

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



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

Mission Statement

The mission for Jefferson Elementary is that everyone in our Jefferson family be a respectful, productive and responsible member of our school and community.

Vision

I am a member of the Jefferson Elementary family. Today is a new day and I am respectful, responsible and ready to learn. I honor the rights of other students and help keep our school a safe place. I know my teachers' value and believe in me. I am successful.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jefferson Elementary has a fairly diverse population in grades Pre-K through 5. Of the approximately 444 students that were enrolled in 2017-2018, 7.0% were African American, 23.4% Hispanic, 59.9% White, 0.5% American Indian, 1.8% Asian, Pacific Islander .2%, and 7.2% two or more races. Also, 59.5% of our students are economically disadvantaged, 2.7% are ELL, 11.6% Mobility Rate, 50.7% are At-Risk, 1.4% GT programs, and 15.1% are in Special Education. Jefferson Elementary has seen significant increases in its Hispanic and At Risk populations over recent years. We have one ESL teacher, one Resource teacher, and one In Class Support Teacher serving our students along with 2 SpEd paras.

Demographics Strengths

Jefferson's strengths include a high level of parent involvement at campus events and a highly active PTA. Jefferson remains a somewhat middle class "neighborhood" school, along with having students living in federally funded housing areas. We are becoming a more diversified campus. We strive to provide high levels of support to students from teachers, paras, administrators, as well as tutors that serve our students throughout the year. Our teachers work closely with our tutors to target the needs of each individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 5% of our student population is absent 10% or more of the time. **Root Cause:** The parents of this 5% of our student population with chronic absenteeism must be made to feel heard, welcomed, and encouraged to participate in their child's education so they may see the value it provides.

Problem Statement 2: Interaction between our campus and higher-education organizations is minimal and we would like to increase involvement with students enrolled in post-secondary programs. **Root Cause:** Numerous campus and district initiatives have overshadowed post-secondary opportunity awareness. A sincere effort must be made to invite our students and those in post-secondary educational institutions to form connections.

Student Academic Achievement

Student Academic Achievement Summary

Texas Academic Performance Report: Met Standard. Results on the 2017-2018 STAAR are as follows: **3rd grade** Reading 88% (68% Hispanic, 78% White, 63% Econ. Disadv.), Math 98% (74% Hispanic, 75% White, **59% Econ. Disadv.**), **4th grade** Reading 76% (58% Hispanic, 97% White, 86% African American, 63% two or more races, 58% SpEd, 86% Econ. disadv.), Math 76% (58% Hispanic, 85% White, 86% African American, 63% two or more races, 15% SpEd, 72% Econ. Disadv.), Writing 76% (86% African Amer., 50% Hispanic, 91% White, **79% Econ. Disadv.**, 67% SPED, 75% Two or More), **5th grade** Reading 90% (88% H, 94% W, 85% EC, 75% SpEd), Math 98% (100% H, 97% W, 97% EC, 88% SpEd, 100% African American), Science 61% (69% H, 85% W, 71% EC, 63% SPED), **6th grade** Reading 86% (75% H, 87% W, 79% EC, 100% two or more races), Math 92% (75% H, 93% W, 79% EC, 100% two or more races).

Student Academic Achievement Strengths

Jefferson earned distinctions in 5 areas on STAAR.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Performance by Hispanic sub population performed on average 10-15% lower than their peers across all grade levels tested. **Root Cause:** The Hispanic population is performing 10-15% lower than their peers due to a lack of purposefully addressing all priorities that affect our students (i.e. ELPS), rather than just those promoted at the district level, and holding all staff accountable to implementation.

Problem Statement 2: The schools SPED population is performing below System Safeguards in multiple grade levels/ content areas. **Root Cause:** The history of separating general ed and SPED students has caused teachers to have lower expectations for SPED students.

