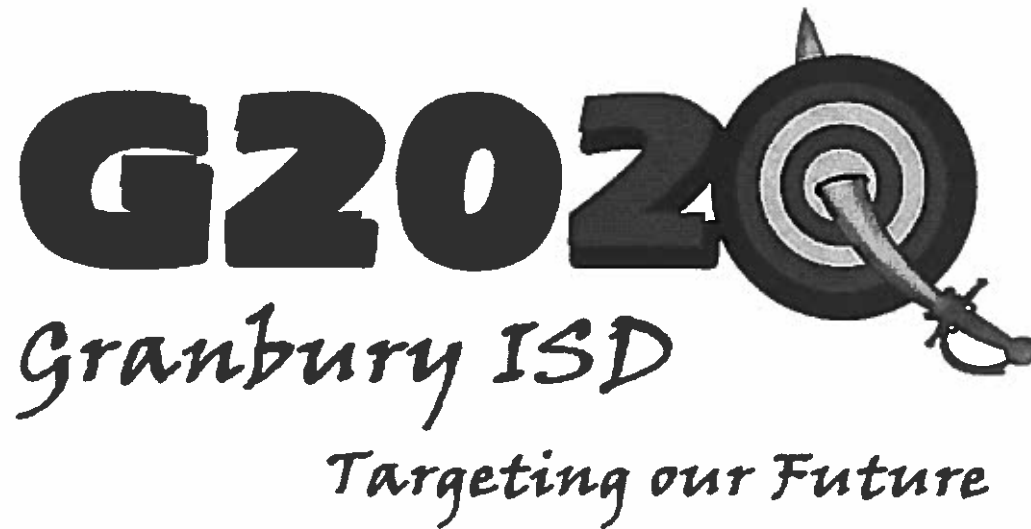


Granbury Independent School District
Acton Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Comprehensive Needs Assessment

Needs Assessment Overview

Acton Elementary

Comprehensive Needs Assessment

2017-2018

Vision – EVERY STUDENT IS WORTH MY BEST!

Mission - Acton Elementary in partnership with the community has high expectations and is committed to:

- reaching hearts
- building character
- growing learners
- embracing families

Demographics

Acton Elementary ended the 2016-2017 year with 807 students. In April 2017, 46.6% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 647 White, 133 Hispanic, 0 Black, 5 American Indian, 2 Asian, 5 Native Hawaiian or other Pacific Islander, and 15 two or more races.

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was at or above district average in all areas except for writing. STAAR results for 3rd grade, 4 grade and 5th grade science will not be released until June 14. The following goals are based on 5th grade results. The quantitative data on the 2016-2017 STAAR 5th grade assessment indicated that 76% of students met reading satisfactory standard. In math, 85% of students in grade 5 met the satisfactory standard. Overall in grade 5, 25% of students performed at the advanced level in reading and 35% in math. Our math advanced performance increased by 4%. Economically disadvantaged, Hispanic and special education students' scores in math and reading were below campus average. However, the ECD gap was less than 7%. As we wait for results from the remaining state assessments, we reviewed iStation data for all of our grade levels. 3rd grade had our highest percentage of students on tier III at the end of the year. 1st grade made the most progress leaving only 9% on a tier III level at the end of the school year.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and shared with instructional coach, assistant principal, and principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner. All students on RTI level II and III are offered extra assistance during the school day.

All students received tutoring/intervention based on their needs. Students received instruction by certified tutors and by classroom teachers in reading and in math. In Kindergarten through 5th grade, we started the year with push-in tutors in both reading and math 2 times per week per subject area. After Christmas, CFAs were given every few weeks to drive our grouping for intervention. Tutors then pulled out of the classroom for intervention, along with classroom teachers pulling small groups as well. Our tutors were funded through Title I. All grade levels received iStation assessments with interventions in reading and designated a 45 minute time for intensive intervention in their schedule to help students in areas of weakness according to need. All fourth grade students participated in a Writing Boot Camp and all 5th grade students participated in Science Blitz. Teachers and the tutors used objectives to build lessons as well as supplementary materials including Mentoring Minds math, writing, and reading, reading warm-ups and more, and science rotations. Certified tutors will begin the 3rd week of school to provide additional intervention for identified students. In addition, K - 5 students will participate in E Time (Enrichment, Engagement, Experience and Excitement TIME). Groups will be decided based off of student interest. Students will have voice and choice in their selection. E Time will be driven by the PBL format.

State Assessment Goals for 2017-2018:

- o Reading at 90% Satisfactory Level II w/ Advanced Level III at 35%
- o Math at 90% Satisfactory Level II w/ Advanced Level III at 38%
- o Writing at 80% Satisfactory Level II w/ Advanced Level III at 10%
- o Science at 85% Satisfactory Level II w/ Advanced Level III at 18%

83% of Hispanic and economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math, writing and science assessments.

