

# **Brazosport Independent School District**

## **Freeport Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

Brazosport ISD...setting the standard for educational excellence.

Freeport Elementary will educate the whole child to be future ready.

# Vision

The mission of BISD is to graduate each student to be future ready.

The Freeport Elementary community will build a solid foundation for ALL students.

# Core Beliefs

Every child deserves the highest quality education.

Everyone is accountable for student success.

Collaborative partnerships are valuable.

We value and support the contributions of our staff.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### School Population

School Year	Student Total	Early Education Grade	Pre-Kindergarten Grade	Kindergarten Grade	1 <sup>st</sup> Grade
17-18	552	2.11%	23.18%	35.06%	39.66%
16-17	301	2.33%	23.59%	40.20%	33.89%
15-16	347	1.73%	28.24%	31.70%	38.33%

### Student Demographics

School Year	White	Hispanic	African American	Two-or-More	American Indian – Alaskan Native	Asian	Native Hawaiian – Pacific Islander
17-18	9.20%	76.82%	9.20%	3.26%	0.77%	0.57%	0.19%
16-17	12.96%	77.08%	5.98%	3.99%	0%	0%	0%
15-16	14.99%	72.33%	7.20%	4.90%	0.58%	0%	0%

### Programs & Other Student Information

School Year	SPED	LEP	Gifted/Talented	Homeless	Econ	At Risk
17-18	7.09%	35.82%	1.92%	10.15%	84.67%	45.21%
16-17	5.98%	37.54%	1.33%	8.64%	88.37%	43.85%
15-16	5.48%	31.41%	1.15%	9.80%	84.44%	45.82%

Freeport Elementary serves students in Pre-Kindergarten, Kindergarten, and First Grades for the 2017-2018 school year. Freeport Elementary is a diverse campus with a total current enrollment of approximately 522 students. It is a community school located in the West end of Freeport, Texas. Enrollment remained around 550 students during the past school year. The student population consists of 77% Hispanic, 9% white, 9% African American and 3% reporting two or more races. The current LEP population is approximately 36%, the current economically disadvantaged population is approximately 85%, and the at-risk population is approximately 45%.

Of the 522 students that are presently enrolled at Freeport approximately 32% are enrolled in Bilingual Education, 3% enrolled in ESL. The percentage of students identified Gifted and Talented is 2% and the number of students identified to receive special education services is 7%. The majority of students served by Special Education staff are identified Speech Impaired. Students identified as EcoD is 9% and Homeless is 10%.

The attendance rate for the 2017-2018 school year was approximately 93%. There has not been a significant change in attendance over the past several years.

The approximate teacher to student ratio is 1 to 21. The ethnicity breakdown by percentages of our teachers is not representative of the ethnicity breakdown by percentages of our students. The average years experience of Freeport teachers is 3.9 years (compared to district average of 9.9 and state average of 11).

### **Demographics Strengths**

Based on campus data analysis the areas of strengths are identified and listed below:

- Diverse student population

- There is low migrant population at our campus
- There was an increase of our Gifted and Talented students increased by 1%.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The majority of students come from an economically disadvantage home, and lack resources and experiences that other students may have. **Root Cause:** Economically disadvantaged students make up over 85% of the population.

# Student Academic Achievement

## Student Academic Achievement Summary

EOY Achievement Results:

K-2nd Literacy & TEMI Scores 2017-2018

Kindergarten

End of Year Goal 82.6%

Literacy	Beginning of the Year Score	Middle of the Year Score	Growth	End of Year	Growth	2nd Sem. Growth
Fleming	57%	83%	+26%	90%	+33%	+7%

End of Year Goal 85%

TEMI	Beginning of the Year Score	Middle of the Year Score	Growth	End of Year	Growth	2nd Sem. Growth
Fleming	76%	92%	+16%	94%	+18%	+2%

First Grade

End of Year Goal 81%

Literacy	Beginning of the Year Score	Middle of the Year Score	Growth	End of Year	Growth	2nd Sem. Growth
Fleming	82%	82%	0%	81%	-1%	-1%

End of Year Goal 85%

TEMI	Beginning of the Year Score	Middle of the Year Score	Growth	End of Year	Growth	2nd Sem. Growth
Fleming	65%	82%	+17%	86%	21%	+4%

