Bastrop Independent School District

Cedar Creek Intermediate

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science

Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop Independent School District is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

Vision

OUR Call to Action

Graduates of Bastrop Independent School District are empowered to become successful and productive in a global society.

Value Statement

A diverse and engaging environment contributes to successful learning.

- Serving the individual needs of all learners is central to our mission.
- Community collaboration directly results in the growth of our schools.
- Education empowers everyone.
- People feel valued when they are heard.
- Involvement beyond the classroom contributes to student success.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

During the summer, teachers were paid to come in to work on reviewing data and develop an instructional priority plan to be used for instructional updates to the 2018-2019 school plans.

Demographics

Demographics Summary

Cedar Creek Intermediate serves the fifth and sixth graders from a rural community. Three elementary schools feed this Western pattern in Bastrop ISD:
 Red Rock, Cedar Creek, and Bluebonnet. The school opened in January of 2004 with 535 students. The population of this Title I school has grown to peaks estimating at approximately 927 students as of August 2018. The students are generally served by a team of core teachers structured in a seven-period day.
 Students attend one elective and physical education class each day. The fifth grade classes are in an elementary-type schedule, while the sixth grade classes are in a middle school-type schedule pattern.

The total enrollment of Cedar Creek Intermediate for 2017-18 was 864 students according PEIMS data.   Final Accountability student population was 802.

Subpopulation	15-16	16-17	17-18
White	21.8	18.8	18.3
Hispanic	72.3	76.5	76.9
English Language Learners	36.2	33.6	30.0
African American	2.9	2.13	2.0
Economically Disadvantaged	72.6	70.8	67.2
Gifted and Talented	10.5	10	10.0
Special Education	11.3	13	11.5
Dyslexia	9.3	8.9	8.8
Mobility Rate	12.6	13.6	

Demographics Strengths

Notable demographic strengths are:

1. Many of our students are bilingual.

2. We serve a diverse population tharst embraces different cultures.

3. Due to our rural setting, the school acts as a hub for student socialization, education, and globalization.

4. The majority of our students have been with our district for two or more years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of CCIS students are requiring high levels of support and intervention in both ELAR and Math. **Root Cause**: The majority of CCIS students are economically disadvantaged and are Limited English Proficient.

Student Achievement

Student Achievement Summary

Accountability Comparison

	2017-18
Student Achievement	74
School Progress	81
Closing Gaps	63

	State Standard	**15-16 School Year**	**16-17 School Year**
Index 1	60	68	70
Index 2	30	39	37
Index 3	26	34	37
Index 4	13	26	31

State Measures for grades 5-6 Cedar Creek Intermediate STAAR Testing:

STAAR TEST	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Reading	72.00%	74%	73.00%	64.00%	63.00%	61.72%
Math	78.00%	78%	NA	73.00%	77.00%	56.44%
Science	60.00%	64%	64.00%	65.00%	68.00%	65.54%
ALL Subjects	72.00%	74%	70.00%	68.00%	70.00%	60.41%

Student Achievement Strengths

Notable strengths identified are:

1. The campus received a Science Distinction for its comparison group.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: CCIS reading scores have decreased the last five school years and all scores decreased from 16-17 to 17-18.

Problem Statement 2: CCIS gap between EcoDis and Non-EcoDis overall is above 19% in reading and ma **Root Cause**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

Problem Statement 3: CCIS gap between LEP and non-LEP students is above 28% in reading and math **Root Cause**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

Problem Statement 4: CCIS gap between SpEd and NonSpeEd is above 28% in reading and math. **Root Cause**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

School Culture and Climate

School Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Cedar Creek Intermediate School strives to create and maintain a positive culture for all stakeholders at the campus level. Believing that student learning is enhanced by positive steps to manage student behavior and increase inclusiveness, our campus has worked to implement structures including restorative practices, and a strong relationship with law enforcement.

School Culture and Climate Strengths

- CONSISTENTLY holding high expectations for students with regard to academic achievement and behavior
- CONSISTENTLY utilizing a multi-tiered approach to student behavior that involves tracking traditional discipline data, and offering restorative and community building practices
- Engaging our community partner, "We Believe in BISD"
- Employing the approachable, visible, and responsive BISD Police Department on a daily basis
- Sustaining a culture that encourages students to participate in clubs and organizations throughout the campus in a safe and fulfilling environment

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff survey reveals that a continued support for consistent campus expectations and student behavior as a focus area for 2018-19.
Root Cause: Campus systems and expectations were worked on the previous year and staff don't want things to go backwards, as this is not good for student expectations for behavior.