Students who are at-risk will be identified with classroom assignments, common assessments and benchmarks.

At-risk students will be referred to the RTI committee.

Students who are on RTI Level II and III will receive tutoring by certified tutors and classroom teachers.

Students on RTI Level III whose progress has plateaued will be considered for a referral for an educational evaluation.

2017-2016 TELPAS

- Summary
- 8 at Beginning Level of TELPAS

- 15 at Intermediate Level of TELPAS
- 9 at Advanced Level of TELPAS
- 6 at Advanced High Level of TELPAS

Out of 31 LEP students eligible for progress - 15 advanced, 14 maintained same and 2 regressed

Strengths: Our level III performance increased in math. We look to increase our reading level in the 2017-2018 school year. We targeted our higher level learners with PBL activities, intensive instruction, extension activities for students who had mastered the objectives and Odyssey of the Mind.

Focus for 2017-2018: Writing will continue to be one of our main focuses across the curriculum. Reflective writing and feedback is a goal of our campus. Professional development will focus on reflective/feedback writing. Reflective writing will help our students be less egocentric and help them grow by thinking about what can help them be better. Common language with the reflective/feedback will be continued for this school year: novice, practitioner, apprentice and expert.

CFAs will be continued for reading, math and writing. The data from these checkpoints will be utilized in weekly PLC's for planning of the next objective's instruction.

In ELAR, our focus will be using our district curriculum documents and district purchased resources: Empowering Writers, SRA, Continuum of Literacy, Guided Reading, and Comprehension Toolkit.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers have online access to the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum

personnel. Teachers participate in vertical teaming throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialist.

STAAR, Benchmarks, CFAs, iStation Assessments, DRA, STAR checkpoints and common assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and available to help teach the TEKS. The district has provided resources such as Journeys Reading, Comprehension Toolkit, SRA, Stem Scopes, Studies Weekly, Empowering Writers, and GO Math. We purchased Leveled Literacy Intervention for grades K-3.

Our instructional coach provides one-on-one and small group support for teachers around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and growing teachers.

Focus for 2017-2018: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. A schedule has been developed to allow 90 minutes for teachers to meet in mandatory biweekly PLC's for instructional planning by content and develop CFAs to drive instruction to meet needs of ALL students - lower level through our highest students. This is to ensure that teachers are collaborating and providing effective instruction based on data, to best meet the needs of our students.

Staff Quality, Recruitment and Retention

All teachers are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers attend summer professional development. Participation in summer professional development is highly encouraged. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new resources.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students. Teachers are offered and can register for technology and instruction classes to meet the needs of their content area/grade level.

Acton Elementary participates in the Effective Schools Project at Tarleton State University.

All teachers on each grade level have a 45 minute planning period at the same time.

The common planning period allows them to meet and collaborate during the school day. In addition, there will be a 90 minute block bi-weekly for PLC. Common planning time across grade levels is scheduled on days the students are not in attendance.

Personnel from the Human Resources Department recruit teachers from several universities. Activities include participating in job fairs, posting vacancies in multiple sites, organizations, colleges and maintaining an active web page. Our campus hosts many student teachers and student observers from local universities. New teachers are given a mentor in order to retain highly qualified staff members.

Teachers are given assistance in maintaining or attaining certification through alternative programs. GT certification, ESL certification, coursework and TExES testing in order to assure all staff are highly qualified.

Focus for 2017-2018: This summer, our staff is participating in a book study over the book, Mindset. All faculty and staff will collaborate through our AES google classroom and Twitter. Our goal with this book study is stretching ourselves and our students using a growth mindset. Our book study will be complete upon the beginning of the 2017-2018 school year, however, we will use the ideas in the book for a deeper study and implementation throughout the year, as well as with our reflection and learner qualities.

Family and Community Involvement

Teachers will send weekly emails to keep parents informed. Parents can also look at their student's' grades at any time through our Skyward parent access. Teachers will also schedule (at minimum) an annual parent/teacher conference.

PTO used Volunteerspot, an electronic form, to sign up for opportunities to get involved with AES.

Just a few of the many ways parents can volunteer/participate include the following:

Classroom volunteer

Join PTO

Share career experiences with students -Career Day

Field Trip chaperone

Attend student performances

Attend grade level parent information meetings

Attend school picnic

Parent teacher conferences

Family Nights - Reading Night, Science Fair, Fitness Night, PBL Showcase

Meet the Teacher

Open House

Mentoring Program

The PTO, Instructional Leadership Team and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. The secretary in the front office is fluent in English and Spanish.

