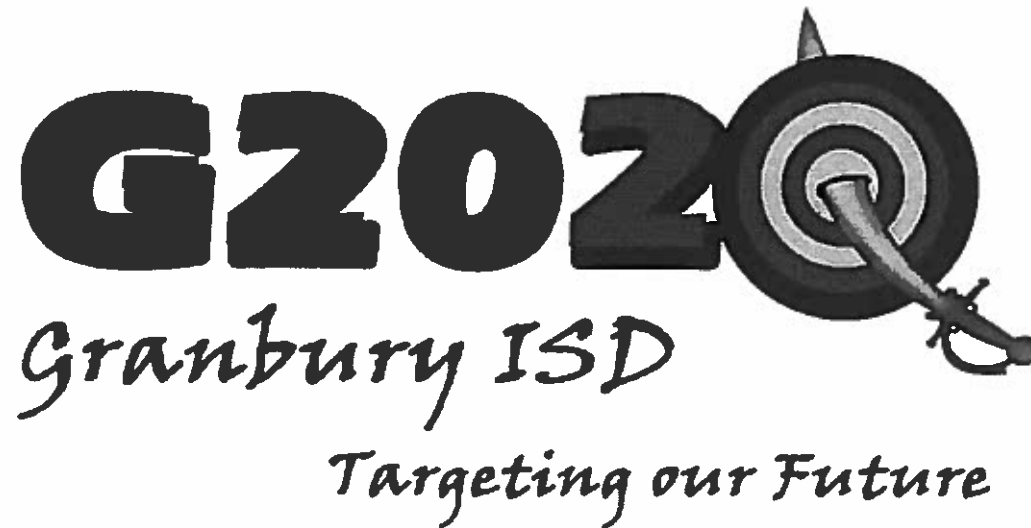


**Granbury Independent School District  
Roberson Elementary School  
2017-2018 Campus Improvement Plan**



# 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.

# Value Statement

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

The ERES needs assessment is driven by data, student needs, teacher needs, facility needs, parent/teacher survey information, district goals and community involvement.

Updates to the needs assessment will be completed as new data and new improvements are recognized.

# Demographics

## Demographics Summary

### 2016-17 Demographics

Total Peak Enrollment 546 Students

Low SES 383

Ethnicity White-297 Hispanic-208 African American-3 Asian-6 American Indian-3

Withdrawn 31

Entered 53

### 2015-16 School Report Card

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2014-15)	95.7%	95.1%	95.7%

### Enrollment by Race/Ethnicity

African American	0.5%	0.6%	12.6%
Hispanic	42.1%	23.7%	52.2%
White	54.4%	72.3%	28.5%
American Indian	0.9%	0.7%	0.4%
Asian	1.2%	0.7%	4.0%
Pacific Islander	0.0%	0.2%	0.1%
Two or More Races	0.9%	1.8%	2.1%

### Enrollment by Student Group

Economically Disadvantaged	67.5%	49.7%	59.0%
English Language Learners	27.9%	7.4%	18.5%
At Risk	44.6%	35.7%	50.1%
Special Education	6.5%	11.1%	8.6%
Mobility Rate (2014-15)	17.9%	17.5%	16.5%

**Class Size Averages by Grade or Subject**

**Elementary**

Kindergarten	21.3	20.6	18.9
Grade 1	21.0	20.0	19.1
Grade 2	19.7	20.2	19.3

**Demographics Strengths**

Decreased Enrollment from 573 to 546 -27 students 4.7% decrease

Students represented all ethnicity groups

Attendance Rate Above District and Equal to the State

Student Mobility Rate is above District and State

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Drop in campus wide attendance rate **Root Cause:** Pre-kindergarten attendance

**Problem Statement 2:** Mobility rate above the district and state **Root Cause:** Hood County Shelter, Bilingual travel to Mexico, Interdistrict movement

## Student Achievement

### Student Achievement Summary

ERES is paired with Brawner Intermediate for State Assessments

STAAR Scores available at this time:

5th Gr Reading 78% Passing

5th Gr Math 82% Passing

TELPAS # Tested Composite Rating

Kinder 48 100% Beginning

1st Grade 41 17% Beginning 54% Intermediate 29% Advanced

2nd Grade 36 6% Beginning 31% Intermediate 36% Advanced 28% Advanced High

TELPAS Yearly Progress

1st Grade 79% Progressed at Least One Proficiency Level

2nd Grade 64% Progressed at Least One Proficiency Level

iStation Results Tier 3 Tier 2 Tier 1

Kinder 30% 20% 50%

1st Grade 32% 21% 46%

2nd Grade 12% 14% 73%

## **Student Achievement Strengths**

iStation Improvement - increase in kindergargen Tier 1 percentage

TELPAS Improvement - increase in student progress in intermediate and advanced proficiencies

TELPAS - increase of students moving from bilingual to ESL status due to progress (7)

STAAR Math Scores for 5th Grade 82% passing,

STAAR ELA Scores for 5th Grade 78% passing.