### Student Academic Achievement Strengths

- Supplemental funds used to fund personnel to support and implement interventions for students
- Reading Interventions (LLI) contribute to student achievement when implemented with fidelity
- Math Interventions (TEMI) contribute to student achievement when implemented with fidelity
- Aligned Curriculum positively impacts student achievement when implemented with fidelity and with an emphasis on rigor and student engagement
- Master Schedule focuses on resources and additional time needed for daily student interventions (PLC and RTI incorporated into the Master schedule)
- Increased intervention and differentiation opportunities for students
- Books for independent reading in classrooms increase students' interest in reading, fluency, and reading comprehension.
- E-books that are accessed on the students' chrome books will help our students to practice their reading skills on an individual basis.
- Continue to increase student engagement and rigor
- Continue the program that assesses reading comprehension (DRA) on an individual basis, based on student's individual reading level.
- A math program that is based on spatial reasoning and problem solving skills (ST Math)

### Problem Statements Identifying Student Academic Achievement Needs



**Problem Statement 1:** Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. **Root Cause:** We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

# School Processes & Programs

## School Processes & Programs Summary

- Freeport will serve students in Pre-Kindergarten, Kindergarten, and First Grades for the 2018-2019 school year. Freeport's focus will be on early literacy and early numeracy with the goal of 75% first grade students leaving at or above grade level in reading and math. Freeport teachers are committed to the frequent monitoring of students' progress and adjusting Tier I and Tier II instruction and Tier III interventions to meet this goal.
- Freeport will continue a 1:1 technology implementation for teaching and learning. Fleming students will use electronic devices to learn at high cognitive levels and to produce quality evidence of learning at high levels.
- Freeport Elementary implemented the BISD curriculum for a sixth year in 2017-2018. The use of the aligned curriculum and collaborative lesson planning was evident in Pre-Kindergarten, Kindergarten and First Grade evidenced by DRA, CLI and EOY screener results. Freeport will continue to focus on increasing collaboration among grade level teachers in teaching and learning, data study and interventions with Professional Learning Communities. Instructional staff will continue to focus on rigor and student engagement and implementation of best practices and high yield strategies. PLCs will provide opportunities for instructional staff to learn, implement, discuss, and improve on strategies and discuss student data. Targeted improvements are required for 2018-2019 to improve student learning and achievement on screeners such as DRA, TEMI and Istation. This year we will continue implementing interventions such as LLI for reading interventions and TEMI for Math assessment and intervention. The work of the Early Elementary Specialist to support new and returning teachers with instructional planning, mentoring, coaching and modeling lessons, all of which were successful provisions of the reconstitution plan, will be continued, as will be the successful support of an external reading consultant.
- Professional development focusing on Guided Reading implementation, student engagement, technology integration in the core subject areas, Sheltered Instruction Observational Protocol, math problem solving (ST Math), and high yield strategies increased awareness about responding to students' learning needs. Professional development topics will reflect the needs of the students we serve. We will continue the district initiatives of Leveled Literacy Intervention and Istation. Teachers report that training in Balanced Literacy, and built in PLC time have been beneficial to their classroom instruction.

## School Processes & Programs Strengths

- PLC focusing on curriculum, instruction, data and interventions
- Technology implementation with the guidance of our Digital Learning Coach

- Instructional Support for teachers through our Early Elementary Specialist
- Data-driven small group arrangement
- Aligned Curriculum
- Consistent Interventions
- Literacy Library
- Professional Development improved perceptions about students who are identified ELL
- Guided Reading Library and Journeys Small Group Readers
- Training in and the use of leveled readers improved reading levels when implemented with fidelity
- Training provided to teachers focused on high yield strategies and best practices for teaching and learning
- E-books that assess reading comprehension on an individual basis, based on student's individual reading level.
- Six staff members attended the PLC conference-Summer 2018
- Ongoing professional development opportunities for the Principal and Assistant Principal

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

# Perceptions

## Perceptions Summary

We operate in a culture of collaboration. Sharing best practices and learning from each other are campus expectations. We believe that all students can learn, and we work together to make sure that all students show growth and are successful.

We hold ourselves as professionals to high expectations, and we do the same for our students. We work with our parents and provide them training in behavior strategies and academic strategies.

As professionals, we are always learning about best instructional practices, and attend PD opportunities on and off campus. We are continuous learners, and bring those practices back to our team or grade levels so that all can benefit.