School Processes & Programs

School Processes & Programs Summary

Jefferson has fully implemented all components of Balanced Literacy. District Curriculum specialists and administrators did instructional rounds to observe balanced literacy during the 2017-2018 school year. During the 2018-2019 school year Jefferson will be implementing Guided Math. Guided math supplies have been purchased and teachers have attended training, both in district and out. Instructional coaches support teachers in improving instruction by observing classes, helping to plan, providing resources, and facilitating PLC meetings. This summer, all teachers received either the 3 day intensive Google training (new teachers) or the 1 day refresher for teachers that have already been trained. All classrooms will be equipped with Chromebooks this school year. Additionally, this year, Jefferson will be participating in the 1st level of HRS Leadership and ASOT training. We have developed two teams consisting of 20 total staff members to attend the trainings and bring back to share with staff. Teachers attend trainings throughout the year, as well as learning from colleagues on campus. Grade Level PLCs will be held in this year to complete data digs, determine areas for growth, and identify areas where support may be needed as well as provide additional curriculum and technology support and instructional rounds.

We have an independent intervention period built into the schedule to provide more small group instruction. Classroom teachers collaborate with SpEd teachers to assist in the growth of our special education students. Jefferson strives to educate the whole child through social, emotional well being, providing character education and enrichment opportunities for students to explore outside interests and develop a sense of belonging and value.

Brand new teachers are provided a mentor and veteran teachers who are new to the campus are provided a "go-to" person to assist with any questions or concerns. Training is provided throughout the year to support teachers. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention.

School Processes & Programs Strengths

High staff morale; Staff members are overall willing to do whatever is necessary to ensure student success. In the 2017-2018 school year, over 20 staff members of varying grade levels volunteered their time (unpaid) to tutor 3rd graders weekly when CBA results showed scores low for the majority of students. As a result, our third graders went from only 50% passing the last CBA to having the highest passing percentage in the district on the 3rd grade Math STAAR- 88%.

Teachers have built a good foundation for Balanced Literacy components and will continue to hone their craft in this during the current school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all the strategies being used by teachers are supported by scientifically-based research and best practices. **Root Cause:** Teachers

do not feel as if leaving their classroom to observe other teachers will be beneficial enough to justify losing valuable instruction time.

Perceptions

Perceptions Summary

Jefferson has a culture in which all members strive for greatness. Overall, parents are supportive of teachers and administrators. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Jefferson believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe and often have teachers from other campuses or districts come to our school to observe. We invite community members to come and see what we are about. We partner with Midwestern State University to provide a place where aspiring teachers can come and learn. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process.

Perceptions Strengths

We get positive feedback from parents. We have a rating on parent reviews on our Jefferson FB page. We often get compliments about the culture of our school and other schools and community (Midwestern State University) send people to visit and observe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and the community involvement is not as strong as we would like it to be. **Root Cause:** Parents and community members are not always aware of ways to help our students because we have moved more into technological communication and need to ensure we are informing our parents and community members in a variety of ways.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Highly qualified staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 04, 2018

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

Performance Objective 1: Support new staff members by providing at least 5 opportunities for learning and giving feedback by the end of the 2018-2019 school year.




Evaluation Data Source(s) 1: Mentors assigned



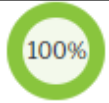
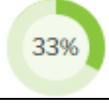
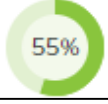
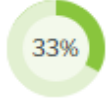




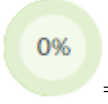

New Teacher Academy Agenda

New Teacher Academy Sign In Sheets

New Staff Survey and Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Each new teacher will be assigned a content area and/or grade level mentor.</p>		Campus Administrators; Instructional Coaches;	New teachers' planning and teaching skills will improve.			
<p>Funding Sources: Not Funded - 0.00</p>						

<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) All staff will be offered staff development opportunities, either on campus, within district, or out of district, throughout the year.</p> <p>*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.</p>		<p>Campus Administrators; Instructional Coaches; District Curriculum Specialists</p>	<p>Staff will gain additional knowledge and their teaching practices will improve</p>			
<p>Funding Sources: Title 1 Part A - 6763.00, General - 4000.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Instructional coaches will focus on providing assistance to teachers in need of instructional strategies and resources. Instructional coaches will focus on new (including new to grade level) and/or struggling teachers.</p>		<p>Instructional coaches; campus administrators</p>	<p>Improvement in content knowledge, planning and lesson delivery.</p>			
<p>Funding Sources: Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>4) Implement a New Teacher Academy that will meet at least twice per semester to provide additional training and support on campus and district programs and initiatives.</p>		<p>Principal Asst Principal Instructional Coaches</p>	<p>New staff will receive more support and opportunities to ask questions which will increase teacher retention and ultimately student success.</p>			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>5) Administer a Beginning of the Year New Staff survey to gain feedback on how new staff members are feeling, reasons they may feel stressed, and how administrators can increase support.</p>		<p>Principal Asst. Principal</p>	<p>We will be able to better determine how to support our new staff and increase leadership, teacher retention, school climate, and teacher quality.</p>			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Fill at least 90% of vacancies for the the 2019-2020 school year by the end of May in the 2018-2019 school year.