This year, we held 4 family nights for parents, families and community members to get involved. At the beginning of the year, we held a back to school picnic serving food funded by the PTO. We also held a family reading night and a collaborative family fitness night each producing well over 250 participants at each event. We hosted two other districts for site visits as they observed our use of technology and Project Based Learning.

Focus for 2017-2018:

For 17-18 school year, we will implement a Parent Academies throughout the year. We will use information from our parent surveys to drive the content of these sessions, such as technology night to teach the Google Suite to parents, Skyward Family Access and district curriculum.

School Organization

Staff members are involved in decision making by serving on the Instructional Leadership Team. The school budget is developed with the assistance of the Instructional Leadership Team. The Title I budget is developed by central office personnel.

The school staff is committed to increasing the academic achievement of all student populations.

Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who are not making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The campus will continue to teach procedures and expectations for AES. The principal and assistant principal share the responsibility for student discipline.

Each teacher has online access to the AES Staff Handbook to ensure teachers know procedures and expectations at AES.

The principal, assistant principal and IS will conduct classroom snapshot visits. Learning Walk Throughs were conducted to help teachers improve instruction and also to celebrate the great strategies that are taking place in each classroom.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Instructional Leadership Team.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader on the Instructional Leadership Team helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

Focus for 2017-2018:

Focused walkthroughs will continue. The administration team will meet with grade levels once a semester to do walkthroughs in multiple grades around campus to reflect and provide constructive feedback to foster the growth mindset on our campus. We will continue to work closely with our ILT. The ILT is responsible for relaying info, getting input from grade levels and making school wide decisions that benefit our students and staff.

School Culture and Climate

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered at to all grades. Go Math universal screener is administered in kindergarten, first and second grade. We will use Istation and DRA for reading screeners. These are all quantitative data sources.

Families are invited throughout the year to AES family involvement nights. Communication is mandatory at AES through the use of weekly email, Facebook, Remind app (info will be on class lists on day before Meet the Teacher Night), Twitter, school messenger, as well as, notes home in folders.

We continued our Customer Care approach. Our office staff as well as the entire faculty and staff live by the motto “treat others as you would like to be treated if you were in their shoes.”

Other activities to help improve campus culture and climate were Bully Prevention, guidance lessons, Nancy Worcester, Red Ribbon Week, and NERDS Assembly.

Focus for 2017-2018: Our staff is participating in a book study over the book, Mindset. All faculty and staff will collaborate through our AES google classroom and Twitter. We focus on engaging our students and teaching them a growth mindset and helping them implement learner qualities. :)

We will continue to have a family committee that focuses on planning events and celebrations for our campus. We will continue word out and celebrate all the successes happening at AES - branding our school.

Learner qualities will be taught each six weeks.

Learner Qualities =

I AM...

1. Determined
2. Inquisitive
3. Connections
4. Self-aware
5. Risk-Taker
6. World Changer

Students that exhibit the learner qualities for the six weeks will receive a yard sign to display at his/her home to celebrate the student’s exemplary character.

Instructional Leadership Team Involvement

The Instructional Leadership Team (ILT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The ILT includes a teacher from each grade level, instructional coach, counselor, assistant principal and principal. A representative from the PTO and the community will also serve on the ILT. The ILT will have monthly meetings to discuss needed items.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Instructional Leadership Team. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. AR, STAR, iStation, Tumble Books, Prodigy etc. are all available for the students. Each teacher has a document camera, an LCD Projector and a Smart Board mounted on the wall, microphone and ten handheld devices.

Techie Times were held throughout the year to help teachers learn and implement new technology.

Focus for 2017-2018: Mrs. Dawson will hold 6 Techie Times with half being online and half face-to-face instruction. Teachers are also attending technology trainings this summer held by our curriculum and technology departments.

Special Programs and Services

The gifted and talented teachers will provide lessons for the gifted learners that require higher order thinking skills. Gifted students will participate in the science fair and/or Odyssey of the Mind or an independent study project. Students participating in the Gifted and Talented program will also have the opportunity to participate in a Google Classroom using Texas Performance Standards Project working as a group with other GT students and independently. In addition, GT students will also have the opportunity to participate in Odyssey of the Mind. Each grade level will send a GT email and a Remind to inform GT student's parents of the activities the GT students have participated in and what types of projects the GT students are doing. The parents responded to the GT survey and the information we gathered from the survey will help us drive our GT program.

At-Risk learners will be provided small group instruction by teachers before school and in small group interventions will take place daily. At-Risk students will remain in the Response to Intervention process until they reach grade level or receive a referral for an educational evaluation.

English Language Learners (ELL) will be evaluated to determine their educational needs. Students who need accelerated instruction in reading will receive instruction from the reading tutor and/or classroom teacher. Students who need accelerated instruction in math will receive instruction by certified tutors and classroom teachers.

