

Wichita Falls Independent School District
Crockett Elementary
2018-2019 Campus Improvement Plan



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

The Mission of Crockett Elementary School is to prepare ALL students to be productive, responsible, and participating members of society.

Vision

Crockett's desire is for ALL students to feel safe, develop a passion for learning, and achieve their best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

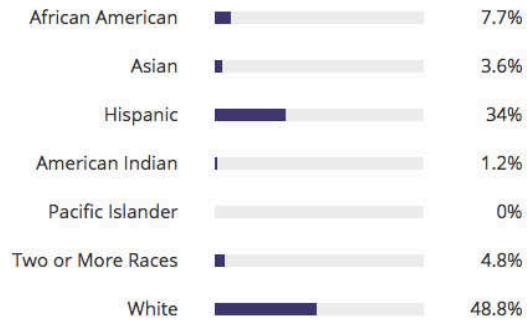
Crockett has the following demographic make-up for the 2017-2018 school year.

ENROLLMENT DETAILS

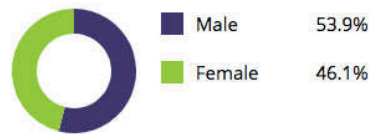
TOTAL STUDENT ENROLLMENT 2017-18

521

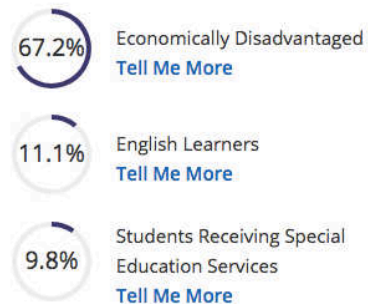
STUDENT ENROLLMENT BY RACE/ETHNICITY



STUDENT ENROLLMENT BY GENDER



STUDENT ENROLLMENT BY TYPE



Crockett had 105 ISS referrals and 16 OSS referrals.

Demographics Strengths

Our EL population did well on TELPAS with only 2 students that decreased from the previous year on TELPAS ratings.

We have an EL pull out program where they receive 30 minutes to 1 hour of language intervention daily.

PTA that helps support staff and students.

Crockett provides 3 afterschool programs to promote writing, robotics and choir.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Crockett had 121 referrals last year that resulted in students missing learning opportunities due to behavior issues. **Root Cause:** Lack of support from parents to help change behaviors of their children and students not having intrinsic motivation to do well.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary

2018 STAAR Results

All Students 3/4/5 Reading - 226 tests

Percent of Tests	
% at Approaches GL Standard or Above	75%
% at Meets GL Standard or Above	44%
% at Masters GL Standard	23%

3rd Grade Reading

Percent of Tests	
% at Approaches GL Standard or Above	70%
% at Meets GL Standard or Above	35%
% at Masters GL Standard	21%

4th Grade Reading

Percent of Tests	
% at Approaches GL Standard or Above	57%
% at Meets GL Standard or Above	38%
% at Masters GL Standard	18%

5th Grade Readings

Percent of Tests

% at Approaches GL Standard or Above	74%
% at Meets GL Standard or Above	38%
% at Masters GL Standard	21%

Overall 3/4/5 Math

Percent of Tests

% at Approaches GL Standard or Above	70%
% at Meets GL Standard or Above	32%
% at Masters GL Standard	15%

3rd Grade Math

Percent of Tests

% at Approaches GL Standard or Above	70%
% at Meets GL Standard or Above	37%
% at Masters GL Standard	21%

4th Grade Math

Percent of Tests

% at Approaches GL Standard or Above	57%
% at Meets GL Standard or Above	30%
% at Masters GL Standard	15%

5th Grade Math

Percent of Tests	
% at Approaches GL Standard or Above	78%
% at Meets GL Standard or Above	27%
% at Masters GL Standard	7%

4th Grade Writing

Percent of Tests	
% at Approaches GL Standard or Above	51%
% at Meets GL Standard or Above	35%
% at Masters GL Standard	18%

5th Grade Science

Percent of Tests	
% at Approaches GL Standard or Above	73%
% at Meets GL Standard or Above	32%
% at Masters GL Standard	14%

On Domain 3 closing the gaps we were labeled Additinal Targeted Support Needed for not meeting indicators in the following subpops: African American, Hispanic, EL and Special Education. Our overall score was a 59 for sn F Rating.

