Clint Independent School District

Clint ISD Early College Academy

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Label Student (Anticipated)	Figures
Total Enrollment	322
Female to Male	62% to 38%
Hispanic	99%
White	>1%
African American	2%
Asian	0
Economically Disadvantaged	83%
At Risk	31.5%
LEP	12%
Special Education	>1%
GT	11%
9th grade	88
10th	62
11th	90
12th	82

Clint Early College Academy Faculty and Staff:

Number of students:320

Number of Teachers: 18

Administrators:2

Counselors: 2

Office Support including nurse: 6

Custodial staff: 4

Cafeteria Staff: 7

2022-2023 Class-Graduation Rate 100%, CCMR 100%, 68% Completed Associate's Degree

Demographics Strengths

Demographic data reflects Early College High School principles of student recruitment and acceptance to allow underprivileged students the opportunity to access college curriculum and earn up to 60 college credit hours.

- The number of LEP students has been steadily rising from 3% in 2018-19 to 17% in 2022. This number is expected to rise with the new cohort of incoming freshmen.
- There is a need to increase the support systems and structures to accommodate more LEP students in the future.
- Over 70% of our students are 1st generation college goers.
- Though ELL population is relatively low, language acquisition is still a need for many of our students. They also experience deficiencies in reading and writing ability. Intensive interventions must take place for these students so that they may meet TSI literacy standards to earn eligibility for enrollment into college courses.
- There is a need to provide direct reading instruction to compensate for the weaknesses in the district. The evidence of low reading levels is profound in the EOC Advanced levels, SAT scores, and PSAT Scores
- Enrollment analysis shows that there are many families that are applying to CECA. This shows a commitment families have in providing their children the opportunity to have access to higher education opportunities while still in high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the 2022-23 STAAR results, there is a performance gap between emerging bilingual students and all students all subject areas. A lower percentage of emerging bilingual students perform at the "Meets" or "Masters" levels. **Root Cause:** Emerging bilingual students have many more issues with language acquisition and comprehension than monolingual students.

Student Learning

Student Learning Summary

	Algebra I 2022 Spring & 2023 Spring Administration								
	2022 Total Students	**2022 Approaches GL**	**2022 Meets GL**	**2022 Masters GL**	**2023 Total Students**	**2023 Approaches GL**	**2023 Meets GL**	**2023 Masters GL**	
CECA	35	97%	80%	91%	49	100%	67%	37%	
District	982	73%	46%	6%	900	81%	40%	16%	
	Biology 2022 Spring & 2023 Spring Administration								
	2022 Total Students	2022 Approaches GL	2022 Meets GL	2022 Masters GL	2023 Total Students	2023 Approaches GL	2023 Meets GL	2023 Masters GL	
CECA	72	100%	71%	24%	82	99%	83%	21%	
DISTRICT	986	73%	46%	17%	958	90%	51%	13%	
	English I 2022 Spring & 2023 Spring Administration								
	2022 Total Students	2022 Approaches GL	2022 Meets GL	2022 Masters GL	2023 Total Students	2023 Approaches GL	2023 Meets GL	2023 Masters GL	
CECA	69	96%	86%	19%	89	100%	96%	34%	
District	1117	51%	35%	5%	1185	66%	47%	8%	
	English II 2022 Spring & 2023 Spring Administration								
	2022 Total Students	2022 Approaches GL	2022 Meets GL	2022 Masters GL	2023 Total Students	2023 Approaches GL	2023 Meets GL	2023 Masters GL	2023 DID NOT MEET

Algebra I 2022 Spring & 2023 Spring Administration									
	2022 Total Students	2022 Approaches GL	2022 Meets GL	2022 Masters GL	2023 Total Students	2023 Approaches GL	2023 Meets GL	2023 Masters GL	
CECA	96	98%	95%	28%	64	98%	88%	13%	2%
District	1103	61%	44%	4%	992	68%	46%	3%	32%

In preparing our students to be college ready, successful on End of Course exams, and successful in Pre-AP coursework, CECA faculty and administration is committed to the implementation of the following:

- School-wide use of the Common Instructional Framework (CIF)
- Mandatory tutoring
- Using MAP progress data to drive the focus of the curriculum and measure the student progress in advance of summative assessments in all areas.
- Using AVID to strengthen the support of students in the supporting skills to be successful in rigorous classes.
- Using High Quality Instructional Materials including Carnegie Math, Study Sync, StemScopes and Choices Curriculum from Brown University in Social Studies.
- Aligning high school courses to college courses

Student Learning Strengths

- Fall to Spring MAP Score indicated the following percentage of students met or exceeded their individual growth measures. 67% of 9th graders met or exceeded their growth measure in Reading. 79% of 9th graders met or exceeded their growth measure in Algebra I. 96% of 9th graders made growth in Life Science. 54% of 10th graders met or exceeded their growth measure in Reading.
- Eight of 53 students who took the TELPAS will be exited. Last year no students were exited.
- 68% of graduates of the class of 2023 received the Associate of Arts degree by high school graduation
- STAAR/EOC scores were higher than district and state averages but dropped from year to year in English II in Meets and Masters, Algebra I in Meets and Masters, Biology in Masters

Curriculum, Instruction and Assessment Strengths:

1. Classroom Talk

2. Scaffolding

3. Writing to Learn

4. Collaborative Group Work

5. Literacy Groups

6. Effective Questioning

7. Implementing AVID

8. Modifying the Master Schedule to sequence the rigorous courses, e.g., moving DC Biology to 11th grade, moving USH to 11th grade, including an advisory period on MWF in the morning, creating AVID courses for all 9th grade and AVID II for those that wish to continue in AVID.

Instructors participate in the "rounds process" allowing for teachers to observe each other in order to provide constructive feedback on instructional practice using the Instructional Performance Guide (IPG)

All teachers implement the College Transition curriculum during advisory period to promote college knowledge and SEL strategies

The use of the Reading classes to support LEP and TSI deficient students.

Also, the core classes from 9-11 grades include TSIA/SAT objectives, knowledge, and skills to adjust to the redesigned test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We are not achieving high enough on the Meets and Master levels in all tested areas   **Root Cause:** Based on MAP testing, students are entering at low instructional levels. This is the continuation of a trend that the campus started seeing in 2017.

Problem Statement 2: We are not exiting enough students from Bilingual Education based on TELPAS scores.   **Root Cause:** Students are not receiving enough instruction that transfers to the areas of TELPAS Writing, Listening and Speaking exam.

Problem Statement 3: Student academic success has been acceptable but some red flags are occurring in increased college probations, suspensions, and withdraws. Therefore, students need to help to enhance academic skills to be successful.   **Root Cause:** Students are thrusted into college courses earlier than usual and therefore need more skills at a faster rate.

Problem Statement 4: The classes must have additional resources to ensure enhanced learning experiences are available to accelerate students including science lab supplies novels for ELA courses, Choices Curriculum for Social Studies, manipulatives and advanced calculators for Math, and course specific materials for CTE, LOTE and PE.   **Root Cause:** Enhanced learning in Math, Science, ELA, Social Science, and CTE is limited in the classroom and teachers need additional resources to enhance classroom experiences for students.

School Processes & Programs

School Processes & Programs Summary

The Clint ISD Early College Academy provides students with programs so that they may earn an Associates from El Paso Community College as well as programs for students to attend UTEP. Teachers support students to be successful in these programs.

Based on survey results by teachers, parents, and students, the campus will be enhancing the support to students. The data on counseling visits, reasons for course withdraws, and student feedback indicates more support on social and emotional systems.

Students are stating that stress levels are high due to the rigor of the coursework.

Students are stating that the performance/learning gaps moving into AP and college courses leave some students unprepared for the rigor or skills needed.

Students are lacking in the skills, time management, writing, reading, math, organizational management

Parents would like to see more information on assessment data and course grades.

