

Beaumont Independent School District



Caldwood Elementary School

2025-2026 Campus Improvement Plan

Vision

Caldwood Elementary transforms students into 21st Century leaders by valuing the commitments of students, family, and staff.

21st Century Skills: Communicate, Collaborate, Problem Solve, Creative/Innovative Thinkers, and Culturally Diverse

The Campus Improvement Plan is a living, working document based upon the needs of Caldwood Elementary. This document can/ will be modified as needed, throughout the school year.

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Comprehensive Needs Assessment

Demographics

Summary

Caldwood Elementary is a Pre-kindergarten through 5th grade Title I campus located in Beaumont, Texas at 102 Berkshire Lane. The campus serves approximately 583 students. The staff includes 73 members including teachers, paraprofessionals, office staff, cafeteria staff, PSO, CIS representative and the administrative team . The student demographics of Caldwood are comprised of the following:

Demographics

Native Hawaiian/ Pacific Islander	African American	American Indian/ Alaska Native	Asian	Hispanic/ Latino	White	Two or more races	Total	Male	Female	Economically Disadvantaged
1	224	3	9	302	38	6	583	308	275	
0.17%	38.42%	0.51%	1.54%	51.80%	6.52%	1.03%		52.8%	47.16%	

Special Programs	English Language Learners	Special Education	504	Gifted & Talented	Dyslexia
Number of Students	230	76	7	30	10

Caldwood Elementary offers instructional programs designed to meet the individual needs of all students. The regular educational program is the largest instructional program which includes Bilingual, ESL, Dyslexia, and Gifted/Talented. The Special Education Program focuses on the unique needs and services of students. Inclusion, Resource, and Academics for Life are included in the Special Education Program.

Attendance

Although student attendance increased, staff attendance decreased. We will continue implementing the attendance action plan to reach our 97% attendance rate.

Student and staff attendance remains a contributing factor to overall academic achievement.

Student Attendance	2021-2022	2022-2023	2023-2024	2024-2025	Difference from 2024 to 2025
PreK	N/A	N/A	87.66	90.78	+3.12
Kinder	87.77	92.28	92.41	92.28	-0.13
1st Grade	88.84	90.59	93.44	93.92	+0.48
2nd Grade	88.61	92.49	92.15	94.65	+2.50
3rd Grade	89.69	93.78	94.08	92.93	-1.15
4th Grade	90.22	92.55	94.13	95.14	+1.01
5th Grade	89.47	93.97	94.02	94.39	+0.37
Total	89.12	92.6	93.07	93.67	+0.60

Student attendance increased by 0.60%. Kinder and 3rd grade demonstrated a deficit in their attendance rate. Fifth Grade students had the highest rate at 95.14%

Staff Attendance	2021-2022	2022-2023	2023-2024	2024-2025
	94.67%	93.7%		

Staff attendance decreased by 0.09%.

Student Discipline

Discipline	2021-2022	2022-2023	2023-2024	2024-2025
	Total ISS/OSS	Total ISS/OSS		Total ISS/OSS
Kindergarten	4/0			
1st Grade	3/0			
2nd Grade	4/0			
3rd Grade	8/36			
4th Grade	1/15			
5th Grade	2/14			
Total	22/65	100/75		

Student discipline increased. Discipline incident referrals totaled 352 in grades K-5th grade. One hundred days of In-School Suspension and 75 days of Out-of School Suspension were assigned for a total of 175. Therefore, the remaining 177 were addressed with alternative forms of consequences including counseling by an administrator, behavior interventionist, wellness coordinator, school counselor and/or Communities in School as a form of restorative discipline to address the social and emotional well-being of students.

Strengths

Caldwood's demographics mimic a culturally diverse society in which students can utilize their unique strengths and backgrounds to practice 21st century skills needed to compete in the real world.

- The Bilingual Program addresses the needs of newcomer incoming students in Pre-k, Kindergarten, 1st, 2nd, 3rd, 4th, and 5th Grades.
- The Special Education Program adds diversity to the campus and supports the students' academic needs and social-emotional needs.
- The campus offers a GT program to address the needs of Gifted and Talented students.

Student Learning

Summary

Caldwood Elementary utilizes a variety of assessment tools to measure academic success such as mClass, NWEA MAP (Math), and the STAAR standardized assessment.

The state accountability ratings are based on student performance on STAAR tests. The table indicates five years of STAAR data. In 2019-2020 the STAAR test was waived due to COVID-19.

STAAR 2018/2019/2021/2022: Approaches Grade Level

STAAR	Reading	Math	Science
	2018/2019/2021/2022/2023	2018/2019/2021/2022/2023	2018/2019/2021/2022/2023
3rd Grade	51%/57%/40%/41%/58%	38%/57%/22%/31%/70%	N/A
4th Grade	46%/43%/36%/59%/55%	44%/45%/20%/33%/49%	N/A
5th Grade	66%/67%/51%/62%/61%	64%/60%/42%/54%/70%	38%/38%/25%/28%/31%

At Caldwood Elementary, our emphasis is to focus on student growth and data-driven instruction. PLC's (Professional Learning Communities) are held weekly to plan and disaggregate data and keep in on student work. By observing the student's thought process, we are able to delve in and focus on what the student needs. The collaboration amongst grade level teachers during PLCs (Professional Learning Communities) leads to student growth and success.