Special education students will receive inclusion services in the general education classroom. Two special education teachers and one paraprofessional will provide extra support for the students in the general education setting. Special education students will participate in general education classes as determined by their Individual Education Plan.

Homeless students will be identified and provided with school supplies, food from a local food pantry, clothing and special instruction as needed. Title I funds are used to make purchases of backpacks and school supplies for our students.

In addition to our enrichment Fridays, which serve to provide our students with creating experiences and making connections, we also served our students in

the Response to Intervention Program during the 7:15 - 7:45 am time period and during small group intervention time during the school day to work on specific areas of need for each student requiring intervention.

Focus for 2017-2018: Our GT will have an array of opportunities to work together with other GT students as noted above. We will continue to grow our Odyssey of the Mind Program with our gifted and talented learners. We will continue to involve parents in Odyssey of the Mind this year to help teacher coaches. In addition, we will implement a GT Google Classroom using Texas Performance Standards Project. We will continue to focus on vocabulary to impact our ELL and ECD learners. Our Special Education teachers will continue pulling SPED students in mornings from 7:15-7:45 to provide further instruction and intervention for our SPED population.

Evaluation of Plans and Strategies

CFAs (common formative assessments), district common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. Go Math universal screeners will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation and DRA assessments.

Focus for 2017-2018:

90 minute bi-weekly PLC's will be implemented. CFAs will be continued for reading, math and writing. The data from the CFAs will be utilized in biweekly PLC's for planning of the instruction on the next objective. We will be holding data meetings in writing and other subjects after each common assessment, screener and/or benchmark. Teachers will also keep data spreadsheets tracking student progress. This data is used to monitor students throughout the year. We also will send this data to parents to keep them informed of how their student is performing and progressing.

Demographics

Demographics Summary

See AES Comprehensive Needs Assessment Addendum

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Evaluation Data Source(s) 1: AES school survey will show 90% satisfactory in all areas.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Schoolwide Implementation of positive character building.		Counselor, Principal, AP, Librarian, discipline committee	Students will meet with Mrs. Jernigan bi-weekly for character building. Kick-off, observation, morning assembly, CHAMPS expectations posted in common areas, hallways and classrooms, Celebrations each grading period.				
2) Family Reading Night, Enrichment Night, Family Picnic Night, Health and Wellness Night, K-5 Music Programs, Odyssey Showcase, PBL Showcase, Grade level parent nights		Principal, AP, Vertical Team Committee, Teachers	Increased parent involvement and participation in student activities. sign-in sheets , parent communication flyer, school calendar, school survey				
Funding Sources: Title I (211) - \$759.00							
3) Parent Orientation Meetings - Title I Campus Overview and notification		Principal, AP, Grade Level Leaders	Parents will have the opportunity to learn about their student's day, the grade level curriculum, and more detailed information that will help increase involvement. sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2017-2018 school year.		Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Provide staff training on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principals, AP, Counselor	Sign-in sheets, agendas				

6) Create school unity through daily morning meeting.		Principal, AP, Counselor, Teachers	AES will create a family atmosphere through togetherness. Student participation and observation, daily schedule, Proud Pirate recognition, periscope, twitter				
7) Smiling Parents Program will be utilized to welcome students to school and as a way for parents to be involved at AES.	6	Principal, AP	Parent and student feedback, observation				
8) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce.		Principal, AP, 5th Grade Teachers	5th graders will build relationships through camp as well as exposure to 80% of the Science TEKS for their fifth grade year. 5th grade office referrals, parent, teacher and student feedback.				
9) Pirate proud student recognition during morning assembly each grading period. A Pirate Proud student is a student who exhibits great character. Students are recognized by school personnel. Students earn a yard sign for recognition.		Principals, Teachers, Staff	Students will become more self-aware and learn how to reflect and self-monitor. observations of students exhibiting learner qualities, school climate				
10) All staff will implement and continue study of our book study read - Mindset: Strategies for Success Admin team will participate in a book study - Start with Why by Simon Sinek		Principal, AP, Teachers	Parent and student feedback, observation, school survey, student progress performance, google site and blog	Funding Sources: Title I (211) - \$0.00			
11) All teachers will send weekly emails to class families providing an overview of current curriculum as well as upcoming activities and need to know information. Principal will send weekly emails to all AES families keeping all stakeholders informed.		Administration	Parents will be informed of weekly events and learning for all classrooms. copies of emails, school survey, participation, observations and feedback.				
12) AES will actively implement facebook, remind messages, class dojo, periscope and twitter to promote positive community relations.		admin	AES will tell our story through social media and positive press. community participation, social media, school survey				
13) Each grade level will participate in at least one service project in the 2017-18 school year.		Administration, Lead Teachers	AES students will learn the benefits of serving others. field trip forms, observations				
14) AES will host at least two parent academies throughout the year.	2, 6	Principal, AP, IS	Increase parent awareness of school and student activities such as skyward family access, technology, social media and district curriculum.	Funding Sources: Title I (211) - \$500.00			