Student Academic Achievement Strengths

5th Grade Reading and Math was the highest passing rates on the campus.

4th Grade Reading Master level percentage of 18% was in Q1 when compared to our like 40 schools.

4th Grade Writing Master level percentage of 18% was in Q1 when compared to our like 40 schools.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Crockett's STAAR scores are below state standards. **Root Cause:** The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.

Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. **Root Cause:** Not utilizing RtI to address student needs for all subpops and tracking their progress.

School Processes & Programs

School Processes & Programs Summary

Initiatives at Crockett:

-Crockett is a Level 1 Certified High Reliability School, ensuring that students are educated in a safe and collaborative environment and a Level 2 HRS, that includes effective teaching in every classroom.

-Crockett participated in the Seidlitz 7 Steps to a Language Rich Environment trainings in grades 3-5. These steps were implemented in all classrooms but we were not granted our recertification for Seidlitz.

-This year Crockett is also implementing the Capturing Kids Hearts program. This training occurred in August 2018 and teachers are currently implementing and will continue to grow in this area.

-Other initiatives are Guided Math, Guided Reading, and Fundamental 5 as best practices for instruction.

Processes at Crockett:

-Common assessments, curriculum-based assessments, benchmark tests, and interim assessments are in place to monitor student progress. This informs classroom instruction, intervention groups, tutorials, and STAAR results.

-Teachers use the TEKS Resource system, participate in unit planning, and PLC meetings to ensure that curriculum is implemented with fidelity.

-The administrative team, including instructional coaches, provide support for teachers.

-Parent & community engagement activities are provided through grade-level teacher activities, Techno Expo, STEAM night, Movie nights, book fair, PTA events, Music programs, after school programs, etc.

-Crockett has 1 to 1 chrome books in 4th and 5th grade. We have 12 devices per classroom in grades K-3.

School Processes & Programs Strengths

- Technology use in grades 3-5 with the utilization of Google Classroom.
- Curriculum aligned with TEKS with We will/I will posted in rooms
- Use assessment to effectively track student progress. Use of our data walls for visual representation in Math and Reading K-5.
- Instructional Strategies (Seidlitz) aligns with improvement plan
- Use data effectively to drive instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. **Root Cause:** We do not have a set universal tracking system to measure K-5 student progress.

Perceptions

Perceptions Summary

Crockett provides many opportunities for parents and volunteers to come to school throughout the year. The school is perceived to have a wonderful staff and is a good environment for their children.

Crockett has drills in place for the safety of students.

There was an increase in disruptive behaviors and 121 office referrals that resulted in ISS or OS.

Perceptions Strengths

-Students are provided many extra-curricular opportunities through UIL, spelling bee, student council, writing club, choir, and robotics.

-2nd grade students participate in Read 2 Learn.

-Coyote Soccer Players are "Reading Buddy's" with our students.

-Touch a Truck had great turnout.

-PIE Partners

-Legacy of being a good school in WFISD

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our discipline problems/referrals are increasing from year to year. **Root Cause:** Our campus did not have a cohesive discipline philosophy to follow.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals




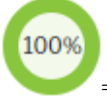


Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: All K - 2 self-contained teachers and Grades 3 - 5 ELAR and Writing teachers will obtain ESL certification

Evaluation Data Source(s) 1: SBEC Certification Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers not certified in ESL will be given the option to attend the ESL Academy provided by the district and campus will pay for the substitutes.</p>	2.4, 2.5, 2.6	Principal	Teachers will have ESL strategies to implement in class and be prepared for certification test.			
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: General - 800.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 7</p> <p>2) All non-ESL certified teachers will be required to attempt the ESL certification exam by November 2018.</p>	2.4, 2.5, 2.6	Principal	Compliance with ESL certifications			
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: General - 700.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide teachers in Grades 3 - 5 with a one day Seidlitz training; K - 2 teachers will be provided staff development on campus; All teachers will be provided feedback on implementation</p>	2.4, 2.5, 2.6	Principal District Davenport	ESL strategies will be used in all K - 5 classrooms to increase student performance.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						

Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7 4) *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.	2.4	Principal	All teachers will be certified in content area and ESL certified.			
	Problem Statements: Student Academic Achievement 1					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.
Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.
School Processes & Programs
Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. Root Cause 1: We do not have a set universal tracking system to measure K-5 student progress.





Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Conduct PLC meetings weekly for 30 out of 36 weeks to include planning and professional development to increase teaching strategies.

Evaluation Data Source(s) 2: PLC Agendas

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Utilize TEKS Resource System and the Instructional Focus document to create We Will/I Will statements to frame the lesson</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Lesson planning will include the We Will/I Will statements and student performance will increase as lessons become more focused.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Increase instructional rounds from 1 time per semester to 2 times per semester through peer observation on campus, within the district, and video reflections</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Teacher reflection will increase teacher effectiveness within the classroom.			
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: General - 1000.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Utilize instructional coaches to assist teachers with planning, to model lessons, and provide instructional feedback to teachers.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Increase in teacher effectiveness			
<p>Funding Sources: Title 1 Part A - 44240.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Refresh and train teachers on RtI and entering RtI data into Eduphoria.</p>	2.4, 2.5, 2.6	Instructional Coaches	Effective recording of student progress to promote student growth.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1</p>						

<p>TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>	2.4	Principal Assistant Principal Instructional Coaches	Staff will be provided training to be successful in classroom and increase student performance.			
<p>Problem Statements: Student Academic Achievement 1, 2</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

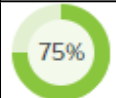





Student Academic Achievement
<p>Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.</p>
<p>Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. Root Cause 1: We do not have a set universal tracking system to measure K-5 student progress.</p>
Perceptions
<p>Problem Statement 1: Our discipline problems/referrals are increasing from year to year. Root Cause 1: Our campus did not have a cohesive discipline philosophy to follow.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase Domain 2A Progress Measure on Accountability Report Card in Reading and Math from 58% to 85% for the 2018-2019 school year

Evaluation Data Source(s) 1: CBAs, Benchmarks, Accountability Report Card

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Creation of Data Room to track progress of students K - 5 using CBAs, benchmarks and BOY, MOY, EOY assessments.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Increase progress measure			
Funding Sources: General - 100.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) In Grades 4 and 5, data folders will be created utilizing previous year's STAAR score as a baseline to track individual student progress on CBAs and benchmarks in reading and math.</p>	2.4, 2.5, 2.6	Classroom Teachers	Increase in student progress Student awareness of progress made			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Funding Sources: Title 1 Part A - 0.00						
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) *Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners. (EL parent meeting, SPED math strategies training, CKH process champions)</p>	2.4	Administration Gamboa Special Education Teachers Classroom Teachers	Increase in performance of our sub populations.			
Problem Statements: School Processes & Programs 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:






Student Academic Achievement
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School Processes & Programs
Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. Root Cause 1: We do not have a set universal tracking system to measure K-5 student progress.






Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase teacher resources that support district initiatives in the area of Balanced Literacy and Guided Math by 70%.

Evaluation Data Source(s) 2: Lit library and Math Manipulative Resources Inventory

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide each ELAR teacher with Jan Richardson's Next Step to Guided Reading and provide book study opportunities, video discussion, and practice writing guided reading lessons during PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Increase in teacher effectiveness in Balanced Literacy			
	Funding Sources: General - 700.00					
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Build a Literacy Library with at least 150 titles of leveled books for teachers to utilize in Guided Reading Levels A - Z.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p>	2.4, 2.5, 2.6	Principal Reading Coach	Increase in Guided Reading focus Increase in student performance			
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Title 1 Part A - 22000.00					
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide 6 different math manipulatives for every teacher to be used in classroom instruction.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p>	2.4, 2.5, 2.6	Principal Math Coach	Increase in math numeracy			
	Funding Sources: Title 1 Part A - 3000.00					

