

Wichita Falls Independent School District

Crockett Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

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

Revised/Approved: August 10, 2020

Needs Assessment Overview

Questions to consider sent to SBDM on 6.9.20 for development of CNA before the start of the 2020-2021 school year.

Demographics

Demographics Summary

2018-2019

- Grades: Kindergarten-5
- Students: 506 students
- Student:Teacher Ratio: 14:1
- Minority Enrollment: 52%
- Math Proficiency: 69%
- Reading Proficiency : 69%
- Diversity Score: 0.64% (Top 30% in TX)

For the 2018-2019 school year there were 236 referrals from 81 different students. Of these referrals there were 6 Out Of School Suspensions assigned and 37 In-school Suspensions assigned.

Asian	4%
Hispanic	36%
Black	8%
White	48%
Two or more races	4%

Demographics Strengths

We have an EL pull out program where they receive 30 minutes to 1 hour of language intervention daily. The EL population continues to grow, but teachers are obtaining ESL certifications and all teachers K-5 are trained in Seidlitz strategies.

PTA that helps support staff and students through morale boosters, programs for students, and beautification of the school.

Crockett provides 3 afterschool programs to promote writing, robotics and choir along with Project Beautiful, drama, and Boys of Honor. Students in grades 3-5 have UIL academic opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase in behavioral issues across all populations. **Root Cause:** Combination of environment, home life, and resources for parents and staff to address needs of these students.

Student Learning

Student Learning Summary

Student Achievement Summary

2019 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 - 2019

Percent of Tests	
% at Approaches GL Standard or Above	64%
% at Meets GL Standard or Above	40%
% at Masters GL Standard	22%

4th Grade Reading -2019

Percent of Tests	
% at Approaches GL Standard or Above	71%
% at Meets GL Standard or Above	37%
% at Masters GL Standard	17%

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-2019

Percent of Tests	
% at Approaches GL Standard or Above	67%
% at Meets GL Standard or Above	34%
% at Masters GL Standard	18%

4th Grade Math-2019

Percent of Tests	
% at Approaches GL Standard or Above	65%
% at Meets GL Standard or Above	38%
% at Masters GL Standard	19%

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-219

Percent of Tests	
% at Approaches GL Standard or Above	68%
% at Meets GL Standard or Above	33%
% at Masters GL Standard	9%

5th Grade Science

Percent of Tests	
% at Approaches GL Standard or Above	52%
% at Meets GL Standard or Above	31%
% at Masters GL Standard	17%

2019 - Domain 2-Academic Growth went from a 58 in 2018 to a 74. This was a focus of last year with intentional tracking, instruction, and intervention.

2018-On Domain 3 closing the gaps we were labeled Additional 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 Learning Strengths

2019

Looking for student growth measures and progress in every grade improved.

Writing improved from 51% to 65% Approaches

4th grade Math increased approaches from the 57% to 65% and 4th Grade Reading from 57% to 74%.

2018

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 Learning Needs

Problem Statement 1 (Prioritized): Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement **Root Cause:** Lack of training in how teachers can fully utilize the current screening resources and have resources to address student gaps. Additionally, enhancing parent /family engagement.

Problem Statement 2 (Prioritized): Students in Eco Dis subpop did not meet expectations regarding relative performance to schools with similar Eco. Dis. percentages. **Root Cause:** Not utilizing RtI to address student needs for all subpops and tracking their progress.

School Processes & Programs

School Processes & Programs Summary

2019 Initiatives at Crockett:

- Crockett is a Level 1 & 2 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 and trained new and K-2 teachers on campus this year from the instructional coaches. Crockett earned Seidlitz certification at the end of the 2018 school year.
- Crockett has a Process Champions Team in place to help continue to move us forward with the Capturing Kids Hearts initiative.
- Other initiatives are Guided Math, Guided Reading, and Fundamental 5 as best practices for instruction. Support in resources and training will continue to be provided.