## Perceptions Strengths

- Collaborative culture
- We work together as a team. Support staff and teachers provide instruction and interventions.
- Teachers and staff attend PD opportunities
- Students are successful and showed great gains academically
- Students are happy at school. Discipline referrals are relatively low.
- Parents report being happy with our campus procedures and events. Positive comments noted on parent survey.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Due to moving into a new building and location, we will need to update our crisis plan and train all stakeholders on our new procedures. **Root Cause:** We moved into a new facility and location.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 11, 2018

## Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 1:** In 2018-2019, Freeport Elementary will provide relevant, rigorous learning opportunities for our students by providing lessons that promote the use of their high order thinking skills (Outcome Goal 1).

**Evaluation Data Source(s) 1:** 75% Kindergarten students will reach level 4 on DRA by May 2019. 75% of 1st grade students will achieve DRA level 18 by May 2019. 75% of Kinder and 1st grade students will be identified as Tier I on Istation. and 80% of K and 1st grade students will be at or above average level on TEMI by May 2019.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Refine and monitor a system of PLCs to align teaching and learning in order to improve Tier I instruction and Tier II and Tier III interventions so that Kindergarten and 1st grade students will reach the campus goal, and have the necessary skills to read on grade level the following year.</p>		Principal, Assistant Principal, Teachers, Interventionists	As a result of refining processes and procedures for PLCs and building in planning time in the Master schedule, 75% Kindergarten students will reach level 4 on DRA by May 2018. 75% of 1st grade students will achieve DRA level 18 by May 2018. 75% of Kinder and 1st grade students will be identified as Tier I on Istation. and 80% of K and 1st grade students will be at or above average level on TEMI by May 2018.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> 255 - Title II, Part A - 4732.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

### Performance Objective 1 Problem Statements:

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause 1:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.



**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 2:** In 2018-2019, Freeport Elementary will provide relevant, effective, and ongoing opportunities for teachers to collaborate regarding the teaching and learning process (Constraint 1).

**Evaluation Data Source(s) 2:** 100% of core academic teachers will align teaching, learning, and testing with Reading and Math screeners and TEKS.

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Use Professional Learning Communities to align curriculum and instruction.	2.4, 2.5, 2.6	Principal, CDAT Team	achieving % of each grade level student performance on screeners.				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 12000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. <b>Root Cause 1:</b> Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
<b>School Processes &amp; Programs</b>

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause 1:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 3:** In 2018-2019, Freeport Elementary will create a curriculum/assessment system for all students that is differentiated and sensitive to student need, and also provide enrichment activities to all students so that all students receive enriching learning experiences (Constraint 1).

**Evaluation Data Source(s) 3:** All students meet grade level growth, and beyond.

**Summative Evaluation 3:** No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Use Professional Learning Communities to analyze student data, determine individual student learning needs, develop interventions specific to student learning needs, and evaluate the success of interventions.		Principal, CDAT Team, Teachers	achieving % of each grade level student performance on screeners.				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) Provide interventions specific to students' individual needs.	2.4, 2.5, 2.6	Principal, Teachers, CDAT Team	achieving % of each grade level student performance on screeners.				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Student Academic Achievement 1 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 122161.00							
<b>Critical Success Factors</b> CSF 1 CSF 2  3) Provide enrichment activities/STREAM learning activities to all students in order to provide advanced learning opportunities for all students.	2.4, 2.5, 2.6	Principal, Teacher Leaders and paras, CDAT Team	achieving % of each grade level student performance on screeners.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 - Title I, Part A - 3000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
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<b>Problem Statement 1:</b> The majority of students come from an economically disadvantage home, and lack resources and experiences that other students may have. <b>Root Cause 1:</b> Economically disadvantaged students make up over 85% of the population.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. <b>Root Cause 1:</b> Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Although there was time in the schedule for PLCs, it was not a common time across the grade level. This made it difficult for consistency and for effective planning and grade level wide discussions. <b>Root Cause 1:</b> Lack of time for across the grade level planning. Teachers were split into two teams. Teachers were not able to meet at the same time for planning, and this created confusion and frustration, at times.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. <b>Root Cause 1:</b> Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 4:** In 2018-2019, Freeport Elementary will equip professional instructional staff with strategies necessary to support students' learning.