Hiring and retaining highly qualified staff:

Four teachers out of the 18 will not be returning for 2023-24 school year. Two are leaving the state, one is moving to another Clint School, and one resigned due to performance issues. All four positions have been filled.

- It is preferred that teachers hired have a master's degree in their content area. Most teachers either have an advanced degree or are pursuing the advanced degree.
- Our interview process requires candidates to teach a lesson to our students but this year due to a lack of teaching candidates this process is being waived.
- Professional development was aligned to college readiness and the academic needs of our students.
- Most professional development occurs at CECA, allowing teachers to remain campus to work with our students.
- The campus will continue the AVID implementation in 2023-2024 with the training of four teachers at the AVID Summer Institute.
- A needs assessment of classroom technology was undertaken and purchases of Interactive Panels, laptops and desktop computers will be purchased for classrooms and office staff to provide high quality work tools and environment.
- Classrooms were evaluated and six were identified that need chalkboards removed and replaced with whiteboards. Whiteboards will be purchased for classrooms to provide optimum student environment.

A college-going culture is continously being strengthened. This is reflected in the school's mission statement which was written by CECA teachers in July 2012, revised in August 2015 and will be revised again in July 2023. The theme of college readiness and academic rigor must be communicated daily by all CECA faculty and staff daily to students and parents to ensure our commitment of preparing our students for graduation with an Associate of Arts degree. With the emphasis on academic rigor, an environment which nurtures and supports students with both academic and emotional support must be created.

The TEA ECHS Blueprint drives the focus of the ECHS. All teachers will review the blueprint again this July 2023 as a means of continuing to align campus practices with state expectations. The focus must be on the academic preparedness of students based on the number of college courses students have access to and whether students are successful based on grades and academic status. Students should also have a smooth transition from an AA degree plan to BA/BS degree plan.

School Processes & Programs Strengths

Based on student and parent survey results, CECA will address the following:

- >97% of students surveyed feel our campus is a safe environment.
- >96% of parents surveyed feel CECA faculty and staff treat them with respect.
- >97% of students surveyed feel that they are treated with respect by faculty and staff.
- >95% of parents surveyed feel welcomed at school.
- >94% of students feel they receive help from teachers when struggling with assignments.
- >97% of parents feel that the school provided a variety of resources to help their child learn.

In hiring, retaining, and developing highly qualified staff, CECA will do the following:

- Develop a strong colloborative culture in the school.
- Enhance the promotion of CECA to attract talented and highly qualified teachers.
- Continue to provide professional development in the areas of math, science, reading, and writing, AVID, college readiness and ECHS Blueprint.
- Principal will attend UTEP Job Fairs if needed for potential candidates.
- The Early College is implementing AVID throughout the campus. Four teachers and the principal will be attending the Summer Institute to implement AVID.
- Provide all classroom materials and instructional technology.

Based on the request of teachers, an advisory period has been built into the master schedule in order to prepare students for college coursework and successful implementation of AVID.

A mandatory tutoring period is available to all students to begin each day for intervention.

A counselor from both CISD and EPCC is assigned to CECA to advise students on college coursework and to provide emotional support to students who feel overwhelmed by the stress of meeting college academic standards.

Campus has added an additional counselor to help focus on SEL.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students at the Early College experience higher than usual stress because they are unaccustomed to the rigor and structures in pre-college and college classes. **Root Cause:** The transition to the 9th grade in the Early College is a drastic difference from the 8th grade.

Problem Statement 2: Students need to develop a resilience and independence to manage the course work and responsibilities. **Root Cause:** Students are entering rigorous courses, high school and college, at an early age. The transition difficulty is natural.

Problem Statement 3: The addition of four teachers new to the campus will require additional time for team building, cultural definition, instructional coaching and professional development. **Root Cause:** 17% of the faculty left the campus seeking opportunities either out of state, at another campus within district. or with more secure positions. One teacher

was released.

Problem Statement 4: A optimal working environment is necessary for staff retention and after evaluation, equipment and classroom materials have been identified for replacement.
  Root Cause: Equipment and large classroom purchases require funding and a plan for replacement.

Problem Statement 5: The EC is evolving based on student data on academic progress, college transition, and state changes to the ECHS Blueprint. The changes reflect a dynamic EC system in the state and the implementation of gathered and examined data. . The curriculum, scheduling, counseling, and support systems (AVID) must be adjusted to reach effect

Perceptions

Perceptions Summary

We provide a rich and rigorous curriculum that is coupled with engaging protocols. This is nestled in a supportive environment to nurture social, emotional, and intellectual maturity.

We are addressing the following:

Based on survey results by teachers, parents, and students, the campus will be enhancing the support to students. The data on counseling visits, reasons for course withdraws, and student feedback indicates more help on social and emotional systems.

Students are stating that stress levels are high due to the rigor of the coursework.

Students are stating that the performance/learning gaps moving into AP and college courses leave some students unprepared for the rigor or skills needed.

Students lack the skills, time management, writing, reading, math, organizational management

Parents would like to see more information on assessment data

To provide access to all parents, CECA uses the following Spanish translation procedures:

All documents are translated into Spanish. These include agendas, brochures, Powerpoints, letters, and admissions applications. CECA also provides active translation during the meeting, which means that parents can use headphones to hear a translator during the meetings. When meetings are called, or information is sent prior or in lieu of a meeting, the Sky Alert system sends an English and Spanish translation.

Perceptions Strengths

ECA intends to increase parental involvement in 2023-24

All parents are interviewed as part of the student recruitment and acceptance process.

Upon being interviewed, all parents are asked to attend mandatory school functions and meetings pertaining to our students' preparation for college coursework.

Presentations and received information on the following:

Our partnership with EPCC is an absolute strength in delivering college courses to students.

Parents are advised on how:

to assist our students with homework

to access student grades and academic progress at CECA and EPCC

to access scholarship and financial aid opportunities

to understand the college systems and rules

to recognize suicidal behaviors and signs

To provide access to all parents, CECA uses the following Spanish translation procedures:

All documents are translated into Spanish. These include agendas, brochures, Powerpoints, letters, and admissions applications. CECA also provides active translation during meeting, which means that parents can use head phones to hear a translator during the meetings. When meetings are called or information is sent prior or in lieu of a meeting, the Sky Alert system sends an English and Spanish translation.

Due student needs for social emotional learning and the school home connection to metal health wellbeing, the school will contract with Leticia Salas to provide parent sessions on teaching resiliency at home, personal self-care for parents, child self-management tools, helping children managed their personal relationships. Snacks and materals will be provided during these sessions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Because over 70% of our students are first generation to attend college, parents lack the knowledge on the college systems, supports, and expectations. Thus we need to present information on those aspects of college enrollment so parents can better support their children through the process.   **Root Cause:** As the rigorous of the classes increase quickly from the 8th grade, parents struggle to understand the change and the rationale of our methods to equip students with the stamina and skills to access elite colleges.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- 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: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 1: CECA will monitor and support the students' instructional growth and alignment of the pre-college and college curriculum and instruction to improve student performance in HS classes, college classes, PSAT/SAT

Evaluation Data Sources: CECA student performance targets will improve the Master Level in Math, English I, English II, Biology, and US History relative to the progress shown on MAP testing in mathematics, reading, and language usage. Fall MAP is the baseline for the monitoring of the progress.