Problem Statement 2: CCIS reading scores have decreased the last five school years. **Root Cause**: Cross-curricular focus on Reading across the Curriculum has not been honored in all classrooms.

Problem Statement 3: CCIS STAAR scores have decreased from 2016-17 to 2017-2018 in all core areas. **Root Cause**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

Problem Statement 4: Students with special services are scoring consistently lower than students without services. **Root Cause**: Teachers indicate that they need support to manage differentiation and modifying assessments effectively.

Problem Statement 5: Student attendance has remained constant at 95% for the past three years. **Root Cause**: Parents may not realize the impact that when

a student misses more than 2 days a month the student is less likely to read on grade level and less likely to graduate on time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100 % of the staff at Cedar Creek Intermediate meets the federal and state highly qualified requirements. This benefits our students because they are mentored by adults who have the highest expectations for student achievement.

Below is recorded years of experience for the professional teaching staff at CCIS.

Years	Campus (Actual)	Campus %	District %	State %
Beginning	5	9.7	8.5	7.8
1-5	14.3	27.9	29.8	28
6-10	4.5	8.7	15.6	20.9
11-20	15	29.2	28.5	27.8
Over 20	12.6	24.5	17.6	15.5

This data indicates that 46.3% of the professional staff had less than 10 years of experience.

Staff Quality, Recruitment, and Retention Strengths

1. 100% Highly Qualified Teachers
2. High Staff Retention Rate
3. Acceptable teacher to student staff ratio
4. Positive Work Environment
5. High relational capacity between staff and administrators
6. Most teachers are ESL certified across the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them. **Root Cause**: Being so near the Austin area, new teachers frequently commute to Bastrop and once they gain more experience move on to positions closer to home.

Problem Statement 2: Veteran teachers that have enough years to retire are likely to so, rather than stay on. **Root Cause**: There is not a strong incentive to stay beyond the retirement eligibility date and the district does not have retire/rehire policy or stipend for value added.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction and Assessment focus for Cedar Creek Intermediate reflects the scope and sequence provided by TEKS Resource System scope and sequence as well as the results of campus based assessments. Campus based assessments includes academic department common assessments, district academic targets and teacher developed formative assessments. Cedar Creek Intermediate uses performance indicators in promoting 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills. Grade level teams use the year at a glance which maps out the specific standards that are taught each quarter of the school year. Campus staff ensure instruction addresses the standards by using the following guiding questions: What are the key concepts in the unit? How will mastery of concepts be assessed? What is the vocabulary needed for the unit and which words or phrases should be pre-taught? How will the instruction provide opportunities for varying learning styles of students?

Assessments are critical in decision making at Cedar Creek Intermediate. Educators use a variety of assessment gathering techniques. A large emphasis is placed on on-going informal assessments as well as more formal assessments including multiple choice, short answer, and essay style tools. By providing a variety of assessment opportunities for students, we are able to provide students with immediate feedback on their learning. This feedback allows students to monitor their own learning and mastery of content objectives. Data from assessments is routinely used in determining needs of the students, quality of instruction, appropriate interventions and or reteach, and future assessment decisions. Beginning with the 2016-17 school year, we are implementing SIM content enhancement routines beginining with the Unit Organizer.

PLC's meet weekly with either a principal, SIM coach or instructional coach for support. Our planning and learning communities focus on lesson planning, data review, strategic planning, lesson review, assessments and professional learning. Teachers are encouraged to use the SMARTER lesson plan template across the campus. All staff attend trainings on staff development days. There is an atmosphere of sharing what we have learned with our peers.

Student progress is monitored weekly by sending grades for the four core subjects home in a yellow folder that allows for cummunication with parents. Students return the folder with a parent signature. Progress reports are sent home each 4.5 weeks and reports cards are generated in nine week increments. The RtI committee meets six times during year with teachers and staff to address needs of individual students. Data from grades, informal assessments and teacher observations are used to determine the next steps in meeting the needs of students. Students have a "Eagle Time" period during the day where they are assigned based on their specific learning needs such as, math intervention, ELA intervention, dyslexia, GT, and Learning Strategies.

Decisions regarding professional development is based upon the needs identified in the improvement plan and by goals set in PLCs and with individual teachers.

Curriculum, Instruction, and Assessment Strengths

Cedar Creek Intermediate School has identfied the following strengths:

1. SIM Campus

2. A well-implemented RtI process;

3. Teachers identifying and implementing Tier 1 and Tier 2 strategies for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The RaiseUp Texas framework is not implemented with fidelity throughout the campus due to lack of understanding by all staff and students **Root Cause**: New staff to campus will need additional training and support with the framework if the intent is to keep the initiative in place. Teachers have indicated that past outside trainers were not effective to promote sustainability of the framework across the campus. The campus should be further along as we enter year 3.