**Evaluation Data Source(s) 4:** All students progress one or more grade level in growth

**Summative Evaluation 4:** No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  1) Provide training to teachers on increasing rigor and student engagement.	2.4, 2.5, 2.6	Principal	% of student engagement as measured by walkthroughs.				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 4000.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide training or opportunities for training to teachers to deepen understanding and support use of campus initiatives, including but not limited to Balanced Literacy, Istation, TEMI, LLI, PLC, and RtI.	2.4, 2.5, 2.6	Principal	% of teachers who report deeper understanding and use of campus initiatives				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 6700.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  3) Provide instructional leadership professional development aligned with student achievement to teachers and administration.	2.4, 2.6	Principal	achieving % of each grade level student performance on screeners.				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 3000.00							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
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**Problem Statement 1:** Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. **Root Cause 1:** We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

### **Curriculum, Instruction, and Assessment**

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause 1:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

### **Student Academic Achievement**

**Problem Statement 1:** Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. **Root Cause 1:** We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

### **School Processes & Programs**

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause 1:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 5:** In 2018-2019, Freeport Elementary will increase awareness of core academic teachers about meeting needs of special populations of students.

**Evaluation Data Source(s) 5:** 100% of core academic teachers will be GT certified and 50 % ESL certified

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  1) Provide teachers with information regarding training opportunities and provide time for teachers to complete the training.	2.4, 2.6	Principal	% of core academic teachers with documented evidence of training				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 199 - General Fund - 1000.00, 211 - Title I, Part A - 741.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
Student Academic Achievement
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 6:** As a result of continuing processes and procedures for PLCs and building in time in the master schedule for grade level planning, 75% of Kindergarten students will reach level 4 on DRA by May 2018. 75% of 1st-grade students will achieve DRA level 18 by May 2018. 75% of Kinder and 1st-grade students will be identified as Tier I on Istation. and 80% of K and 1st-grade students will be at or above average level on TEMI by May 2018. (Outcome Goal 1)

**Evaluation Data Source(s) 6:** Target scores on DRA, Istation and TEMI screeners.

**Summative Evaluation 6:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Principal and Interventionists will design procedure to identify students who need interventions.</p>	2.4, 2.6	Principal	Provide DRA, Istation and TEMI data for review and to determine students who need interventions.				
<p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Local 24 - State Comp Personnel - 65000.00, Local 24 - State Comp - 924.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Administrators and Interventionists will design a procedure to monitor individual student progress so that struggling students are provided additional interventions.</p>	2.4, 2.6	Administrators; Interventionists	Hold timely, consistent RtI meetings for struggling students that indicates student name, data that is analyzed, attendance, behavior, grades, Tier Level, Actions to be taken and person responsible for actions to Administrator so RtI reports can be pulled for review.				
<p><b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 5000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) We will provide programs and or services designed to improve and enhance the general education program for all students. Including materials, supplies, services and resources.</p>	2.4, 2.5, 2.6	All Staff.	Increased student achievement				
<p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 69000.00, 199 - General Fund - 26644.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 6 Problem Statements:**



**Student Achievement**

**Problem Statement 1:** Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. **Root Cause 1:** We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause 1:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

**Student Academic Achievement**

**Problem Statement 1:** Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. **Root Cause 1:** We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

**School Processes & Programs**

**Problem Statement 1:** A process during PLCs for teachers to effectively and collaboratively plan instruction for advanced and struggling learners was not present to the level of complexity necessary to improve learning for all students. **Root Cause 1:** Lack of time, processes and procedures that support effective lesson planning and design, and a shared, collaborative planning time in which student academic deficiencies and strengths can be adequately addressed.

## Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 1:** In 2018-2019, Freeport Elementary will provide a safe learning environment where positive behavior is expected and celebrated.

**Evaluation Data Source(s) 1:** 20% decrease from the previous year in the number of office referrals.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  1) Implement and maintain a school wide PBIS system. Meet regularly as a PBIS to disaggregate discipline and attendance data, and to form plans of action to increase positive behavior and student attendance.	2.5, 2.6	Principal, Assistant Principal, and PBIS Team	# of PBIS celebrations/incentive programs  decrease number of office referrals  Meet or exceed goal of 96.5% student attendance				
<b>Problem Statements:</b> School Culture and Climate 1 - Demographics 1 <b>Funding Sources:</b> 199 - General Fund - 2000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> Due to moving into a new building and location, we will need to update our crisis plan and train all stakeholders on our new procedures. <b>Root Cause 1:</b> We moved into a new facility and location.
Demographics
<b>Problem Statement 1:</b> The majority of students come from an economically disadvantage home, and lack resources and experiences that other students may have. <b>Root Cause 1:</b> Economically disadvantaged students make up over 85% of the population.

# Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** In 2018-2019, Freeport staff will hire and maintain a staff that is 100% highly qualified.

**Evaluation Data Source(s) 1:** 100% highly qualified staff according to report from Human Resources Department

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 CSF 7  1) Principal will hire and maintain a highly qualified staff.		Principal, Assistant Principal	Highly Qualified Report from Human Resources Department				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 3:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** In 2018-2019, Freeport Elementary will continue to hold monthly morale activities for teachers in order to maintain high work morale on campus.

**Evaluation Data Source(s) 2:** Events documented on Freeport Google Calendar and in faculty newsletters. (min. of 6)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Fleming Elementary will hold monthly morale activities for the staff.		Principal, Assistant Principal, Hospitality Committee	Fleming Calendar and Newsletters				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 3:** In 2018-2019, the Freeport Elementary administrative team will acquire new information and strategies to develop administrative skills.

**Evaluation Data Source(s) 3:** Certificates of Attendance from professional development sessions-2 training opportunities

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 6  1) Provide Campus Administrators with training opportunities in order to deepen understanding of administrative role on campus.		Principal	% of documented evidence of training				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 3:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 4:** Freeport Elementary teacher attendance will improve from 95.5% to 96% in the 2018-2019 school year (Constraint 2).

**Evaluation Data Source(s) 4:** Quarterly teacher attendance reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6  1) Monitor teacher attendance data on a monthly basis.		Principal	Attendance Report				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

# Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 1:** In 2018-2019, Freeport Elementary will actively seek cost saving opportunities and align the campus budget with the Campus Improvement Plan.

**Evaluation Data Source(s) 1:** Alignment of the Campus Improvement Plan to the budget.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 1) Align all purchases with the campus improvement plan.		Principal	Campus Purchase Orders showing alignment				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 2:** In 2018-2019, Freeport Elementary will utilize our CEIC committee to make sound financial decisions and assist in forming our campus budget needs.

**Evaluation Data Source(s) 2:** CEIC minutes documenting collaborative decisions on budget expenditures.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The Freeport CEIC committee will help make decisions that affect our campus budget needs.</p>		Principal, Assistant Principal, CEIC committee	Sign In sheets from CEIC meetings Copies of agenda from CEIC meetings				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 3:** In 2018-2019, Freeport Elementary will seek out and provide ongoing professional development for all staff focusing on use and implementation of emerging technologies.

**Evaluation Data Source(s) 3:** 50% increase in teacher use of technology for instruction.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7 1) Train teachers to use digital technology and electronic devices available on campus.		Principal, Digital Learning Coach, Media Specialist	% increase in use of digital technology and electronic devices by teachers as measured by walkthroughs.				
<b>Critical Success Factors</b> CSF 7 2) Increase teacher awareness of PD and support tools available on the Technology BISD Connect site.		Principal, Digital Learning Coach, Media Specialist	% increase in the use of digital technology use for instruction as measured by walkthroughs.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 4:** In 2018-2019, Freeport Elementary will continue to create opportunities for students to engage with technology to meet their individual needs.

**Evaluation Data Source(s) 4:** 100% of student engagement with technology daily as measured by lesson plans, walk through observations and technology-based program reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) Increase student use of technology as a way to engage students and increase rigor	2.5	Principal, Teacher Leaders	% of students using technology as measured by walkthroughs				
<b>Problem Statements:</b> Student Achievement 1 - Technology 1 <b>Funding Sources:</b> 211 - Title I, Part A - 3914.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
Technology
<b>Problem Statement 1:</b> We will be sharing our Digital Coach with two other campuses, which means a big decrease in time on our campus. <b>Root Cause 1:</b> Staff changes at the district level has caused us to have to share our Digital Coach with two other campuses, significantly decreasing the time she will be available on campus to support our teachers.

# Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

**Performance Objective 1:** In 2018-2019, Freeport Elementary will communicate and market accomplishments to our parents, staff and community through various means in order to promote a positive perception of our campus in the community.