Strategy 1 Details	Reviews			
Strategy 1: Purchase NWEA MAP testing suite to monitor alignment and student instructional growth in Math, Reading, and Language Usage. The teachers and administrators will use the data to identify instructional areas that students must grow. The data aligns to STAAR EOC, SAT-College readiness.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased number of students moving to the Meets and Masters levels and increases in the SAT EBRW and Math **Staff Responsible for Monitoring:** Principal, Curriculum Coach, and teachers in Math, ELA primarily but others have access to use the data **Title I:** 2.4 **Funding Sources:** NWEA MAP License - 282 ESSER III - $3,550	15%			

Strategy 2 Details	Reviews			
Strategy 2: CECA will provide multiple types of tutoring sessions to include one hour after school sessions, 2 hour sessions on Fridays and 4 hour sessions on Saturdays as well as summer school courses to target students in all core areas and non-core areas for preparation on the STAAR-EOC and/or AP examinations.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

In addition to paying for extra duty for teachers to tutor, CECA will pay for students to be transported to the campus from distant homes for Saturday tutoring and credit recovery.
    Strategy's Expected Result/Impact: Increasing student performance at all levels for all students based on their 8th and and 9th grade performance.
    Staff Responsible for Monitoring: Testing teachers and principal
 	
    Title I:
    2.4, 2.6
    Funding Sources: extra duty for teachers conducting tutoring - 282 ESSER III - $17,000
	20%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers will analyze MAP, EOC and other student data points and collaborate outside of the regular school day to develop intervention plans for students who need additional support in the core content areas.	Sept	Nov	Feb	May

Strategy's Expected Result/Impact: Student performance in core content areas will increase due to targeted intervention.
    Staff Responsible for Monitoring: Administration, curriculum coach
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
    Funding Sources: Teacher pay for afterschool and weekend planning sessions - 282 ESSER III
	20%			

0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 2: CECA will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among ALL student groups, and especially Emergent Bilingual and Special Education students, by the end of the 2023-2024 school year.

    Evaluation Data Sources: Student performance will be measured by growth on NWEA-MAP assessments, STARR assessments, TELPAS, College Readiness Exams and will decrease the performance gap.

Strategy 1 Details	Reviews			
Strategy 1: Utilize more challenging text material in all departments but especially ELA to improve students' reading levels, specifically, evidence-based analysis, literary analysis, vocabulary development, and using writing assessments and strategies towards improving student performance on STAAR and PSAT/SAT. The improvement on these assessments will focus on improving the growth of student performance. Reading materials and novels will be used to increase rigor.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increasing the number of students performing at the Meets and Masters level on STAAR. Improving the number of students reaching the benchmark level on PSAT and SAT **Staff Responsible for Monitoring:** Principal, curriculum coach, ELA teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading materials - 211 ESEA, TI A IMP - $900, Texquest, Overdrive Sora, Novels - 199 GENERAL FUND - $500	45%			

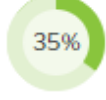| Strategy 2 Details	Reviews			
Strategy 2: Create and implement a workshop for 9th and 10th-grade students on increasing their instructional growth by understanding their relative weak instructional areas on the MAP. Students will then set growth learning statements detailing how students will accelerate their growth in mathematics, reading, and language usage by concentrating on gaps, and utilizing gap tutoring and using other resources to heal those areas.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	N/A			
Strategy's Expected Result/Impact: By using the MAP score progress, the instructional staff can intentionally guide students to higher state and national assessments.				
Staff Responsible for Monitoring: Principal, Curriculum coach, and 9th/10th-grade teachers, and all advisory teachers.				
Title I: 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Additional curricular materials will be purchased for AP Social Studies classes from Brown University so that the curriculums of AP World History, AP US History and AP Human Geography are aligned and support student success on both AP exams and also US History EOC exam.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	N/A			
Strategy's Expected Result/Impact: Curriculum resources will allow for alignment of social studies curriculum so that students will increase the number of passing scores on AP exams and also increase the number of students reaching mastery levels on the US History EOC.				
Staff Responsible for Monitoring: social studies teachers, curriculum coach and administration				
Title I: 2.4, 2.6 **Funding Sources:** The Chose Programfrom Brown University - 211 ESEA, TI A IMP - $1,660				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Additional materials and supplies will be purchased for students identified as needed additional services such as special education and bilingual education. These supplies will help students improve language and research skills and support accommodations needed in classes.	**Sept**	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be able to create necessary classroom projects and improve skills in reading, writing, listening and speaking based on accommodations. **Staff Responsible for Monitoring:** LPAC and SPED Administrator **Title I:** 2.4 **Funding Sources:** general supplies - 199 GENERAL FUND - 199 11 63XX...23 - $200, general supplies - 199 GENERAL FUND - 199 11 63XX...25 - $1,200	15%			

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Students will participate in rigorous after hours academic support such as tutoring, Saturday camps, and Friday Academies to promote the closure of achievement gaps in core content areas. These after hours opportunities will be provided for students identified using MAP, EOC/STARR scores. Students needing additional support due to HB4545 requirements will also be included. CECA will provide transportation for students for after hours academic support opportunities to ensure transportation is not a barrier for student participation.	**Sept**	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Student achievement gaps will decrease. Students will be successful in the class setting, at EPCC and in all state exams. **Staff Responsible for Monitoring:** Administration, teachers and curriculum coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Transportation costs - 211 ESEA, TI A IMP - $3,500	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 3: CECA will provide students opportunities to be college and career-ready throughout the 2023-2024 school year.

Evaluation Data Sources: Student enrollment and completion will increase for college classes with the decrease in drops and negative academic standing. Increase enrollment and passing rate in AP as evidence on the State Accountability CCMR report.

Strategy 1 Details	Reviews			
Strategy 1: Secure college textbooks and access codes for all college classes in whatever format is most cost effective or necessary dependent on the course. Binders and sheet protectors will also be secured to protect any textbooks that are only available in loose leaf form. Purchase instructional and organizational supplies for college courses that are part of students' majors/minors but not limited to the core (math, science, social studies and ELAR).	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students can complete assignments and learn based on expectations of the college and professors. **Staff Responsible for Monitoring:** Principal and budget clerk **Title I:** 2.5 **Funding Sources:** Textbooks - 199 GENERAL FUND - 199 11 6321 00 009 0 38 - $15,000, Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410 11 6321 00 009 0 11, Textbooks, Binders and sheet protectors, instructional supplies required in college courses. - 211 ESEA, TI A IMP - 211 11 6399 00 009 2 30 - $22,336	35%			

Strategy 2 Details	Reviews			
Strategy 2: Prepare and test student TSI to place students in college classes. Provide Math and ELAR teachers with professional development on the new TSIA2 Exam in order to integrate test requirements into core curriculum to ensure students meet the required test scores to enroll in college courses at EPCC	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: The preparation in Reading, Writing, and Math for students to take and pass the TSIA2 through core classes, summer bridge program and TSIA2 boot camps in order to enter college courses **Staff Responsible for Monitoring:** Principal and counselor **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Funding Sources:** TSI Units from College Board - 199 GENERAL FUND, Professional Development Fees - 211 ESEA, TI A IMP, Teacher Pay for Curriculum Planning - 211 ESEA, TI A IMP - 211 E 11 6125 00 009 2 30	35%			

Strategy 3 Details	Reviews			
Strategy 3: New students must attend orientation with EPCC as per ECHS Blueprint to get IDs and tour the VV-EPCC campus. Students will also attend UTEP Orientation. Students are also to attend a summer bridge program to prepare them for TSI testing.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will get their IDs and tour the campus for their future college courses. During bridge students will receive TSI preparation **Staff Responsible for Monitoring:** Principal and Faculty **Funding Sources:** Buses and materials - 199 GENERAL FUND - 199E1164XX30	35%			

Strategy 4 Details	Reviews			
Strategy 4: Seniors will attend TACRAO to explore colleges and admissions processes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of students attending and eventually, students admitted and scholarships received.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, AP, counselor **Funding Sources:** Transportation - 199 GENERAL FUND - 199 6494 XXX - $150	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Purchase supplies for classes in preparation for college readiness and excelling on college readiness indicators. Not limited to core classes such as Math, Science, ELA, and History. Materials shall include but not limited to writing supplies, notebooks, presentation boards, laminating film and other materials to be used to create student projects and presentations. Purchase materials for GT students for in the class, as an extension of the classes, for testing.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased TSI, PSAT/SAT scores... reduced failures on college level classes **Staff Responsible for Monitoring:** Principal, AP, Counselor, and all teachers **Funding Sources:** - 199 GENERAL FUND - $2,000, - 211 ESEA, TI A IMP - $300	35%			