mCLASS Data 2021/2022/2023:

Grade Level	Well Below Benchmark 2021/2022/2023	Below Benchmark 2021/2022/2023	At Benchmark 2021/2022/2023	Above Benchmark 2021/2022/2023
Kinder				
BOY	NA/44%/48%	NA/9%/24%	NA/21%/13%	NA/26%/15%
MOY	86%/55%/59%	13%/6%/15%	1%/33%/16%	0%/6%/10%
EOY	85%/48%/54%	7%/20%/18%	8%/17%/25%	0%/15%/3%
First				
BOY	75%/49%/69%	5%/15%/15%	17%/19%/9%	3%/17%/7%
MOY	79%/58%/58%	9%/15%/23%	11%/18%/9%	1%/9%/10%
EOY	44%/55%/56%	9%/9%/5%	34%/22%/26%	13%/4%/13%
Second				
BOY	71%/64%/63%	7%/14%/8%	17%/18%/23%	5%/4%/6%
MOY	69%/59%/59%	10%/20%/10%	18%/14%/19%	3%/7%/12%
EOY	69%/56%/50%	17%/10%/7%	8%/12%/13%	6%/22%/30%

- The majority of students in grades K-2 are reading Well Below Benchmark based on the mCLASS assessment. This is mostly due to lack of phonemic awareness, decoding skills, fluency and reading comprehension. Targeted intervention is inconsistent through small group instruction.

Strengths

Based on End of Year reports, some student academic achievement strengths are:

2023 STAAR Test:

- 20% of 3rd-5th grade students achieved at the Meets grade level on the 2022 Reading STAAR test.
- 17% of 3rd-5th grade students achieved at the Meets grade level in the 2022 Math STAAR test.

mClass:

Second Grade - The percent of students reading Well Above Benchmark increased from 6% at BOY to 30% at EOY.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	80% of 3rd-5th grade students did not achieve Meets grade level on the 2023 STAAR Reading test.	Students are reading below grade level & receive inconsistent targeted intervention; increased learning gap due to school interruptions; low student attendance
2★	83% of 3rd-5th grade students did not achieve Meets grade level on the 2023 STAAR Math test.	Student reading fluency and comprehension skills are below grade level; lack of number sense and fact fluency;
3	92% of grade 5 students did not achieve Meets grade level on the 2023 STAAR Science test.	Student lack of academic vocabulary and hands-on experience;
4	54% percent of kinder students are reading Well Below Benchmark on the mCLASS EOY assessment.	Student lack of phonemic awareness and decoding skills; inconsistent targeted intervention
5	56% of first grade students are reading Well Below Benchmark on the mCLASS EOY assessment.	Student lack of phonemic awareness and decoding skills; inconsistent targeted intervention
6	50% of second grade students are reading Well Below Benchmark on the mCLASS EOY assessment.	Student lack of decoding skills, reading fluency, and reading comprehension; inconsistent targeted intervention

★ = Priority

School Processes & Programs

Summary

SCHOOL CONTEXT AND ORGANIZATION:

The campus goal is to **meet TEA accountability standards by the end of the 2022-2023 school year.**

The campus has a formal process for conducting the comprehensive needs assessment (CNA) and developing the campus improvement plan (CIP). The CEIC analyzes pertinent data to determine strengths and weaknesses in each of the areas of ESSA. This information was utilized to determine campus priorities based on needs. Problem statements were created and root causes were identified. Performance objectives and strategies were developed to address the root causes. The Campus Improvement Plan (CIP) was created based upon this process.

The Campus Improvement Plan becomes the living document that focuses the district resources on the improvement of student outcomes. The strategies are implemented and monitored throughout the school year. The committee meets various time per year as set by the district. The final summative evaluation occurs in June. The monitoring is conducted by the same persons who developed the plan.

The campus improvement plans are subject to a public hearing and approval by the School Board. The plans are then made available in various ways to the general public.

The campus supports the improvement of student academic achievement in many ways including, but not limited to the following campus initiatives/programs:

- **Academics For Life:** Provides individualized instruction to qualifying students with disabilities.
- **Behavior Transition Class:** Provides individualized instruction to students needing behavior intervention services.
- **Gifted & Talented:** Provides project based learning and enrichment hands-on learning to GT students.
- **Accelerated Reader:** A computer based reading program used to enhance reading and comprehension skills. The AR program provides readers with reading and vocabulary practice, literacy skills, and reading quizzes.
- **Bilingual Program:** The bilingual program is available to students that qualify when their native language is Spanish. The goal of the program is to address the affective, cognitive and linguistic needs of students.
- **CHAMPS:** A district-wide initiative and school-wide Positive Proactive Approach to Discipline; Behavior Management Support System from Safe & Civil Schools.
- **Dyslexia:** The dyslexia program provides screening, instruction, and parent communication for students with dyslexia. Students must meet the criteria set by the District in accordance with the Texas Education Agency in order to qualify for the program.
- **English as a Second Language (ESL):** The ESL program serves qualifying students in Kindergarten through fifth grade.
- **Lamar Interns:** Selected teachers supervise and mentor Lamar University students, answer their questions, teach them about the field of work, and complete paperwork required by the University.
- **MyOn:** A personalized literacy environment that personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read.
- **Neuhaus:** Equips teachers with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia.
- NWEA MAP is a standardized achievement test that measures what students know and informs what they're ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student.
- **Reading Academy:** Specialized training to support teachers in using research based strategies and the science of teaching reading.
- **Professional Learning Communities (PLCs):** Teachers meet regularly for professional development, to share expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- **Response to Intervention (RTI):** RTI is designed to prevent academic failure through early intervention.
- **ROAR: Reach Out and Read Program to increase reading skills for second grade students.**
- **Scholastic Book Fair:** The book-fair is hosted once a year to promote literacy.
- **Special Education:** The Special Education program works in conjunction with the general education to maximize the learning of students with special needs.
- **Unique:** A standards-based set of interactive tools specifically designed for students with special needs to access the general