4) Provide teachers with BrainPop Jr and Brain Pop access to videos, games, and quizzes that are TEKS based and by topic. These can be used in min-lessons and stations in guided reading and guided math. The videos are in English and Spanish with vocabulary development embedded. *SCE & Title funds will be used to upgrade and enhance school wide instructional programs.	2.4	Classroom Teachers Principal	Increase student engagement, vocabulary, and provide content specific learning for visual learners.			
	Funding Sources: Title 1 Part A - 2395.00					
Critical Success Factors CSF 1 CSF 4 5) Provide resources that support guided math and balanced Literacy. Examples would be easels, small stand for guided table, magnetic letters for word study, etc. *SCE & Title funds will be used to upgrade and enhance school wide instructional programs.	2.4, 2.6	Instructional Coaches Administrators	Help support teachers in implementing guided reading/math and have productive mini-lessons that students interact with the learning.			
	Funding Sources: Title 1 Part A - 3000.00					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

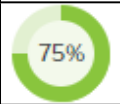
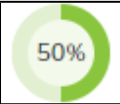



Student Academic Achievement
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Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.
School Processes & Programs
Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. Root Cause 1: We do not have a set universal tracking system to measure K-5 student progress.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 85% of all Kindergarten students will perform at the Developed level on EOY TPRI. 85% of all 1st and 2nd grade students will perform at a Tier I level on EOY IStation.

Evaluation Data Source(s) 3: BOY, MOY, EOY TPRI Reports, IStation Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 1) Use Balanced Literacy for ELAR block each day, and document in lesson plans.	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers	Increase in reading levels in Grades K - 2.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 2) Kindergarten and 1st grade teachers will incorporate Heggerty Phonemic Awareness lessons and document in lesson plans.	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers	Increase in phonemic awareness			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Weekly planning time with instructional reading coach to address and suggest instructional strategies to increase student performance and implement district initiatives.	2.4, 2.5, 2.6	Instructional Coach Classroom Teachers	Focused reading lessons to meet student needs and address weaknesses.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.
Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.

School Processes & Programs

Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. **Root Cause 1:** We do not have a set universal tracking system to measure K-5 student progress.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 85% of K - 2 students will perform at or above 70% on grade level EOY math assessment.

Evaluation Data Source(s) 4: BOY, MOY, EOY Math Assessments

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 1) Use Guided Math for Math block each day, and document in lesson plans.	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers	Increase in math levels in Grades K - 2.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Weekly planning time with instructional reading coach to address and suggest instructional strategies to increase student performance and implement district initiatives.	2.4, 2.5, 2.6	Instructional Coach Classroom Teachers	Focused math lessons to meet student needs and address weaknesses.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Critical Success Factors CSF 1 CSF 7 3) Teachers will attend a minimum of 3 Guided Math opportunities this school year (District provided staff development days).	2.4, 2.5, 2.6	Instructional Coach Principal	Increase in teacher knowledge and implementation.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
= Accomplished = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.
Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.
School Processes & Programs

Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. **Root Cause 1:** We do not have a set universal tracking system to measure K-5 student progress.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.

Evaluation Data Source(s) 5: TELPAS scores, district screeners

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 1) EL parent meetings will be held to help our EL families understand the expectations of the classroom and the state testing.		Gamboa	Help parents be involved in school and understand expectations and programs.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) EL students who are not at Advanced or higher will receive services through a pull-out program.	2.4, 2.5, 2.6	Gamboa Administration	Students that are EL will be provided services to increase performance and fill in achievement gaps.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
				= Accomplished	= No Progress	= Discontinue

Performance Objective 5 Problem Statements:






Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.
Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing Rtl to address student needs for all subpops and tracking their progress.
School Processes & Programs
Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. Root Cause 1: We do not have a set universal tracking system to measure K-5 student progress.

Goal 3: Connect high school to career and college.

