

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



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

Mission Statement

The Mission of Wichita Falls Independent School District's mission is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

The Mission of Ben Milam Elementary is to ensure that our community of learners has access to a quality education through caring adults using varied teaching strategies to create independent, creative thinkers.

The Vision of Ben Milam Elementary is student focused so that this school can be a point of pride for families that are confident that their children are receiving a quality education.

Vision

State statute specifically designates the components that must be addressed in district and campus plans. It also states that district and campus plans must be mutually supportive to accomplish the identified objectives and that all pertinent federal planning requirements must be addressed through district and campus planning process (TEC§ 11.251). It is essential for every district-level planning and decision-making committee to be aware of the critical planning components that are identified by law. For campus and district plans to be mutually supportive, campus plans may be designed to assist in accomplishing the district performance objectives through consistent actions and coordinated resource and staff allocations.

The following critical components of district and campus improvement plans are included. Components are appropriate for ages, grade levels, and specific characteristics of students served with the districts' and campuses' educational programs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

61.4% Eco Dis

13.7% African American

27.6% Hispanic

51.4% White

.2% American Indian

1.7% Asian

.2% Pacific Islander

5.6% 2 or more races

2.6% ESL

3.6% Gifted and Talented

13.3% SPED

Enrollment is generally between 515 -535

Demographics Strengths

Strengths include:

Discipline rates decreased in 17/18 from 16/17 school year.

Multiple groups represented demographically.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our African American students are not performing at the same success rate on standardized testing, as their peers. **Root Cause:** We contribute this to multiple factors which may include: a higher mobility rate which may lead to a lack of stability, a lack of strong relationships within the school, and a potential lack of educational experiences.

Student Academic Achievement

Student Academic Achievement Summary

For the 2017/2018 school year, our students met standard. We have an overall letter grade of C, and an overall score of 78.

Domain I = (Raw score 44, scale score 72)

Domain II = Part A (Raw score 74, scale score 79), Part B (Raw score 44, scale score 75)

Domain III = (Raw score 67, scale score 75)

Our campus needs to continue to make progress in all areas, but our math and reading focus will be a campus wide focus, with all grade levels implementing Guided Math and Balanced Literacy

Student Academic Achievement Strengths

Our school met standard in all areas.

Our campus outperformed other campuses with less at-risk, less economically disadvantaged students.

5th grade math scores.

Our percentages went up on STAAR from DBA percentages in approaches area.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We have room for improvement in 4th grade writing, based off of 17/18 STAAR results. **Root Cause:** We need students writing in every grade level, on a routine basis.

School Processes & Programs

School Processes & Programs Summary

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

We utilize the TEKS Resource System for our curriculum.

There is structured leadership, and staff members each have the opportunity to have a voice.

We utilize technology.

We track student progress in various ways.

We have 2 instructional coaches.

School Processes & Programs Strengths

We utilize the TEKS Resource System for our curriculum.

There is structured leadership, and staff members each have the opportunity to have a voice.

We utilize technology.

We track student progress in various ways.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: It is unclear what the role of our instructional coaches is. **Root Cause:** Lack of clear communication from administration to staff, frequent turnover of instructional coaches, lack of clearly outlined roles for instructional coaches.

Perceptions

Perceptions Summary

We are a safe, loving school with active support systems.

Perceptions Strengths

Support systems:

strong PTO

Read2Learn

PIE Partners

Faith Baptist Church support

welcoming environment

Multi-generational families that are connected to Milam

Staff members who genuinely love and are invested in our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We do not have a consistent campus wide discipline plan. **Root Cause:** Lack of communication, lack of consistency in consequences, lack of vertical alignment.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals







Revised/Approved: October 04, 2018









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

Performance Objective 1: By May 2019, we will decrease our campus turnover rate from 19.5% to 0% turnover that is avoidable. (Turnover due to retirements, military moves, births, etc. will not be calculated).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Each staff member new to Milam will be provided a mentor/go-to person for the duration of the year.</p>	Administration	Each staff member should feel included, supported, and connected at our campus, at all times.			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Two instructional coaches will be employed and utilized to support the growth and development of all teachers.</p>	Adminstration	<p>Teachers should be equipped with the necessary resources to accomplish all campus and district initiatives, meeting the needs of all students.</p> <p>Teachers should also be provided appropriate models of high level instruction.</p>			
Funding Sources: Title 1 Part A - 0.00					
<p>Critical Success Factors CSF 7</p> <p>3) Each staff member will be provided at least 2 documented walkthroughs by campus administrators, in addition to TTESS evaluation.</p>	Administration	Constructive feedback on classroom instruction provided to support teachers in the areas of classroom management, class culture, and instruction.			