- curriculum.
- **mCLASS:** is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.
- **XTRA Math:** An Online Math Fact Fluency Program to help students master their math facts.
- **Imagine Math:** An Online Math Fact Fluency Program to help students master their math facts.
- **Targeted Professional development** by content area supervisors, curriculum coordinator, campus experts, and outside sources
- **Authentic Student Work:** Classroom supplies and materials required for authentic student work
- **Attendance Matters:** Attendance Incentive Program for students
- **Academic Incentives:** Incentives provided for students at the end of each 9 weeks period to recognize their accomplishments
- **Super Tickets:** Students that meet CHAMPS behavior expectations receive a Super Ticket for a chance to spin the prize wheel on Friday's.
- **SEL:** Socioemotional learning curriculum.
- **De-escalation Kits:** The De-Escalation Kit contains several activities to choose from to de-escalate any problem behavior. It allows for the facilitator to introduce ways to teach children self-regulation skills and awareness to begin to take responsibility for their behaviors by learning alternative behaviors.
- **ST Math:** K-1 online visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.
- **HB4545 Accelerated Learning Instruction:** Program that provides accelerated instruction for students who fail to achieve satisfactory performance on the STAAR assessment.
- **Amplify:** The Amplify Texas Elementary Literacy Program is specifically designed for Texas students and is built on the Science of Reading. The program is designed to meet 100% of standards, but it includes specific content for K–2 skills that may be used separately as a supplement to any core curriculum. The program is comprised of skills units specifically focused in K–2 and knowledge domains for grades K–5.
- **Retired/Rehired Teachers:** Teachers hired specifically to address the learning gaps of students and provide HB4545 instruction.
- **Summit K12:** Developed specifically for the Texas ELPS, and including grade-level TEKS, Summit K12 Connect to Literacy offers more than 2,000 practice items modeled after the TELPAS Listening and Speaking item types. English learners from Beginning to Advanced High will develop their vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for TELPAS.
- **Math Stemscores:** An approach to math instruction using the flexible 5E lesson model; STEMscopes Math everything needed to create a meaningful learning experience that empowers students with 21st-century skills to succeed in future STEM careers.
- **Science Stemscores:** Science curriculum immerses students in real-world phenomena through engaging lessons, interactive features, and high quality media.
- **Core Essentials:** The School Counselor utilizes the curriculum to address monthly value words (or Big Ideas) and a simple application to help focus on developing internal competencies in order to influence outward behaviors. It infuses the social-emotional learning competencies with each monthly value: SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible, Decision-Making; Big Idea Values: Wisdom, Initiative, Individuality, Contentment, Service, Self-Control, Compassion, Cooperation, Hope, Perseverance
- **Cardinal Nest:** Lamar's Cardinal NEST stands for **Navigating Excellence, Success, and Triumph**. NEST labs include state-of-the-art technology such as clear touch, multi-touch panels with tilting stands, computers loaded with S.T.E.A.M-related software and lesson plans.
- **School Clubs & Organizations:** Basketball, Soccer, Student Council, UIL, NEHS National Elementary Honor Society, Cub Coders, Choir

Campus principal, assistant principal, instructional coaches, and counselor meet periodically with teachers during Professional Learning Communities (PLCs). PLCs are targeted to address data driven instruction (DDI), lesson planning, disaggregate of data utilizing the data-analysis protocol, and to provide support with instructional resources and campus expectations. There is an emphasis on small group instruction, learning stations, effective rotation systems, classroom management and in school intervention.

The campus principal and assistant principal utilize the Texas Teacher Evaluation and Support System (TTESS) to support teachers in their professional development and help them grow and improve as educators. During goal setting conferences, the administrator assist the teacher with goal setting and aligns the goals to the district and/or campus goals. During classroom observations teachers are given real time and/or immediate prescriptive feedback. Teacher data conferences are held mid year to determine strengths and needs of the teacher. End of year goal conferences provide administrators and teachers the opportunity to analyze the goals and begin the process for the following year based on teacher success or lack thereof.

Campus data indicates that there is a lack of consistency among teachers and or grade levels in regards to utilizing programs with fidelity. Therefore, the administrative team must develop a consistent monitoring system to ensure teachers are utilizing programs

and implementing them with fidelity.

Most teachers at Caldwood are new to the profession and/or to the grade level with three to seven years of experience. Therefore, teachers require high levels of support in curriculum, lesson planning and preparation, instructional delivery, and classroom management.