Performance Objective 1: Decrease the number of students attending summer school by 25% from Summer 2018 to receive accelerated instruction because of SSI requirements for Summer 2019

Evaluation Data Source(s) 1: Campus Summer School Attendance 2019

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p>	2.4, 2.5, 2.6	Principal Counselor (At-Risk Coordinator)	At risk students will improve socially, emotionally and academically			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Response to Intervention will provided to all students through Tier I, Tier II and Tier III instruction. Specific skills will be targeted and tracked through PLCs, SST and grade level meetings.</p>	2.4, 2.5, 2.6	Principal Instructional Coaches Assistant Principal Classroom Teachers	Strengthen student weaknesses in specific skill areas.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1</p>						
<p>Targeted Support Strategy TEA Priorities Connect high school to career and college Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) *Students will be identified for and enrolled in accelerated instruction through WIN or tutoring based on prior state assessments and the district screener. The accelerated instruction will provide intensive remediation in preparation for upcoming exams.</p>	2.4, 2.5	Administrators Instructional Coaches Classroom Teachers SPED Teachers	Students will fill in gaps and increase student performance.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1</p>						

Targeted Support Strategy TEA Priorities Connect high school to career and college Critical Success Factors CSF 1 CSF 2 CSF 4 4) Provide teachers with TEKS based resources to support Reading and Math instruction and assessment to fill in gaps. (Fast Focus and Total Motivation)	2.4, 2.5, 2.6	Classroom Teacher Instructional Coaches	Increase in student performance.			
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Title 1 Part A - 4000.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:



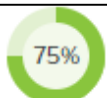
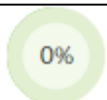
Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.
Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.
School Processes & Programs
Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. Root Cause 1: We do not have a set universal tracking system to measure K-5 student progress.

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase overall campus attendance rate from 96.5% to 97% by May 2019.

Evaluation Data Source(s) 2: Monthly and yearly campus and district attendance data reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Identify and Monitor students with chronic attendance issues.</p>	2.4, 2.5, 2.6	Principal Classroom Teachers Attendance Clerk	Increase percentage of student attendance			
	<p>Problem Statements: Demographics 1 Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Students with Perfect Attendance will be recognized at the End of the Year awards.</p>	2.5	Principal Classroom Teachers Attendance Clerk	Increase in student attendance from previous year			
	<p>Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Determine appropriate campus interventions for students with unexcused absences at each level of intervention as determined by the district.</p> <p>Follow district and state regulations with regard to referrals for attendance issues.</p> <p>Black Board calls will be used to contact parents regarding student attendance.</p>	2.5	Principal Attendance Clerk				
	<p>Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 4</p> <p>4) School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility and cardio health.</p>	2.4, 2.5, 2.6	Principal PE Teacher				
	<p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>					

<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>5) Individual classes will be awarded a letter a day for having students 100% present and 100% on time. The goal is to spell "Ready to Learn" and earn a class reward.</p>	2.5	Principal Assistant Principal Classroom Teachers	Students will learn to encourage each other and be a collective community working towards a common goal. Student learning will be maximized.			
	Problem Statements: Demographics 1					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p>	2.5, 2.6	Attendance Clerk PEIMs Secretary Administration	Meet the needs of our students so they are able effectively participate in school.			
	Problem Statements: Student Academic Achievement 2					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least one a month.</p>		PEIMs Secretary Counselor - At-Risk Coordinator Administrators	Improve attendance and student achievement.			
	<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Title 1 Part D - 0.00</p>					
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Crockett had 121 referrals last year that resulted in students missing learning opportunities due to behavior issues. Root Cause 1: Lack of support from parents to help change behaviors of their children and students not having intrinsic motivation to do well.
Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.
Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. Root Cause 2: Not utilizing RtI to address student needs for all subpops and tracking their progress.
School Processes & Programs

Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. **Root Cause 1:** We do not have a set universal tracking system to measure K-5 student progress.

Perceptions

Problem Statement 1: Our discipline problems/referrals are increasing from year to year. **Root Cause 1:** Our campus did not have a cohesive discipline philosophy to follow.

Goal 3: Connect high school to career and college.