Evaluation Data Source(s) 2: Number of vacancies based on report from HR and Talent Ed.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Attend yearly district job fair, collect resumes, interview candidates, reaching out to local university to get potential candidates who are student teachers, maintain file of potential new hires.</p> <p>*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.</p> <p>*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>		Administrators, teachers	All current staff members are highly qualified.			
<p>Funding Sources: Not Funded - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 3: Increase the percentage of certified staff members who attend off campus staff development from 30 % to at least 35% (at least 12 staff members) by end of school year 2018.

Evaluation Data Source(s) 3: Certificates from staff development
Travel documents

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Search for available out-of-district staff development opportunities that address areas of need, such as teaching strategies, content area development, especially in the areas that would address our system safeguards.</p> <p>Inform staff of available opportunities</p> <p>Select specific staff with areas that need to be targeted within their professional development needs.</p> <p>Send staff members to staff development workshops/conferences addressing those needs.</p>		Administrators				
<p>Funding Sources: Title 1 Part A - 6263.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 4: Obtain feedback from 100% of staff at least twice during the school year to determine staff perception on various aspects of school safety, climate, culture, and administration by the end of the 2018-2019 school year.

Evaluation Data Source(s) 4: Teacher survey responses

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Send out survey to staff regarding perception on campus level administration and determine areas of strengths and weaknesses.</p>		Principal	Gain an understanding into the perception of staff regarding administrative issues.			
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Send out survey to staff from Marzano's link to determine level of effectiveness in each area of Level 1 HRS - Safe and Collaborative Schools.</p> <p>Analyze data for trends, areas of strengths, areas to take a closer look</p>		Principal HRS Leadership Team	Gain an understanding of staff perceptives in school's overall safety, culture, and collaboration.			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase genre awareness and build a foundation of literacy by implementing a reading program increasing the number of students participating in reading challenges from 0 students to at least 2 students in each grade for grades 2-5 by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: List of students in Reading University Program

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Reading University: Students will read multiple books within various genres.</p>		Librarian, Teachers	Students will have better knowledge of various genres which will be evident through the degrees they earn within the university, as well as performance in classroom reading and on standardized tests.			
Funding Sources: Not Funded - 0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Hold campus wide reading program. Students across the campus will all read the same book (or a similar version) as a class and have common discussion about the book's concepts throughout the school year by the end of 2018-2019.</p> <p>One Book, One School: Campus wide participation in reading "Stuart Little" to focus on year-long theme of "uniqueness-there is only one you," increase exposure to fluent reading, and instill a desire to read.</p>		Teachers, Librarian, Counselor	<p>Students will develop a love of reading books and an increased desire to read independently.</p> <p>Students across the campus at all grade levels will have a common understanding of the story and the theme behind which can be used in character ed development.</p>			
Funding Sources: Not Funded - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Our Campus (second grade students) will participate in the Read2Learn program having an assigned mentor reading buddy.</p>		R2L co-coordinators, Administrators, Teachers, R2L mentors	Increase reading fluency/literacy whereby all students will be reading on grade level at the end of the second grade.			
Funding Sources: Not Funded - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Decrease the number of Pre-kindergarten students who are At-risk (in either Phonics, Math, or Science) on the BOY Circle from 15 to at least 8 by EOY 2018-2019.

Evaluation Data Source(s) 2: Participation in BUDS (Building up Developing Students) program.

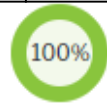
Use of Technology to enhance learning.