Problem Statement 2: Students are below reading and math level need causing them to need Tier 2 and Tier 3 instruction. **Root Cause**: Differentiation of instructional strategies impacting reading across the curriculum, promotion of higher levels of rigor, and consistent use of higher order questions has not reached a level of automaticity among all teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Cedar Creek Intermediate is a family oriented school community that is dedicated to student success. We are committed to providing all printed materials for the parents in both English and Spanish. The students have yellow folders that go home each week on Thursday to apprise parents of their child's progress and to keep them up to date with school activities. There are volunteer forms readily available and we encourage the parents and guardians to take an active role in their child's education. Our volunteers are able to help during school wide events and with everyday tasks. Many of the school wide events are geared towards involving both the students and their families. We have strong PTA leadership which is integral to maintaining a volunteer base.

Parent and Community Engagement Strengths

Cedar Creek Intermediate's strengths are as follows:

1. The regular recruitment of volunteers and mentors throughout the school year;

2. Strong PTA leadership;

3. A wide variety of school events involving both students and their families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: CCIS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. **Root Cause**: Parents may not realize the impact that they may have on their intermediate school students is as important as their impact at the primary grade levels.

School Context and Organization

School Context and Organization Summary

The district has an Assistant Superintendent of Curriculum & Instructionwho unites all aspects of special programs, instructional alignment, and technology innovation across the district.

The district has instructional alignment across grade levels and campuses through the hiring of content specialists in the areas of English, Mathematics, Social Studies/History, Science, and Special Education. This year, we will have two Instructional coach on campus.

Both intermediates have gone to four schedules so that there are 2 for sixth grade and 2 for 5th grade. This allows a safer and better balanced utilization of the campus hallways, cafeteria, and staff supports.

School Context and Organization Strengths

-The campus has the support of two curriculum specialists for Math and English Language Arts. The curriculum specialists will be able to ensure curriculum is vertically and horizontally aligned throughout the district.

-The campus utilizes a digital learning specialist that is shared with other campuses.

-The district hired an ELL coordinator to oversee compliance, instruction and ESL/bilingual programming throughout the district.

-The campus utilizes the Professional Learning Community (PLC) model.

-The campus has access to a district wide ELL collaborative that is composed of teachers, administrators and parents. This collaborative meets quarterly to discuss issues that pertain to ELLs, and creates goals to enhance professional development, programming, and intervention throughout the district.

-The campus utilizes a campus Student Resource Officer.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Equitable accountability of expectations for students and staff. **Root Cause**: Teachers felt unsure about campus wide expectations or that they were not in place consistently in all classrooms.

Problem Statement 2: Use of PLC time has not been consistent. **Root Cause**: Teachers are not familiar with the Dufour model or do not understand the purpose of PLC time to use data for driving instructional changes in a community manner.

Technology

Technology Summary

Cedar Creek Intermediate School has wireless connectivity throughout the campus. Every teacher is assigned a laptop, and each classroom has a projector, speakers, and a document camera available. Networked printers are accessible throughout the school. Teachers also can check out other hardware including graphing calculators, a digital microscope, mp3 players, GPS units, and digital cameras. Teachers are also using technology via GOOGLE to create unit organizers and submit lessons.

Students are actively connected in multiple diverse ways and means. The campus hosts two comprehensive computer labs. Students also can use over 200 iPads, 100 student laptops and 178 Chromebooks. These are assigned to classrooms or float to a class as needed. Additional computers are available in the library for research. Students are also allowed to bring their own digital devices and use them on the district's wireless system.

Technology Strengths

The strengths are listed below:

1. CCIS has consistently utilized online tools to enrich instruction: My Virtual Reading Coach, iSTATION, Start-to-Finish, and Read 180, Think Through Math, Math 180, BrainPOP and Lone Star;

2. Software is readily available to assist teachers, staff, and students: SOLO, Microsoft Office, etc.

3. More printers networked than any other campus in the district.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is becoming outdated and non-usable. **Root Cause**: Technology was purchased without sustainability plan over long term.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: Provide a student centered learning environment where all members are welcomed, supported and feel safe in school-socially, physically, emotionally and intellectually.

Increase attendance rate from 95% to 97%.

Decrease student discipline referrals by 15%.