Performance Objective 3: Mastered status on STAAR assessments will see a minimum of 3% increase for all students in reading, math, writing and science test results in 2019.

Evaluation Data Source(s) 3: Spring 2019 STAAR reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Data meetings and PLC meetings will focus on student data and specifically which students must show growth to reach Mastered status. Color coded data spreadsheets will track each assessment including CBAs, benchmarks, and unit assessments.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Increase in Master's level on STAAR			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
<p>Critical Success Factors CSF 1 CSF 3</p> <p>2) Provide a minimum of 3 after school programs tailored to spark student interest and create student involvement that may create and guide a pathway towards a career.</p>	2.4, 2.5	Classroom Teachers	Increase student performance			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) 15 students and their families will participate in the Road to College program in Spring 2019 in the 5th grade.</p>	2.4, 2.5, 2.6, 3.2	5th grade teachers Administrators	Families will increase their support of their students in higher education and college readiness.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
Funding Sources: Title 1 Part A - 300.00						
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Crockett's STAAR scores are below state standards. Root Cause 1: The campus has not transitioned into using the district initiatives, strategies, and best practices with fidelity and needs additional resources/training to support their success.

Problem Statement 2: Students in subpops identified as Hispanic, EL, Special Ed and African American did not meet state indicators for closing the gap. **Root Cause 2:** Not utilizing RtI to address student needs for all subpops and tracking their progress.

School Processes & Programs





Problem Statement 1: Students are not showing measurable growth from year to year. Domain 2 student progress was a 58, which is an F rating. **Root Cause 1:** We do not have a set universal tracking system to measure K-5 student progress.

Goal 4: Improve low performing schools.

Performance Objective 1: Increase after school, school-wide family engagement activities from 4 times per year to 6 times per year by May 2019. Parent Involvement Liasion will provide multiple meetings throughout the year to include literacy events.

Evaluation Data Source(s) 1: Family engagement activities, calendar, agendas, and surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. The parent involvement campus committee will develop campus wide activities to invite all parents to attend.</p>	3.1	Principal	<p>Increase in family involvement and school awareness</p> <p>Creation of a positive relationship between parents and the school</p>			
<p>Problem Statements: Demographics 1 Funding Sources: Title 1 Part A - 1260.00</p>						
<p>  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 1: Crockett had 121 referrals last year that resulted in students missing learning opportunities due to behavior issues. Root Cause 1: Lack of support from parents to help change behaviors of their children and students not having intrinsic motivation to do well.</p>

Goal 4: Improve low performing schools.

Performance Objective 2: Reduce the number of yearly discipline referrals which resulted in ISS or OSS placements from 121 in 2018 by 30%.

Evaluation Data Source(s) 2: Monthly and yearly campus discipline reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) *Students and staff will receive training on Bullying prevention, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and violence intervention and prevention, as applicable to grade level/student.</p>	2.5, 2.6	Principal Counselor	Decrease in office referrals			
<p>Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>2) A team of staff members will form the TBSI team for the campus. They will be trained yearly in CPI techniques including violence prevention and intervention techniques.</p> <p>Other staff as deemed appropriate will receive CPI training as well to assist with challenging behaviors in the classroom.</p>	2.5, 2.6	Principal				
<p>Funding Sources: General - 300.00</p>						
<p>Critical Success Factors CSF 6</p> <p>3) Implementation of Morning Meetings in all K - 5 classrooms to address the social and emotional needs of students.</p>	2.5, 2.6	Classroom Teachers	Increase in social and emotional skills of all students.			
<p>Problem Statements: Demographics 1 - Perceptions 1</p>						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) All staff will be trained in Capturing Kids' Hearts. Students will be greeted at the door and social contracts will be created in all classrooms.</p>	2.5, 2.6	Classroom Teachers Principal Paraprofessionals Assistant Principal Counselor	Decrease in office referrals and increase of a positive school climate and student self regulation.			
<p>Problem Statements: Demographics 1 - Perceptions 1</p>						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Provide opportunity for students in grades 3 - 5 to participate in a special programs called Operation Beautiful for girls and Boys of Honor for boys for an 8 week counseling small group session.</p>	2.5, 2.6	Counselor	Increase in student self image and positive self esteem which leads to improved student behavior.			
Problem Statements: Demographics 1 - Perceptions 1						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>6) *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p>	2.5	Administration	Improve student success in a controlled environment and increase class climate.			
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Crockett had 121 referrals last year that resulted in students missing learning opportunities due to behavior issues. Root Cause 1: Lack of support from parents to help change behaviors of their children and students not having intrinsic motivation to do well.</p>
Perceptions
<p>Problem Statement 1: Our discipline problems/referrals are increasing from year to year. Root Cause 1: Our campus did not have a cohesive discipline philosophy to follow.</p>

