Conroe Independent School District

Rice Elementary

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3
Student Achievement 3
Culture and Climate 5
Parent and Community Engagement 6
Priority Problem Statements 7
Comprehensive Needs Assessment Data Documentation 9
Goals 11
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels. 11
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources. 20
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students. 24
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community. 25
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners. 30
State Compensatory 35
Budget for Rice Elementary 35
Title I 36
1.1: Comprehensive Needs Assessment 36
2.1: Campus Improvement Plan developed with appropriate stakeholders 36
2.2: Regular monitoring and revision 36
2.3: Available to parents and community in an understandable format and language 36
2.4: Opportunities for all children to meet State standards 36
2.5: Increased learning time and well-rounded education 36
2.6: Address needs of all students, particularly at-risk 37
3.1: Annually evaluate the schoolwide plan 37
4.1: Develop and distribute Parent and Family Engagement Policy 37
4.2: Offer flexible number of parent involvement meetings 37
Title I Personnel 38
Campus Funding Summary 39

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Rice Elementary in Conroe ISD offers a comprehensive educational program for students in grade PreK-4 that are aligned to our state standards. With the support of our District Teaching and Learning departments, our district and campus leadership provide monthly professional development, quality curriculum and support to ensure the ongoing growth of students. The curriculum documents are linked in our campus Rice CANVAS page where teachers collaborate in the backwards design process to align standards, assessments, and daily instructional practices. We collaboratively create formative assessments and with that data drive our instruction. Teachers create daily learning objectives aligned to the TEKS, and how to measure the mastery of the TEK, and instrument used in the learning process. We meet in Professional Learning Communities every week to discuss the informal data as well as common assessments and ensure we are in alignment with our campus goals. Our teams meet in vertically aligned PLC teams once a month to collaborate on the TEKS.

Student Achievement Strengths

Rice's comprehensive scores are reflective of our dedicated staff and student population. We are proud of the achievement our students show including:

- 22-23 STAAR data showed 3rd and 4th grade African American students met the target in Reading for the academic achievement at meets or above
- 22-23 STAAR data showed 3rd and 4th grade Hispanic students met the target in Reading for the academic achievement at meets or above
- 22-23 STAAR data showed 3rd and 4th grade High Focus students met the target in Reading for the academic achievement at meets or above
- 22-23 STAAR data showed 3rd and 4th grade Hispanic students showed growth in Math for the academic achievement at meets or above
- 22-23 STAAR data showed 3rd and 4th grade High Focus students showed growth in Math for the academic achievement at meets or above
- 22-23 STAAR data showed 4th grade All Students, African American, Hispanic, and High Focus students met the target in Math for the academic growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause:** A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.

Problem Statement 2 (Prioritized): In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System. **Root Cause:** A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.

Problem Statement 3 (Prioritized): On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause:** A need for increased monitoring of subgroups on campus and district assessment.

Problem Statement 4 (Prioritized): On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause:** Students did not have as many opportunities for small group instruction with manipulatives.

Problem Statement 5 (Prioritized): On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause:** Students did not have as many opportunities for small group instruction in guided reading

Problem Statement 6 (Prioritized): The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause:** Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Problem Statement 7 (Prioritized): There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause:** There are limited opportunities for our parents to be included in our campus events or activities.

Problem Statement 8 (Prioritized): We struggle to recruit and retain parent volunteers. **Root Cause:** Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Culture and Climate

Culture and Climate Summary

At Rice, we are collectively committed to nurturing a positive learning environments by partnering with our students, families, and community to build critical thinking learners. Our campus supports the students, staff, and community by creating a collaborative environment resulting in a commitment to improve student outcomes. Expectations for student behavior and academic growth are a part of our every day Guidelines to Success. The school's faculty and staff have been trained in CHAMPS, a proactive and positive approach to classroom management, and follow these procedures in every setting of our school resulting in positive student behaviors and relationships. We are a Foundations campus which establishes school-wide procedures that all students and staff follow daily. The Foundations Team, comprised of staff across all grade levels and campus programs, collaborate to ensure we implement expectations that create a safe and orderly environment.

Classroom guidance lessons are provided by our counselor to support student emotional intelligence. The teachers promote positive interactions with their students through daily morning meetings to create an inclusive classroom culture where every student is involved. In addition, small group and individual counseling support is available to staff and students.