> **Evaluation Data Source(s) 1:** School Climate Surveys from Parents and Students
> Discipline Data Reports
> PIEMS Attendance Reports
>
> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.	◗			
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.	◗			
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas.	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.	◗			

4) *Implement PBIS *Implement GroundWork Activities campus-wide *Use Community Circles *Use Restorative Discipline *Use SEL Walkthrough form for classroom environment (1B, 1C, 1D)	Leader: Assistant Principal	Discipline Data Reports					
		Problem Statements: School Culture and Climate 1					
5) Conduct both weekly and 6 week reviews on discipline data with the Administrative team to evaluate and adjust. (1B)	Leader - Assistant Principals	Discipline Date Reports					
		Problem Statements: School Context and Organization 1					
6) Develop systems for student attendance improvement: 1. Attendance Recognition 2. Conduct monthly attendance monitoring meetings 3. Communicate with parents in a timely manner 4. Utilize truancy officer to address chronic absences and tardies 5. Implement Truancy Prevention Measures 6. Host Saturday School to attendance makeup time.	Leader: Administration and Counselors	Attendance Data Reports					
		Problem Statements: School Culture and Climate 5					
7) Encourage and grow student involvement in extra-curricular activities, to include, but not limited to: 1. UIL Competitions 2. PreAthletics activities 3. Choir 4. Band 5. PALS 6. FCA 7. Girl Scouts	Leader: Principal	Student survey rosters Sign In sheets					
		Problem Statements: School Culture and Climate 4					
8) RaiseUp Texas framework components will support the implementation of Social Emotion Learning (SEL) curriculum weekly for all students to participate in. *5th grade Eagle Time will be using the binder a minimum of once a week on Wednesday *6th grade Eagle Time will be using the online system a minimum of once a week on Wednesday (1D)	Leader - Administration and Counselors	Discipline Data Student surveys					
		Problem Statements: School Culture and Climate 1					
9) Offer outside of the school day opportunities for students to strengthen their knowledge in all subjects through additional tutoring and intervention and the development and implementation of comprehensive and effective academic and behavioral RtI District systems. *ACE activities are grant funded and include one hour of targeted academic tutoring conducted by highly qualified teachers (1D)	Leader - Administration and the ACE Site Coordinator	Sign in sheets Aligned tutoring materials					
		Problem Statements: Student Achievement 2 Funding Sources: 211 - Title I, Part A - 0.00					

10) Promote a culture of appropriate behavior as a member of a future athletic team or academic team (UIL) to include review of academics and behavior in a manner reflecting expectations of "no pass - no play" through the PreAthletic course with 6th graders and UIL academic teams.	Coaches and administrators and 6th period core teachers UIL coaches	Student numbers attending class and attending athletic events as a "guest" fan base.				

	✔ = Accomplished	➡ = Continue/Modify	🟠 = Considerable	🔵 = Some Progress	⚪ = No Progress	✖ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: CCIS gap between EcoDis and Non-EcoDis overall is above 19% in reading and ma **Root Cause 2**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.
School Culture and Climate
Problem Statement 1: Staff survey reveals that a continued support for consistent campus expectations and student behavior as a focus area for 2018-19. **Root Cause 1**: Campus systems and expectations were worked on the previous year and staff don't want things to go backwards, as this is not good for student expectations for behavior.
Problem Statement 4: Students with special services are scoring consistently lower than students without services. **Root Cause 4**: Teachers indicate that they need support to manage differentiation and modifying assessments effectively.
Problem Statement 5: Student attendance has remained constant at 95% for the past three years. **Root Cause 5**: Parents may not realize the impact that when a student misses more than 2 days a month the student is less likely to read on grade level and less likely to graduate on time.
School Context and Organization
Problem Statement 1: Equitable accountability of expectations for students and staff. **Root Cause 1**: Teachers felt unsure about campus wide expectations or that they were not in place consistently in all classrooms.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: By May 2019, CCIS will increase academic achievement in Meets standard from:
Reading 33% to 44%
Math 32% to 46%
Masters will also increase by 5% in both Reading & Math.

Student progress in Reading will go from 70% to 75% and Math from 65% to 75%.

Evaluation Data Source(s) 2: State Accountability Results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) All teachers will participate in ongoing training in Strategic Instructional Model (SIM) Content Enhancement Routines (CER) including how teachers plan for, adapt and present critical content to their students in a learner friendly fashion. CERs are used in EVERY classroom to provide a consistent learning platform for students. Routines help teachers organize and present critical information in a way that assists students in becoming independent thinkers who solve problems in life and show growth and/or score ADVANCED academically. (2A, 2C)	Leaders: Principal and Campus Leadership Others Involved: Instructional and SIM Coach	Participation of all professional teachers as documented on sign-in sheets. Observations forms, consultation notes and training sign-in sheets will document on-going support and implementation of Content Enhancement Routines planned in PLCs and utilized in classrooms specifically with RAISE UP TEXAS consultant in the fall and spring semesters. Student notebooks with unit organizers to share with parents/gaurdians.	◑			
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) A bitly site will support a guaranteed Viable Curriculum that will be used campus-wide. (2A)	Leader: Principal Others Involved: SIM Coach, Instructional Coach, Interventionist, Learning Strategies Teacher, Counselors	Student Schedules completed and assigned to intervention such as learning strategies, dyslexia. Observations forms, consultation notes and training sign-in sheets will document on-going support and successful implementation of Learning Strategies specifically with RAISE UP TEXAS consultant in the fall and spring with addition to walkthroughs and T.TESS.	◑			
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 13000.00					