Strategy 6 Details	Reviews			
Strategy 6: Use the credit by exam to advance students who must obtain graduation credits due to failures or due to credit transfer misalignment when a student moves into Texas or another district. The use of the CBE is guided by district policy DHDB and EHDB	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will obtain credits when they demonstrate mastery based on CRE results and district policy **Staff Responsible for Monitoring:** principal, AP, and counselor **Funding Sources:** Credit by exam from UT Austin - 199 GENERAL FUND - 199.E11.63XX PIC 31 - $11,000, AP Exams - 199 GENERAL FUND - 199.11.63XX PIC 38	N/A			

Strategy 7 Details	Reviews			
Strategy 7: Teachers will be paid to create a college advisory curriculum to help students develop the necessary college knowledge to be successful in college classes. This curriculum will include topics such as college expectations, how to navigate college demands, scholarships, financial aid, applications, career exploration, etc.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be better prepared to complete college courses while in high school and graduate with a post-secondary plan to continue with their education. **Staff Responsible for Monitoring:** College Readiness Advisory teachers, Curriculum Coach, Adminstrators **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Teacher pay for teacher planning after school hours - 282 ESSER III - $2,000	35%			

Strategy 8 Details	Reviews			
Strategy 8: Juniors and Seniors will participate in activities such as college field trips, online college exploration, Generation Texas Decision Day Ceremony, instructional and informational seminars and meetings about FAFSA, college choice, paying for college, etc., and other activities as part of the NTN College Access Network Grant and Improvement Community.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Measurable improvements in the student enrollment in credentialed postsecondary programs will be monitored to ensure CECA graduates enroll in well matched institutions (including 4-year, 2 year, and technical schools as well as military enlistment) that will likely lead to their attainment of a credential with labor market value. **Staff Responsible for Monitoring:** Administrators, counselors, NTN team members **Funding Sources:** Student Transportation for College Visit - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - $740, Student Meals for college Visit - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - $880, Speaker system for large group presentations - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - $1,655, General supplies for activities - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - $300, Hospitality for Events - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - $750, Miscellaneous Operating Costs - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - $1,650	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 4: CECA will provide social and emotional support for Homeless Students and distressed students to support them to be academically successful and complete all academic requirements for graduation.

    Evaluation Data Sources: Decrease the number of drops and negative academic standing at the end of each semester.
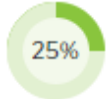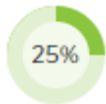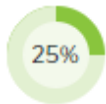
Strategy 1 Details		Reviews			

Strategy 1: Purchase Edgeunity (Imagine Learning) for student remediation. This is used for distressed students to accelerate to regain credit from loss or credit or failures
    Strategy's Expected Result/Impact: Increase the graduation rate
    Staff Responsible for Monitoring: Principal, counselor, AP
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: - 211 ESEA, TI A IMP - $20,050
		Formative			**Summative**

		Sept	Nov	Feb	May
		50%			
0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue	

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 5: During 2023-2024, CECA will promote a 21st Century learning environment for 100% of students at all grade levels.

Evaluation Data Sources: Course offering i.e., Computer Science (AP CS A, AP CS Principles, Intro CS-HS), alignment to BA/BS degree plans.

Strategy 1 Details	Reviews			
Strategy 1: Purchase and use interactive technology platforms to support learning, increase student collaboration, and provide multiple methods of inquiry in the classroom.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

The Edgeunity (Imagine Learning) online platform for credit acceleration and recovery will be purchased to replace Odysseyware which is no longer supported by its parent company. This platform provides students support in the core areas, foreign languages, CTE and SEL. The online system also provides effectiveness for TSIA2 (Math, Reading, & Writing). The TSIA2 is a nonnegotiable since it is the only college placement test used by EPCC for dual credit.
 	
Other online interactive platforms will be renewed such as EDPUZZLE that will allow teachers access to assessments and interactive lessons to support students learning. Other platform renewals include but are not limited to Labster, PearDeck, STEMscopes, Classkick, Lucid, AVID Weekly.
    Strategy's Expected Result/Impact: Improved grades on assessments, and fewer failures . A yearly evaluation of the TSI effectiveness.
 	
    Alignment of Mathematics functions to the PSAT and SAT results.
    Staff Responsible for Monitoring: Administration and teachers
 	
    Title I:
    2.4, 2.6
     - **TEA Priorities:**
    Build a foundation of reading and math
    Funding Sources: Software renewals - 211 ESEA, TI A IMP - $5,658, Edgeunity/Imagine Learning - 211 ESEA, TI A IMP - $16,000
	50%			

Strategy 2 Details	Reviews			

Strategy 2: Promote the application of knowledge and skills out of the classroom through competitions and exhibitions, including robotics, eSports, and the state science fair. The application is adjusted to a higher standard than just state assessments.
 	
Also purchase student meals during competitions and exhibitions.
    Strategy's Expected Result/Impact: Students sharpen their knowledge and in particular the skills to engage in defense of their research and learned skills
    Staff Responsible for Monitoring: Principal and activity sponsors.
 	
    Title I:
2.5
    Funding Sources: supplies, fees, student travel and subsistence - 281 TITLE IV, PART A SSAEP - 281 E 11 63XX - $2,889.65, eSports Registration - 199 GENERAL FUND - 199 E 62XX - $2,000
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**
	20%			

Strategy 3 Details	Reviews			

Strategy 3: Identify and provide services to GT students as mandated by TEA, acquire technology equipment, books and other materials to enhance classroom instruction. GT students will participate in competitions such as Destination Imagination. Provide additional enrichment activities for GT students in order to build leadership skills.
    Strategy's Expected Result/Impact: Provide wrap around services for GT students yo include conducting testing of referred students, providing the appropriate interventions for students, acquiring items to enhance classroom instruction, as well as provide enrichment activities such as competitions and leadership activities.
    Staff Responsible for Monitoring: GT coordinator, principal
 	
    Funding Sources: Testing materials for GT referrals - 199 GENERAL FUND - 199.E.11.63XX PIC.21 - $200, Reading materials - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - $200, General Supplies - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - $1,100, Registration Fees - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - $940 , student transportation - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - $860
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**
	25%			

Strategy 4 Details				Reviews			
Strategy 4: Acquire materials, technology and supplemental supplies for Graphic Arts, A/V & Computer Science classrooms, attend professional development to meet the academic needs				Formative			Summative
				Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Purchase Orders Receipt of supplies, materials & technology equipment to enhance instruction, professional development to meet the academic needs **Staff Responsible for Monitoring:** Principal, Budget Clerk, Graphic Arts, A/V & Computer Science Instructors **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** CATE Programs - 199 GENERAL FUND - 199 11 63XX - $3,000, - 244 VOC ED BASIC GRANT - $5,087				25%			

Strategy 5 Details				Reviews			
Strategy 5: Acquire and renew all necessary software licenses for Graphic Design & Computer Science Classrooms and regular education classrooms and library such as but not limited to NWEA MAP and Turnitin				Formative			Summative
				Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Purchase Orders Receipt of supplies, materials & software **Staff Responsible for Monitoring:** Principal, Budget Clerk, Graphic Design & Computer Science Instructor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** CATE and regular Ed Classrooms - 211 ESEA, TI A IMP - 211 11 63XX, Technology resources, software renewals - 199 GENERAL FUND - 199 11 6395 XXX - $2,000				25%			

Strategy 6 Details	Reviews			
Strategy 6: Provide teachers, curriculum coach, administrators and staff with technology tools such as computers, laptops, printers and other computer accessories as needed for job effectiveness and efficacy to ensure student success. Provide classroom updates such as white boards and interactive flat panels for more interactive student lessons.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers and curriculum coach will be able to use technology to access curricular resources, create lessons and manage electronic gradebooks and online classrooms. Administrators and staff will be able to perform all campus functions as needed. Campus testing coordinator will be able to monitor and support at-risk students. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 **Funding Sources:** computers, laptops, printers, computer accessories, classroom white boards - 211 ESEA, TI A IMP - $3,005.86, Interactive Flat Panels - 199 GENERAL FUND - $6,900	25%			

