

Judson Independent School District
Candlewood STEM Academy
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

TXKEA (Kinder) 23-24 EOY Screening

Spelling Level			Vocab 3 Level			Letter Names Level		
Needs Support	Monitor	On Track	Needs Support	Monitor	On Track	Needs Support	Monitor	On Track
26.98%	9.52%	63.49%	30.16%	15.87%	53.97%	25.40%	12.70%	61.90%
Letter Sounds 3 Composite Level			blending 3 composite Level			decoding 3 Level		
Needs Support	Monitor	On Track	Needs Support	Monitor	On Track	Needs Support	Monitor	On Track
26.98%	14.29%	58.73%	33.33%	6.35%	60.32%	38.10%	3.17%	58.73%
Listening Comprehension 3 Level			Composite Math 3 Level			Science 3 Level		
Needs Support	Monitor	On Track	Needs Support	Monitor	On Track	Needs Support	Monitor	On Track
28.57%	9.52%	61.90%	41.27%	22.22%	36.51%	1.59%	1.59%	96.83%

Amplify 23-24 BOY Screening

1st Grade: 41% At or Above Benchmark

Amplify 23-24 EOY Screening

1st Grade: 51% At or Above Benchmark

23-24 Map NWEA Math BOY Screening

1st Grade: 14% At or Above

23-24Map NWEA Math EOY Screening

1st Grade: 22% At or Above

Student Learning Strengths

Some of our learning strengths include dyslexia screening at the end of kindergarten, and First Grade at midyear, RTI (Response to Intervention) services, Academic Enrichment for all students, TAG services for GT students, built-in intervention block (WIN time) for all grade levels, and extended day tutoring. All kinder and 1st-grade students have a dedicated daily time each day for STEM Enrichment. We also have an Academic Trainer, Academic Coach, and STEM teacher who assist teachers during weekly collaborative planning and grade-level meetings, and present PD after school and on campus during PD days. They also observe, model, and coach teachers on best practices, including academic, behavioral, and social-emotional management. District Coordinators will support the campus when asked and will come to observe and give feedback to teachers, as well as present PD and attend collaborative planning and/or grade-level planning.

Teachers had extensive training on our HQIM (Amplify and Eureka). In addition, 88% of our teachers have at least 5 years of teaching experience.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus attendance rate for the 2023-2024 school year was 91.9%. This was an increase from the previous year, but attendance needs to increase to the district level of 97% for student success.

Problem Statement 2 (Prioritized): Historically, special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.

Problem Statement 3 (Prioritized): STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low-performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the campus strategies for reading.

Problem Statement 4 (Prioritized): STAAR performance in math and science, and early math diagnostics (MAP Math) remain a low-performance area for students in all grade levels. **Root Cause:** Lack of consistency in small group instruction. This is also true for WIN time, our campus intervention block. Lack of consistent exposure to STEM, science labs, and cross- curricular connections.

Priority Problem Statements

Problem Statement 1: Campus attendance rate for the 2023-2024 school year was 91.9%. This was an increase from the previous year, but attendance needs to increase to the district level of 97% for student success.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Historically, special education students have not shown adequate growth across grade levels and content areas.

Root Cause 2: The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low-performance area for students in all grade levels.

Root Cause 3: There is a lack of consistency in teaching small group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the campus strategies for reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR performance in math and science, and early math diagnostics (MAP Math) remain a low-performance area for students in all grade levels.



Root Cause 4: Lack of consistency in small group instruction. This is also true for WIN time, our campus intervention block. Lack of consistent exposure to STEM, science labs, and cross-curricular connections.