-LEP/ELL 5th Grade ELA 96% passing.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Overall reading STAAR scores at 78% **Root Cause:** Economically disadvantaged and sped sub-populations

**Problem Statement 2:** Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause:** Math vocabulary

**Problem Statement 3:** iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause:** lack of rigor and monitoring of student testing; training on digital academic testing; student focus

**Problem Statement 4:** lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause:** lack of rigor and math resources for more frequent assessments and interventions

## **School Culture and Climate**

### **School Culture and Climate Summary**

**Vision:** Quality implementation of the Texas Essential Knowledge and Skills (TEKS) everyday, in every classroom, for every student.

**Mission:** The mission of Emma Roberson Elementary School is to empower life-long learners, both student and teacher, to achieve their potential and become productive citizens.

### **Core Values**

- Belief in the potential of students and staff to learn and grow
- Strong professional community using knowledge, experience, and research for improvement
- Positive communication flow
- Shared leadership
- Rewards and recognition to reinforce cultural values
- Welcoming physical environment that provides structure and shows pride
- Shared sense of respect and caring for everyone

### **School Culture and Climate Strengths**

Morning Assembly

Student daily incentives through Emma Economy Program

CARA meetings, campus professional development

Open door policy

CLT meetings and planning

Parent Conference Room

Staff luncheons

Customer Care Goal Setting



PTO Parking Lot Initiative

Integrated assistance from high school students - Ready Set Teach, Spanish Readers, Sports Greeters, etc.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Effective incentives for student achievement **Root Cause:** lack of vertical alignment between grade levels

**Problem Statement 2:** Disjointed discipline structure across campus **Root Cause:** Lack of cohesive planning and focus on common procedures

**Problem Statement 3:** Personal and individualized communication between teacher and parent **Root Cause:** Lack of communication and leadership expectations

**Problem Statement 4:** Increased parent involvement and assistance with working with students on academics at home **Root Cause:** Lack of parent training and parent communication

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

- Attend job fair with human resources director
- Stringent interview process with multiple stages, thorough evaluation and broad team approach with all areas represented
- Highly qualified candidates
- Value and support of new teachers and continued assistance to veteran teachers
- Provide incentives to compete with surrounding districts

### **Staff Quality, Recruitment, and Retention Strengths**

- Granbury Teacher Excellence Initiative
- Bilingual Teacher Stipends
- Hiring Process
- Acceptance of student teachers

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Teacher attendance rate **Root Cause:** Retiring teachers and other teacher philosophy and beliefs regarding personal days

**Problem Statement 2:** Low participation on the GTEI program **Root Cause:** Teacher attendance and perception of difficulty with documentation

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

- Curriculum aligned with TEKS
- District Scope and Sequence developed by teachers and curriculum personnel
- STAAR, Benchmarks, iStation, DRA, Common Assessments and teacher grades used for evaluation
- Rtl process for low performing students
- Imagine Learning, BrainPop, Reading Eggs, Math Seeds, and Starfall supplemental software
- Harcourt Journey Reading, Social Studies, Accelerated Learning Stem Scopes, Houghton Mifflin Harcourt Go Math, Empowering Writing
- Instructional take home resources

### Curriculum, Instruction, and Assessment Strengths

- Curriculum Department Support
- Current instructional resources
- District Wide Assessments
- DRA Testing
- Instructional resources available for parents to take home

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** No math assessment to track data **Root Cause:** None available at this time - still searching

**Problem Statement 2:** Providing resources to teachers, tutors and parents for academic support **Root Cause:** Communication of needs based on data

**Problem Statement 3:** Enrichment opportunities for GT and high achieving students **Root Cause:** Training and organization of providing those opportunities

**Problem Statement 4:** Additional opportunities for Bilingual and At-risk student experiences outside of classroom **Root Cause:** Organization in providing those opportunities

**Problem Statement 5:** Teacher knowledge of specific TEKS taught **Root Cause:** Planning time and training on TEKS - no PLC's

## Family and Community Involvement

### Family and Community Involvement Summary

- Family Access program keeps parents up to date on progress, grades, missing work, attendance, etc.
- Teachers provide grade level orientations, report cards, parent conferences, classroom visits
- Volunteers from the community are paired with at-risk students
- PTO
- Career Day and experiences
- Fieldtrip chaperones
- Student performances
- Correspondence both English and Spanish
- Parent resources for student academic support
- Multiple communication resources - Remind App, School Messenger, Data Building Sign, Facebook, Webpage, etc.
- GEF Grants
- 50 Fella's Food Fest