Teachers participate in the decision-making process regarding school initiatives through our various committees. Committees on our campus focus on students, community, and celebrations to support our school culture. Campus staff are part of the Problem Solving Teams that collaborate in supporting the academic and behavior needs of students.

Culture and Climate Strengths

Our campus has veteran teachers that range in experience from 0-35 years of teaching experience.

Students have opportunities to participate in several extracurricular activities that support student interests and talents while fostering friendships.

Teachers host different clubs that allow students to interact with different teachers on the campus in non-academic related activities.

Teachers are expected to be part of the decision making process on campus and are encouraged to take-on leadership roles.

Staff are recognized through the "Rice Shout-Outs" and students are recognized through "Hats off to you!" as well as Teachers Achieving Excellence (TAE) and Students Achieving Excellence (SAE). Team building activities are planned throughout the year to foster teamwork, collaboration, and problem solving.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause:** Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Parent and Community Engagement

Parent and Community Engagement Summary

Rice Elementary values parent/guardian and family involvement by ensuring all campus events are communicated in English and Spanish and provided to the parents/guardians in a timely manner. Our Parent-Teacher Organization supports our campus in a variety of ways including: fundraising, faculty lunches, student field trips, and the purchase of playground equipment. The community join us daily to visit students during lunch, support our library, or volunteer as a WatchDog.

The communication between the school and community is extremely important, we have multiple avenues of communication such as our campus website, social media, and teacher notifications. We are committed to the collaboration between parents/guardians and teachers through parent conferences and campus visits. Rice Elementary maintains our website with helpful and up-to-date information. We also provide a weekly parent newsletter with information about upcoming school events, important student information, district initiatives and counselor support resources.

Parent and Community Engagement Strengths

Rice Elementary has a collaborative relationship with the community. Our campus is supported by volunteers, PTO members, and community business support. We work together as a community to support our students and to celebrate their accomplishments. We are thankful for the parent and community support we receive each year. Each year our campus hosts a variety of school functions such as Color Run, community service projects, Multicultural Night, Academic nights and other engaging events are held to foster strong bonds between our diverse families and our school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We struggle to recruit and retain parent volunteers. **Root Cause:** Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 2 (Prioritized): There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause:** There are limited opportunities for our parents to be included in our campus events or activities.

Priority Problem Statements

Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation.

Root Cause 1: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System.

Root Cause 2: A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation.

Root Cause 3: A need for increased monitoring of subgroups on campus and district assessment.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation.

Root Cause 4: Students did not have as many opportunities for small group instruction with manipulatives.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation.

Root Cause 5: Students did not have as many opportunities for small group instruction in guided reading

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The 22-23 Organizational Health Inventory was low in Resource Utilization.

Root Cause 6: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Problem Statement 6 Areas: Student Achievement - Culture and Climate

Problem Statement 7: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus.

Root Cause 7: There are limited opportunities for our parents to be included in our campus events or activities.

Problem Statement 7 Areas: Student Achievement - Parent and Community Engagement

Problem Statement 8: We struggle to recruit and retain parent volunteers.

Root Cause 8: Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 8 Areas: Student Achievement - Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: On the 2024 STAAR Reading assessment, increase 4th grade RLA Academic Growth from 67% to 78% in the African American subpopulation.

HB3 Goal

Evaluation Data Sources: District CFA, Campus assessments, BAS reading levels

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Implementing small group best practices and data-driven grouping to raise reading levels through the use of guided reading and strategy groups. **Strategy's Expected Result/Impact:** Increasing fluency and reading levels **Staff Responsible for Monitoring:** Admin and ELA instructional coach, District ELA Coach, Academic Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 5 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $25,722, Academic Interventionist - Title I - $32,585, Technology - Title I - $5,000, After school Tutoring - State Comp Ed - $2,207, Supplies - Title I - $5,000	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.

Problem Statement 2: In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System. **Root Cause**: A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.

Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.

Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase 3rd and 4th grade 2024 STAAR Performance across all subjects for African American from 34% to 36% and Hispanic from 40% to 42%.