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖ Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 6: During the 2023-2024 year, students will receive relevant science instruction using 40+ lab time to prepare students for college science classes.
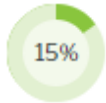
    Evaluation Data Sources: Enrollment in science classes and the number of students matriculating into college courses. Grades in the science classes

Strategy 1 Details	Reviews			
Strategy 1: Purchase lab consumables, software and equipment for the science department. Materials to be used are supplemental to provide students practical experiences in Science and mathematics	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: Enhance the learning of science so students are prepared for college coursework and increasing the number of students successfully completing college courses.
    Staff Responsible for Monitoring: Principal, appraiser, and science department
 	
    Title I:
2.4, 2.6
    Funding Sources: Science Lab Supplies & Software - 211 ESEA, TI A IMP - 211 E 11 63XXX - $6,000, Science Lab Supplies - 199 GENERAL FUND - 199 E11 63XX - $6,000, STEMSCOPES SOFTWARE - 211 ESEA, TI A IMP - 211 E 11 62XX - $2,114
	35%			

Strategy 2 Details	Reviews			
Strategy 2: Support student science learning through project learning in the classroom, at competitions, through science fair, and science bowl. The needs of project based science learning or research inquiry will be addressed through necessary supplies, professional development, travel to science fair competitions.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: Mastery learning as demonstrated through advancement to and through college science courses, improved scores on PSAT/SAT Reading in Science
    Staff Responsible for Monitoring: Principal, AP (department appraiser), campus science coordinator
 	
    TEA Priorities:
Connect high school to career and college
    Funding Sources: Science Fair Travel - 199 GENERAL FUND - $200
	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 7: CECA will continue AVID for all 9th-grade students to support student proficiency in Writing, Inquiry, Collaboration, Organization, and Reading

    Evaluation Data Sources: Passing/Failing rate in HS and college classes, Increase in TSI scores, Increase in PSAT/SAT scores

Strategy 1 Details		Reviews			
Strategy 1: Purchase AVID materials and prioritize the focus on Reading, Writing, and Mathematics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased failures, increased grades, increased MAP scores, increased passing rate on TSI and EOC at Meets and Masters levels		**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, AVID coordinator, and AVID teachers **Title I:** 2.4, 2.6 **Funding Sources:** - 211 ESEA, TI A IMP		15%			

Strategy 2 Details		Reviews			
Strategy 2: Purchase instructional supplies for the AVID class including but not limited to white boards, science boards, paints, etc.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce the failure rate and show instructional growth on MAP, TSI, and college course matriculation.		**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, AVID coordinator, and AVID teachers **Title I:** 2.4, 2.6 **Funding Sources:** White Boards, Science Boards, paint and other instructional supplies as needed - 211 ESEA, TI A IMP - 211.E11.63XX PIC 30 - $600		70%			

Strategy 3 Details	Reviews			
Strategy 3: Have teachers trained and retrained on AVID philosophy and methods by attending the Summer Institute	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved effectiveness of the AVID classes. Improved grades for AVID students, reduce the high school and college failure rates, improved PSAT/SAT scores **Staff Responsible for Monitoring:** AVID coordinator and principal **Title I:** 2.4, 2.6 **Funding Sources:** Travel for Summer Institute for teachers - 211 ESEA, TI A IMP - $7,600, Travel for Summer Institute for administrator - 211 ESEA, TI A IMP - $1,900	**Sept**	**Nov**	**Feb**	**May**
	N/A			
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 8: CECA will provide the Summer Bridge in June or July for incoming students to establish school expectations, explain the mission of the Early College, introduce students to campus life and complete MAP testing for class placement.

Evaluation Data Sources: Participation rates and MAP scores

Strategy 1 Details	Reviews			
Strategy 1: Instructional materials will be purchased and or developed to increase student knowledge in the areas of early college expectations, TSIA preparation and student study skills.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will begin the school year with an understanding of the rigors of dual credit courses, school expectations and campus culture
    Staff Responsible for Monitoring: Administration
 	
    Funding Sources: - 199 GENERAL FUND
	Sept	**Nov**	**Feb**	**May**

	10%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 9: Students completing the AA or graduating from high school will attend New Student Orientation for ECHS at UTEP. Students will be advised and register for the next semester.

Evaluation Data Sources: Number of students attending the NSO

Strategy 1 Details	Reviews			
Strategy 1: Students will get their IDs and tour the campus for their future college courses. They will meet with advisors and register for the next semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be advised and registered into courses that are part of a degree plan that will lead to a Bachelor's Degree. They will be familiar with the layout of the UTEP campus and be prepared to start classes during the Spring Semester. **Staff Responsible for Monitoring:** Administration and Counselors **Funding Sources:** Transportation Costs, Student and Sponsor Meals - 199 GENERAL FUND	**Sept**	**Nov**	**Feb**	**May**
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 10: Develop and implement a process to engage students in learning their instructional gaps and understanding how to increase their instructional growth.

Evaluation Data Sources: MAP data, STAAR-EOC, PSAT, SAT. Teacher observations and grades NWEA-MAP growth Progress system student scores and growth tables

Strategy 1 Details	Reviews			
Strategy 1: Create a student workshop to present students their identified instructional gaps and prepare them to learn the concept and skills relevant to the standard in the gap.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Conduct a morning workshop for 9th and 10th-grade students. Review a report of standards in gaps and writing SMART goals to learn the gaps, Teacher will track progress during Advisory class every two weeks **Staff Responsible for Monitoring:** Principal and CC	N/A			

Strategy 2 Details	Reviews			
Strategy 2: 1. Students will interpret their instructional levels by using their MAP data and the learning Continuum (Learning Standards) and design their growth plan that will include how and why instructional growth is part of college readiness.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
2. Students will decipher their MAP RIT scores relative to established RIT cut scores and college readiness indicators, i.e., SAT and ACT, to determine how they will achieve their growth target. 3. Students will identify their learning gaps by the learning goals and compare the gaps to the course syllabus to use the following resources, Kahn Academy resources, gap tutoring, Saturday EOC tutoring. 4. Students, with the guidance of the teachers, will draft an individual learning plan using the NWEA-MAP Student Goal Setting Worksheet and concepts that students must master within specific periods of the academic year. 5. Students will create a learning portfolio that tracks goals, attainment of goals, and evidence throughout the school year. **Strategy's Expected Result/Impact:** Students will monitor their own learning, through the use of data and guidance from staff, in order to develop a growth mindset. Students will use these tools to identify and help close gaps in their own learning. **Staff Responsible for Monitoring:** Administration, Curriculum Coach, Teachers	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 11: Students will be provided instruction in the areas of personal health and physical education as a means to promote a healthy lifestyle and support positive mental health.

Evaluation Data Sources: Student surveys, teacher surveys, discipline data, attendance data, counseling reports

Strategy 1 Details			Reviews		
Strategy 1: Supplies and curriculum needed to enhance health and physical education classes will be purchased.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will understand and use healthy strategies/outlets when dealing with emotional issues such as peer pressure, stress, etc. which would impact their education.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teacher, Counselor, Administration **Title I:** 2.4 **Funding Sources:** - 211 ESEA, TI A IMP - 211 11 63XX - $1,200	35%			
	0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: CECA will foster an educational environment that will ensure the safety of all students and staff.

Evaluation Data Sources: The CECA will have added security services; will implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding to emergencies at all facilities.

Strategy 1 Details		Reviews			
Strategy 1: Provide students and all staff with emergency training on lock downs and safe-zones		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of safety and emergency procedures. Increase the quality and outcomes of training drills as evaluated by EPSO **Staff Responsible for Monitoring:** Principal in cooperation with Clint ISD Security staff and EPSO		**Sept**	**Nov**	**Feb**	**May**
		30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Working with college transition to provide emotional - social support as required by the TEA Early College BluePrint.