Processes at Crockett:

- Common assessments, unit 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

- Collaboration of the teachers with a team effort for student success.
- 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 (Prioritized): Use of technology to enhance, engage, and create projects tied to the curriculum. **Root Cause:** Lack of training, purposeful practices, and exposure to technology ideas.

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 and has added the use of the Navigate app to account for all students on campus and communicate with law enforcement and help.

There was an increase in disruptive behaviors. For the 2018-2019 school year there were 236 referrals from 81 different students. Of these referrals there were 6 Out Of School Suspensions assigned and 37 In-school Suspensions assigned.

Perceptions Strengths

- Students are provided many extra-curricular opportunities through UIL, spelling bee, student council, writing club, choir, drama, Boys of Honor, Project Beautiful, and robotics.
- 2nd grade students participate in Read 2 Learn.
- Coyote Soccer Players are "Reading Buddies" with our students.
- Legacy of being a good school in WFISD.
- Students have good relationships and are connected to teachers and feel safe.
- Office translates and supports our ESL population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Discipline Consequences are not effective. Student behavior doesn't seem to improve after multiple consequences. **Root Cause:** Lack of structure and understanding of disciplinary process and referrals and training on other ways to help students with behavioral issues.

Priority Problem Statements

Problem Statement 1: Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement

Root Cause 1: Lack of training in how teachers can fully utilize the current screening resources and have resources to address student gaps. Additionally, enhancing parent /family engagement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Use of technology to enhance, engage, and create projects tied to the curriculum.

Root Cause 2: Lack of training, purposeful practices, and exposure to technology ideas.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Increase in behavioral issues across all populations.

Root Cause 3: Combination of environment, home life, and resources for parents and staff to address needs of these students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students in Eco Dis subpop did not meet expectations regarding relative performance to schools with similar Eco. Dis. percentages.

Root Cause 4: Not utilizing RtI to address student needs for all subpops and tracking their progress.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Discipline Consequences are not effective. Student behavior doesn't seem to improve after multiple consequences.

Root Cause 5: Lack of structure and understanding of disciplinary process and referrals and training on other ways to help students with behavioral issues.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





Goals

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

Performance Objective 1: By the end of the school year, we will conduct weekly PLC grade level meetings for 30 out of 36 weeks to include planning and professional development to increase teaching strategies.

Evaluation Data Sources: PLC Agendas





<p>Strategy 1: Utilize TEKS Resource System and the Instructional Focus document to create We Will/I Will statements to frame the lesson. Use content mapping to plan unit instruction. Use data such as results from TX-KEA and Map Growth assessments to make data-driven decisions for RTI and classroom instruction.</p> <p>Strategy's Expected Result/Impact: Lesson planning will include the We Will/I Will statements and be guided with content mapping and student performance will increase as lesson become more focused.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Teacher reflection will increase teacher effectiveness within the classroom.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Substitutes - General</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in teacher effectiveness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Coach/COVID-19 Paras/Gen. Ed Paras Salaries - SCE - \$156,900</p>	Formative Reviews		
	Nov	Feb	May

Strategy 4: Refresh and train teachers on RtI and entering RtI data into Eduphoria and train staff on MTSS referrals and proper documentation. Strategy's Expected Result/Impact: Effective recording of student progress to promote student growth. Staff Responsible for Monitoring: Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
Strategy 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. Strategy's Expected Result/Impact: Staff will be provided training to be successful in classroom and increase student performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: By the end of the school year, All K - 2 self-contained teachers and Grades 3 - 5 ELAR and Writing teachers will obtain ESL certification