### Family and Community Involvement Strengths

- Family Math/Reading Night
- PTO Activities - carnival, fund raisers, teacher appreciation, Santa Store
- Hispanic Parent Luncheon
- Awards Assemblies
- Smiling Peeps - car valet for students
- Volunteer Reading Mentors
- Music Programs
- Moms, Dads and Grandparents Luncheons
- Open Door Visits
- GEF Funded Grants on Campus

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Increased family opportunities with student academics **Root Cause:** Planning, organizing and communication with parents on those academic needs

**Problem Statement 2: Over crowding at campus wide and grade level events Root Cause: Parking space and campus space - scheduled all together (need separated)**

**Problem Statement 3: Communication with parents Root Cause: Lack of purposeful and consistent communication**

## School Context and Organization

### School Context and Organization Summary

- DAC, CLT, District and Campus Committees
- Team campus budget development
- Title I budget development with CLT
- IS coordinates with district curriculum department
- Curriculum department assists with CARA meetings
- RtI Collaboration with emphasis on Hispanic and Low SES subgroups
- Discipline shared between teacher, AP and Principal
- Shared responsibility for all major areas - LPAC, RtI, Discipline, Special Ed
- Classroom walkthroughs shared between principal, assistant principal, counselor and instructional specialist
- Campus Improvement Plan Developed by CLT
- Accountability linked to Brawner Intermediate School

### School Context and Organization Strengths

- Local funding and Title I Schoolwide funding support for student achievement
- Campus Improvement Plan utilized daily
- Professional Development Summer Flex Days
- PBL District Initiative
- New Parking Lot

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Lack of participation on CLT **Root Cause:** Communication to parents on CLT meetings

**Problem Statement 2:** Time allowance for campus specific professional development **Root Cause:** Calendar mandates

**Problem Statement 3:** Tracking data and not reviewing weekly with teacher teams **Root Cause:** Lack of leadership including principal and IS attending planning meetings

# Technology

## Technology Summary

- Grade level carts with devices - ipads, chromebooks
- Technology ready classrooms - sound system, smart board, document cameras, ipads, desktop computers
- Integrated instruction at all levels in all subjects
- Computer lab instruction
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros

## Technology Strengths

- Grade level technology hardware - ipads, chromebooks, document cameras, smart boards, coding devices, robotics,
- Campus wide software - Brainpop, iStation, Imagine Learning, Reading Eggs, Math Seeds, AR, various apps, etc.
- Student driven integration
- Programs and Apps to assist teachers
- Technology Professional Development Monthly
- TCEA Conference and Professional Development

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Lack of stringent procedure on securing devices **Root Cause:** Teacher complacency

**Problem Statement 2:** Additional out of district professional development needed for leaders and teachers **Root Cause:** Needing a more global picture of educational technology opportunities available

**Problem Statement 3:** Proficiency using Google features effectively and keeping them organized **Root Cause:** Lack of professional development on Google specific software

**Problem Statement 4:** Utilization of technology and digital resources instead of paper **Root Cause:** Knowledge of how to implement those programs

# 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: EES school survey will show 95% 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) Character Education - "Tree of Kindness"	1, 2	Principal, AP, Counselor, Instructional Specialist, Teachers	Kick-off at morning instruction on agenda, counselor lessons during library rotation, # of student leaves on tree increases to 95%.				
				Problem Statements: School Culture and Climate 1 Funding Sources: Local (199) - \$500.00			
2) Family Night (STEAM) combined with open house with student work showcased and student made activities to participate.	1, 2, 6	Principal, Event Committee-Teachers	School Calendar, Parent Communication Flyer, Sign In Sheets				
				Problem Statements: School Culture and Climate 4 - Family and Community Involvement 1 Funding Sources: Title I (211) - \$1,500.00			
3) Parent/Teacher Conferences	1, 2, 5	Teachers	Conference Logs				
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level	1, 2, 6	Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents in 1st and 2nd grade				
				Problem Statements: School Culture and Climate 4 - Family and Community Involvement 1, 3			
5) Kindergarten Round-up and pre-school visits	1, 7	Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
				Problem Statements: Demographics 1 - Family and Community Involvement 3			
6) Provide training for staff on bullying awareness, prevention and procedures.	1, 2, 4	Principal, AP, Counselor	Sign in sheets, agendas				
				Problem Statements: School Culture and Climate 2, 3			