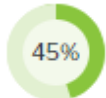
Problem Statement 4 Areas: Student Learning







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: Reading: 70% of PK through 1st-grade students will meet or exceed grade level expectations using universal screening assessments from BOY to EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses to determine both student needs and professional development needs for CWE. Data will also be collected in teacher and student data binders.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement small group instruction and differentiation strategies such as anchor charts, concrete and pictorial models providing hands-on opportunities for all student groups to include at-risk students (Economically disadvantaged, RTI, Special Education, Apple Unit, Life Skills Unit, EB and 504)</p> <p>Strategy's Expected Result/Impact: increased student engagement increased student achievement</p> <p>Staff Responsible for Monitoring: Admin Team, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: Amazon: Resources for engagement centers, small group instruction - 211 Title I - (23-24 funds) - \$1,040.97</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use our HQIM (Amplify), along with the Science of Teaching Reading to increase evidence-based reading methods that best support development of skilled reading. Teachers will implement and utilize ABC arc, letter manipulatives (alphabet), sound walls, mouth mirrors, and various phonemic awareness activities to help close the gaps.</p> <p>Strategy's Expected Result/Impact: increased foundational literacy and reading skills</p> <p>Staff Responsible for Monitoring: admin teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Kinder Amplify Ancillary Test - 286 LASO Continuation - \$540</p>	Formative			Summative
	Oct	Jan	Mar	May
	 65%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Use SCE, Title, as well as other funds, to purchase supplementary instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of students, including Pre K 4, Kinder, 1st grade, Gifted and Talented, special education students, EB, and at-risk students throughout the school year.</p> <p>Strategy's Expected Result/Impact: increase student achievement increase exposure to STEM across curriculum</p> <p>Staff Responsible for Monitoring: Admin Team Classroom Teachers</p> <p>Problem Statements: Student Learning 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
	 50%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Response to Intervention</p> <p>* The campus master schedule includes a 30-45 minute RTI block for kinder and 1st grade in math and reading.</p> <p>* RTI teachers provide support to classroom teachers and students</p> <p>* Ongoing RTI planning meetings. RTI staff should meet weekly to discuss growth and progress. These meetings should be facilitated by the RTI Team Lead.</p> <p>* RTI - case managers</p> <p>* Ongoing administrative/RTI Lead Teacher meeting with teachers regarding assessment results</p> <p>Strategy's Expected Result/Impact: RTI documentation, team meeting agendas, and notes. Close achievement gaps for at-risk students.</p> <p>Staff Responsible for Monitoring: Admin Team, RTI teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 45%			

Strategy 6 Details	Reviews			
<p>Strategy 6: Master schedule will reflect an additional daily STEM Enrichment Block to allow for STEM electives. These electives include Makerspace, Technology, STEM Lab, and Outdoor Classroom.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Use SCE, Title, as well as other funds, to purchase supplementary STEM instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of Pre K 3 and Pre K 4, Gifted and Talented, special education students, EB, and at-risk students throughout the school year.</p> <p>Strategy's Expected Result/Impact: increase student achievement increase exposure to STEM across curriculum</p> <p>Staff Responsible for Monitoring: Admin Classroom Teachers STEM Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


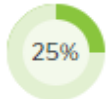





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Historically, special education students have not shown adequate growth across grade levels and content areas. Root Cause: The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.</p>
<p>Problem Statement 3: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low-performance area for students in all grade levels. Root Cause: There is a lack of consistency in teaching small group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the campus strategies for reading.</p>
<p>Problem Statement 4: STAAR performance in math and science, and early math diagnostics (MAP Math) remain a low-performance area for students in all grade levels. Root Cause: Lack of consistency in small group instruction. This is also true for WIN time, our campus intervention block. Lack of consistent exposure to STEM, science labs, and cross-curricular connections.</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: Pre-Kinder: 75% of Pre-K 4 students will be "on-track" for all subtests in literacy, math, science, social studies and social emotional behaviors, using Circle Progress Monitoring.