HB3 Goal

Evaluation Data Sources: District CFA, Campus assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Implementation of RAC time with targeted grouping for acceleration and intervention. **Strategy's Expected Result/Impact:** Increase the grade level math skills and close the achievement gaps. **Staff Responsible for Monitoring:** Admin and Math instructional coach, Academic Interventionist, District Math Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3, 4 **Funding Sources:** Math Instructional Coach - State Comp Ed - $39,510, Academic Interventionist - Title I - $32,585, Technology - Title I - $5,000, Planning Days - Title I - $7,000, Supplies - Title I - $10,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Teachers in 3rd and 4th grade will participate in a book study, Productive Struggle, to gain knowledge increase the quality of questioning used during math instruction. **Strategy's Expected Result/Impact:** Increase the use of quality questioning. **Staff Responsible for Monitoring:** Admin, Math Coach, District Math Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3, 4, 6 - Culture and Climate 1 **Funding Sources:** Computer Equipment - Title I - $18,726, Books - Title I - $6,000, Supplies - Title I - $8,000	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.
Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction with manipulatives.
Problem Statement 6: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.
Culture and Climate
Problem Statement 1: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase 2nd grade students that score on or above benchmark in foundational skills on literacy assessments from 58% to 65%.

HB3 Goal

Evaluation Data Sources: BAS reading levels at the BOY, MOY, and EOY

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Using small group best practices to raise reading levels through the use of Benchmark phonics program. **Strategy's Expected Result/Impact:** Increase students on benchmark level through mClass, BAS levels **Staff Responsible for Monitoring:** Admin and ELA instructional coach, District ELA Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 5 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $25,721, Technology - Title I - $5,000, Supplies - Title I - $10,000			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.
Problem Statement 2: In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System. **Root Cause**: A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.
Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: On the 2024 STAAR Reading assessment, increase 4th grade RLA in Academic Growth from 57% to 71% in the Hispanic subpopulation.

HB3 Goal

Evaluation Data Sources: District CFA, Campus assessments, BAS reading levels

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Using data-driven groupings to raise reading levels through the use of guided reading, strategy groups, and Summit K-12 small groups. **Strategy's Expected Result/Impact:** Increase student reading skills, BAS levels **Staff Responsible for Monitoring:** Admin and ELA instructional coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 5 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $25,720, Summit K-12 - Title III - $1,154, Technology - Title III - $4,250, Technology - Title I - $5,000	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.

Student Achievement
Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: On the 2024 STAAR Assessment, increase 3rd and 4th grade in Academic Achievement from 17% to 25% in Math for the African American subpopulation.

HB3 Goal

Evaluation Data Sources: District CFA, Campus assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Using data-driven instruction to create tiered lessons to raise math skill levels through the use of guided math or through math stations. **Strategy's Expected Result/Impact:** Increase student proficiency in grade level math standards. **Staff Responsible for Monitoring:** Admin, Math instructional coach and District Math coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3, 4 **Funding Sources:** Math Instructional Coach - State Comp Ed - $39,510, Dreambox - Title I - $7,950, After school Math Tutoring - State Comp Ed - $2,100, Supplies - Title I - $8,647	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.

Student Achievement

Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction with manipulatives.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Administration and instructional coaches will conduct weekly targeted walkthroughs aligned with professional development that are intentionally connected to classroom environment and academic content.

Evaluation Data Sources: Classroom environment checklist, ELA checklist, Math checklist, classroom management checklist

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Create checklists to support the environment, RLA, and Math classroom instructional practices. **Strategy's Expected Result/Impact:** The classroom environment and instructional will be conducive to learning. **Staff Responsible for Monitoring:** Admin, Behavior Coach, ELA/Math Instructional Coaches, District Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5, 6 - Culture and Climate 1 **Funding Sources:** Behavior Instructional Coach - Title I - $32,385	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.
Problem Statement 2: In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System. **Root Cause**: A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.
Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.
Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction with manipulatives.

Student Achievement
Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading
Problem Statement 6: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Culture and Climate
Problem Statement 1: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: The campus will survey teachers to gain insight on teacher perception of current reality across grade level, content area, and leadership positions in the area of Resource Utilization.