7) Sunshine notes/call home. Positive notes/calls to parents of accomplished students.	1, 2, 6	Principal, AP, Teachers	Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey.				
	Problem Statements: School Culture and Climate 4 Funding Sources: Local (199) - \$500.00						
8) School Culture/ Climate Committee organizes a scholarship fund to present to 2 graduating seniors who attended Emma through staff luncheons throughout the year.	2	School Culture/ Climate Committee - Teachers/ Counselor	Scholarship, staff luncheons, staff celebrations				
	Problem Statements: School Culture and Climate 1						
9) Complete a common School Wide Expectation behavior model.	1, 2	Incentives/Awards Committee, AP, Principal	Students demonstrate an understanding of the expectations for the different areas. Posters posted around school and training in morning assembly. Results monitored through decreased office referrals and increased positive behavior				
	Problem Statements: School Culture and Climate 2 Funding Sources: Local (199) - \$2,500.00						
10) Implement Emma News from the Back Office with Google Screencastify for teachers monthly and similar appropriate info to parents using a digital medium quarterly.	1, 2, 6	Principal, Asst. Principal, Instructional Specialist	Monthly videos sent to staff and quarterly videos sent to parents.				
	Problem Statements: School Culture and Climate 4 - Family and Community Involvement 3 Funding Sources: Local (199) - \$1,000.00						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1: Drop in campus wide attendance rate Root Cause 1: Pre-kindergarten attendance</b>
<b>School Culture and Climate</b>
<b>Problem Statement 1: Effective incentives for student achievement Root Cause 1: lack of vertical alignment between grade levels</b>
<b>Problem Statement 2: Disjointed discipline structure across campus Root Cause 2: Lack of cohesive planning and focus on common procedures</b>
<b>Problem Statement 3: Personal and individualized communication between teacher and parent Root Cause 3: Lack of communication and leadership expectations</b>
<b>Problem Statement 4: Increased parent involvement and assistance with working with students on academics at home Root Cause 4: Lack of parent training and parent communication</b>
<b>Family and Community Involvement</b>
<b>Problem Statement 1: Increased family opportunities with student academics Root Cause 1: Planning, organizing and communication with parents on those academic needs</b>
<b>Problem Statement 3: Communication with parents Root Cause 3: Lack of purposeful and consistent communication</b>







**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:** EES volunteers will log at least 175 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 volunteers through PTO	1, 6, 10	Principal, PTO Teacher Representatives	PTO Sign-In, Agendas, Raptor Sign-In				
				Problem Statements: School Culture and Climate 3, 4 - Family and Community Involvement 3 Funding Sources: Local (199) - \$500.00			
2) Provide academic take home resources for parents.	6, 9	Principal, Intervention Specialists, Counselor	Resource Log, RtI Minutes, RtI Consumable Resources Checkout sheets.				
				Problem Statements: School Culture and Climate 4 - Curriculum, Instruction, and Assessment 2 - Family and Community Involvement 1 Funding Sources: Title I (211) - \$500.00			
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations, awards, coupons, certificates)	1, 2, 6	Principal, teachers, counselor, office staff	Kiwanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Book-It Burger King Honor Roll Spring Creek Parent Nights Palio's Parent Nights Fire Dept Police Dept LGMC Speaker's Bureau GEF HEB				
				Problem Statements: Family and Community Involvement 1, 3 Funding Sources: Local (199) - \$200.00			

4) Implement Extensive Customer Care	1, 2, 6	Entire Staff	Parent Survey, Training Sign ins, Staff Survey				
	Problem Statements: Family and Community Involvement 3 Funding Sources: Local (199) - \$1,000.00						
5) Career Day	1, 2, 6	Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
	Problem Statements: Family and Community Involvement 3 Funding Sources: Local (199) - \$200.00						
6) Implement Ready Rosie program for parent assistance.	2, 6	Principal, Instructional Specialist, Counselor, Curriculum Director, Teachers	Attendance and participation through email enrollment, sign in sheets, and reports.				
	Problem Statements: School Culture and Climate 4 - Family and Community Involvement 1 Funding Sources: Title I (211) - \$0.00						
7) Provide current school information pertaining to family, student, academic, health and services to ERES families.	1, 6, 7, 9, 10	Principal, assistant principal, counselor, IS, teachers	Remind App, digital sign, school messenger, digital information board, email, webpage, pamphlets in office, teacher newsletters.				
	Funding Sources: Local (199) - \$0.00						
8) Student incentive "Dream Team" for combination academic, attendance and behavior.	1, 2	Principal, AP, Incentive/Discipline Committee	Increase student attendance Improve academic success Decrease behavior referrals				
	Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Local (199) - \$500.00						
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue       </p>							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
Problem Statement 1: Drop in campus wide attendance rate Root Cause 1: Pre-kindergarten attendance
<b>School Culture and Climate</b>
Problem Statement 1: Effective incentives for student achievement Root Cause 1: lack of vertical alignment between grade levels
Problem Statement 3: Personal and individualized communication between teacher and parent Root Cause 3: Lack of communication and leadership expectations
Problem Statement 4: Increased parent involvement and assistance with working with students on academics at home Root Cause 4: Lack of parent training and parent communication
<b>Curriculum, Instruction, and Assessment</b>
Problem Statement 2: Providing resources to teachers, tutors and parents for academic support Root Cause 2: Communication of needs based on data
<b>Family and Community Involvement</b>