PARENT/FAMILY AND COMMUNITY ENGAGEMENT

Caldwood Elementary utilizes Blackboard Connect and the Campus Facebook page to reach students and family in addition to the traditional flyers and letters. The campus will continue to link school events to events of enjoyment and value like sporting events, contests, and award ceremonies as an effective way to involve all stakeholders with high levels of success impacting student motivation.

Parent Teacher Association (PTA): PTA is a nation-wide membership non-profit group consisting of parents and educators. Our Caldwood PTA provides our school with support with the main goal of strengthening the school itself and supporting the students' education. The PTA supports our school's vision to deepen the important partnership between school, family, and community.

Reach Out and Read (ROAR!): ROAR is a community partnership launched by the district in an effort to promote reading and increase reading proficiency at the early levels. The program was designed as a partnership between the Beaumont community and Beaumont ISD (BISD). The primary goal of the program is to have all BISD second graders reading at or above grade level by the end of the year by pairing them with volunteers who will assist them in improving their reading skills. BISD, in partnership with our community, wishes to instill a love of reading at an early age and provide them with positive attention and learning outcomes.

Business Partners: **DAR Studio, Mabel's Snow Cones & Mexican Treats, NWHS (Not Without Hope Services), Texas Farm Bureau, United Healthcare Dental, Beaumont Convention & Visitors Bureau, TJ Castelan Team/Connect Realty of SETX, HEB**

Taqueria y Antojeria Ohana

Strengths

CURRICULUM, INSTRUCTION, AND ASSESSMENT:

- Teachers utilize the online district curriculum Scope & Sequence and Pacing Guides to plan and prepare instruction.
- Teachers utilize resource folders in the Scope & Sequence to plan and prepare instruction.
- Teachers utilize the Data Analysis Protocol to disaggregate data and plan data-driven instruction during Professional Learning Communities (PLCs).
- Students create and utilize data folder to track their academic progress and growth.
- Teachers utilize the Beaumont ISD lesson plan format to plan and prepare instruction in Eduphoria.

BE/ESL PROGRAM Instructional Design:

The BE/ESL programs are designed and implemented to address closing the language and academic gaps of English Learners (ELs). Bilingual and ESL students continue to receive support in the BE/ESL programs where daily instruction is provided by either a certified teacher, teacher on a bilingual exception or ESL waiver. The BE/ESL department continues to support schools by providing guidance for appropriate program placement for English learners. The campus has multiple Language Proficiency Assessment Committees (LPAC) to meet the demands of the Texas Education Agency in regards to English Learners. Through the BE/ESL department and TEA's accountability model, the school is required to monitor students' academic achievement and progress toward English language proficiency every nine weeks. Additional resources and supplemental curriculum is utilized to ensure English Learners develop proficiency in English while learning the content. Students in the Bilingual or English as a Second Language (ESL) program in grades kindergarten through first grade are offered the opportunity to attend the Bilingual/ESL Summer School Program.

Implementation of Instructional Services and Methods

Strengths:

Bilingual and English as a Second Language Teachers attend on-going training on effective practices for English Learners as provided by the district. Implementation of effective practices is facilitated by instructional coaches, teacher leaders, and instructional specialists that work collaboratively to analyze data and make informed decisions about instruction. Additionally, bilingual and ESL teachers attend training upon request and availability of funds.

Parent and Community Participation

Strengths:

Caldwood Elementary encourages parent and community participation in school.

- Active Business Partners.
- Parent-teacher Association (PTA) is a formal organization composed to parents, teachers and staff that facilitate parental participation in the school.
- In addition to the traditional flyers and letters, the call alert system Blackboard Connect and Campus Facebooks page is utilized to communicate electronically with parents.
- The school Facebook page is active and updated to give parents current information.
- Parents have access to their child's profile, attendance, and grades, through the BISD Parent Self Serve link.
- Communication is provided in English and Spanish.

SCHOOL CONTEXT AND ORGANIZATION:

- The campus has a well-defined comprehensive needs assessment process
- The administrative team is committed to supporting campus efforts
- Positive school culture
- Campus evaluates effectiveness of Campus Improvement Plan in timely manner
- CHAMPS a positive pro-active approach to discipline is utilized
- Goals/Objectives/Strategies are communicated to staff and students in various ways
- Data folders are evident and utilized in all classrooms
- Reminders of the importance of focusing on student achievement are visible and clearly articulated
- Data wall with district assessments results is visible to all stakeholders in the school cafeteria.
- Student progress is tracked extensively
- Teachers have a voice in campus decision-making and school practices through PLCs and CEICs
- Duty rosters and supervision schedules are developed by the administrative team
- After school activities are available
- Intervention to accelerate instruction is provided during the regular school day
- Announcements are kept to a minimum; usually first five minutes and last five minutes of each day to maximize instructional time
- PLCs expectations/standards have been established; PLCs are being conducted; creates a shared vision
- Teachers have a better understanding of data based on work in PLCs
- Buy-in for campus goals and shared vision created through PLCs and teacher input in decision-making
- Campus safety has been strengthened by vestibules upon entry to the school
- Consistent faculty meetings are held on a weekly basis

PARENT/FAMILY AND COMMUNITY ENGAGEMENT

- Campus Educational Improvement Committee
- Business partners
- Active PTA
- Tittle I events for parents

Perceptions

Summary

Caldwood Elementary collaboratively developed a vision and mission statement in order to have a unified purpose.