Evaluation Data Sources: Teacher surveys, increase on Resource Utilization from OHI

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Campus committees review the campus goals to align student needs and provide resources based on those needs. **Strategy's Expected Result/Impact:** Teacher leadership is implemented and resources are used effectively. **Staff Responsible for Monitoring:** CORE team and Guiding Coalition **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 6, 7 - Culture and Climate 1 - Parent and Community Engagement 2	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 6: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.
Problem Statement 7: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause**: There are limited opportunities for our parents to be included in our campus events or activities.
Culture and Climate
Problem Statement 1: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Parent and Community Engagement

Problem Statement 2: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause**: There are limited opportunities for our parents to be included in our campus events or activities.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Rice Elementary will hire and retain highly qualified teachers.

Evaluation Data Sources: Retention of teachers at the EOY

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Attend CISD Job Fairs to hire high-quality applicants. **Strategy's Expected Result/Impact:** Hire high-quality staff members **Staff Responsible for Monitoring:** Admin, CORE Team, Guiding Coalition **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Achievement 6 - Culture and Climate 1	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.
Culture and Climate
Problem Statement 1: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Consistent use of levels of behaviors across all settings classrooms, cafeteria, and hallways to decrease referrals from 195 to 175.

Evaluation Data Sources: Behavior referrals regarding behavior across all school settings

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Foundations committee members review the campus-wide expectations every 9 weeks to follow up and make improvements. **Strategy's Expected Result/Impact:** Campus wide behavior referrals decreased **Staff Responsible for Monitoring:** Admin, Behavior Instructional Coach, and Foundations committee **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 6 - Culture and Climate 1 **Funding Sources:** Behavior Instructional Coach - Title I - $32,385, Parent and Family Engagement Supplies - Title I - $5,000	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.
Culture and Climate
Problem Statement 1: The 22-23 Organizational Health Inventory was low in Resource Utilization. **Root Cause**: Due to teacher turnover, new staff were not involved in the campus vision and mission as well as the campus goals.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase parent communication through weekly newsletter providing upcoming events and campus wide news for the community.

Evaluation Data Sources: Surveys and informal feedback

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Review contact information and verify parents are registered to receive campus communication. **Strategy's Expected Result/Impact:** Increase the parent newsletter reach **Staff Responsible for Monitoring:** Admin and counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 7, 8 - Parent and Community Engagement 1, 2	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 7: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause**: There are limited opportunities for our parents to be included in our campus events or activities.
Problem Statement 8: We struggle to recruit and retain parent volunteers. **Root Cause**: Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Parent and Community Engagement

Problem Statement 1: We struggle to recruit and retain parent volunteers. **Root Cause**: Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 2: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause**: There are limited opportunities for our parents to be included in our campus events or activities.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Implement the Parents Active with Students volunteer program and the WatchDog dads which will increase parent involvement and visibility on the campus.

Evaluation Data Sources: Informal feedback and campus sign-ins

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Develop quarterly surveys to gain parent feedback on effectiveness of outreach programs such as WatchDOGS dads and Parents Active with Students. **Strategy's Expected Result/Impact:** Increase outreach across the community **Staff Responsible for Monitoring:** Admin, counselor, and parent committees **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 7, 8 - Parent and Community Engagement 1, 2 **Funding Sources:** Parent and Family Engagement Health Snacks - Title I - $2,000, Supplies - Title I - $2,000	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 7: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause**: There are limited opportunities for our parents to be included in our campus events or activities.
Problem Statement 8: We struggle to recruit and retain parent volunteers. **Root Cause**: Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Parent and Community Engagement

Problem Statement 1: We struggle to recruit and retain parent volunteers. **Root Cause**: Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 2: There is a need to actively identify and celebrate the inclusion of the diverse cultures on our campus. **Root Cause**: There are limited opportunities for our parents to be included in our campus events or activities.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Implement backwards lesson design Kindergarten through 4th grade, which includes daily objectives indicating what the students will utilize in the learning process, the TEK, and the outcome of performance for every student.

Evaluation Data Sources: Lesson plans, CFA's, exit tickets, and other informal assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide teachers four planning days throughout the year to create appropriate backwards designed lessons. **Strategy's Expected Result/Impact:** Effective classroom instruction **Staff Responsible for Monitoring:** Admin and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.
Problem Statement 2: In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System. **Root Cause**: A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.
Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.