<b>Problem Statement 1: Increased family opportunities with student academics Root Cause 1: Planning, organizing and communication with parents on those academic needs</b>
<b>Problem Statement 3: Communication with parents Root Cause 3: Lack of purposeful and consistent communication</b>

**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:** Completion of 2 PBL projects for each core teacher in 2017-18.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
	Funding Sources: Local (199) - \$1,000.00						
2) Train new teachers on PBL process in Summer of 2018	1, 3, 4	Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
	Problem Statements: Curriculum, Instruction, and Assessment 2						

**Performance Objective 1 Problem Statements:**

Curriculum, Instruction, and Assessment
Problem Statement 2: Providing resources to teachers, tutors and parents for academic support Root Cause 2: Communication of needs based on 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 2:** Improve student performance according to state standards, including subgroups in all academic areas

**Evaluation Data Source(s) 2:** In the 2015-16 school year, EES students in grades K-2 will increase state performance by one level. (TELPAS)

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
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.	1, 2, 3, 8, 9	Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets, Data Walls Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 5 Funding Sources: Local (199) - \$200.00				
2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.	1, 2, 3, 8, 9, 10	Principal, Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log -At Risk Computer Lab Groups -AIM Reading/Math Groups -inclusion small groups -increased common assessment scores Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2 Funding Sources: Title I (211) - \$54,000.00, State Comp Ed (24) - \$7,000.00				
3) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor, Librarian	Lesson plans, activity schedules -G/T supplemental tutor for pull out -4 off campus learning experiences for K, 1 and 2. Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: Gifted (21) - \$2,000.00				
4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition. 4 off campus learning experiences for K-2 LEP	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading Funding Sources: ESL/Bilingual (25) - \$6,000.00				
5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess. 4 off campus learning experiences for at risk students in K-2 grade levels	1, 2, 9, 10	Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math and District Common Assessments -Motivational Math/Reading -LLI Kits Problem Statements: Student Achievement 1, 3, 4 Funding Sources: Title I (211) - \$2,400.00, State Comp Ed (24) - \$1,000.00, Local (199) - \$5,000.00				

6) Instructional Specialist to provide resources, data and support for students, teachers and tutors	1, 2, 9	Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log -grade level PLC's				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Title I (211) - \$60,000.00						

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Overall reading STAAR scores at 78% <b>Root Cause 1:</b> Economically disadvantaged and sped sub-populations
<b>Problem Statement 2:</b> Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math <b>Root Cause 2:</b> Math vocabulary
<b>Problem Statement 3:</b> iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade <b>Root Cause 3:</b> lack of rigor and monitoring of student testing; training on digital academic testing; student focus
<b>Problem Statement 4:</b> lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments <b>Root Cause 4:</b> lack of rigor and math resources for more frequent assessments and interventions
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Providing resources to teachers, tutors and parents for academic support <b>Root Cause 2:</b> Communication of needs based on data
<b>Problem Statement 3:</b> Enrichment opportunities for GT and high achieving students <b>Root Cause 3:</b> Training and organization of providing those opportunities
<b>Problem Statement 5:</b> Teacher knowledge of specific TEKS taught <b>Root Cause 5:</b> Planning time and training on TEKS - no PLC's

**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, EES students in grades K-2 will have a passing rate of 75% or show a 10% improvement on all benchmark assessments.