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) 100% of students identified as struggling readers will be scheduled into the learning strategies and RtI intervention class for 45 minutes for 5th grade and 57 minutes for 6th grade daily. Learning Strategies teachers will be trained and provided ongoing support. LS are provided in targeted intervention courses as well as integrated into content courses to help struggling learners catch up and achieve at and beyond grade level. (2D)	Leader: Principal Others Involved: SIM Coach, Instructional Coach, Interventionist, Learning Strategies Teacher, Counselors	Student Schedules completed and assigned to intervention such as learning strategies, dyslexia. Observations forms, consultation notes and training sign-in sheets will document on-going support and successful implementation of Learning Strategies specifically with RAISE UP TEXAS consultant in the fall and spring with addition to walkthroughs and T-TESS.	◔			
		Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 13000.00				
Comprehensive Support Strategy **Targeted Support Strategy** 4) Implement, monitor and provide instructional feedback on Read 180 and System 44 with a focus on support SpEd student differentiation. (2C)	Leader: Principal Others Involved: Instructional Coach, District Specialists, Special Education Coordinators	Improved writing and reading academic target scores.	◔			
		Problem Statements: Student Achievement 1				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 5) Provide ongoing support and ensure implementation of best practices to support literacy, math and science including, but not limited to: Sheltered instruction strategies, content enhancement routines, investigative learning and learning strategies by providing dedicated PLC time, administrative walkthrough feedback, adequate supplemental resources and materials, and coaching walkthrough feedback in order to best implement appropriate teaching and learning strategies for all students. (2C)	Leader: Administration	Lesson Plans submitted as Unit Organizers and Expanded Maps Accountability Indices Use of Scholastic magazines in Science and Social Studies.	◔			
		Funding Sources: 211 - Title I, Part A - 15000.00				
Targeted Support Strategy 6) Students will be strategically placed in eagle time intervention classes based on reading level, grades and assessments. (2D)	Principal, admin team and instructional coaches.		◔			
		Funding Sources: 199-030 - SCE on Schoolwide - 0.00				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: CCIS reading scores have decreased the last five school years and all scores decreased from 16-17 to 17-18.

Problem Statement 2: CCIS gap between EcoDis and Non-EcoDis overall is above 19% in reading and ma **Root Cause 2**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

Problem Statement 3: CCIS gap between LEP and non-LEP students is above 28% in reading and math **Root Cause 3**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

Curriculum, Instruction, and Assessment

Problem Statement 1: The RaiseUp Texas framework is not implemented with fidelity throughout the campus due to lack of understanding by all staff and students **Root Cause 1**: New staff to campus will need additional training and support with the framework if the intent is to keep the initiative in place. Teachers have indicated that past outside trainers were not effective to promote sustainability of the framework across the campus. The campus should be further along as we enter year 3.

Problem Statement 2: Students are below reading and math level need causing them to need Tier 2 and Tier 3 instruction. **Root Cause 2**: Differentiation of instructional strategies impacting reading across the curriculum, promotion of higher levels of rigor, and consistent use of higher order questions has not reached a level of automaticity among all teachers.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: Implement high quality support services that address the needs of all identified special student groups.

The performance of identified populations will increase on STAAR as follows:

African American student group performance will increase from the Spring 2018 performance of 59% to at least 70%.

Economically disadvantaged student group performance will increase from the Spring 2018 performance of 58% to 70%.

Special Education student group performance will increase from the Spring 2018 performance of 37% to at least 50%.

ELL student group performance will increase from the Spring 2018 performance of 46% to at least 70%.