Student Achievement
Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction with manipulatives.
Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: In the team PLC meetings, the teachers analyze the previous week's data sources to effectively create strategies and target student needs.

Evaluation Data Sources: Observation of the PLC meetings and growth in student data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Create data folders for each individual teacher to track student progress in their approaches, meets, and masters groups. **Strategy's Expected Result/Impact:** Teachers will be knowledgable about student data and respond with appropriate strategies for individual students **Staff Responsible for Monitoring:** Admin and ELA Instructional Coach, Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.
Problem Statement 2: In the 2022-23 school year, 41% of the 2nd grade students were below reading level on their Benchmark Assessment System. **Root Cause**: A need for increased time and development of foundational phonics skills that help with decoding words for phonemic awareness.
Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.

Student Achievement
Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction with manipulatives.
Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 3: Ensure that all students and staff have access to technology to maximize learning and communication, and to enhance the educational practices of teachers.

Evaluation Data Sources: Pre-Post CFA's, Common Assessment, STAAR, exit tickets, Interim Assessments, CANVAS, Seesaw

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Teachers will plan with District Instructional Coach to embed digital learning experiences within the grade level content. **Strategy's Expected Result/Impact:** Digitally responsible citizens **Staff Responsible for Monitoring:** Campus technology coach, District technology coach, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3, 4, 5	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the African American subpopulation. **Root Cause**: A need for increase opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.
Problem Statement 3: On the 2022-2023 STAAR (all-subjects), 3rd and 4th grade students did not meet the Domain III interim target for STAAR performance across all-subjects for African American and Hispanic subpopulation. **Root Cause**: A need for increased monitoring of subgroups on campus and district assessment.
Problem Statement 4: On the 2022-2023 STAAR Math Assessment, 3rd and 4th grade students did not meet the target for Academic Achievement in Math for the African American subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction with manipulatives.
Problem Statement 5: On the 2022-2023 STAAR Reading Assessment, 4th grade students did not meet the target for Academic Growth in the Hispanic subpopulation. **Root Cause**: Students did not have as many opportunities for small group instruction in guided reading

State Compensatory

Budget for Rice Elementary

Total SCE Funds: $4,306.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Title I Personnel

Name	Position	Program	FTE
Cody Bearden	Behavior Instructional Coach	Title I	1.00
Leslie Mitchell	Interventionist	Title I	1.00

Campus Funding Summary

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies		$5,000.00
1	1	1	Technology		$5,000.00
1	1	1	Academic Interventionist		$32,585.00
1	2	1	Academic Interventionist		$32,585.00
1	2	1	Supplies		$10,000.00
1	2	1	Technology		$5,000.00
1	2	1	Planning Days		$7,000.00
1	2	2	Books		$6,000.00
1	2	2	Supplies		$8,000.00
1	2	2	Computer Equipment		$18,726.00
1	3	1	Supplies		$10,000.00
1	3	1	Technology		$5,000.00
1	4	1	Technology		$5,000.00
1	5	1	Supplies		$8,647.00
1	5	1	Dreambox		$7,950.00
2	1	1	Behavior Instructional Coach		$32,385.00
4	1	1	Behavior Instructional Coach		$32,385.00
4	1	1	Parent and Family Engagement Supplies		$5,000.00
4	3	1	Parent and Family Engagement Health Snacks		$2,000.00
4	3	1	Supplies		$2,000.00
				Sub-Total	$240,263.00
				Budgeted Fund Source Amount	$240,263.00
				+/- Difference	$0.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Technology		$4,250.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Summit K-12		$1,154.00
				Sub-Total	$5,404.00
				Budgeted Fund Source Amount	$5,404.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	After school Tutoring		$2,207.00
1	1	1	ELA Instructional Coach		$25,722.00
1	2	1	Math Instructional Coach		$39,510.00
1	3	1	ELA Instructional Coach		$25,721.00
1	4	1	ELA Instructional Coach		$25,720.00
1	5	1	After school Math Tutoring		$2,100.00
1	5	1	Math Instructional Coach		$39,510.00
				Sub-Total	$160,490.00
				Budgeted Fund Source Amount	$160,490.00
				+/- Difference	$0.00
				Grand Total Budgeted	$406,157.00
				Grand Total Spent	$406,157.00
				+/- Difference	$0.00