    Evaluation Data Sources: Reducing the number of suicide outcries.

Strategy 1 Details	Reviews			

Strategy 1: The counselors will provide instruction and support for small groups and one-on-one sessions on stress management, time management.
    Strategy's Expected Result/Impact: Students will develop healthy strategies for dealing with stress and anxiety.
    Staff Responsible for Monitoring: Counselors
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**
	20%			
Strategy 2 Details	**Reviews**			

Strategy 2: Social and Emotional Learning Curriculum will be incorporated into Advisory classes. Counselors will provide videos and discussion questions for teachers to use with students during class.
    Strategy's Expected Result/Impact: Students will develop a better understanding of how to interact with others, deal with feelings and develop a growth mindset.
    Staff Responsible for Monitoring: Counselors and teachers.
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**
	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: CECA will provide structures and systems to teach students the academic skills necessary to manage time, become responsible, and plan.

    Evaluation Data Sources: Reduction of failure at each grading period.

Strategy 1 Details		Reviews			
Strategy 1: Gather and distribute 3-week failure report to set plans with students and teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce the class failures, in crease overall TSI and EOC completion rate		**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: AP, Principal, and level teachers		15%			
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: CECA will ensure students understand the safety procedures and policies affecting student safety on the EPCC campus.

  Evaluation Data Sources: Conduct the EPCC-PD presentation and provide follow ups

Strategy 1 Details	Reviews			
Strategy 1: CECA will closely cooperate with EPCC Police to inform students of safety procedures and policies affecting student safety.	**Formative**			**Summative**
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Students will understand what to do if they are on the EPCC campus should an emergency occur. **Staff Responsible for Monitoring:** Administration and Counselors	35%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: CECA will provide teachers, staff and students with necessary supplies to create a healthy classroom environment.

Strategy 1 Details	Reviews			
Strategy 1: CECA will provide Social and Emotional supports for students to include the use of the SEL curriculum, a student check in system and additional SEL campus lessons and activities. **Strategy's Expected Result/Impact:** Students will be provided with strategies and supports to help them cope with such issues as stress, anxiety and depression. **Staff Responsible for Monitoring:** Counselors and administration **Title I:** 2.5, 2.6 **Funding Sources:** - 282 ESSER III - 282 11 63XX	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	20%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 1: CECA will support only those programs that are financially possible and will implement them at the most cost-effective level, always considering the impact of student improvement.

    Evaluation Data Sources: Programs and their use must be approved by the faculty.

Strategy 1 Details		Reviews			
Strategy 1: All budgetary regulations and deadlines will be met by CECA staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: CECA will be fiscally responsible while being instructionally focused.		**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration, budget clerk, teachers and staff		30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 2: CECA will strive to increase compensatory education funding.

    Evaluation Data Sources: CECA will increase campus and community awareness of the importance of at-risk coding to increase state funding.

Strategy 1 Details	Reviews			

Strategy 1: CECA administrators will present information on at-risk coding to parents at open house and other parent meetings.
    Strategy's Expected Result/Impact: More lunch applications will be completed.
    Staff Responsible for Monitoring: Administration and office staff
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**
	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: CECA will ensure that all students are taught by highly qualified personnel.
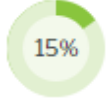
Evaluation Data Sources: Teacher shortage makes hiring challenging on a local, state and national level.

Strategy 1 Details			Reviews		
Strategy 1: CECA will recruit locally and out of state for personnel which meet the new Equity Plan requirements.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Highly qualified, well suited teachers will be recruited and hired.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: CECA will recruit and retain qualified personnel.

    Evaluation Data Sources: CECA will offer extensive learning opportunities and professional develop to improve the teachers' craft.

Strategy 1 Details	Reviews			
Strategy 1: The instructional staff will have access to innovative and high-quality professional development to improve student growth, improvements on STAAR EOC, state accountability growth indicators, content areas of ELA, Math, Sci., SS, media applications, Advanced Placement, AVID college readiness processes such as SAT/PSAT & TSI, and college transition to Bachelor degree plans such as Computer Science, and applying valid data to make instructional decisions...NWEA MAP assessments. Not limited to PD reading materials.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	15%			

CECA will include Physical Education PD for PE/Health teachers to provide better instruction to students on health and wellness.

Social Studies teachers will attend West Texas Social Studies Conference
Teachers will attend the GYTO Dallas National Conference
    Strategy's Expected Result/Impact: Sustaining growth as measured on MAP assessments, progress measurement models on STAAR Alg I and Eng II, SAT/PSAT,

    Improved results on state PE assessments. Improve teacher effectiveness in the classroom.
    Staff Responsible for Monitoring: Principal, C Coach, and teachers

    Title I:
    2.4, 2.6
    Funding Sources: PE Equipment - 211 ESEA, TI A IMP - 211 11 63XX - $1,200, Registration fees - 211 ESEA, TI A IMP - 211 11 62XX - $300, Conference Travel - 211 ESEA, TI A IMP - 211 11 64XX - $6,913

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: CECA will ensure a safe working environment to retain and attract personnel.

    Evaluation Data Sources: climate survey data

Strategy 1 Details		Reviews			
Strategy 1: CECA will implement a comprehensive safety program to assure the safety and welfare of all employees, enhancing the retention of personnel.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will feel safe and stay employed at CECA. **Staff Responsible for Monitoring:** Adminstration		**Sept**	**Nov**	**Feb**	**May**
		25%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 1: CECA will maintain programs to expand and strengthen relationships with parents, businesses, higher education(EPCC & UTEP) and the community so that all are involved in the education of the students at CECA

Evaluation Data Sources: CECA will provide parents with opportunities and incentives to become involved in their child's education through parent communications; will provide parents with access to educational resources; will monitor parental involvement and maintain communication with parents at CECA, and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.

Strategy 1 Details	Reviews			
Strategy 1: Provide parental engagement work shops on campus and not limited to annual parent conference hosted by Region XIX. Due student needs for social emotional learning and the school home connection to metal health wellbeing, the school will contract with Leticia Salas to provide parent sessions on teaching resiliency at home, personal self-care for parents, child self-management tools, helping children managed their personal relationships. Any needed materials will be provided during these sessions.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	20%			
Strategy's Expected Result/Impact: Contracted services, parent registration forms, phone logs, registration receipts, agendas.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Budget Clerk				
Title I: 4.2				
Funding Sources: Parental Engagement contracted services and Annual Conference Fees - 211 ESEA, TI A IMP - 211 61 62XX...30 - $980, General supplies - 211 ESEA, TI A IMP - 211 61 63XX...30 - $400				

Strategy 2 Details	Reviews			
Strategy 2: Provide parent hospitality items such as snack items and other consumable supplies during parent work shops	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent sign in sheets, receipts, agendas.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Budget Clerk	N/A			
Title I: 4.2				
Funding Sources: PARENTAL HOSPITALITY - 211 ESEA, TI A IMP - 211 61 64XX...30 - $400				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 2: The CECA administration, faculty, and staff will provide access to all parents through Spanish translation of all parent documents, agendas, presentations, and announcements.

High Priority

Evaluation Data Sources: The evidence is in form of translated documents that will be archived after every meeting. We provide active translation during meetings by borrowing headsets parents can wear to hear the active translation from an informed, native Spanish speaker as the presentation is given

Strategy 1 Details	Reviews			
Strategy 1: Purchase reading material in English and Spanish for parental engagement workshops.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent sign in sheets,registration forms, phone logs, registration receipts, agendas.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Budget Clerk **Title I:** 4.1 **Funding Sources:** English and Spanish Reading Material - 211 ESEA, TI A IMP - 211	30%			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 3: The CECA administration, faculty and students will host an 8th grade student/parent open house to promote social and emotional self care strategies, provide information on successful transition from middle school to high school and promote the CECA school experience.