Results from UpStart program

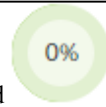
Promotion Day

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) All Pre-K students participate in the BUDS (Building Up Developing Students) program where they are partnered with upper elementary students who serve as mentors.</p>		Administrators; Teachers	<p>Pre-K students will build rapport with upper elementary students and receive help where it is needed.</p> <p>Pre-K students will develop a sense of community within the school environment and will feel safe and ready to transition to elementary.</p>			
Funding Sources: Not Funded - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Promotion Day: Campus wide promotion day held at the end of the school year to help students transition successfully to the next grade level.</p>		All staff	Students will be ready to transition to the next grade level with confidence.			
Funding Sources: Not Funded - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.</p>		Principal				
Funding Sources: Not Funded - 0.00						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Pre-K students will participate in district implemented program "SmartStart" to increase reading and math skills.</p>	2.4, 2.5, 2.6	District Pre-K Curriculum Specialists Pre-K Teachers	Students in Pre-K will advance their skills in reading and math.			



= Accomplished



= No Progress



= Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase the number of station activities related to literacy and science, technology, engineering, art, and math from 6 (during STEAM Night) and 6 (during Literacy Night) in 2017-2018 to 8 stations in both events in 2018-2019, to be completed by the end of the school year 2018-2019.

Evaluation Data Source(s) 3: STEAM Night in Fall and Literacy Night in Spring with activities, sign-in, and evaluation/survey.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Host a STEAM (Science, Technology, Engineering, Arts, and Mathematics) Night for parents and students to participate in cross curricular activities.</p>	2.4, 3.2	Teachers and administrators	Parent engagement in science and math activities. Increased scores on STAAR test in Science and Math. Make more parents aware of how to help their children. Get more parents involved in the education of their children.			
<p>Problem Statements: Perceptions 1 Funding Sources: Title 1 Part A - 430.00</p>						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Host a Literacy Night for parents and students to participate in literacy activities where students and families are invited to dress up as their favorite story book character.</p>		Teachers and administrators	Parents will become aware of various aspects of literature, including genres and key concepts.			
<p>Funding Sources: Title 1 Part A - 342.08</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Parents and the community involvement is not as strong as we would like it to be. **Root Cause 1:** Parents and community members are not always aware of ways to help our students because we have moved more into technological communication and need to ensure we are informing our parents and community members in a variety of ways.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Increase opportunities for STEAM-related activities to strengthen problem solving skills by offering STEAM 3.0 club meetings in community partnership with Dexter Learning from 0 times last school year to at least one meeting per month by the end of the 2018-2019 school year.

Evaluation Data Source(s) 4:

Summative Evaluation 4:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Partner with Dexter Learning through WFISD collaborative.</p> <p>Provide opportunity for students to become aware of STEAM 3.0 Club.</p> <p>Hold STEAM Club meetings at least one time per month.</p> <p>STEAM 3.0 students will take a field trip to Dexter Learning.</p> <p>Create a plan to compete in the Hackathon competition during the 2018-2019 school year.</p>	2.5	Instructional Media Specialist; Teacher(s); Administrators	<p>Increase students' real world problem solving skills.</p> <p>Increase awareness of robotics and computer coding and how the knowledge can be used to solve real world problems.</p>			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: Increase the amount of technology available for student use across campus from 0 chromebooks per classroom in grades K-2 and 12 chromebooks per classroom in grade 3 to each grade level K-5 having at minimum 22 chromebooks.

Evaluation Data Source(s) 5: Devices and charging stations to accommodate 22 devices per classroom in grades K-5.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Purchase devices and charging stations to accommodate 22 devices per classroom in grades K-3.		Administrators; Technology Support	Increased utilization of technology by students in classroom instruction.			
Funding Sources: General - 2500.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: Implement Guided Math from Kindergarten through 5th grade. We will move from teachers using a variety of different programs to a campus wide (district wide initiative) program where teachers will create a numeracy rich environment and students will utilize manipulatives in daily math lessons by the end of the 2018-2019 school year.