Goal 4: Improve low performing schools.

Performance Objective 3: Increase parent communication, parent involvement opportunities, and student activities to weekly in multiple platforms by teachers and administrators.

Evaluation Data Source(s) 3: Newsletters, Class Remind, Dojo, Smore, Sign Sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 5 CSF 6 1) Parent Involvement Liaison will provide multiple meetings throughout the year.	3.2	Counselor	Increase in parent involvement.			
Problem Statements: Demographics 1						
Critical Success Factors CSF 5 CSF 6 2) Increase communication of teachers and parents through phone calls, newsletters, social media to daily/weekly communication.	3.2	Classroom Teachers	Increase parent involvement Increase Student performance			
Critical Success Factors CSF 5 CSF 6 3) Provide a monthly school-wide newsletter, use Parent-link to share information, show student learning, events, and student success on social media weekly.	3.1, 3.2	Principal Assistant Principal	Increase in parent involvement Increase in perception of the school			
Problem Statements: Demographics 1 - Perceptions 1						
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Crockett had 121 referrals last year that resulted in students missing learning opportunities due to behavior issues. Root Cause 1: Lack of support from parents to help change behaviors of their children and students not having intrinsic motivation to do well.
Perceptions
Problem Statement 1: Our discipline problems/referrals are increasing from year to year. Root Cause 1: Our campus did not have a cohesive discipline philosophy to follow.

State Compensatory

Budget for Crockett Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipends	6117 Career Ladder - Locally Defined	\$318.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$66,360.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$31,410.00
Benefits	6142 Group Health and Life Insurance	\$22,449.00
6100 Subtotal:		\$124,537.00

Personnel for Crockett Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davenport, Jennifer	Instructional Coach	School Wide	.60
Moore, Mary	Aide	School Wide	.90
Rodriguez, Esther	Aide	School Wide	.90
Seaton, Lisa	Instructional Coach	School Wide	.60

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was conducted on August 23, 2018. Site Based Decision Making members participated by dividing into small groups. Each group was assigned a topic and provided data to support those areas. Data from the following areas were used in small groups: STAAR results, attendance reports, campus assessment results, district assessment results, office referrals, etc. Each small group was made up of 4-5 adults. The adults used the Comprehensive Needs guiding questions, assess on of the following areas; demographics, student academic achievement, school processes and programs, preceptions. Each group worked ont eh questions and listed strengths and weaknesses for their area. Then they chose the problem that stood out for their topic. The group dug deeper to come up with the root cause.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed based off of the root causes and need of the campus with appropriate stakeholders in the the Site Based Decision Making Meeting.

2.2: Regular monitoring and revision

The CIP will be reviewed and progress monitoring done 3 times a year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davenport, Jennifer	Instructional Coach	School Wide	.40
Seaton, Lisa	Instructional Coach	School Wide	.40