Evaluation Data Sources: Circle Progress Monitor data
Observations

Strategy 1 Details	Reviews			
Strategy 1: Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses to determine both student needs and professional development needs for CWE. Data will also be collected in teacher and student data binders.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement small group instruction and differentiation strategies such as anchor charts, concrete and pictorial models providing hands-on opportunities for all student groups to include at-risk students (Economically disadvantaged, RTI, Special Education, Life Skills Unit, EB, and 504)	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Use Title and SCE funds to purchase high-interest, collections of appropriate quality resources such as Scholastic Classroom magazines and library books to meet current standards. Teachers and librarians will continue to foster a love for reading and promote reading by sharing and organizing these resources and library materials through book talks and the promotion of self-selection.	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>				

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: Science: Kinder and 1st-grade students will increase their knowledge and experiences in science by participating in a daily STEM Enrichment time to develop skills in posing simple questions, conducting simple investigations, observing, classifying, and communicating information about the natural world. All grades will increase their knowledge and experiences in science.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use SCE, Title, as well as other funds, to purchase supplementary STEM instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of Pre K 3 and Pre K 4, Gifted and Talented, special education students, EB, and at-risk students throughout the school year.</p> <p>Strategy's Expected Result/Impact: increase student achievement increase exposure to STEM across curriculum</p> <p>Staff Responsible for Monitoring: Admin Classroom Teachers STEM Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: STEM Read Alouds - 211 Title I - \$258.56, Alamo Classroom Solutions: STEM activities, lessons, challenges - 286 LASO Continuation - \$1,173.45</p>	Formative			Summative
	Oct	Jan	Mar	May
				








 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low-performance area for students in all grade levels. Root Cause: There is a lack of consistency in teaching small group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the campus strategies for reading.</p> <p>Problem Statement 4: STAAR performance in math and science, and early math diagnostics (MAP Math) remain a low-performance area for students in all grade levels. Root Cause: Lack of consistency in small group instruction. This is also true for WIN time, our campus intervention block. Lack of consistent exposure to STEM, science labs, and cross-curricular connections.</p>

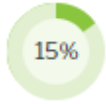




Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: Continue to implement a Comprehensive Developmental School Guidance and Counseling Program that will foster student learning in a safe, drug-free environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide appropriate services, including supplies, clothing, meals, and transportation, to include McKinney Vento students to improve academic progress and attendance</p> <p>Strategy's Expected Result/Impact: Increased attendance, academic progress, and improved well-being</p> <p>Staff Responsible for Monitoring: Counseling Department and Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan and host Career Day and College Awareness Plan - utilizing specific STEM resources</p> <p>Strategy's Expected Result/Impact: to build awareness of different fields for students to pursue motivation to attend post-high school education</p> <p>Staff Responsible for Monitoring: Counseling Department and Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: In an effort to proactively address the unmet social emotional needs of the students, the counselor, social worker, and Communities In Schools team will provide grade levels with counseling support, SEL lessons and strategies to help address social issues.</p> <p>Staff Responsible for Monitoring: Counseling and Admin team</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Create, distribute, and analyze a Fall and Spring family survey to gain insight, input, ideas, and feedback to better improve our campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: District distributed survey to families to assess for satisfaction, concerns, etc. as well as campus specific survey given to families. Admin also distributes faculty survey to assess for areas of growth.</p> <p>Staff Responsible for Monitoring: Admin team</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>				

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 1: Teacher turnover rate will decrease to a rate at or below ESC/Region 20, as specified by the 2023 TAPR Report.

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 2: The percent of students responding as having negative experiences will decrease by EOY 2025 compared to the November 2024 baseline survey.

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 3: Develop and implement programs/clubs designed to involve and engage students in extended learning opportunities such as athletics, music, the arts, reading, and technology.

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 4: Student attendance rate will increase from 92% to 97% for the 2024-2025 school year.

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.






Performance Objective 5: Campus safety will be improved to provide staff, students and parents with a safe learning environment at all times.

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 6: Provide opportunities for parent and community involvement in a welcoming school environment for all families.