The vision statement is:

"Caldwood Elementary transforms students into 21st Century leaders by valuing the commitments of staff, students, and family. We are learning to communicate, collaborate, problem-solve, to be creative innovative thinkers, and to be culturally diverse."

The vision statement is recited daily and modeled by staff and students.

We are continuously embedding opportunities for students to practice 21st century skills in the classroom that will enable them to communicate and collaborate effectively.

The vision is also embedded in our discipline management system CHAMPS (a positive proactive approach to discipline). In order for us to have a successful day we must be safe, responsible and respectful. These three things can be achieved in the way that we communicate and collaborate with one another when we do or don't agree with one another.

The CHAMPS program derived from Safe and Civil Schools provides opportunities for staff to address the social and emotional well-being of students. In addition, the school counselor utilizes the Core Essentials Curriculum to help better serve our students.


The mission statement is:

"We will prepare all students by providing multiple opportunities for them to grow academically and socially in a safe learning environment."

The staff is committed to planning and preparing activities that ignite academic and personal growth.

Strengths

- Unified purpose
- CHAMPS: a positive proactive approach to discipline
- Guidelines for Success
- School Rules
- Act like a CHAMP even when no one is looking
- Based on SEL survey, most students enjoy coming to school and feel teachers care about them
- Open door policy for parents and community members



Priority Problem Statements

Problem Statement

Root Cause

1
★

83% of 3rd-5th grade students did not achieve Meets grade level on the 2023 STAAR Math test.

Student reading fluency and comprehension skills are below grade level; lack of number sense and fact fluency;

2
★

80% of 3rd-5th grade students did not achieve Meets grade level on the 2023 STAAR Reading test.

Students are reading below grade level & recieve inconsistent targeted intervention; increased learning gap due to school interruptions; low student attendance

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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)
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

Performance Objective 1 HB3 Goal

By June 2026, the percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 25% to 35%.

Evaluation Data Source: mClass BOY, MOY, EOY

TEA Reading Interim

Mock STAAR Reading Test

STAAR 2026 Reading test

Strategy 1 Targeted Support Strategy

By June 2026, Caldwood Elementary will utilize mCLASS as a diagnostic resource to tier all students in K-5th grade for targeted instruction during small group instruction, measure student growth, and predict student preparedness for STAAR reading.

Strategy's Expected Result/Impact: Increase Academic Achievement

Increase the number of Tier 1 students

Decrease the number of Tier 3 students

Increase reading comprehension and fluency

Staff Responsible for Monitoring: Instructional Reading Coach

Funding Sources: Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2 Targeted Support Strategy

By June 2026, Caldwood Elementary will implement best practices for small group instruction to meet the needs of all learners.

Strategy's Expected Result/Impact: Increase Academic Achievement

Increase the number of Tier 1 students.

Decrease the number of Tier 3 students

Increase reading comprehension and fluency

Staff Responsible for Monitoring: Instructional Reading Coach

Funding Sources: Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3 Results Driven Accountability

Campuses will prioritize time to conduct daily practice of reading with written responses to reading.

Strategy's Expected Result/Impact: Campus schedules will reflect time provided for the practice of reading which will increase student reading fluency and comprehension

Staff Responsible for Monitoring: Campus principal and instructional reading coach will work collaboratively with campus staff to create a master schedule.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

On-going training opportunities will be provided to Pre-K - 3 teachers in instructional best practices.

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the ELAR curriculum.

Staff Responsible for Monitoring: Campus Reading Coaches will provide training and support in collaboration with the Coordinator of Early Childhood and ELAR 3rd-5th grade. Campus principal will facilitate.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 5

The campus will participate in District Read-A-Thon events to promote daily independent reading

Strategy's Expected Result/Impact: Students will spend time daily reading independently thus increasing reading competency and fluency.

Staff Responsible for Monitoring: The Campus Principal and Instructional Reading Coach will work collaboratively with teachers and students to ensure student participation.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 2

By June of 2026, 100% of students in grades K-5th will make adequate growth by demonstrating a 40 point difference from the BOY to the EOY on mClass.

Evaluation Data Source: mClass

Strategy 1

Teachers will use progress monitoring data from BOY, MOY, and EOY to adjust instruction and provide targeted interventions through small group instruction.

Strategy's Expected Result/Impact: Increase Reading Skills

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Conduct regular classroom walk-throughs of reading instruction, with district campus support teams using a digital feedback program/platform.

Strategy's Expected Result/Impact: Calibration and alignment of instructional "look-fors" that should be visible during reading instruction.

Staff Responsible for Monitoring: Principal, Instructional Reading Coach will facilitate in collaboration with district team.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 3

By June 2026, Pre-K students in Tier 1 will increase from BOY 42% to 52% (English)/19% to 29% (Spanish) as measured by the CLI Engage End-of-Year Reading Assessment.

Evaluation Data Source: CLI Engage

Strategy 1

Teachers will use progress monitoring data from CLI Engage Waves 1, 2, and 3 to adjust instruction and provide targeted interventions.

Strategy's Expected Result/Impact: Increase Reading Skills

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

Performance Objective 1

By June 2026, the percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 27% to 37%.