Evaluation Data Source(s) 6: Teacher lesson plans
 Guided math training sign-in sheets (district level)
 Grade Level PLCs with Guided Math as focus (sign in sheets and agendas)

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will use TEKS Resource System - Instructional Focus Document to plan lessons aligned with district's scope and sequence.</p> <p>Teachers will incorporate the Guided Math concept into lessons which will include regular use of math manipulatives.</p>		Principal Asst Principal Instructional Math Coach Teachers	<p>Students' math skills will improve and they will gain a deeper understanding of math concepts.</p> <p>SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with.</p>			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Title 1 Part A - 2500.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 6 Problem Statements:













Student Academic Achievement
Problem Statement 1: Performance by Hispanic sub population performed on average 10-15% lower than their peers across all grade levels tested. Root Cause 1: The Hispanic population is performing 10-15% lower than their peers due to a lack of purposefully addressing all priorities that affect our students (i.e. ELPS), rather than just those promoted at the district level, and holding all staff accountable to implementation.
Problem Statement 2: The schools SPED population is performing below System Safeguards in multiple grade levels/ content areas. Root Cause 2: The history of separating general ed and SPED students has caused teachers to have lower expectations for SPED students.
School Processes & Programs
Problem Statement 1: Not all the strategies being used by teachers are supported by scientifically-based research and best practices. Root Cause 1: Teachers do not feel as if leaving their classroom to observe other teachers will be beneficial enough to justify losing valuable instruction time.

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness of post-secondary opportunities by increasing college and career awareness activities from 2 to 3 by the end of the 2018 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Make students aware of post-secondary opportunities through: wearing college shirts on Wednesdays, staff displaying college degrees and teaching certificates in classrooms, and bulletins boards displaying post-secondary opportunities.	2.6	All Staff	Increased awareness of post-secondary opportunities.			
	Funding Sources: Not Funded - 0.00					
2) Host a career day/reality fair		Counselor, teachers, administrators, community/business members.	Students will be aware of potential careers and real life skills; income potential related to real life situations and expected and unexpected expenses.			
	Funding Sources: Not Funded - 0.00					
3) Provide exposure to new skills and potential areas of interest through weekly club meetings, both within the school day and after school. Students will experience multiple clubs throughout the year.		All staff	All students will have a broader range of interests and experiences to draw from for later opportunities.			
	Funding Sources: Not Funded - 0.00					
Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 4) Invite students from college and community to come speak to Jefferson students about the variety of opportunities for post-secondary options.		Principal Asst Principal Counselor Teachers	Students will become more aware of need for post-secondary readiness and knowledgeable about the options available.			
	Problem Statements: Demographics 2					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Interaction between our campus and higher-education organizations is minimal and we would like to increase involvement with students enrolled in post-secondary programs. **Root Cause 2:** Numerous campus and district initiatives have overshadowed post-secondary opportunity awareness. A sincere effort must be made to invite our students and those in post-secondary educational institutions to form connections.








Goal 4: Improve low performing schools.

Performance Objective 1: Improve student performance through increasing PLC effectiveness by vertical alignment moving from having only grades 3-5 teachers (2017-2018) to grades K-5 PLCS in the areas of Reading, Writing, Math, and Science to at least 1 per month by the end of the 2018-2019 school year and Grade Level PLCs moving to weekly meetings with specific intentions at each meeting to include: Technology support, Curriculum Support, Data Digs, and Instructional Rounds

Evaluation Data Source(s) 1: CBAs

Benchmarks
 Unit Tests District Tests
 PLC Meeting Minutes
 PLC Meeting Agendas
 Istation Reports
 Scientific Learning Data

Summative Evaluation 1:

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 7 1) Hold monthly vertical PLC meetings to analyze data, discuss strategies, collaborate with content area peers.	2.6	Teachers, Instructional Coaches	Increase student performance in all areas.			
Funding Sources: Not Funded - 0.00						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 2) Hold weekly Grade Level PLCs with targeted focus each week to include things like: Technology Support, Curriculum Support, Data Digs, SST, and Instructional Rounds.	2.4, 2.6	Principal Asst Principal Instructional Coaches Teachers	Teachers will become more effective through continued professional development and support. Teachers will be aware of each student's progress or lack thereof and determine ways to target student needs.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Performance by Hispanic sub population performed on average 10-15% lower than their peers across all grade levels tested. **Root Cause 1:** The Hispanic population is performing 10-15% lower than their peers due to a lack of purposefully addressing all priorities that affect our students (i.e. ELPS), rather than just those promoted at the district level, and holding all staff accountable to implementation.