Evaluation Data Sources: SBEC Certification Records

<p>Strategy 1: Teachers not certified in ESL will be given the option to attend the ESL Academy virtually. Strategy's Expected Result/Impact: Teachers will have ESL strategies to implement in class and be prepared for certification test. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Substitutes Money - General</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: All non-ESL certified teachers will be required to attempt the ESL certification exam by November 2020. Strategy's Expected Result/Impact: Compliance with ESL certifications Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - General</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Continued teacher training in Seidlitz strategies; All teachers will be provided feedback on implementation. Strategy's Expected Result/Impact: ESL strategies will be used in all K - 5 classrooms to increase student performance. Staff Responsible for Monitoring: Principal District Davenport Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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. Strategy's Expected Result/Impact: All teachers will be certified in content area and ESL certified. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

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

Evaluation Data Sources: BOY, MOY, EOY TPRI Reports, IStation Reports





<p>Strategy 1: Use Balanced Literacy for ELAR block each day, and document in lesson plans. Strategy's Expected Result/Impact: Increase in reading levels in Grades K - 2. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Kindergarten and 1st grade teachers will incorporate Heggerty Phonemic Awareness lessons and document in lesson plans. Strategy's Expected Result/Impact: Increase in phonemic awareness Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Weekly planning time with instructional reading coach to address and suggest instructional strategies to increase student performance and implement district initiatives. Strategy's Expected Result/Impact: Focused reading lessons to meet student needs and address weaknesses. Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 85% of 1st-5th grade students will show an increase in MAP assessments for Reading and Math.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Math and Reading Assessments





<p>Strategy 1: Use Guided Math for Math block each day, and document in lesson plans. Strategy's Expected Result/Impact: Increase in math levels in Grades K - 2. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Weekly planning time with instructional math coach to address and suggest instructional strategies to increase student performance and implement district initiatives. Strategy's Expected Result/Impact: Focused math lessons to meet student needs and address weaknesses. Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Teachers will attend a minimum of 3 Guided Math opportunities this school year (District provided staff development days). Strategy's Expected Result/Impact: Increase in teacher knowledge and implementation. Staff Responsible for Monitoring: Instructional Coach Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: *Crockett will have a 10% increase of EL students who show mastery (advanced/advanced high) on TELPAS. 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.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS scores, district screeners





Strategy 1: EL parent meetings will be held to help our EL families understand the expectations of the classroom and the state testing. Strategy's Expected Result/Impact: Help parents be involved in school and understand expectations and programs. Staff Responsible for Monitoring: Gamboa Additional Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
Strategy 2: EL students who are not at Advanced or higher will receive services through a pull-out program. Strategy's Expected Result/Impact: Students that are EL will be provided services to increase performance and fill in achievement gaps. Staff Responsible for Monitoring: Gamboa Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.

Performance Objective 1: Decrease by 25% the number of students requiring to receive accelerated instruction due to STAAR assessment results from Spring 2019 to Spring 2021.

Evaluation Data Sources: Campus Summer School Attendance 2019/2020

<p>Strategy 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> <p>Strategy's Expected Result/Impact: At risk students will improve socially, emotionally and academically</p> <p>Staff Responsible for Monitoring: Principal Counselor (At-Risk Coordinator)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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, MTSS and grade level meetings.</p> <p>Strategy's Expected Result/Impact: Strengthen student weaknesses in specific skill areas.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principal Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Coaches - Title I Part A - \$53,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students will fill in gaps and increase student performance.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May





Strategy 4: Provide teachers with TEKS based resources to support Reading and Math instruction and assessment to fill in gaps. (Fast Focus and Total Motivation) Strategy's Expected Result/Impact: Increase in student performance. Staff Responsible for Monitoring: Classroom Teacher Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy Funding Sources: - Title 1 Part A	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase overall campus attendance rate from to 97% by May 2021.

Evaluation Data Sources: Monthly and yearly campus and district attendance data reports.