Evaluation Data Source: NWEA MAP BOY, MOY, EOY

TEA Math Interim
Mock Math STAAR test
STAAR 2026 Math Test

Strategy 1 Targeted Support Strategy

By June 2026, Caldwood Elementary will implement best practices for Tier 1 instruction to meet the needs of all learners.

Strategy's Expected Result/Impact: Increase Academic Achievement

Increase the number of Tier 1 students.
Decrease the number of Tier 3 students
Increase math fluency and word problem solving skills

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2 Targeted Support Strategy

By June 2026, Caldwood Elementary will utilize NWEA MAP as a diagnostic resource to tier all students for targeted instruction during small group instruction, measure student growth, and predict student preparedness for STAAR Math.

Strategy's Expected Result/Impact: Increase Academic Achievement

Increase the number of Tier 1 students.
Decrease the number of Tier 3 students.
Increase math fluency and word problem solving skills

Staff Responsible for Monitoring: Instructional Math Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2

By June of 2026, 100% of students in grades K-2 will make adequate growth by demonstrating individualized suggested RIT point increase from the BOY to the EOY on MAP.

Evaluation Data Source: MAP

Strategy 1

Teachers will use progress monitoring data from MAP BOY, MOY, and EOY to adjust instruction and provide targeted interventions through small group instruction.

Strategy's Expected Result/Impact: Increase Math Skills

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 3

By June 2026, Pre-K students in Tier 1 will increase from BOY 55% to 65% (English)/43% to 53% (Spanish) as measured by the CLI Engage End-of-Year Math Assessment.

Evaluation Data Source: CLI Engage

Strategy 1

Teachers will use progress monitoring data from CLI Engage Waves 1, 2, and 3 to adjust instruction and provide targeted interventions.

Strategy's Expected Result/Impact: Increase Math Skills

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Performance Objective 1

By June of 2026, 100% of our Kindergarten - 5th grade students will be provided the opportunity to explore career pathways through the online Xello program and campus career fair.

Evaluation Data Source: Xello Data Reports
Career Fair

Strategy 1

By June of 2026, 100% of students will complete their career pathway journey through Xello core lessons.

Strategy's Expected Result/Impact: Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences.

Staff Responsible for Monitoring: Teacher
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

By June of 2026, all 3rd-5th grade students will be provided an opportunity to explore career pathways through a campus career fair day.

Strategy's Expected Result/Impact: 3rd-5th Grade Students

Staff Responsible for Monitoring: Counselor

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

Performance Objective 1

By June of 2026, Caldwood Elementary will provide a minimum of ten family engagement activities to help bridge the gap between home and school.

Evaluation Data Source: Sign In Sheets
Photos
Parent Involvement Activity Calendar
Net Promoter Survey Score

Strategy 1

Caldwood Elementary will provide the following monthly family engagement opportunities: Meet the Teacher (August) Coffee with the Principal (monthly September - May) Goals' Night (September) Grandparent's Day Painting (September) Fall Festival (October) Thanksgiving Day Luncheon (November) Hour of Code (December) STEM Night (December) Literacy Night (February) STAAR Night (March) Art Auction (April) Awards Day (May) Make, Take & Teach Sessions - monthly

Strategy's Expected Result/Impact: Improve Community Perception

Staff Responsible for Monitoring: Parent Liaison

Funding Sources: Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2

By June of 2026, Caldwood Elementary will maintain an ongoing relationship with a minimum of 10 local businesses to help bridge the gap between school and the community.

Evaluation Data Source: Business participation
Photos
Net Promoter Survey

Strategy 1

By June of 2026, Caldwood Elementary will collaborate with at least 10 local businesses to participate in at least 1 student and/or family engagement activity: Goals Night - September - Next Level Urgent Care Grandparents Craft Night - September Fall Fest (October) - Victoria's Candy Shop, Makeup by Justine Nicole, Sonido Divercity Socktober (Collect socks in October and give to in November) Bicycle's & Bibles (October & December) Lamar University Basketball Game (November) Southeast Texas Food Bank Food Drive (November) United Way (November) United Healthcare Dental (February - National Children's Dental Health Month) Career Fair Day (February) YMBL Student Incentives (March) ROAR - ongoing PTA - ongoing Southeast Texas Foodbank Backpack Program - ongoing DAR Studio (April - Mother & Daughter Tea) Taqueria y Antojeria Ohana (April - Mother & Daughter Tea) NWHHS (Not Without Hope Services) - ongoing Education First Federal Credit Union Paying It Forward Program - ongoing

Strategy's Expected Result/Impact: Improve Community Perception

Staff Responsible for Monitoring: Principal
Parent Liaison
CIS Representative

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 3

By June 2026, Caldwood Elementary will improve students' social and emotional well-being by reinforcing self-regulation skills to reduce behavior-related office referrals by 10%, as measured by MTSS team behavior data, through consistent identification, support, and progress monitoring of at-risk students using Tier 1 and Tier 2 interventions, with a focus on implementing CHAMPS, Safe and Civil Schools strategies, and BISD's Comprehensive Classroom Discipline Plan.