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Evaluation Data Source(s) 2: AES volunteers will log at least 250 hours of service throughout the 2017-18 school year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	6, 10	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Partner with community organizations and businesses for student recognition and education.		Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation HEB Volunteer Fire Department Spring Creek Family Night Lake Granbury Medical Center Speakers Bureau Chicken Express Joe's Pizza and Pasta Chick-fil-a Stumpy's				
3) Enlist and partner with volunteers for AES Mentor Program.	2, 6	Administration, Instructional Specialist	student feedback, observations, volunteer log, teacher feedback				
4) Implement Career Day schoolwide.	2, 6, 10	Counselor	Career day rotations, feedback and observation, speakers bureau				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Evaluation Data Source(s) 1: By the end of the summer of 2018, 100% of AES staff will be trained in implementing Project Based Learning.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute and/or GISD curriculum department.	2, 4, 5, 8	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Each summer 2017 trained staff member will develop and implement one PBL project per semester. Each summer 2013-2016 trained staff member will complete at least 3 PBL projects in the 2017-18 school year.		Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
3) Enlist additional teachers to attend Project Based Learning cohort group summer 2018.		Curriculum Director, Principal	PBL Training Certificate				
4) PBL Family Night		Teachers, Instructional Coach, AP, Principal	Parents will tour projects created throughout the year. -school survey, sign in sheets, parent communication flyer, school schedule				
5) Students will participate in three E-TIME rotations throughout the school year. E-time provides student choice and inquiry.	1, 2	Administration, IS	Students will work collaboratively to produce a product or service from a challenging/driving question posed from the e-time of their choice.				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Evaluation Data Source(s) 2: In the 2017-18 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data. Data Meetings will be held each at least once each grading period.</p>		Principal, AP, Instructional Coach	<p>AES will meet standard for federal and state guidelines.</p> <p>school calendar, agenda, data sheets</p> <p>Level II STAAR Performance 3-5 Reading 90% 3-5 Math 90% 4th Writing 80% 5th Science 85%</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide supplemental intervention to support student success for all students and student student groups including reading and math improvement in the economically disadvantaged and hispanic student groups. We will also be focusing on writing for all students.</p>		Instructional Coach, Tutor, AP, Principal, Counselor, Teachers	<p>AES will meet standard for federal and state guidelines.</p> <p>Specifically, Increase reading performance by 5% for students in hispanic student group.</p> <p>Increase writing performance for all students and student groups by 10%.</p> <p>Intervention Documentation, data for students at-risk, ELL and SPED, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3 , Imagine Learning, Dyslexia Tutor, People's Education - Writing, Reading, Math and Science, Daily Rigor and Countdown to STAAR Grades 2-5, push in tutoring in grades K-5, Wordly Wise</p>				
<p>Funding Sources: Title I (211) - \$35,274.00, State Comp Ed (24) - \$14,000.00, ESL/Bilingual (25) - \$0.00</p>							

<p>3) Provide enrichment opportunities for identified Gifted and Talented students through rotations and through pull-out services.</p>	10	Principal, AP, Gifted and Talented Teachers, Instructional Specialist	Enrichment Rotations, Odyssey of the Mind, IS				
Funding Sources: Gifted (21) - \$0.00							
<p>System Safeguard Strategy Critical Success Factors CSF 6 CSF 7</p> <p>4) All instructional staff will participate in vertical curriculum teams. Teams will meet twice a semester.</p>		Principal, AP, Vertical Team Leaders, Instructional Coach	<p>Teams will develop an understanding of how standards and objectives relate from year to year.</p> <p>Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>5) Utilize Instructional Coach to work with classroom teachers to improve instruction.</p>		Principal, Assistant Principal, Instructional Coach, lead teachers	student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data, PLC quadrant sheets				
Funding Sources: Title I (211) - \$69,654.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Academic vocabulary will be posted in common areas, hallways, cafeteria and restrooms.</p>		Principal, Assistant Principal, Instructional Specialist, Teachers	Hispanic student groups will increase in performance by 7%. local and state assessment data, walkthrough data, student progress data sheets, observations of vocabulary posted and students using vocabulary.				
<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>7) All classroom teachers will track student progress by using a data spreadsheet.</p>		Principal, AP, Instructional Coach, Teachers	<p>Increase student progress on state assessment by: 10% in reading 5% in math</p> <p>student progress data spreadsheets, local and state assessments, teacher observation</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>8) We will conduct bi-weekly ninety subject area PLC meetings in math, reading, writing and science.</p>		Administration, IS	<p>AES teachers will utilize team time to participate in a professional learning community.</p> <p>lesson plans, meeting minutes, instructional walkthroughs, common assessment data.</p>				