<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Professional learning community meetings will be provided during the work day, for teams to have the opportunity to collaborate with one another and with additional staff.</p>	Administration	Staff members should support one another through collaboration, data dis-aggregation, and instructional strategies on a weekly basis.			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Staff members will be provided more time to collaborate with one another and build community, by having a common planning and common lunch time.</p>	Administration	Staff members will build community within their teams, collaborate with one another on a frequent basis, and support one another through both successful and struggling times.			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May of 2019, we will improve the number of kindergartners meeting standard from 75% BOY to 92% EOY.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Critical Success Factors CSF 1 CSF 4 1) Teachers will implement balanced literacy daily, with fidelity, and accountability.	Administration Instructional coach K-2 district curriculum specialist	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in kindergarten literacy components.			
Critical Success Factors CSF 1 2) All kindergarten students will receive 30 minutes of literacy focused support through the use of Scientific Learning.	Administration Instructional coach	Students will make anticipated reading progress.			
<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>					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: By May of 2019, 75% of 1st and 2nd graders will be reading at grade level or above, as measured with EOY iStation reports, compared to 50% BOY results.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






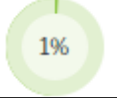


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will implement balanced literacy daily, with fidelity, and accountability.</p>	Administration Instructional coach K-2 district curriculum specialist	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level literacy components.			
<p>Critical Success Factors CSF 1</p> <p>2) We will utilize the Read 2 Learn program for students in grade 2, to support struggling learners in reading.</p>	Administration 2nd Grade Teachers R2L Coordinator	Increased reading comprehension and fluency for each student.			
 = Accomplished  = No Progress  = Discontinue					








Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: We will increase our STAAR reading scores for all students from 38% at the meets level to 45%, by May 2019, specifically focusing on our sub groups that previously have not met targets.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will implement balanced literacy daily, with fidelity, and accountability.</p>	Administration Instructional coaches ELAR district curriculum specialist	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level literacy components.			
<p>Critical Success Factors CSF 1</p> <p>2) We will provide targeted reading interventions to our struggling learners utilizing: *scientific learning *iXL *small group intervention *tutoring, as available</p>	Administration Instructional coaches	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level literacy components.			
<p>3) Motivate students to read through the implementation of the Reading University program as a school wide incentive.</p>	Administration Librarian	Increased reading by all students.			
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>4) Utilize special education teachers to support students in the area of literacy, both with in-class support and pull out support, as determined by the individualized education plans of each child.</p>	Administration Special Education Teachers	Each student identified as a special education student, will receive targeted support to progress towards to the mastery of IEP goals.			








<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>5) Utilize English as a Second Language teacher to support the learning of all students identified through the LPAC committee as English Learners, with a specific emphasis on literacy. Our ESL teacher will provide a combination of inclusion support, and pull-out support for help with the iLit computer based program.</p>	<p>Adminstration ESL Teacher</p>	<p>Each student identified as an EL will receive targeted support to progress towards mastery of the grade level curriculum.</p>			
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>6) We will utilize individualized data-tracking sheets for all 3-5 students, which will track the growth and progress of each student on all campus, district, and state assessments this school year.</p>	<p>Administration Instructional Coaches Classroom teachers 3-5</p>	<p>Each student will be able to track their individualized growth on all assessments, meet 1 on 1 with the content teacher, develop goals, etc. in an effort to improve overall reading ability.</p>			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: By May 2019, we will increase STAAR math scores for all students in the meets level from 50% to 54%, specifically focusing on our sub groups that previously have not met targets.