**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, Communication, Critical Thinking, Collaboration).	1, 2, 3, 9	Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks				
			Increase in common assessment scores				
Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: Local (199) - \$5,000.00							
2) Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day	1, 6, 10	Instructional Specialist, Counselor	-increased college awareness				
			-college goal setting				
Problem Statements: School Culture and Climate 1							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Overall reading STAAR scores at 78% <b>Root Cause 1:</b> Economically disadvantaged and sped sub-populations
<b>Problem Statement 2:</b> Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math <b>Root Cause 2:</b> Math vocabulary
<b>Problem Statement 3:</b> iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade <b>Root Cause 3:</b> lack of rigor and monitoring of student testing; training on digital academic testing; student focus
<b>Problem Statement 4:</b> lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments <b>Root Cause 4:</b> lack of rigor and math resources for more frequent assessments and interventions
School Culture and Climate
<b>Problem Statement 1:</b> Effective incentives for student achievement <b>Root Cause 1:</b> lack of vertical alignment between grade levels



**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:** Provide opportunities for students that are at-risk of dropping out or not completing

**Evaluation Data Source(s) 4:** In the 2017-18 school year, EES students will log tutoring hours depending on Rtl level.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for Rtl and LEP students.	1, 2, 3, 6, 8, 9	Principal, AP, Intervention Specialists, ESL Teachers, Bilingual Tutor, Grade Level Tutors, AIM Tutors, At Risk Computer Lab Tutor	Lesson Plans, Tutor Schedules, Intervention Documentation				
				Problem Statements: Student Achievement 2 Funding Sources: ESL/Bilingual (25) - \$4,000.00, State Comp Ed (24) - \$2,000.00, Title I (211) - \$3,000.00			
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
				Problem Statements: Demographics 1 Funding Sources: Local (199) - \$500.00			

**Performance Objective 4 Problem Statements:**

Demographics
Problem Statement 1: Drop in campus wide attendance rate Root Cause 1: Pre-kindergarten attendance
Student Achievement
Problem Statement 2: Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math Root Cause 2: Math vocabulary

**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:** Students will participate in coordinated school health activities.

**Evaluation Data Source(s) 5:** 100% of eligible EES students will participate in coordinated school health activities.

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Lesson Plans				
	Funding Sources: Local (199) - \$0.00						
2) Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester Performance)	1, 10	Counselor	Lesson Plans, Student participation				
	Funding Sources: Title I (211) - \$500.00						
3) Participate in Jump Rope for Heart Program.	1, 2, 10	PE Teacher	Completion certificate from Jump Rope for Heart Organization				
4) Utilize academic climbing wall to integrate health and academics during PE.	1, 2, 3	PE Teacher	Climbing wall curriculum added to lesson plans.				
	Funding Sources: Local (199) - \$4,000.00						

**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 1: Provide technology professional development to support instruction**

**Evaluation Data Source(s) 1: 100% of EES 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 Tuesdays - Technology Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
			Funding Sources: Local (199) - \$0.00, Gifted (21) - \$0.00				
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.	1, 2, 3, 4, 8	Principal, GISD Technology Department	Sign in sheets, lesson plans, and GAP documentation				
			Increased use of technology in classrooms				
Problem Statements: Technology 3, 4							
Funding Sources: Local (199) - \$0.00							
3) Teachers will complete campus level proficiencies developed by the technology committee or district personnel on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate and GAP				
			Problem Statements: Technology 3, 4				
Funding Sources: Local (199) - \$5,000.00							
4) Principal and Technology Lead Teacher TCEA Conference and train campus on new technology. Tech teacher committee will attend either Tech for Tots or Central Texas Summit Google Apps for Education training.	1, 4	Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation				
			Current technology equipment and skills utilized in the classroom				
Problem Statements: Technology 2							
Funding Sources: Local (199) - \$5,000.00							

5) Work Day Wednesday Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology learned on Tuesdays.	1, 2, 3, 4, 10	Principal, Librarian, IS, Tech Committee, District Tech Staff	Sign in sheets, completed technology programs implemented through lesson plans.				
	Problem Statements: Technology 3, 4						

**Performance Objective 1 Problem Statements:**

<b>Technology</b>
<b>Problem Statement 2:</b> Additional out of district professional development needed for leaders and teachers <b>Root Cause 2:</b> Needing a more global picture of educational technology opportunities available
<b>Problem Statement 3:</b> Proficiency using Google features effectively and keeping them organized <b>Root Cause 3:</b> Lack of professional development on Google specific software
<b>Problem Statement 4:</b> Utilization of technology and digital resources instead of paper <b>Root Cause 4:</b> Knowledge of how to implement those programs

**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 EES students in K-2 will complete digital safety training during the 2016-17 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 curriculum	1, 2, 3, 4, 10	Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber 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:** EES teachers will use technology during instruction every day.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, wireless microphone and speaker system, and various handheld devices.	1, 2, 3	Principal, AP, Librarian, GISD Technology Department	Walk Through Data, TTESS				
				Problem Statements: Technology 4 Funding Sources: Local (199) - \$5,000.00			
2) Students will use software such as iStation, Brain Pop, Starfall and AR for added reading support. Moby Max and Think Through Math for math support. Imagine Learning will be used if needed for special ed and bilingual student support.	1, 2, 9	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation  Increased reading and math scores				
				Problem Statements: Student Achievement 2, 3, 4 - Technology 4 Funding Sources: Title I (211) - \$4,000.00, State Comp Ed (24) - \$7,000.00			