System Safeguard Strategy Critical Success Factors CSF 1 9) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students: Utilize the Lesson Cycle for all Reading, Math and Language/Writing lessons. Implement use of Motivation Math (gr. 2-5), Motivation Reading (gr. 2-5), Motivation Writing (gr. 4) and Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. 5) Countdown to STAAR for Reading and Writing in 4th Grade, Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2), Forde Ferrier Ultimate STAAR Math (Grades 3 and 4)		Principal, AP, IS, teachers	Increase reading performance by 5% in hispanic student group. Increase writing by 10% an state assessment. Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
	Funding Sources: Title I (211) - \$0.00						
10) All ELA teachers will be trained and implementing Empowering Writers	1, 2, 4	Principal	Professional development certificates lesson plans				
	Funding Sources: Title II (255) - \$0.00						
11) All students will record academic reflections weekly setting goals and monitoring own performance.		Teachers, Administration, IS	Student reflection, feedback and self-awareness - goal sheets, data sheets, academic walkthroughs, PLC meetings				
12) Kindergarten through Grade 2 will implement SRA Phonics every instructional day.	1, 2, 9	Administration, IS, Lead Teachers	Istation reports, data logs - Individual and Class data, PLC meetings, lesson plans, walkthroughs				
13) Kindergarten through Grade 3 will implement DRA for individual student diagnostic data to guide instruction and identify strengths/areas of improvement.		IS, Lead Teachers	Improvement in BOY/MOY/EOY, student data logs, istation data, assessment data,				
	Funding Sources: State Comp Ed (24) - \$0.00						
14) Literacy Professional Development for Grade K and 2 Teachers - Debbie Jarzombek	2, 4	Instructional Coach, Teachers, Administration	Improvement in EOY data, student data logs, istation data, assessment data, fluency probes				
	Funding Sources: Title I (211) - \$0.00						
Critical Success Factors CSF 1 CSF 2 15) Leadership Team will attend Solutuion Tree - Collaborative Common Assessments to support our work as a PLC.	1, 2, 4	Principal, AP, IS	Common Formative Assessment, Assessment Data, Collaboration through team time, Team Time minutes				
	Funding Sources: Title I (211) - \$9,000.00						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Evaluation Data Source(s) 3: In the 2017-18 school year, AES students in grades 3-5 will increase Level III performance on state assessments by at least 3%.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).		Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 35% 3-5 Math 38% 4th Writing - 10% 5th Science 18%				
System Safeguard Strategy Critical Success Factors CSF 4 2) All grade levels will participate in instructional rotations targeting specific skills and objectives and promote high levels of academic growth for all students, especially targeting high-performing students.	1, 2, 8, 9	principal, AP, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
3) All teachers will maintain progress logs tracking student growth throughout the year in writing, math, science and reading.	8, 9	administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students will participate in coordinated school health activities.

Evaluation Data Source(s) 4: 100% of eligible AES students will participate in coordinated school health activities.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Fitness Gram Report, lesson plans				
2) Students in 5th grade will have the opportunity to view and discuss the "Growing-Up" video selected by the district Student Health Advisory Committee. (SHAC)	2	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 5th Grade Milers Club	2, 10	P.E. Teachers, Principal	Documented miles, medals, T-shirts, awards ceremony				
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	2, 10	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	2, 10	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
Funding Sources: Local (199) - \$0.00							
6) 4th and 5th Grade Field Day	2	PE Teachers, Principal, Teachers	student participation, observation, school survey, student and parent feedback				
7) Students in PK-3rd grades will participate in a PE fun day.	2	PE teachers, Principal, teachers	student participation, observation, student and parent feedback, school survey.				
8) AES will hold a fitness night partnering with GISD elementary campuses, local businesses and agencies to promote health.	2	PE teachers, Principal, teachers	sign in logs, family participation, school survey, Partnership with YMCA, HEB, Tarleton health and science department, Officer Hastings, bicycle safety, DCBE volunteer fire department and EMT units.				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Provide flexible opportunities for students that are at-risk of dropping out or not completing.

Evaluation Data Source(s) 5: In the 2017-18 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
System Safeguard Strategy Critical Success Factors CSF 2 1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers, Counselor, Instructional Coach	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
Funding Sources: ESL/Bilingual (25) - \$0.00							
2) Monitor and provide interventions for targeted students with low attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings, CHAMPS bucks				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	1, 2, 6, 8, 9	Principal, AP, Teachers, CTE Director	lesson plans, observation, lesson plans, student schedules and products				
4) 5th graders will have the opportunity to attend Camp Grady Spruce.	1, 2, 8, 9	Administration, 5th grade teachers	school survey, observations, student and parent feedback on experience, science assessment data.				
5) AES will partner with Rancho Brazos after school club to target students in the after school program.	2, 6, 8, 9	Administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
6) The AES mentor program will target students at risk.	1, 2, 4, 8	IS, Administration	student feedback, observations, volunteer log, teacher feedback				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Create a setting with innovative strategies.