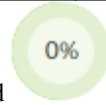
Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will implement guided math daily, with fidelity, and accountability.</p>	Administration Instructional coaches	Math district curriculum specialist Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) We will provide targeted math interventions to our struggling learners utilizing: *scientific learning *iXL *small group intervention *tutoring, as available</p>	Administration Instructional coaches	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components.			
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize special education teachers to support students in the area of literacy, both with in-class support and pull out support, as determined by the individualized education plans of each child.</p>	Administration Special Education Teachers	Each student identified as a special education student, will receive targeted support to progress towards to the mastery of IEP goals.			
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>4) Utilize English as a Second Language teacher to support the learning of all students identified through the LPAC committee as English Learners, with a specific emphasis on literacy. Our ESL teacher will provide a combination of inclusion support, and pull-out support for help with the iLit computer based program.</p>	Administration Instructional Coaches ESL Teacher	Each student will be able to track their individualized growth on all assessments, meet 1 on 1 with the content teacher, develop goals, etc. in an effort to improve overall math ability.			



= Accomplished



= No Progress



= Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: By May of 2019, we will increase our STAAR writing scores from 30% to 38% at the meets standard, specifically focusing on our sub groups that previously have not met targets.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will implement balanced literacy daily, with fidelity, and accountability.</p>	Administration Instructional coaches ELAR district curriculum specialist	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level writing components.			
<p>Critical Success Factors CSF 1</p> <p>2) We will provide targeted writing interventions to our struggling learners utilizing: *iXL *small group intervention *tutoring, as available</p>	Administration Instructional coaches	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level writing components.			
<p>Critical Success Factors CSF 1</p> <p>3) Each teacher in grades K-5 will utilize the Fundamental Five teaching approach routinely and effectively, with a special emphasis on the writing critically component.</p>	Administration	Students will improve their writing ability through routine practice, constructive feedback, and interventions as needed.			
= Accomplished = No Progress = Discontinue					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: By May of 2019, we will increase our STAAR math scores in the mastery level from 25% to 30%

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will implement guided math daily, with fidelity, and accountability</p>	Administration Instructional coaches Math district curriculum specialist	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) We will provide targeted math interventions to our struggling learners utilizing: *scientific learning *iXL *small group intervention *tutoring, as available</p>	Administration Instructional coaches	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components.			
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize English as a Second Language teacher to support the learning of all students identified through the LPAC committee as English Learners, with a specific emphasis on literacy. Our ESL teacher will provide a combination of inclusion support, and pull-out support for help with the iLit computer based program.</p>	Administration Instructional Coaches ESL Teacher	Each student will be able to track their individualized growth on all assessments, meet 1 on 1 with the content teacher, develop goals, etc. in an effort to improve overall math ability.			
<p>Critical Success Factors CSF 1</p> <p>4) We will utilize individualized data-tracking sheets for all 3-5 students, which will track the growth and progress of each student on all campus, district, and state assessments this school year.</p>	Administration Instructional coaches	Each student will be able to track their individualized growth on all assessments, meet 1 on 1 with the content teacher, develop goals, etc. in an effort to improve overall math ability.			
= Accomplished = No Progress = Discontinue					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 7: By May of 2019, we will increase STAAR writing scores at the masters level from 8% to 12%.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will implement balanced literacy daily, with fidelity, and accountability.</p>	Administration Instructional coaches ELAR district curriculum specialist	Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level writing components.			
<p>Critical Success Factors CSF 1</p> <p>2) We will utilize individualized data-tracking sheets for all 3-5 students, which will track the growth and progress of each student on all campus, district, and state assessments this school year.</p>	Administration Instructional coaches	Each student will be able to track their individualized growth on all assessments, meet 1 on 1 with the content teacher, develop goals, etc. in an effort to improve overall writing ability.			
= Accomplished = No Progress = Discontinue					

Goal 3: Connect high school to career and college.

Performance Objective 1: By May 2019, we will reduce the number of students attending summer school for SSI from 12% to 8%, compared to 2018.