Evaluation Data Source(s) 3: State Accountability Results

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide ongoing support and ensure implementation of best practices including, but not limited to: Sheltered instruction strategies, Big 8 Instructional Practices, differentiation and requiring all BISD teachers to be ESL endorsed. (2C)	Lead: Administration Others Involved: Instructional coaches					
	Problem Statements: Student Achievement 2, 3					
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Incorporate educational resources in the classroom including, but not limited to: interactive notebooks, manipulative's, anchor charts, word walls, and Playbook strategies.	Lead: Administration Others Involved: Instructional coaches					
	Problem Statements: Student Achievement 2, 3					
	Funding Sources: 211 - Title I, Part A - 0.00					

Comprehensive Support Strategy 3) Host additional tutorial options to support students including but not limited to after school tutoring, Summer School and the development and implementation of comprehensive and effective academic and behavioral RtI District systems.(2D)	Lead: Administration Others involved: Instructional coaches, teachers				
	Problem Statements: Student Achievement 1, 2, 3				
	Funding Sources: 211 - Focus Grant - 10000.00				
4) Incorporate STAAR aligned resources for engaging and small group work to prepare and review students for the STAAR exam.	Lead: Administration and Instructional Coaches				
	Funding Sources: 211 - Title I, Part A - 0.00				
✔ = Accomplished ➡ = Continue/Modify ◖ = Considerable ◗ = Some Progress ◯ = No Progress ✖ = Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: CCIS reading scores have decreased the last five school years and all scores decreased from 16-17 to 17-18.
Problem Statement 2: CCIS gap between EcoDis and Non-EcoDis overall is above 19% in reading and ma **Root Cause 2**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.
Problem Statement 3: CCIS gap between LEP and non-LEP students is above 28% in reading and math **Root Cause 3**: The level of rigor has not been consistently monitored to be responsive to needed differentiation for students that are counted in more than one subpopulation for assessment.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Provide parents with two-way communication and opportunities to acquire necessary information, knowledge and skills to support their child's education at school and at home.

Evaluation Data Source(s) 1: State Accountability
Communication Data (logs, interactions, members to PTA, volunteers, followers)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Provide students and parents with academic, behavioral, and school information via the Yellow Folders, unit organizers along with progress reports, report cards, and other various PBIS incentive forms connected with GroundWorks (every 9 weeks). (3A, 3C)	Leader: Principal Others Involved: Team Leaders	Students participating in pay day, basketball game Grade Reports Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 0.00	◔			
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 5 CSF 6 2) Continually seek out new opportunities to encourage and grow student and parent involvement in extra and co-curricular activities such as: Band, choir, art, technology, Student Talent Show, Science Fair, Eagle Dollars, Students Awards, Field Day, Ground Works, PALS, UIL, and ACE while increasing communication via Facebook with students and community. (3A, 3C)	Leader: Principal Others Involved: TIG	Facebook Followers (nonstaff) Parent Volunteers Mentors Student Attendance Problem Statements: Parent and Community Engagement 1	◔			
Critical Success Factors CSF 4 CSF 5 CSF 6 3) Continue implement a transitional process from elementary to intermediate school campus to meet the needs of all students as they move to a new campus which include 4th grade tours, 4th grade parent meeting, and course selection visit.	Leader: Principal Others Involved: Counselors	Schedules for students Problem Statements: School Culture and Climate 1	◯			
✓ = Accomplished → = Continue/Modify ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Staff survey reveals that a continued support for consistent campus expectations and student behavior as a focus area for 2018-19. **Root Cause 1**: Campus systems and expectations were worked on the previous year and staff don't want things to go backwards, as this is not good for student expectations for behavior.
Parent and Community Engagement
Problem Statement 1: CCIS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. **Root Cause 1**: Parents may not realize the impact that they may have on their intermediate school students is as important as their impact at the primary grade levels.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 2: Provide evidence of measurable safety and security for students and staff.

> **Evaluation Data Source(s) 2:** Emergency Operation Plan documents
> E.O.P. Committee meeting sign-in sheets and agendas
> Records of monthly drills on campus
> Reduce the number of reports of bullying from the 2017-18 to 2018-19 school year
>
> **Summative Evaluation 2:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative June
1) Establish an active Emergency Operations Committee that reviews the data sources and makes recommendations for improvements. (1A)	Campus Leadership Police Chief Counselors	Reduction in the number of reports of bullying. All drills completed monthly. Parent, student and staff surveys indicate that they feel safe at school.	🟠			

✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 3: Provide teachers with professional development and team building activities to encourage awareness of communication patterns used in PLCs, departments, ARDs and other professional meetings.

Evaluation Data Source(s) 3: Monthly staff surveys
Meeting norms
Climate Surveys

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Conduct team building activities that focus on communication in a manner that promotes students first.	Principal	Greater campus collaboration revealed in survey data	◖			

✔ = Accomplished   ➡ = Continue/Modify   ◐ = Considerable   ◖ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 1: Identify, recruit, and hire highly qualified teachers.