Evaluation Data Source(s) 6: Review of new opportunities implemented during the 2017-18 school year.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities.	1, 2, 4, 8, 9	Administration, IS, Curriculum Dept	Reporting at CLT, Vertical Team Committee Agenda and Notes, PLC meetings, Grade level meetings				
2) Obtain innovative resources to support 21st century competencies.	1, 2, 4	Administration, IS, Curriculum Dept	POs, PD, Literary Fusions Training, Cubelets, Robot				
Funding Sources: State Comp Ed (24) - \$0.00							
3) AES will adopt six Learner Qualities. These qualities will be the characteristics of a successful student. AES will introduce one new quality each grading period.	1, 2	Administration, Teachers	Observations, academic data from assessments, classroom engagement, student goals and self-reflection, parent and teacher input				
4) Flexible Seating trials for students and classes.	1, 2, 4	Teachers, Administration	Discipline reports, individual and class data logs, observations by teachers and administration, assessment data				
5) Students will participate in STEAM rotations bi-weekly for 45 minutes with specials team.	1, 2	Administration	Students will participate in science, technology, engineering, art and math activities during a 45 minute rotation every other week. Observations, walkthroughs, data, student survey				

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Evaluation Data Source(s) 1: 100% of AES teachers will meet campus based technology proficiencies.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	1, 2, 3, 4, 8, 9	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) Collaborative meetings with tech department.	3, 4	Librarian, Instructional technology team	sign-in sheet, agenda, walkthrough data				
3) Principal or AP, Librarian and members of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	1, 4	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
	Funding Sources: Local (199) - \$0.00						

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Evaluation Data Source(s) 2: 100% of AES students will complete safety training during the 2017-2018 school year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.	1, 2, 3, 4, 10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools and software

Evaluation Data Source(s) 3: AES teachers will use technology to enhance instruction at least 80% of the time.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers and students will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras, audio microphones, chromebooks, ipads.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snapshot data, PDAS				
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, ABC mouse, starfall, PBSkids.org, abcy.com, Reading Express, Think Through Math, Spelling City, Xtra Math, Stora, Prodigy, Math Seeds and Go Math to improve student performance.	1, 2, 9	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
System Safeguard Strategy Critical Success Factors CSF 7	2, 8, 9	Principal, AP, IS	increased performance on assessments, growth and progress on data logs, observations and walkthroughs				
3) Implement technology training from Campus staff.							
4) Implement cubelets, robot and coding into the classroom.	1, 2, 9	Principal, librarian, IS	observations, increased technology noted on data walkthroughs, student feedback				

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: Implement and maintain campus safety plan.

Evaluation Data Source(s) 1: 100% of AES staff will participate in district safety training and monthly campus safety drills.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.	1, 2, 10	Principal, AP, Lead Custodian	Completed monthly inspection report, timely submission of campus work orders				
2) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	1, 2, 10	Principal, AP, Transportation Dept, teachers	State and local completion reports.				
3) Continue monitoring traffic flow and implementing the most effective release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	AES family survey, observation				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling.

Evaluation Data Source(s) 1: All grade levels will participate in alternate schedules at least 27 weeks in the 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	1, 2, 3, 9, 10	Principal, AP, Instructional Coach, Teachers, Tutors	Alternate schedule for Rotations, intervention and enrichment, Lesson Plans, master schedule				
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 8	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				
3) Teachers will participate in Content PLCs during the week and attend grade level meetings via computer (email, text, hangout, etc)	1, 2, 3, 4, 8, 9	Administration, Lead Teacher	Agendas, Minutes from meetings, PLC quadrant form				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team to determine and evaluate professional development needs of the campus.

Evaluation Data Source(s) 2: 100% of professional development sessions will reflect needs of the campus.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Principal and Campus Leadership Team will meet on a regular basis to discuss professional development needs.	1, 2, 3, 4, 6, 8	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets, Parent Involvement Plan, CIP, CNA				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain comprehensive list of resources available to Acton students and families.

Evaluation Data Source(s) 1: AES counselor will maintain and edit a comprehensive list of resources for families at least four times throughout the 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 6, 9, 10	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	1, 2, 4, 6, 10	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau.