Evaluation Data Source(s) 1: STAAR assessment data, interim assessments, CBAs, etc.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) We will utilize interim assessments and the corresponding achievement data to target specific skills that students still need to master, prior to taking the STAAR assessments. We will utilize this data to form intervention groups and to guide our instruction.	Administration Teachers	Students are expected to achieve at a meets or masters level on the STAAR assessments in all subject areas.			
2) We will provide targeted interventions through our campus response to intervention (RTI) program. We will track student progress data to determine if mastery of targeted skills has been made, or if more intensive support is needed in one or more areas. Tier III interventions are provided daily, Monday through Friday for those students who need this level of intervention.	Administration Teachers Instructional Coachees	Teachers are expected to provide high quality tier I instruction as such a level that the majority of students are able to demonstrate mastery of grade level skills in this level. Students who require additional support will be tracked through our Student support team (SST) monthly, to determine if tiers II and III are most appropriate on an individual basis.			
= Accomplished = No Progress = Discontinue					

Goal 3: Connect high school to career and college.

Performance Objective 2: By May of 2019, we will decrease student retention from 5 students to 3 or less, compared to May 2018.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Each week our staff will wear college t-shirts and discuss the importance of pursuing a higher education with all students in grades PK-5.	All staff	Students will develop a positive attitude and outlook on college. Students will identify college as an option for them after they finish high school.			
2) Our school counselor will provide our 5th grade students the opportunity to complete career interest inventories, and will collaborate with them on various opportunities available to them.	School counselor 5th grade teachers	5th grade students will begin thinking about their strengths and interests, and begin to see how those things play into their future career and school decisions.			
= Accomplished = No Progress = Discontinue					

Goal 4: Improve low performing schools.

Performance Objective 1: Increase overall campus attendance rate from 96% to 97% by May of 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) We will identify and monitor students with chronic attendance issues and utilize campus and district resources and personnel to improve attendance. We will refer students to truancy court and offer make-up school. We will attempt to address social, emotional, and academic needs of all students.	Administration Attendance Clerk Attendance Committee Counselor	Increased attendance			
2) We will provide incentives for students who have perfect attendance, and for those who have no tardies at least 2x annually.	Administration Counselor Attendance Clerk	Increased attendance			
3) We will utilize our EZ Volunteer system to track minutes of students for late arrival and early departure. We will follow-up with the parents of those students who are chronically arriving late and/or being picked up early.	Administration Attendance Clerk	Increased attendance			
= Accomplished = No Progress = Discontinue					

Goal 4: Improve low performing schools.

Performance Objective 2: We will reduce the number of discipline referrals by May of 2019 from 254 to 199.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) We will implement the Capturing Kids Hearts model on our campus, school-wide. We will utilize the training and skills acquired to meet the individual behavioral needs of all students. We will utilize social contracts in every classroom, to set high levels of behavioral expectations for all students.</p>	Administration All teachers	Increased positive teacher/student meaningful relationships Reduced discipline referrals			
Funding Sources: Title 1 Part A - 0.00					
<p>Critical Success Factors CSF 6</p> <p>2) Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention and Pregnancy related services.</p>	Administration Counselor	Increased support for individual students who may be experiencing difficult or extreme living situations			
<p>3) All staff members 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 and students.</p>	Administration Counselor Nurse	Increased support for individual students who may be experiencing difficult or extreme living situations			
= Accomplished = No Progress = Discontinue					

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	3	4	Utilize special education teachers to support students in the area of literacy, both with in-class support and pull out support, as determined by the individualized education plans of each child.
2	3	5	Utilize English as a Second Language teacher to support the learning of all students identified through the LPAC committee as English Learners, with a specific emphasis on literacy. Our ESL teacher will provide a combination of inclusion support, and pull-out support for help with the iLit computer based program.
2	3	6	We will utilize individualized data-tracking sheets for all 3-5 students, which will track the growth and progress of each student on all campus, district, and state assessments this school year.
2	4	3	Utilize special education teachers to support students in the area of literacy, both with in-class support and pull out support, as determined by the individualized education plans of each child.
2	4	4	Utilize English as a Second Language teacher to support the learning of all students identified through the LPAC committee as English Learners, with a specific emphasis on literacy. Our ESL teacher will provide a combination of inclusion support, and pull-out support for help with the iLit computer based program.
2	6	3	Utilize English as a Second Language teacher to support the learning of all students identified through the LPAC committee as English Learners, with a specific emphasis on literacy. Our ESL teacher will provide a combination of inclusion support, and pull-out support for help with the iLit computer based program.