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math <b>Root Cause 2:</b> Math vocabulary
<b>Problem Statement 3:</b> iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade <b>Root Cause 3:</b> lack of rigor and monitoring of student testing; training on digital academic testing; student focus
<b>Problem Statement 4:</b> lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments <b>Root Cause 4:</b> lack of rigor and math resources for more frequent assessments and interventions
<b>Technology</b>
<b>Problem Statement 4:</b> Utilization of technology and digital resources instead of paper <b>Root Cause 4:</b> Knowledge of how to implement those programs

**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:** The campus leadership team will develop and maintain an effective safety plan.

**Evaluation Data Source(s) 1:** 100% of the EES 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) Completing the monthly GISD facility inspection Report.	1	AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.	1	Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
4) Create a system for technology hardware security on campus.	1	Principal, AP, Teachers, Staff	Safe equipment all students will have working technology				
	Problem Statements: Technology I Funding Sources: Local (199) - \$400.00						

**Performance Objective 1 Problem Statements:**

Technology
<b>Problem Statement 1:</b> Lack of stringent procedure on securing devices <b>Root Cause 1:</b> Teacher complacency

**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 2017-18 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 during flexible scheduling.	1, 2, 3, 8, 9, 10	Principal, Counselor, Intervention Specialists, Teachers, Tutors	Intervention schedule, lesson plans, school calendar Improvement on all test scores by 10%				
Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 3 Funding Sources: Title I (211) - \$54,000.00							
2) Early release days at the end of each grading period followed by a professional development day will be utilized for campus planning, collaboration and training.	1, 3, 4, 5, 8	Principal, AP, Intervention Specialists, Teachers	Sign in sheets, agendas, district calendar				
Problem Statements: School Context and Organization 2, 3 Funding Sources: Local (199) - \$2,000.00							
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.	1, 2, 4	Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				
4) Teachers will provide flexible schedules to accommodate students to participate in speech, special education and tutoring.	1, 2, 3, 9, 10	Principal, Assistant Principal, Teachers, IS, Special Education Teachers	Copy of schedules				

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Overall reading STAAR scores at 78% <b>Root Cause 1:</b> Economically disadvantaged and sped sub-populations
<b>Problem Statement 2:</b> Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math <b>Root Cause 2:</b> Math vocabulary



**Problem Statement 3:** iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause 3:** lack of rigor and monitoring of student testing; training on digital academic testing; student focus

**Problem Statement 4:** lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause 4:** lack of rigor and math resources for more frequent assessments and interventions

**Curriculum, Instruction, and Assessment**

**Problem Statement 3:** Enrichment opportunities for GT and high achieving students **Root Cause 3:** Training and organization of providing those opportunities

**School Context and Organization**

**Problem Statement 2:** Time allowance for campus specific professional development **Root Cause 2:** Calendar mandates

**Problem Statement 3:** Tracking data and not reviewing weekly with teacher teams **Root Cause 3:** Lack of leadership including principal and IS attending planning meetings

**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 will reflect the 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 regularly to address the needs of the campus.	1, 2, 6, 8	Principal and elected teacher representatives.	Sign in sheets and agendas				
			Teacher input into decisions Improved teaching with targeted intervention				
Problem Statements: School Context and Organization 1 Funding Sources: Local (199) - \$1,000.00							
2) Staff will participate in a district professional development survey annually to assist in targeting campus needs.	1, 2, 4, 8	Curriculum Director, Principal	Survey results.				

**Performance Objective 2 Problem Statements:**

School Context and Organization
Problem Statement 1: Lack of participation on CLT Root Cause 1: Communication to parents on CLT meetings

**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 a comprehensive list of resources available to Emma Roberson students and families.

**Evaluation Data Source(s) 1:** EES counselor will maintain and edit a comprehensive list of resources during the 2017-18 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, 2, 6, 9, 10	Counselor, G2020 Target Committee, District Curriculum Director	Comprehensive list of known resources and services.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.	1, 2, 4, 6, 7, 10	Principal, Counselor, Nurse	Sign in sheets, agendas, resource list, referral log				

= Accomplished  
 = Continue/Modify  
 = Considerable  
 = Some Progress  
 = No Progress  
 = Discontinue

**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 the Speaker's Bureau.

**Evaluation Data Source(s) 2:** EES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times 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) Teachers will utilize the speaker's bureau to bring real world community members into the classroom to enhance academic learning. (Career Day)	1, 2, 3, 6, 8, 9, 10	Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
	Funding Sources: Local (199) - \$0.00						

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

**Performance Objective 3:** We will give students the opportunity to participate in various academic events outside of the regular classroom.