Evaluation Data Source: MTSS Reports, Branching Minds, TEAMS

Strategy 1

By May 2026, the Caldwood Elementary MTSS team will implement a tiered system of social-emotional supports, providing Tier 1 school-wide SEL instruction and CHAMPS expectations to all students, Tier 2 targeted small-group interventions for at-risk students, and Tier 3 individualized supports for students with intensive needs, with progress monitored weekly through behavior data to reduce office discipline referrals by 10% and increase student self-regulation skills. Tier 1 (Universal Support): Teach and reinforce school-wide CHAMPS expectations. Implement social-emotional learning (SEL) lessons for all students. Recognize and reward positive behaviors consistently. Tier 2 (Targeted Support): Identify students at risk for social-emotional challenges through MTSS data. Provide small-group interventions, such as social skills groups, mentoring, or check-ins with counselors. Monitor progress weekly and adjust supports as needed. Tier 3 (Intensive Support): Conduct individualized assessments (e.g., functional behavior assessments). Develop individualized behavior or SEL intervention plans. Collaborate with families, outside therapists, and other support staff for intensive interventions. Monitoring & Accountability: The MTSS team will review behavior and social-emotional data

during weekly meetings. Track reduction in office discipline referrals and growth in self-regulation skills using behavior logs, counselor reports, and teacher feedback.

Strategy's Expected Result/Impact: Reduce office discipline referrals by 10% and increase student self-regulation skills

Staff Responsible for Monitoring: MTSS Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 4

By June 2026, Caldwood Elementary will increase overall student attendance from 94% to 96% by implementing a campus attendance plan that includes contacting parents after 2-3 consecutive absences, recognizing and rewarding perfect attendance each grading period, engaging families and staff to reinforce the importance of daily attendance, and monitoring attendance data weekly to provide targeted support to students with chronic absences.

Evaluation Data Source: Attendance Reports

Strategy 1

By June 2026, Caldwood Elementary will contact parents or guardians within 2-3 consecutive student absences to identify barriers and provide support, with the goal of reducing chronic absenteeism by 10%.

Strategy's Expected Result/Impact: reducing chronic absenteeism by 10%

Staff Responsible for Monitoring: Attendance Committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

By June 2026, Caldwood Elementary will recognize and reward students with perfect attendance each grading period through certificates, announcements, or incentives, aiming to increase overall student attendance from 94% to 96%.

Strategy's Expected Result/Impact: increase overall student attendance from 94% to 96%

Staff Responsible for Monitoring: Attendance Committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

No Progress

January

March

June

Strategy 3

By June 2026, Caldwood Elementary will engage families and staff through newsletters, meetings, and classroom discussions to reinforce the importance of daily attendance, with the goal of improving overall student attendance by 2%.

Strategy's Expected Result/Impact: improving overall student attendance by 2%

Staff Responsible for Monitoring: Attendance Committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 4

By June 2026, Caldwood Elementary will monitor attendance data weekly and adjust interventions for chronically absent students, aiming to reduce the number of students with more than 3 consecutive unexcused absences by 10%.

Strategy's Expected Result/Impact: reduce the number of students with more than 3 consecutive unexcused absences by 10%

Staff Responsible for Monitoring: Attendance Committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Performance Objective 1

By June of 2026, the percent of all 3rd-5th grade students that score meets grade level or above on STAAR Reading will increase from 23% to 33%.

Evaluation Data Source: mClass Reading results BOY, MOY, EOY
Accelerated Reader
TEA Reading Interim Assessment
Mock STAAR Reading Test
2025 STAAR Reading test

Strategy 1 Targeted Support Strategy

By June of 2026, Caldwood Elementary will utilize mClass as a diagnostic resource to tier all students including Emergent Bilinguals, Special Education and Economically Disadvantaged students for targeted instruction during small group instruction, measure student growth, and predict student preparedness for STAAR Reading.

Strategy's Expected Result/Impact: Increase Academic Achievement
Increase the number of Tier 1 students.
Decrease the number of Tier 3 students
Increase reading comprehension and fluency

Staff Responsible for Monitoring: Instructional Reading Coach

Funding Sources: Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2 Targeted Support Strategy

By June of 2026, Caldwood Elementary will implement best practices for small group instruction to meet the needs of all learners.

Strategy's Expected Result/Impact: Increase Academic Achievement
Increase the number of Tier 1 students
Decrease the number of Tier 3 students
Increase reading comprehension and fluency

Staff Responsible for Monitoring: Instructional Reading Coach

Funding Sources: Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2

By June of 2026, the percent of all 3rd-5th grade students that score meets grade level or above on STAAR Math will increase from 19% to 29%.

Evaluation Data Source: NWEA MAP Diagnostic Tests BOY, MOY, EOY

STEMscopes Math Assessments

TEA Interim Math Assessment

Mock Math STAAR test

Zearn

Xtra Math

2026 STAAR Math Test

Strategy 1 Targeted Support Strategy

By June of 2026, Caldwood Elementary will implement best practices for small group instruction to meet the needs of all learners.

Strategy's Expected Result/Impact: Increase Academic Achievement

Increase the number of Tier I students.

Decrease the number of Tier 3 students

Increase word problem solving skills

Increase fact fluency

Staff Responsible for Monitoring: Instructional Math Coach

Funding Sources: Title III,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 3

By June of 2026, the percent of 5th Grade students that score meets grade level or above on STAAR Science will increase from 5% to 15%.