**Evaluation Data Source(s) 1:** 20% increase in social media postings; 100% of newsletters/flyers from administration to home in English and Spanish.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Principal will send home newsletters/flyers in English and Spanish as a means to communicate with our parents.</p>		Principal	# of newsletters/flyers sent home.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Principal and Media Specialists will post campus happenings and news on Facebook and other social media as a means to communicate with our parents and to promote our campus in a positive way.</p>		Principal and Media Specialist	# of Facebook and other social media				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 5:** Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

**Performance Objective 2:** In 2018-2019, Freeport Elementary will maximize communication through campus electronic communications.

**Evaluation Data Source(s) 2:** 70% satisfaction in campus communications by stakeholder groups.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6  1) Use Facebook to communicate with parents and the community.		Principal, Assistant Principal, Media Specialist	# of Likes on Facebook page				
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Train staff on strategies to promote parental involvement in order to improve parental involvement on campus.	3.1, 3.2	Principal, Assistant Principal	% of staff with documented evidence of training				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 1400.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Although we have good parent participation and turnout for social events and activities, we would like to increase the focus on academic training for our parents. <b>Root Cause 1:</b> Parents may not feel like they are able to help their children academically, or know how to help.

**Goal 5:** Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

**Performance Objective 3:** In 2018-2019, Freeport Elementary will engage parents in their child's education by providing training opportunities that increase and support parents' understanding their child's academic achievement.

**Evaluation Data Source(s) 3:** 70% satisfaction with parent training opportunities.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Include strategies and parent practice opportunities related to student achievement in parent programs.	2.6, 3.2	Principal, Assistant Principal, Interventionists	% of parent who report increased awareness and support for student achievement				
				<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 1500.00, 211 - Title I, Part A Parent & Family Engagement - 727.00			
<b>Critical Success Factors</b> CSF 5  2) Survey helpfulness of parent programs on assisting parent(s) in supporting student achievement.		Principal, Assistant Principal, CDAT Team	% of parents who report programs are helpful				
				<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 400.00			
<b>Critical Success Factors</b> CSF 5  3) Promote understanding of literacy development for parents increase the time students read and enjoyment of reading.	2.4, 2.6, 3.2	Interventionist, Library Teacher, Assistant Principal	# of parents and students who participate in activities				
				<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 400.00			
<b>Critical Success Factors</b> CSF 5  4) Create and maintain an active PTO organization, as a means to improve parental involvement on campus.		Administrators	As evidenced by PTO sign in sheets and monthly events.				
				<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 82.00			
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  5) The campus will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website.	2.4, 3.1, 3.2	Principal, CEIC team	Increase Parental Involvement and Student Achievement				
				<b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - Demographics 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 150.00			

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) The campus will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.</p>	2.4, 2.6, 3.1, 3.2	Principal and CEIC team	Increase Parental Involvement and Student Achievement				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) Freeport Elementary has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.</p>	2.4, 2.5, 2.6, 3.1, 3.2	CEIC and All Staff	Increase Parental Involvement and Student Achievement				
<p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - Demographics 1 - Student Academic Achievement 1</p>							
<p>  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Due to moving into a new building and location, we will need to update our crisis plan and train all stakeholders on our new procedures. <b>Root Cause 1:</b> We moved into a new facility and location.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Although we have good parent participation and turnout for social events and activities, we would like to increase the focus on academic training for our parents. <b>Root Cause 1:</b> Parents may not feel like they are able to help their children academically, or know how to help.
<b>Demographics</b>
<b>Problem Statement 1:</b> The majority of students come from an economically disadvantaged home, and lack resources and experiences that other students may have. <b>Root Cause 1:</b> Economically disadvantaged students make up over 85% of the population.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Although we showed great gains in 1st Grade reading, we will focus on 1st Grade high yield reading strategies. <b>Root Cause 1:</b> We need to ensure that we focus on more rigorous skills, like reading comprehension, in 1st Grade.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Use Professional Learning Communities to align curriculum and instruction.
1	3	1	Use Professional Learning Communities to analyze student data, determine individual student learning needs, develop interventions specific to student learning needs, and evaluate the success of interventions.
1	3	2	Provide interventions specific to students' individual needs.
1	4	1	Provide training to teachers on increasing rigor and student engagement.
1	4	2	Provide training or opportunities for training to teachers to deepen understanding and support use of campus initiatives, including but not limited to Balanced Literacy, Istation, TEMI, LLI, PLC, and RtI.
3	4	1	Monitor teacher attendance data on a monthly basis.
5	2	1	Use Facebook to communicate with parents and the community.