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Ensure effective leadership by implementing a sustainable leadership system while maintaining a low turnover rate of staff members, increasing instructional support, staff development, and ownership of campus decision-making, and building cohesive grade-level teams.







Strategy 1 Details	Reviews			
<p>Strategy 1: Members of the leadership team will attend School Empowerment Network Convening to strengthen the foundation for teaching and learning by honing the leadership moves and enabling systems for curriculum, pedagogy, and teacher support and supervision.</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - 286 LASO Continuation - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 2: Campus principal will meet with the campus secretary each month to review purchases and ensure fiscal responsibility, based on suggestions made by the Site-Based Team, stakeholders, and teacher team leads.






Goal 5: 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: Continue to implement Restorative Practices to educate students, faculty, families, and community on conflict resolution to restore relationships, which results in a 20% decrease in discipline referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement meeting circles with students to build relationships and empower students to solve conflicts on their own. The campus will purchase materials and supplies to support teachers and students.</p> <p>Strategy's Expected Result/Impact: building relationships increased conflict resolution</p> <p>Staff Responsible for Monitoring: Counseling and Admin team</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Restorative Justice Team will work in conjunction with the leadership team to promote positive behaviors throughout the campus</p> <p>Staff Responsible for Monitoring: Admin and Counseling team</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>				







Goal 5: 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 2: The campus counselor and social worker will conduct guidance lessons with students and community to educate and model kindness, empathy, and mindfulness.

Strategy 1 Details	Reviews			
Strategy 1: Monthly SEL lessons will be conducted by the counseling team. Quarterly Coffee with the Counselor for parent engagement.	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>				

Goal 5: 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 3: Support Social Emotional Learning (SEL) to meet the physical, social, and emotional needs of students and staff for a safe and healthy environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor, social worker, and CIS representative will address classroom management behaviors and development of overall class culture by attending conferences such as the Annual Tx. School Social Workers Conference and the Annual American School Counselors Association and providing training on relationship building, the development and use of peace corners, and circles to increase positive student teacher interactions and an environment more conducive to learning.</p> <p>Strategy's Expected Result/Impact: support the emotional, physical, and social needs of our students, families, and staff</p> <p>Staff Responsible for Monitoring: Admin and counseling team</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate Red Ribbon Week by educating, encouraging, and recognizing being drug and alcohol-free, committing to a healthy lifestyle, and teaching strategies for stress management.</p> <p>Strategy's Expected Result/Impact: increase social-emotional well-being decrease unhealthy habits</p> <p>Staff Responsible for Monitoring: Admin, Counseling Team, classroom teachers</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>				

State Compensatory

Budget for Candlewood STEM Academy

Total SCE Funds: \$2,038.00

Total FTEs Funded by SCE: 0.9

Brief Description of SCE Services and/or Programs

additional supplies for student use

Personnel for Candlewood STEM Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Patricia Lozano Landry	RTI Teacher	0.4
Sarah De La Rosa	At Risk Social Worker	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Clow	Academic Coach		.4
Jacqueline Gonzales	Academic Trainer		.4
Loriann Alt	RTI Teacher		.5

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					\$2,038.00
+/- Difference					\$2,038.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Amazon: Resources for engagement centers, small group instruction	(23-24 funds)	\$1,040.97
1	3	1	STEM Read Alouds		\$258.56
Sub-Total					\$1,299.53
Budgeted Fund Source Amount					\$13,518.00
+/- Difference					\$12,218.47
286 LASO Continuation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Kinder Amplify Ancillary Test		\$540.00
1	3	1	Alamo Classroom Solutions: STEM activities, lessons, challenges		\$1,173.45
4	1	1			\$4,000.00
Sub-Total					\$5,713.45
Budgeted Fund Source Amount					\$1,000,000.00
+/- Difference					\$994,286.55
Grand Total Budgeted					\$1,015,556.00
Grand Total Spent					\$7,012.98
+/- Difference					\$1,008,543.02

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