RTI Teacher		.4
Lisa De La Cruz	Academic Trainer		1
Rose Ransom	Academic Coach		1

Site Based Decision Making Committee

Committee Role	Name	Position
Community Member	Troy Cunningham	Community Member
Parent	John Ruiz	Parent
PTO President	Brandy Sauls	Parent
Parent	Myra Cortines	Parent
Interventionist	Nicole Chavez	Rtl
Teacher	Janie Coheen	PreK4
Gifted & Talented	Carol Harris	Teacher
Special Education	Holy Tomblin	Teacher
Teacher	Ashley Jaime	Kinder Teacher
Teacher	Pam Pierce	First Grade Teacher
Teacher	Kelsey Ori	Second Grade Teacher
Teacher	Brandy Dawson	Third Grade Teacher
Teacher	Stephanie Bourns	Fourth Grade Teacher
Teacher	Ashley Stager	Fifth Grade Teache
Professional	Lisa De La Cruz	Academic Trainer
Administrator	Rose Ransom	Academic Coach
Administrator	April Farris	Counselor
Administrator	Tiffany McHugh McHugh	Assistant Principal
Administrator	Scott Wilson	Principal

Campus Funding Summary

171 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,669.00
+/- Difference					\$6,669.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lowan education llc	11 6399	\$3,000.00
1	1	2			\$3,000.00
1	2	1	Amazon supplies	11 6399	\$1,315.00
1	2	4			\$1,320.00
1	2	5	Custom ID systems		\$1,630.00
1	2	6	ID Systems		\$1,630.00
1	3	1	Education Awards	6499	\$372.55
1	4	1	Patterns of Wonder	11 6399	\$560.00
2	1	1	211		\$650.00
2	2	1	Positive Promotions	11-6399	\$500.00
Sub-Total					\$13,977.55
Budgeted Fund Source Amount					\$20,539.00
+/- Difference					\$6,561.45
Grand Total Budgeted					\$27,208.00
Grand Total Spent					\$13,977.55
+/- Difference					\$13,230.45

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Samantha Wohler	9/25/2024
Child Abuse and Neglect			Samantha Wohler	9/25/2024
Student Welfare: Crisis Intervention Programs and Training			Samantha Wohler	9/25/2024
Student Welfare: Discipline/Conflict/Violence Management			Samantha Wohler	9/25/2024