Problem Statement 2: The schools SPED population is performing below System Safeguards in multiple grade levels/ content areas. **Root Cause 2:** The history of separating general ed and SPED students has caused teachers to have lower expectations for SPED students.

School Processes & Programs

Problem Statement 1: Not all the strategies being used by teachers are supported by scientifically-based research and best practices. **Root Cause 1:** Teachers do not feel as if leaving their classroom to observe other teachers will be beneficial enough to justify losing valuable instruction time.

Goal 4: Improve low performing schools.


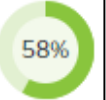
Performance Objective 2: Improve student performance by providing timely assistance, increasing number of tutors hired in the first semester from 2 in 2017-2018 to 3 in 2018-2019 school year.

Evaluation Data Source(s) 2: CBAs

Benchmarks

Tutor Timesheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>1) Tutoring:</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>*SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Hire effective, reliable tutors in math and reading beginning in the first semester and continuing in the second.</p> <p>Hire substitutes to cover classes while teachers pull tutoring groups in reading, writing, science, and math.</p> <p>Provide after school tutoring.</p>		Administrators; teachers	Increase performance on assessments throughout the year.			
<p>Funding Sources: Title 1 Part A - 19000.00</p>						

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (SST, RtI process, Instructional Coaching, TAG, etc.) implemented in 2017-2018 school year into the 2018-2019 school year.</p> <p>Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention hour call "Jag Time" in which teachers pull students to work on specific targeted grade level skills.</p> <p>*Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p>	Grade level teachers	Students will improve understanding of grade level objectives.			
	<p>Problem Statements: Student Academic Achievement 1, 2</p> <p>Funding Sources: Not Funded - 0.00</p>				
<p>Critical Success Factors CSF 1</p> <p>3) *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.</p>	Principal				
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Not Funded - 0.00</p>				
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>					

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Performance by Hispanic sub population performed on average 10-15% lower than their peers across all grade levels tested. Root Cause 1: The Hispanic population is performing 10-15% lower than their peers due to a lack of purposefully addressing all priorities that affect our students (i.e. ELPS), rather than just those promoted at the district level, and holding all staff accountable to implementation.</p>

Problem Statement 2: The schools SPED population is performing below System Safeguards in multiple grade levels/ content areas. **Root Cause 2:** The history of separating general ed and SPED students has caused teachers to have lower expectations for SPED students.

Goal 4: Improve low performing schools.

Performance Objective 3: Help motivate students through recognition programs increasing from 5 to 6 school wide recognition programs by the end of the 2018-2019 school year and continuing classroom level recognition.

Evaluation Data Source(s) 3: Awards Ceremonies

House Competition (PBIS)

Student of the Month

Academic Recognition

Pep Rallies

Jags with SWAG (PBIS)






9 weeks parties

Fun Fridays

Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Surprise Visits from Jaguar Mascot to recognize student for job well done

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement a variety of programs within the classroom and across the campus, including, but not limited to: Awards Ceremonies House Competition (PBIS) Student of the Month Academic Recognition Pep Rallies Jags with SWAG (PBIS) 9 weeks parties Fun Fridays Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)</p>		All staff	Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn.			
<p>Funding Sources: General - 0.00</p>						
<p>  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: Improve low performing schools.

Performance Objective 4: Work to increase overall attendance rate from 96 % to 96.5% by the end of the 2018-2019 school year.