# State Compensatory

## Budget for Freeport Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6119.00.104.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$65,000.00
<b>6100 Subtotal:</b>		<b>\$65,000.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.104.30	6399 General Supplies	\$3,641.00
<b>6300 Subtotal:</b>		<b>\$3,641.00</b>



**Personnel for Freeport Elementary :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elva Arroyo	Title I Interventionist	SCE	.5
Pamela Koelemay	Dyslexia Teacher/Interventionist	Dyslexia-SCE	.5

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly Mays	Interventionist Aide		1.0
Kace Mundo	Early Elementary Campus Specialist		1.0
Melinda Boyett	Reading Interventionist		1.0
Towyna Miller	Interventionist Aide		1.0

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Maria Espinoza	Principal
Administrator	Ronald Mercer	Assistant Principal
Classroom Teacher	Shonda Harwell	PK Teacher
Classroom Teacher	Lily Acuna	K Teacher
Classroom Teacher	Kyndell Goff	Music Teacher
Non-classroom Professional	Elva Arroyo	Interventionist
Non-classroom Professional	Kace Mundo	Early Childhood Specialist
Classroom Teacher	Anna Bejarano	PK Bilingual Teacher
Non-classroom Professional	Melinda Boyett	Interventionist
Non-classroom Professional	Pam Koelemay	Interventionist/Dyslexia Specialist
Non-classroom Professional	Barbara Pruessing	Counselor
Non-classroom Professional	Allison Zuiss	SPED Teacher/DEIC Member
Non-classroom Professional	Cynthia McCarty	Media Specialist
Parent	Heather Terrell	Parent Rep.

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Training for ESL and GT Services		\$1,000.00
1	6	3	General Classroom Materials and Supplies		\$26,644.00
2	1	1	PBIS		\$2,000.00
<b>Sub-Total</b>					\$29,644.00
<b>Budgeted Fund Source Amount</b>					\$29,644.00
<b>+/- Difference</b>					\$0
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Materials for Reading and Math		\$924.00
<b>Sub-Total</b>					\$924.00
<b>Budgeted Fund Source Amount</b>					\$924.00
<b>+/- Difference</b>					\$0
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	2 Interventionist		\$65,000.00
<b>Sub-Total</b>					\$65,000.00
<b>Budgeted Fund Source Amount</b>					\$65,000.00
<b>+/- Difference</b>					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	PLC Conference		\$12,000.00
1	3	2	2 Para and 1 Interventionist		\$115,000.00
1	3	2	Headphones for Interventions		\$2,902.00
1	3	2	Materials for Intervention		\$4,259.00

1	3	3	Materials for STREAM and Enrichment Activities		\$3,000.00
1	4	1	Conferences for Teachers		\$4,000.00
1	4	2	Conferences for Teachers & Administrators		\$4,000.00
1	4	2	PD for Balanced Literacy Leah Whitton		\$2,700.00
1	4	3	TEPSA Conference		\$3,000.00
1	5	1	Training for Bilingual ESL	211.13.6239.00.104.30	\$741.00
1	6	2	Tutoring		\$5,000.00
1	6	3	Classroom Libraries for New Teachers		\$4,000.00
1	6	3	Early Childhood Specialist		\$65,000.00
4	4	1	Learning A-Z		\$2,464.00
4	4	1	Brain Pop		\$1,450.00
5	3	1	Latino Literacy Staff		\$1,500.00
5	3	4	Parent Training and Events		\$82.00
<b>Sub-Total</b>					\$231,098.00
<b>Budgeted Fund Source Amount</b>					\$248,239.00
<b>+/- Difference</b>					\$17,141.00
<b>211 - Title I, Part A Parent &amp; Family Engagement</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	2	2	Parental Involvement Conference		\$1,400.00
5	3	1	Family Math Night		\$332.00
5	3	1	Coffee with the Principal		\$245.00
5	3	1	Latino Literacy Materials	211.61.6399.00.104.30	\$150.00
5	3	3	Family Reading Night		\$400.00
5	3	5	Snacks for Title I meeting		\$150.00
<b>Sub-Total</b>					\$2,677.00
<b>Budgeted Fund Source Amount</b>					\$2,677.00
<b>+/- Difference</b>					\$0
<b>255 - Title II, Part A</b>					

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	PLC based training	255.13.6411.14.104.30	\$4,732.00
<b>Sub-Total</b>					\$4,732.00
<b>Budgeted Fund Source Amount</b>					\$4,732.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$334,075.00