Evaluation Data Source: District Assessments
Mock STAAR Science Test
2026 STAAR Science Test

Strategy 1

Science teachers will utilize McGraw Hill Science to differentiate instruction and equitably engage all students through hands-on learning.

Strategy's Expected Result/Impact: Academic Achievement

Staff Responsible for Monitoring: Instructional Math Coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 4

By June of 2026, all Emergent Bilingual students in grades Kindergarten through 5th will show growth by at least one language proficiency level in one or more language domain.

Evaluation Data Source: Summit K-12 program
TELPAS Reading release test
TELPAS 2026 Assessment

Strategy 1 Targeted Support Strategy

Emergent Bilingual students will utilize Summit K12 to demonstrate progress toward their English Language Proficiency Growth Goals throughout the year so that they are prepared for spring TELPAS testing with the Connect to Literacy online TELPAS Review and Readiness program.

Strategy's Expected Result/Impact: Increase language proficiency

Staff Responsible for Monitoring: Instructional Coaches, ESL Lead Teacher, and Classroom Teachers

Funding Sources: Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2 Targeted Support Strategy

Bilingual/ESL assigned teachers will utilize the Texas English Language Proficiency Standards (ELPS) and Proficiency Level Descriptors (PLDs) to provide Emergent Bilinguals with language learning accommodations.

Strategy's Expected Result/Impact: Increase language proficiency

Staff Responsible for Monitoring: Instructional Coaches, ESL Lead Teacher, and Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June



State Compensatory Education

State Compensatory

Budget for Caldwood Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 40

Brief Description of SCE Services and/or Programs

Personnel for Caldwood Elementary School

Name	Position	FTE
Alexis Smith	Teacher	1
Amanda Magdaleno	Teacher	1
Amber Simon	4th Grade - Bilingual Sub	1
Amy Brocato	Teacher	1
Amy Mathis	Teacher	1
Anita Garcia	Teacher	1
Ashley Davis (sub)	Teacher Sub	1
Carol Reyes	Teacher	1
Cheryl Chambers	Teacher	1
Chloe Champine	Teacher	1
Dimitrise Haynes	Assistant Principal	1
Dorshia Bennett	Teacher	1
Elizabeth Valadez	Teacher	1
Enemencio Gomez	Principal	1
Evelyn Jacobs	Teacher	1
Gary Coleman	Teacher	1
George Ramirez	Teacher	1
Juana Arellano	Teacher	1
Karen Measel	Teacher	1
Kate Grant	Teacher	1

Kelli Pachar	Teacher	1
Lauren Daniels	Attendance Clerk	1
MaLizabeth Perez	Reading Coach	1
Manuel Rodriguez	Teacher	1
Marcia Sharp	Teacher	1
Margaret Mahan	Teacher	1
Maria Gonzalez (sub)	2nd Grade Bilingual Sub	0
Megan Gradozzi	Teacher	1
Michael Lavergne	Teacher	1
Noemi Maciel	1st Grade Bilingual Sub	1
Pitre Chelsea (Sub)	Teacher	1
Rhonda Schell	Teacher	1
Rocio Perez (sub)	Teacher	1
Rosemary Mathis	Teacher	1
Sanchez Millner Lauren	Teacher	1
Shelly Ford	Teacher	1
Silvia Burch	Teacher	1
Tamisa Ross	Counselor	1
Terran Coleman	Paraprofessional	1
Tiphonie Dubois	Teacher	1
Ursula Comeaux	Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Diane Thierry	Title IA Instructional Aide	Title IA	1
Gabriela Zambrano	Parent Engagement Coordinator	Title IA	0.25
Sherri Ramirez	K-5 Reading and Math Interventionist	Title IA	1
Silvia Burch	Instructional Reading Coach	Title IA	1



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024



Addendums

Caldwood Elementary Title I Part A Budget

Account Number	Account Name	Amended Budget
211.11.6143.00.104.30.000	Workers Compensation	281
211.11.6141.00.104.30.000	Social Security/Medicare	1,113
211.11.6146.00.104.30.000	Teacher Retirement/TRS	
	Care	7,620
	Group Health & Life	
211.11.6142.00.104.30.000	Insurance	11,040
211.11.6129.00.104.30.000	Salaries - Support Personnel	22,283
	Salaries - Teachers & Oth	
211.11.6119.00.104.30.000	Prof	54,400
211.11.6137.00.104.30.000	\$200 - Special Pay	1,000
211.11.6269.00.104.30.863	Rentals - Operating Leases	8,750
211.11.6399.00.104.30.SUP	General Supplies	18,376
211.21.6143.00.104.30.000	Workers Compensation	203
211.21.6141.00.104.30.000	Social Security/Medicare	805
211.21.6146.00.104.30.000	Teacher Retirement/TRS	
	Care	5,271
	Salaries - Teachers & Oth	
211.21.6119.00.104.30.000	Prof	55,480
211.21.6137.00.104.30.000	\$200 - Special Pay	500
211.61.6143.00.104.30.290	Workers Compensation	16
211.61.6141.00.104.30.290	Social Security/Medicare	64
211.61.6146.00.104.30.290	Tchr Retirement/TRS Care	482
211.61.6129.00.104.30.290	Salaries - Support Personnel	4,372
211.61.6137.00.104.30.290	Special	125
		192,181.00