Evaluation Data Source(s) 4: Attendance Reports



Parent Conferences




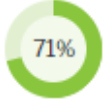
Home Visits




Phone calls to parents

Truancy involvement

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) Make timely calls to parents for each student not in attendance by 10:00 am every day.</p> <p>Follow up to collect doctors'/parents' notes when students are absent.</p>		Attendance clerk	Improved attendance			
Funding Sources: Not Funded - 0.00						

<p align="center">Critical Success Factors CSF 4</p> <p>2) *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Make phone calls to inquire about students with irregular attendance.</p> <p>Home visits for students with frequent absences.</p> <p>Perfect attendance awards issued at the end of year.</p> <p>House points earned and recognition at house meeting for perfect attendance each 9 weeks.</p> <p>Involve truancy officer when issues persist.</p>		Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer	Improved attendance			
<p>Problem Statements: Demographics 1 Funding Sources: Not Funded - 0.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>3) *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> <p>*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. Student Residency Questionnaires (SRQs) will be submitte to the State and Federal Programs Office monthly.</p>		Principal				
<p>Funding Sources: Not Funded - 0.00</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</p>	Principal PE Teacher				
Funding Sources: Not Funded - 0.00					
<p>5) *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p>	Principal Counselor				
Funding Sources: Not Funded - 0.00					
<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>	Principal				
Funding Sources: Not Funded - 0.00					
<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 4 Problem Statements:

Demographics
<p>Problem Statement 1: 5% of our student population is absent 10% or more of the time. Root Cause 1: The parents of this 5% of our student population with chronic absenteeism must be made to feel heard, welcomed, and encouraged to participate in their child’s education so they may see the value it provides.</p>

Goal 4: Improve low performing schools.

Performance Objective 5: 90% of students in the 2 or more race category will meet required academic growth on STAAR by the end of the 2018-2019 school year.

Evaluation Data Source(s) 5: STAAR Scores
TEA Accountability Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Identify students by name and communicate with teachers.						
Targeted Support Strategy 2) Maintain digital data spreadsheet to track student growth in the areas of reading, writing, math, and science.	2.4, 2.6					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Search for available out-of-district staff development opportunities that address areas of need, such as teaching strategies, content area development, especially in the areas that would address our system safeguards. Inform staff of available opportunities Select specific staff with areas that need to be targeted within their professional development needs. Send staff members to staff development workshops/conferences addressing those needs.
2	1	3	Our Campus (second grade students)will participate in the Read2Learn program having an assigned mentor reading buddy.
2	2	4	Pre-K students will participate in district implemented program "SmartStart" to increase reading and math skills.
2	3	2	*The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Host a Literacy Night for parents and students to participate in literacy activities where students and families are invited to dress up as their favorite story book character.
4	2	1	Tutoring: *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. *SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. Hire effective, reliable tutors in math and reading beginning in the first semester and continuing in the second. Hire substitutes to cover classes while teachers pull tutoring groups in reading, writing, science, and math. Provide after school tutoring.
4	2	2	Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (SST, RtI process, Instructional Coaching, TAG, etc.) implemented in 2017-2018 school year into the 2018-2019 school year. Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention hour call "Jag Time" in which teachers pull students to work on specific targeted grade level skills. *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. *The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	6	1	Teachers will use TEKS Resource System - Instructional Focus Document to plan lessons aligned with district's scope and sequence. Teachers will incorporate the Guided Math concept into lessons which will include regular use of math manipulatives.
4	1	2	Hold weekly Grade Level PLCs with targeted focus each week to include things like: Technology Support, Curriculum Support, Data Digs, SST, and Instructional Rounds.

State Compensatory

Budget for Jefferson Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipend	6117 Career Ladder - Locally Defined	\$426.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,820.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$17,550.00
Benefits	6142 Group Health and Life Insurance	\$17,133.00
6100 Subtotal:		\$101,929.00

Personnel for Jefferson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dorall, Sash	PK Aide	School Wide	.50
Gound, Melissa	Instructional Coach	School Wide	.60
Martinez, Christy	Aide	School Wide	.90
Norris, Robin	PK Teacher	School Wide	.50
Ramirez, Tara	PK Teacher	School Wide	.50
Schiewe, Tammy	PK Aide	School Wide	.50
Stidham, Melissa	Instructional Coach	School Wide	.60

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.2: Regular monitoring and revision

We review three times a year.

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

We post Campus Improvement Plan in pdf form on campus website for Jefferson.

2.5: Increased learning time and well-rounded education

Talk about Strategies for subscriptions we have (supplemental programs used), STEM enrichments, etc.