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lee Ann Farris	Principal
Administrator	Lydia Coyle	Assistant Principal
Non-classroom Professional	Amy Collins	Counselor
Classroom Teacher	Kelli Carpenter	Kinder Teacher
Classroom Teacher	Denise Swartz	1st Grade Teacher
Classroom Teacher	Krista Kaspar	2nd Grade Teacher
Classroom Teacher	Angela Christian	3rd Grade Teacher
Classroom Teacher	Britney Prickett	4th Grade Teacher
Classroom Teacher	Jayme Beckham	5th Grade Teacher
Non-classroom Professional	Tiffany Guinan	SPED Teacher
Non-classroom Professional	Rachel Washington	Art Teacher
District-level Professional	Diann Davenport	504 District Coordinator
Non-classroom Professional	Lisa Seaton	Math Coach
Non-classroom Professional	Irene Gamboa	ESL Pull Out
Community Representative	Blake Haney	Works in community
Parent	Monica Rojo	parent
Parent	Joey Deal	Parent-PTA
Parent	Dottie Westbrook	Parent
Non-classroom Professional	Karen Albus	Dyslexia Teacher

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Teacher Salaries		\$44,240.00
2	1	2	Instructional Coaches		\$0.00
2	2	2	Literacy Library		\$22,000.00
2	2	3	Manipulatives		\$3,000.00
2	2	4	subscription	211 11 6397 00 107 9 30 000	\$2,395.00
2	2	5		211 11 6399 00 107 9 30 000	\$3,000.00
3	1	4			\$4,000.00
3	3	3	Snacks		\$300.00
4	1	1	Parent Involvement Activities (supplies)	211.e.61.6399.00.107.9.30.215	\$610.00
4	1	1	Parent Involvement Activities (food)	211.e.61.6499.00.107.9.30.215	\$150.00
4	1	1	Parent Involvement Activities (Contracted Services)	211.e.61.6299.00.107.9.30.251	\$500.00
Sub-Total					\$80,195.00
Title 1 Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7			\$0.00
Sub-Total					\$0.00
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes Money		\$800.00
1	1	2			\$700.00
1	2	2	Substitutes		\$1,000.00
2	1	1	Supplies		\$100.00
2	2	1	Jan Richardson Book		\$700.00
4	2	2	Substitutes		\$300.00

					Sub-Total	\$3,600.00
Not Funded						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3			\$0.00	
1	2	1			\$0.00	
3	1	1			\$0.00	
3	2	1			\$0.00	
3	2	2			\$0.00	
3	2	3			\$0.00	
3	2	4			\$0.00	
4	2	1			\$0.00	
					Sub-Total	\$0.00
					Grand Total	\$83,795.00

Addendums

Campus: Crockett

Principal: Lee Ann Farris

\$98,404 2018-2019 Title 1 Budget Allocation
\$45,816 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	107	9	30	000		Title I Substitutes
211	11	6117	00	107	9	30	000	\$140	Salary Stipends
211	11	6118	67	107	9	30	000	\$8,000	Tutors
211	13	6118	00	107	9	30	000	\$500	Teacher Staff Development Extra Duty Stipend
211	11	6119	00	107	9	30	000	\$44,240	Teacher Salaries
211	11	6129	00	107	9	30	000	\$0	Aide Salaries
211	11	6142	00	107	9	30	000	\$8,209	Benefits
Contracted Services:									
211	13	6239	00	107	9	30	000	\$5,000	Region 9 esc services
211	11	6248	00	107	9	30	000		On-line services/Maint agreements
211	34	6294	67	107	9	30	000	\$500	Student busing for tutorials
211	11	6297	00	107	9	30	000	\$1,815	Printing
211	13	6299	00	107	9	30	000	\$10,000	Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	107	9	30	000	\$5,000	Instructional Reading materials/books
211	11	6339	00	107	9	30	000	\$5,000	STAAR Test Booklets/Study Materials
211	11	6395	00	107	9	30	000		Technology
211	11	6397	00	107	9	30	000	\$1,000	Software/Licenses
211	11	6399	00	107	9	30	000	\$7,000	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	107	9	30	000	\$2,000	Teacher Staff Development Travel

TOTALS **\$98,404**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$1,260	
211	61	6299	00	107	9	30	215	\$500	PFE Contracted Services
211	61	6399	00	107	9	30	215	\$610	PFE Supplies
211	61	6499	00	107	9	30	215	\$150	PFE Snacks

TOTALS \$1,260
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered
 Non-transferrable: Must remain in PFE

Principal Signature: _____

Date: _____