State Compensatory

Budget for Milam Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipend	6117 Career Ladder - Locally Defined	\$1,250.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,600.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$46,080.00
Benefits	6142 Group Health and Life Insurance	\$25,150.00
6100 Subtotal:		\$128,080.00

Personnel for Milam Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burch, Donna	Instructional Coach	School Wide	.50
Cantrell, Sheri	Aide	School Wide	.90
Handy, Staci	Aide	School Wide	.90
Jackson, Valeria	PK Aide	School Wide	.50
Lambert, Kristin	PK Teacher	School Wide	.50
Miles, Caroline	PK Teacher	School Wide	.50
Moser, Jennifer	Instructional Coach	School Wide	.50
Prieto, Karli	PK Aide	School Wide	.50
Rivera, Amanda	Aide	School Wide	.90

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burch, Donna	Instructional Coach	School Wide	.50
Moser, Jennifer	Instructional Coach	School Wide	.50

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Naomi Alejandro	Principal
Administrator	Willis Norton	Assistant Principal
Counselor	Debby Compton	Counselor
Classroom Teacher	Amanda Miller	PK/K Rep
Classroom Teacher	Ronda Franklin	1st Grade Rep
Classroom Teacher	Jennifer Thompson	2nd Grade Rep
Classroom Teacher	Rulinda Eakin	3rd Grade Rep
Classroom Teacher	Kristine Moffett	4th Grade Rep
Classroom Teacher	Angela Bullard	5th Grade Rep
Non-classroom Professional	Donna Burch	Inst. Coaches/Dyslexia/ESL Rep
Non-classroom Professional	Stephanie Biggs	Library/PE/Art/Music Rep
Classroom Teacher	Tina Bearden	SPED Rep
District-level Professional	Ward Roberts	District Rep
Community Representative	Pam Morath	Community Rep
Parent	Katie Minniear	Parent Rep
Parent	Tonia Vineyard	Parent Rep
Parent	Jenni Pargas	Parent Rep

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	2 FTEs		\$0.00
4	2	1	Capturing Kids Hearts Training - all staff		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Campus: Milam

Principal: Naomi Alejandro

\$99,864 2018-2019 Title 1 Budget Allocation
\$37,011 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	121	9	30	000	\$7,500	Title I Substitutes
211	11	6117	00	121	9	30	000	\$1,250	Salary Stipends
211	11	6118	67	121	9	30	000	\$9,511	Tutors
211	13	6118	00	121	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	121	9	30	000	\$51,600	Teacher Salaries
211	11	6129	00	121	9	30	000	\$0	Aide Salaries
211	11	6142	00	121	9	30	000	\$10,003	Benefits
Contracted Services:									
211	13	6239	00	121	9	30	000		Region 9 esc services
211	11	6248	00	121	9	30	000		On-line services/Maint agreements
211	34	6294	67	121	9	30	000		Student busing for tutorials
211	11	6297	00	121	9	30	000		Printing
211	13	6299	00	121	9	30	000	\$1,000	Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	121	9	30	000		Instructional Reading materials/books
211	11	6339	00	121	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	121	9	30	000		Technology
211	11	6397	00	121	9	30	000	\$5,000	Software/Licenses
211	11	6399	00	121	9	30	000	\$11,000	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	121	9	30	000	\$3,000	Teacher Staff Development Travel

TOTALS **\$99,864**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$1,279	
211	61	6299	00	121	9	30	215		PFE Contracted Services
211	61	6399	00	121	9	30	215	\$1,129	PFE Supplies
211	61	6499	00	121	9	30	215	\$150	PFE Snacks

TOTALS \$1,279
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: Naomi Alejandro

Date: 6-18-18