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

Think about 13 criteria for at-risk and talk about how we meet needs of those issues that are applicable on our campus.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

At minimum, we will have three parent engagement meetings. One meeting in November will include presentation of Title I information to parents. Will be flexible with parents who cannot attend and wish to have information presented to them in another fashion.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gound, Melissa	Instructional Coach	School Wide	.40
Stidham, Melissa	Instructional Coach	School Wide	.40

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Erica Adkins	Principal
Administrator	Kelli Roberts	Asst. Principal
Classroom Teacher	Robin Norriss	Pre-K
Classroom Teacher	Priscilla Lopez	Kindergarten
Classroom Teacher	Amy Elliott	1st grade
Classroom Teacher	Jessica Everett	2nd Grade
Classroom Teacher	Erin Hollis	3rd Grade
Classroom Teacher	Carly Guilliams	4th grade
Classroom Teacher	Brett Batchelor	5th grade
Non-classroom Professional	Melissa Gound	Reading Instructional Coach
Non-classroom Professional	Melissa Stidham	Math Instructional Coach
District-level Professional	Kristen Sarafis	Curriculum Specialist
Business Representative	Tom Brewster	Sports Center
Parent	Gary Ohmstede	Parent
Parent	Kristi Peel	parent
Community Representative	Carmen Hill	Community Member
Non-classroom Professional	Kristan Neeb	Instructional Media Specialist

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staff Development Registration	211.e.13.6299.00.118.9.30.000	\$2,500.00
1	1	2	Staff Development Travel	211.13.611.00.118.9.30.000	\$4,263.00
1	1	3			\$0.00
1	3	1	Teacher Staff Development Travel	211.e.13.6411.00.118.9.30.000	\$6,263.00
2	3	1		211 61 6499 00 118 9 30 215	\$80.00
2	3	1	Supplies for activities to be held at STEAM Night	211 61 6399 00 118 9 30 215	\$350.00
2	3	2	Supplies for Activities	211 e 61 6399 00 118 9 30 215	\$250.00
2	3	2	Snacks	211 e 61 6499 00 118 9 30 215	\$92.08
2	6	1			\$2,500.00
4	2	1	Tutors	211.e.11.6118.67.118.9.30.000	\$15,000.00
4	2	1		211 e 6112 00 118 9 30 000	\$4,000.00
Sub-Total					\$35,298.08
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staff Development for Administrators	199.23.611.00.1018.0.99.000	\$2,500.00
1	1	2	Staff Development Registration	199.e.13.6411.00.118.0.99.000	\$1,500.00
2	5	1			\$2,500.00
4	3	1			\$0.00
Sub-Total					\$6,500.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00

2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
4	4	4			\$0.00
4	4	5			\$0.00
4	4	6			\$0.00
Sub-Total					\$0.00
Grand Total					\$41,798.08

Addendums

Campus: Jefferson

Principal: Erica Adkins

\$74,460 2018-2019 Title 1 Budget Allocation
\$24,463 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	118	9	30	000	\$4,500	Title I Substitutes
211	11	6117	00	118	9	30	000	\$140	Salary Stipends
211	11	6118	67	118	9	30	000	\$15,000	Tutors
211	13	6118	00	118	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	118	9	30	000	\$41,880	Teacher Salaries
211	11	6129	00	118	9	30	000	\$0	Aide Salaries
211	11	6142	00	118	9	30	000	\$7,977	Benefits
Contracted Services:									
211	13	6239	00	118	9	30	000		Region 9 esc services
211	11	6248	00	118	9	30	000		On-line services/Maint agreements
211	34	6294	67	118	9	30	000		Student busing for tutorials
211	11	6297	00	118	9	30	000		Printing
211	13	6299	00	118	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	118	9	30	000		Instructional Reading materials/books
211	11	6339	00	118	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	118	9	30	000		Technology
211	11	6397	00	118	9	30	000		Software/Licenses
211	11	6399	00	118	9	30	000	\$2,500	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	118	9	30	000	\$2,463	Teacher Staff Development Travel

TOTALS **\$74,460**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$954	
211	61	6299	00	118	9	30	215		PFE Contracted Services
211	61	6399	00	118	9	30	215	\$804	PFE Supplies
211	61	6499	00	118	9	30	215	\$150	PFE Snacks

TOTALS \$954
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: _____

Date: _____