**Evaluation Data Source(s) 3:** EES will provide opportunities and continue seeking other activities for student competition.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair, UIL.	2, 6	Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				
Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: Local (199) - \$500.00							

**Performance Objective 3 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Effective incentives for student achievement <b>Root Cause 1:</b> lack of vertical alignment between grade levels
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 3:</b> Enrichment opportunities for GT and high achieving students <b>Root Cause 3:</b> Training and organization of providing those opportunities

							2017-18	2017-18	2017-18	Encumbered	2017-18		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6112	00	104	0	34	000					
199	E	11	6112	13	104	0	24	000					
199	E	11	6112	98	104	0	24	000					
199	E	11	6116	00	104	0	24	820					
199	E	11	6117	00	104	0	24	000					
199	E	11	6117	00	104	0	34	000					
199	E	11	6117	13	104	0	24	000					
199	E	11	6117	IS	104	0	24	000					
199	E	11	6118	00	104	0	24	000	16,000.00	16,000.00			16,000.00
199	E	11	6125	00	104	0	24	000					
199	E	11	6125	00	104	0	34	000					
199	E	11	6141	00	104	0	24	000					
199	E	11	6141	00	104	0	24	820					
199	E	11	6141	00	104	0	34	000					
199	E	11	6141	13	104	0	24	000					
199	E	11	6141	98	104	0	24	000					
199	E	11	6141	IS	104	0	24	000					
199	E	11	6142	00	104	0	24	000					
199	E	11	6142	00	104	0	34	000					
199	E	11	6142	13	104	0	24	000					
199	E	11	6142	HI	104	0	24	000					
199	E	11	6142	IS	104	0	24	000					
199	E	11	6143	00	104	0	24	000					
199	E	11	6143	00	104	0	34	000					
199	E	11	6143	13	104	0	24	000					
199	E	11	6143	98	104	0	24	000					
199	E	11	6143	IS	104	0	24	000					
199	E	11	6144	00	104	0	24	000					
199	E	11	6144	00	104	0	34	000					
199	E	11	6144	13	104	0	24	000					
199	E	11	6145	00	104	0	24	000					
199	E	11	6145	00	104	0	34	000					
199	E	11	6145	13	104	0	24	000					
199	E	11	6145	98	104	0	24	000					
199	E	11	6145	IS	104	0	24	000					
199	E	11	6146	00	104	0	24	000					
199	E	11	6146	00	104	0	34	000					
199	E	11	6146	13	104	0	24	000					
199	E	11	6146	IS	104	0	24	000					
199	E	11	6219	00	104	0	24	000					
199	E	11	6219	00	104	0	24	820					
199	E	11	6297	99	104	0	24	000					
199	E	11	6326	13	104	0	24	000					
199	E	11	6395	00	104	0	24	000					
199	E	11	6395	00	104	0	24	950					
199	E	11	6395	00	104	0	34	000	1,182.00	1,182.00			1,182.00
199	E	11	6395	13	104	0	24	000					
199	E	11	6395	AM	104	0	24	000					
199	E	11	6395	MM	104	0	24	000	9,125.00	9,125.00			8,125.00
199	E	11	6395	VG	104	0	24	000					
199	E	11	6396	00	104	0	24	000					
199	E	11	6397	00	104	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	EM	104	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	IS	104	0	24	00N					
199	E	11	6397	FM	104	0	24	000	2,500.00	2,500.00			2,500.00
199	E	11	6411	00	104	0	24	000					
199	E	11	6411	00	104	0	24	820					

FND	T	FC	OBJ	SO	ORG	F	PI	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
									<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Available Funds</u>
199	E	11	6631	00	104	0	24	000					
199	E	11	6639	00	104	0	24	00B					
199	E	11	6644	00	104	0	24	000					
199	E	11	6645	00	104	0	24	000					
199	E	11	6645	99	104	0	24	00F					
199	E	13	6219	00	104	0	24	000					
199	E	13	6395	00	104	0	24	000					
199	E	13	6411	00	104	0	24	000					
199	E	13	6497	00	104	0	24	000					
199	E	31	6339	00	104	0	24	000					
Grand Expense Totals									33,807.00	33,807.00			33,807.00

Number of Accounts: 67

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

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sheri Doucet	Instructional Specialist	Title I	1.0