HB3 Goal

Evaluation Data Sources: Parent and student sign in sheets. Attendance and applications

Strategy 1 Details	Reviews			
Strategy 1: Extra duty pay will be provided to teachers who prepare and support CECA students in SEL presentations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All 8th grade students and their parents who will attend the open house will be provided with information on social and emotional self care strategies which will help when they transition to high school. Some students will apply to enroll at CECA. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 282 ESSER III - 282 11 61XX...SEL - $1,400	**Sept** N/A	**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

State Compensatory

Budget for Clint ISD Early College Academy

Total SCE Funds: $138,460.06
Total FTEs Funded by SCE: 1.27
Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. . At the High School Level, courses are also funded to support students to improve their academics. High School campuses also have funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. The District Level funding is allocated to providing resources to the campuses in technology, online learning tools and other resources. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. High School campuses use SCE funds for dropout prevention programs, credit recovery intervention programs and support for students to ensure that they graduate from high school. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Clint ISD Early College Academy

Name	Position	FTE
GALLEGOS-PEREZ, STHEFANIA	ELAR Support Teacher	0.09
HERNANDEZ, NATASHA LEIGH	SOCIAL STUDIES Support Teacher	0.09
HERNANDEZ-RUEDA, MARI YVETT	ELAR Support Teacher	0.09
LEE, SAMANTHA NICHOLE	CAMPUS CURRICULUM COACH	1

Title I

1.1: Comprehensive Needs Assessment

Clint Early College will ensure all students in the campuses demonstrate proficient and advanced levels of academic achievement on state standards. The development of the comprehensive improvement plan for each school-wide campus program, the entire community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus and district successes. Based on the economically disadvantaged criteria, Clint Early College Academy is as a schoolwide Title I program and will ensure we meet all compliance criteria. In order to develop this plan, the campus conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- MAP Data
- College Entrance Exam (TSIA) Data
- EOC Scores from June 2022

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Committee will review the plan in June/July 2022 and make recommendations included in the final published document. The committee this past Spring, created the plan by reviewing strategies, data and updating each portion by goals.

Work group documentation was kept for each goal, and the Committee met to review the CIP, update strategies, and provide feedback. Content area teachers also helped to create the CIP by reviewing their goals and updating the strategies. The Administration reviewed the CIP throughout the year and made updates accordingly.

2.2: Regular monitoring and revision

The CECA CIP is a working document that changes as the campus' needs change. The Admin will update sections as the need for purchases or new initiatives/strategies arises. Furthermore, the administration will monitor the plan during the review months - September, November January, and May. Each goal will be

updated and notes on the progress of the DIP will be included. During the review months, any revisions will be done by and added to the CIP as needed.

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

The Campus Improvement Plan will be accessible on the website and shared with the Campus Committee. The District will ensure that the CIP is translated into Spanish and posted on the Campus website.

2.4: Opportunities for all children to meet State standards

Teachers and administrators at CECA want to ensure that all students meet state standards. To that end different tools will be purchased in the areas of pre-assessment, instruction and student support. In the are of pre-assessment a key tool will be MAP testing along with PD for effective use. Instructional supports include interactive software platforms, science lab consumables, AVID curriculum and supplies, reading materials and PE supplies. Student support structures will include credit recovery software, and tutoring opportunities. Teacher development is also critical for student success.

Teachers will have multiple opportunities to attend high quality professional development in the following areas: AVID, Advanced Placement, NWEA trainings, Regional Offerings, CTE teacher trainings, TSIA2 training and other opportunities as they present themselves and meet the needs of individual teachers. The NWEA training using MAP reports will allow teachers to use assessment data to determine how best to close gaps in student learning.

Additional curriculuar materials will be purchased for AP Social Studies classes from Brown University so that the curriculums of AP World History, AP US History and AP Human Geography are aligned and support students on both AP exams but also US History EOC exam.

Adding instructional supports for students is critical for all children to meet state standards. CECA has many software renewals for supports that have already been established as effective including NWEA, AVID weekly, EdPuzzle, Lucid, Labster, PearDeck, STEMscopes, Classkick, Lucid and Texas Resource System. New instructional support from Imagine Learning will provide students with more effective means for credit recovery and credit acceleration. Teachers will also recieve compensation for the planning, curriculum writing and tutoring hours of service they provide.

2.5: Increased learning time and well-rounded education

Teachers and administrators at CECA want to ensure that all students have access to increased learning time and a well rounded education. To that end different strategies will be implemented in both of these areas. Increased learning time will be ensured by providing teachers with compensation for intervention planning, tutoring and curriculum creation. A new credit recovery platform will provide students with extra time to earn failed credits and for some students provide the opportunity to accelerate their completion of high school credits. To provide a well rounded education, students will be provided opportunities to attend dual credit classes, attend CTE classes in the areas of Computer

Science and Graphic Design and also receive much needed Social and Emotional Learning lessons and experiences. Students will also be able to explore different competitions and extracurricular activities which support a well-rounded education.

Teachers work very hard to increase learning time for students not only during class but before and after school as well. Teachers will receive compensation for the planning, curriculum writing and tutoring hours of service they provide. Planning outside of class time allows teachers to maximize time on task and efficiency within the classroom. Teachers will also support SEL lessons during school hours and at after school events which include parents.

Opportunities for well-rounded education through Computer Science and Graphic Design classes allow students to explore technical skills that may not be used in core content area classes. Software renewals and specialized materials for these classes are required for student success. Students will be to further test those skills through competitions such as robotics, esports, UIL competition and many others.

Students at CECA have the opportunities to attend dual credit classes with EPCC free of charge. This includes the purchase of textbooks and other reading materials to help increase college success. Students will have the opportunity to work with teachers on improving their knowledge and skills to take college entrance exams such as PSAT, SAT and TSIA2. Administrators will improve their knowledge of College Career readiness School Models (CCRSM) by attending the summer CCRSM summit.

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

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps. Teachers will analyze MAP, EOC and other student data points and collaborate outside of the regular school day to develop intervention plans for students who need additional support in the core content areas. Teachers and administrators will create and implement a workshop for 9th and 10th-grade students on increasing their instructional growth by understanding their relative weak instructional areas on the MAP. Students will then set growth learning statements detailing how students will accelerate their growth in mathematics, reading, and language usage by concentrating on gaps, and utilizing gap tutoring and using other resources to address those areas.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.

- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

CECA will provide multiple types of tutoring sessions to include one hour after school sessions, 2 hour sessions on Fridays and 4 hour sessions on Saturdays as well as summer school courses to target students in all core areas and non-core areas for preparation on the STAAR-EOC and/or AP examinations. In addition to paying for extra duty for teachers to tutor, CECA will pay for students to be transported to the campus from distant homes for Saturday tutoring and credit recovery.

In order to use MAP scores effectively CECA teachers and admin will attend NWEA PD to learn to interpret reports on student instructional growth, and understanding how to adjust instruction to fit specific needs of individual students.

Because college accessiblity and success are the focus of the ECHS CCRSM, teachers will prepare and test student TSI to place students in college classes. Math and ELAR teachers with attend professional development on the new TSIA2 Exam in order to integrate test requirements into core curriculum to ensure all students meet the required test scores to enroll in college courses at EPCC. Teachers will also be paid to create a college advisory curriculum to help students develop the necessary college knowledge for all students to be successful in college classes. This curriculum will include topics such as college expectations, how to navigate college demands, scholarships, financial aid, applications, career exploration, etc.

In order to ensure all students are academically successful with multiple teaching/learning platforms district-vetted interactive technology platforms to support learning, increase student collaboration, and provide multiple methods of inquiry in the classroom will be provided to all students. The Edgeunity (Imagine Learning) online platform for credit acceleration and recovery will be purchased to replace Odysseyware which is no longer supported by its parent company. This platform provides students support in the core areas, foreign languages, CTE and SEL. The online system also provides practice for TSIA2 (Math, Reading, & Writing). The TSIA2 is a nonnegotiable since it is the only college placement test used by EPCC for dual credit. Other online interactive platforms will be renewed such as EDPUZZLE that will allow teachers access to assessments and interactive lessons to support students learning. Other platform renewals include but are not limited to Labster, PearDeck, STEMscopes, Classkick, Lucid, AVID Weekly.