Evaluation Data Source(s) 1: 100% staffed with highly qualified teachers for positions.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 6 CSF 7	Leader: Principal Others Involved: Assistant Principal	100% Staffed at the beginning of the 2108-19 school year.	⬤			
1) Aggressively recruit and successfully hire teachers for the upcoming school year by attending job fairs to strategically recruit bilingual and ESL teachers.		Problem Statements: Staff Quality, Recruitment, and Retention 1				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 5 CSF 6 CSF 7	Leader: Principal Others Involved: Human Resources Director and Deputy Superintendent	Completion of recruiting packet specifically for our campus.	⬤			
2) Promote the opportunities available at Cedar Creek Intermediate by showing and discussing the following information with job applicants: SIM, Learning Strategies, Master Schedule, School Data, CKH, school incentives, teacher voice, photos from our school, maps and activities available in our area, pamphlets from our community, and pamphlets promoting our school and district.		Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - General Fund - 100.00				
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them. **Root Cause 1**: Being so near the Austin area, new teachers frequently commute to Bastrop and once they gain more experience move on to positions closer to home.

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 2: Provide effective professional development that will support the growth of teachers and improve student performance.

    Evaluation Data Source(s) 2: STAAR Data
Teacher Satisfaction Survey
Implementation of PD evaluated by walkthroughs
Number of teachers leaving the district or profession; retirement no count

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Involve teachers, coaches, and administration team in decisions regarding behavior, climate, needs, challenges, technology integration and use, and professional development via the use of TTESS, campus based departments, teams, and committees, and open door policy.	Leader: Principal Others Involved: Asisstant Principals	Retention of Teachers Teacher Satisfaction Survey Notes from PLC, PBIS, CIC, LLT Attendance Committee, Bilingual Department Discussions with department heads in order to hold principal accountable for sharing the load Sharing of Committee and PLC "Status Update and Fedback"	🟠			
		Problem Statements: School Culture and Climate 1				
2) Offer teachers opportunities to lead in presentations at faculty meetings, PLCs, team leads, Ground Works, Bridges and RaiseUp Texas activities	Principal	Teacher retention will increase, as resignations will decrease for teachers. Not including retirements or district promotions.	🟠			
✔ = Accomplished → = Continue/Modify 🟠 = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Staff survey reveals that a continued support for consistent campus expectations and student behavior as a focus area for 2018-19. **Root Cause 1**: Campus systems and expectations were worked on the previous year and staff don't want things to go backwards, as this is not good for student expectations for behavior.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Actively engage the community to strengthen partnerships that support the evolving needs of students.

Evaluation Data Source(s) 1: Participation Rates based on Sign-In Sheets
Parent, student and staff surveys

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 1) Utilize district-wide protocols including strategies for behavior and language development which are correlated SEL and to assist students in verbalizing their actions and best intentions using complete sentences. All students, especially those students who are challenged with academic and social vocabulary, will improve in verbalizing and self managing their behavior and reaction. (1D)	Leaders: Principal and Administration Others Involved: Counselors	Improved scores on writing assessments for TELPAS Decrease in number of referrals.	◔			
		Problem Statements: School Culture and Climate 1, 5 - Parent and Community Engagement 1				
2) Continue the implementation of approved programs and other safety measures to offer alternatives to students and to address issues surrounding drugs, alcohol, dating violence, sexual abuse, suicide (Too Good for Drugs, 6th grade Worth the Wait, Internet Safety, Bullying, Child Lures, and Capturing Kids Hearts) AND Provide ongoing training to the teachers and staff regarding mental health first aid as it pertains to suicide of students and staff including protocol to immediately involve counselor and other trained professionals in order to provide intervention. (1D, 3B)	Leader: Principal and Counselors Others Involved: Assistant Principals	Completion of programs and training. Proper protocal for students threatening self harm or posing a danger to others.	◔			
		Problem Statements: School Culture and Climate 1				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◑ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Staff survey reveals that a continued support for consistent campus expectations and student behavior as a focus area for 2018-19. **Root Cause 1**: Campus systems and expectations were worked on the previous year and staff don't want things to go backwards, as this is not good for student expectations for behavior.

Problem Statement 5: Student attendance has remained constant at 95% for the past three years. **Root Cause 5**: Parents may not realize the impact that when a student misses more than 2 days a month the student is less likely to read on grade level and less likely to graduate on time.