Evaluation Data Source(s) 2: AES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2017-2018 school year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures, PBL projects, Career Day				
2) AES will hold a Career Day showcasing professionals from the community.	1, 2, 6	Counselor, Administration	Schedule, participant feedback, student and parent input,				

FND	T	FC	OBJ	SO	ORG	F	PI	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
									Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6112	00	102	0	24	000					
199	E	11	6112	00	102	0	34	000					
199	E	11	6112	98	102	0	24	000					
199	E	11	6116	00	102	0	24	820					
199	E	11	6117	00	102	0	24	000					
199	E	11	6117	00	102	0	34	000					
199	E	11	6117	01	102	0	24	000					
199	E	11	6117	13	102	0	24	000					
199	E	11	6117	IS	102	0	24	000					
199	E	11	6119	00	102	0	24	000	12,000.00	12,000.00			12,000.00
199	E	11	6125	00	102	0	24	000					
199	E	11	6125	00	102	0	34	000					
199	E	11	6141	00	102	0	24	000					
199	E	11	6141	00	102	0	34	820					
199	E	11	6141	00	102	0	34	000					
199	E	11	6141	01	102	0	24	000					
199	E	11	6141	13	102	0	24	000					
199	E	11	6141	98	102	0	24	000					
199	E	11	6141	IS	102	0	24	000					
199	E	11	6142	00	102	0	24	000					
199	E	11	6142	00	102	0	34	000					
199	E	11	6142	01	102	0	24	000					
199	E	11	6142	13	102	0	24	000					
199	E	11	6142	HI	102	0	24	000					
199	E	11	6142	IS	102	0	24	000					
199	E	11	6143	00	102	0	24	000					
199	E	11	6143	00	102	0	24	520					
199	E	11	6143	00	102	0	34	000					
199	E	11	6143	13	102	0	24	000					
199	E	11	6143	IS	102	0	24	000					
199	E	11	6144	00	102	0	24	000					
199	E	11	6144	00	102	0	34	000					
199	E	11	6144	13	102	0	24	000					
199	E	11	6144	IS	102	0	24	000					
199	E	11	6145	00	102	0	24	000					
199	E	11	6145	00	102	0	24	820					
199	E	11	6145	00	102	0	34	000					
199	E	11	6145	13	102	0	24	000					
199	E	11	6145	IS	102	0	24	000					
199	E	11	6146	00	102	0	24	000					
199	E	11	6146	00	102	0	34	000					
199	E	11	6146	01	102	0	24	000					
199	E	11	6146	13	102	0	24	000					
199	E	11	6146	IS	102	0	24	000					
199	E	11	6219	00	102	0	24	000					
199	E	11	6219	00	102	0	24	820					
199	E	11	6297	99	102	0	24	000					
199	E	11	6326	00	102	0	24	000					
199	E	11	6395	00	102	0	24	000					
199	E	11	6395	00	102	0	24	190					
199	E	11	6395	00	102	0	24	950					
199	E	11	6395	00	102	0	34	000	323.00	323.00			323.00
199	E	11	6395	01	102	0	24	000					
199	E	11	6395	13	102	0	24	000					
199	E	11	6395	AM	102	0	24	000					
199	E	11	6395	DR	102	0	24	000					
199	E	11	6395	EW	102	0	24	000	1,900.00	1,800.00			1,900.00

							2017-18	2017-18	2017-18	Encumbered	2017-18		
<u>FND</u>	<u>T</u>	<u>FC</u>	<u>OBJ</u>	<u>SO</u>	<u>ORG</u>	<u>F</u>	<u>PI</u>	<u>LOC</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Available Funds</u>
199	E	11	6395	MM	102	0	24	000	8,125.00	8,125.00			8,125.00
199	E	11	6395	VG	102	0	24	000					
199	E	11	6396	00	102	0	24	000					
199	E	11	6397	00	102	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	00	102	0	34	000					
199	E	11	6397	EM	102	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	IS	102	0	24	000					
199	E	11	6397	PM	102	0	24	000	2,500.00	2,500.00			2,500.00
199	E	11	6411	00	102	0	24	000					
199	E	11	6411	00	102	0	24	820					
199	E	11	6631	00	102	0	24	000					
199	E	11	6636	00	102	0	24	000					
199	E	11	6639	00	102	0	24	00B					
199	E	11	6645	00	102	0	24	000					
199	E	11	6645	00	102	0	34	000					
199	E	11	6649	00	102	0	24	000					
199	E	13	6219	00	102	0	24	000					
199	E	13	6239	00	102	0	24	000					
199	E	13	6395	00	102	0	24	000					
199	E	13	6411	00	102	0	24	000					
199	E	13	6497	00	102	0	24	000					
199	E	31	6339	00	102	0	24	000					
Grand Expense Totals									30,748.00	30,748.00			30,748.00

Number of Accounts: 79

***** End of report *****

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maggie Walton	Instructional Specialist	Title I	1.0