CECA has a strong STEM focus in its course crosswalk so to ensure rich science experiences for all students, lab consumables, software and equipment for the science department will be purchased. These supplemental m aterials are used to provide students varied, rigorous practical experiences in science and mathematics.

All students will benefit from the AVID college readiness system. By having teachers trained and retrained on AVID philosophy and methods during the AVID Summer Institute all students will have access to research based college readiness strategies for systemic change in the areas of instruction, school systems, leadership and college culture. Additional AVID materials will be purchased and prioritize the focus on Reading, Writing, and Mathematics schoolwide. AVID instructional materials will also be purchased for the AVID classroom.

The instructional staff will have access to innovative and high-quality professional development to improve student growth, make improvements on STAAR EOC performance, meet state accountability growth indicators, improve student succes in the content areas of ELA, Math, Sci., SS, media applications, and Advanced Placement. Support college readiness processes through AVID, along with SAT/PSAT & TSI, and college transition to Bachelor degree plans such as Computer Science, as well as applying valid data to make instructional decisionsthrough NWEA MAP assessments. CECA will include Physical Education PD for PE/Health teachers to provide better instruction to students on health and wellness.

CECA will provide Social and Emotional supports for all students to include the use of the SEL curriculum, a student check in system and additional SEL campus lessons and activities.

Provide campus testing coordinator a dedicated laptop for student focused intervention to be used to access AI driven software such as K-12 Summit so students are successful on STAAR/EOC and TELPAS, monitor data for At-Risk students such as grades, attendance testing and tutoring, organize, monitor and administer all testing required by the district and the state.

3.1: Annually evaluate the schoolwide plan

The campus will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I school-wide campuses. The campus administration and counselors have developed program has been implemented to enhance parental & family engagement activities. Also, the campuses have involved parents through Parent & Family Engagement activities, SEL student supports, technology integration, and district programs. The District has also updated its software applications and programs to provide parents with more information about the district's activities and programs.

4.1: Develop and distribute Parent and Family Engagement Policy

The campus will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I school-wide campuses. The campus administration and counselors have developed program has been implemented to enhance parental & family engagement activities. Also, the campuses have involved parents through Parent & Family Engagement activities, technology integration, and district programs. The District has also updated its software applications and programs to provide parents with more information about the district's activities and programs.

4.2: Offer flexible number of parent involvement meetings

The campus administration conducts all required parental involvement meetings and publicizes those through the web, twitter and through the District's call out system. CECA will also have additional SEL support by having an additional counselor who will assist with coordinating parental involvement activities to support social and emotional learning as students transition back to the campus after the pandemic.

Title I Personnel

Name	Position	Program	FTE
Diego Delgado	Support Counselor	ESSER III	1.0
Karina Escalante	Intervention Teacher	ESSER III	1.0

Campus Funding Summary

199 GENERAL FUND

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Texquest, Overdrive Sora, Novels		$500.00
1	2	4	general supplies	199 11 63XX...25	$1,200.00
1	2	4	general supplies	199 11 63XX...23	$200.00
1	3	1	Textbooks	199 11 6321 00 009 0 38	$15,000.00
1	3	2	TSI Units from College Board		$0.00
1	3	3	Buses and materials	199E1164XX30	$0.00
1	3	4	Transportation	199 6494 XXX	$150.00
1	3	5			$2,000.00
1	3	6	AP Exams	199.11.63XX PIC 38	$0.00
1	3	6	Credit by exam from UT Austin	199.E11.63XX PIC 31	$11,000.00
1	5	2	eSports Registration	199 E 62XX	$2,000.00
1	5	3	General Supplies	199.E.11.63XX PIC 21	$1,100.00
1	5	3	Reading materials	199.E.11.63XX PIC 21	$200.00
1	5	3	Registration Fees	199.E.11.63XX PIC 21	$940.00
1	5	3	student transportation	199.E.11.63XX PIC 21	$860.00
1	5	3	Testing materials for GT referrals	199.E.11.63XX PIC.21	$200.00
1	5	4	CATE Programs	199 11 63XX	$3,000.00
1	5	5	Technology resources, software renewals	199 11 6395 XXX	$2,000.00
1	5	6	Interactive Flat Panels		$6,900.00
1	6	1	Science Lab Supplies	199 E11 63XX	$6,000.00
1	6	2	Science Fair Travel		$200.00
1	8	1			$0.00
1	9	1	Transportation Costs, Student and Sponsor Meals		$0.00
				Sub-Total	$53,450.00

211 ESEA, TI A IMP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading materials		$900.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	The Chose Programfrom Brown University		$1,660.00
1	2	5	Transportation costs		$3,500.00
1	3	1	Textbooks, Binders and sheet protectors, instructional supplies required in college courses.	211 11 6399 00 009 2 30	$22,336.00
1	3	2	Professional Development Fees		$0.00
1	3	2	Teacher Pay for Curriculum Planning	211 E 11 6125 00 009 2 30	$0.00
1	3	5			$300.00
1	4	1			$20,050.00
1	5	1	Software renewals		$5,658.00
1	5	1	Edgeunity/Imagine Learning		$16,000.00
1	5	5	CATE and regular Ed Classrooms	211 11 63XX	$0.00
1	5	6	computers, laptops, printers, computer accessories, classroom white boards		$3,005.86
1	6	1	STEMSCOPES SOFTWARE	211 E 11 62XX	$2,114.00
1	6	1	Science Lab Supplies & Software	211 E 11 63XXX	$6,000.00
1	7	1			$0.00
1	7	2	White Boards, Science Boards, paint and other instructional supplies as needed	211.E11.63XX PIC 30	$600.00
1	7	3	Travel for Summer Institute for administrator		$1,900.00
1	7	3	Travel for Summer Institute for teachers		$7,600.00
1	11	1		211 11 63XX	$1,200.00
4	2	1	Registration fees	211 11 62XX	$300.00
4	2	1	Conference Travel	211 11 64XX	$6,913.00
4	2	1	PE Equipment	211 11 63XX	$1,200.00
5	1	1	General supplies	211 61 63XX...30	$400.00
5	1	1	Parental Engagement contracted services and Annual Conference Fees	211 61 62XX...30	$980.00
5	1	2	PARENTAL HOSPITALITY	211 61 64XX...30	$400.00
5	2	1	English and Spanish Reading Material	211	$0.00
				Sub-Total	$103,016.86

244 VOC ED BASIC GRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			$5,087.00

244 VOC ED BASIC GRANT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$5,087.00

281 TITLE IV, PART A SSAEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	supplies, fees, student travel and subsistence	281 E 11 63XX	$2,889.65
				Sub-Total	$2,889.65

282 ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	NWEA MAP License		$3,550.00
1	1	2	extra duty for teachers conducting tutoring		$17,000.00
1	1	3	Teacher pay for afterschool and weekend planning sessions		$0.00
1	3	7	Teacher pay for teacher planning after school hours		$2,000.00
2	5	1		282 11 63XX	$0.00
5	3	1		282 11 61XX...SEL	$1,400.00
				Sub-Total	$23,950.00

410 STATE INSTRUCTIONAL MATERIALS - IMA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Textbooks	410 11 6321 00 009 0 11	$0.00
				Sub-Total	$0.00

489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	Student Meals for college Visit		$880.00
1	3	8	Hospitality for Events		$750.00
1	3	8	Student Transportation for College Visit		$740.00
1	3	8	Miscellaneous Operating Costs		$1,650.00
1	3	8	Speaker system for large group presentations		$1,655.00
1	3	8	General supplies for activities		$300.00
				Sub-Total	$5,975.00