Parent and Community Engagement

Problem Statement 1: CCIS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. **Root Cause 1**: Parents may not realize the impact that they may have on their intermediate school students is as important as their impact at the primary grade levels.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	All teachers will participate in ongoing training in Strategic Instructional Model (SIM) Content Enhancement Routines (CER) including how teachers plan for, adapt and present critical content to their students in a learner friendly fashion. CERs are used in EVERY classroom to provide a consistent learning platform for students. Routines help teachers organize and present critical information in a way that assists students in becoming independent thinkers who solve problems in life and show growth and/or score ADVANCED academically. (2A, 2C)
1	2	2	A bitly site will support a guaranteed Viable Curriculum that will be used campus-wide. (2A)
1	2	3	100% of students identified as struggling readers will be scheduled into the learning strategies and RtI intervention class for 45 minutes for 5th grade and 57 minutes for 6th grade daily. Learning Strategies teachers will be trained and provided ongoing support. LS are provided in targeted intervention courses as well as integrated into content courses to help struggling learners catch up and achieve at and beyond grade level. (2D)
1	2	4	Implement, monitor and provide instructional feedback on Read 180 and System 44 with a focus on support SpEd student differentiation. (2C)
1	2	5	Provide ongoing support and ensure implementation of best practices to support literacy, math and science including, but not limited to: Sheltered instruction strategies, content enhancement routines, investigative learning and learning strategies by providing dedicated PLC time, administrative walkthrough feedback, adequate supplemental resources and materials, and coaching walkthrough feedback in order to best implement appropriate teaching and learning strategies for all students. (2C)
1	3	3	Host additional tutorial options to support students including but not limited to after school tutoring, Summer School and the development and implementation of comprehensive and effective academic and behavioral RtI District systems.(2D)
2	1	2	Continually seek out new opportunities to encourage and grow student and parent involvement in extra and co-curricular activities such as: Band, choir, art, technology, Student Talent Show, Science Fair, Eagle Dollars, Students Awards, Field Day, Ground Works, PALS, UIL, and ACE while increasing communication via Facebook with students and community. (3A, 3C)
3	1	1	Aggressively recruit and successfully hire teachers for the upcoming school year by attending job fairs to strategically recruit bilingual and ESL teachers.
3	1	2	Promote the opportunities available at Cedar Creek Intermediate by showing and discussing the following information with job applicants: SIM, Learning Strategies, Master Schedule, School Data, CKH, school incentives, teacher voice, photos from our school, maps and activities available in our area, pamphlets from our community, and pamphlets promoting our school and district.
3	2	1	Involve teachers, coaches, and administration team in decisions regarding behavior, climate, needs, challenges, technology integration and use, and professional development via the use of TTESS, campus based departments, teams, and committees, and open door policy.

Goal	Objective	Strategy	Description
4	1	1	Utilize district-wide protocols including strategies for behavior and language development which are correlated SEL and to assist students in verbalizing their actions and best intentions using complete sentences. All students, especially those students who are challenged with academic and social vocabulary, will improve in verbalizing and self managing their behavior and reaction. (1D)

State Compensatory

Budget for Cedar Creek Intermediate:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$87,233.97
	6100 Subtotal:	**$87,233.97**

Personnel for Cedar Creek Intermediate:

Name	Position	Program	FTE
Cedar Creek Intermediate		Dyslexia	2.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Michelle Nicholas	Assistant Principal
Administrator	Jennifer Hranitzky	Principal
Classroom Teacher	James Spiro	5th ELAR
Classroom Teacher	Amie Bullard	6th Social Studies
Non-classroom Professional	Linda Howell	Test Coordinator
Classroom Teacher	Melody Rainwater	6th ELAR
Classroom Teacher	Kristina Redmon	RtI
Classroom Teacher	Audestia Patton	5th Science
Classroom Teacher	Karen Spiro	5th Social Studies
Classroom Teacher	Keri Werts	6th Math
Classroom Teacher	Nathan Lavender	6th Science
Non-classroom Professional	Parrish Kassie	Instructional Coach
Classroom Teacher	Becky Bray	5th Math
Administrator	Symanthia Harris	Assistant Principal

18-19 Parent/business group

Committee Role	Name	Position
Parent	Cathleen Martin	Parent
Business Representative	Mrs. Murphy	Business Rep and Parent

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Paper and printing		$100.00
				Sub-Total	$100.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	5			$15,000.00
1	3	1			$0.00
1	3	2			$0.00
1	3	4			$0.00
2	1	1	900 Student Planners		$0.00
				Sub-Total	$15,000.00

211 - Focus Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			$10,000.00
				Sub-Total	$10,000.00

199-030 - SCE on Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			$13,000.00
1	2	3			$13,000.00
1	2	6			$0.00
				Sub-Total	$26,000.00

	Grand Total	$51,100.00