<p>Strategy 1: Identify and Monitor students with chronic attendance issues.</p> <p>Strategy's Expected Result/Impact: Increase percentage of student attendance Staff Responsible for Monitoring: Principal Classroom Teachers Attendance Clerk Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 2: Students with exemplary attendance either virtually or Face to Face will be recognized by the campus.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance from previous year Staff Responsible for Monitoring: Principal Classroom Teachers Attendance Clerk Title I Schoolwide Elements: 2.5 Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 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> <p>Staff Responsible for Monitoring: Principal Attendance Clerk Title I Schoolwide Elements: 2.5 Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 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> <p>Staff Responsible for Monitoring: Principal PE Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
	Nov	Feb	May
	Nov	Feb	May
	Nov	Feb	May

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students will learn to encourage each other and be a collective community working towards a common goal.</p> <p>Student learning will be maximized.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Meet the needs of our students so they are able effectively participate in school.</p> <p>Staff Responsible for Monitoring: Attendance Clerk PEIMs Secretary Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Improve attendance and student achievement.</p> <p>Staff Responsible for Monitoring: PEIMS Secretary Counselor - At-Risk Coordinator Administrators</p> <p>Funding Sources: - Title 1 Part D</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2021.

Evaluation Data Sources: Spring 2021 STAAR reports





<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in Master's level on STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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. **Pending second semester start**</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: 15 students and their families will participate in the Road to College program in Spring 2021 in the 5th grade.</p> <p>Strategy's Expected Result/Impact: Families will increase their support of their students in higher education and college readiness.</p> <p>Staff Responsible for Monitoring: 5th grade teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Funding Sources: Snacks - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Increase Domain 1 Student Achievement Measure on Accountability Report Card in Reading and Math from scaled score of 69 to 80 for the 2020-2021 school year by integrating instructional technology and collecting data using resources for RTI.

Evaluation Data Sources: Audio Enhancement classroom systems, ipevo smartboards, Boxcars literacy RTI program, document cameras, student Chromebooks,





<p>Strategy 1: Purchase 20 webcams for virtual classrooms to improve instruction and shift from teacher-based teaching to learner-centered instruction</p> <p>Strategy's Expected Result/Impact: Increase student engagement and addressing differentiation in the classroom.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - Title 1 Part A - \$2,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Purchase Audio enhancement classroom systems that will include a teacher mic, student mic, and speaker system.</p> <p>Strategy's Expected Result/Impact: Increase in technology use by teachers and increased student engagement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - Focus/Priority Funds - 276.... - \$3,000, - SCE - \$6,000, Audio Enhancement - Title 1 Part A - \$6,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Purchase Boxcars literacy kit</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Increase in Guided Reading focus</p> <p>Increase in student performance</p> <p>Staff Responsible for Monitoring: Principal Reading Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Boxcars literacy kit - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 4: 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> <p>Strategy's Expected Result/Impact: Increase in math numeracy</p> <p>Staff Responsible for Monitoring: Principal Math Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Manipulatives - Title 1 Part A</p>	Formative Reviews		
<p>Strategy 5: 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.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Increase student engagement, vocabulary, and provide content specific learning for visual learners.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: subscription - Title 1 Part A - 211 11 6397 00 107 9 30 000</p>	Formative Reviews		
<p>Strategy 6: Provide resources that support guided math and balanced Literacy. Examples would be easels, small stand for guided table, magnetic letters for word study, etc.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Help support teachers in implementing guided reading/math and have productive mini-lessons that students interact with the learning.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Title 1 Part A - 211 11 6399 00 107 9 30 000</p>	Formative Reviews		
<p>Strategy 7: Provide Chromebooks for students to allow access to Google Classroom, Education Galaxy, online assessments, and other technological resources.</p> <p>Strategy's Expected Result/Impact: Providing additional resources in the form of Chromebooks to allow more extensive access to instruction that integrates technology in the classrooms, primarily to make 2nd grade 1:1.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - Title 1 Part A - \$8,500</p>	Formative Reviews		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: Increase Domain 3 Progress Measure of Closing the Gaps from scaled score of 72 to 80 for the 2020-2021 school year by making data driven decisions that will guide instruction.





Evaluation Data Sources: CBAs, Benchmarks, Accountability Report Card, Education Galaxy data

<p>Strategy 1: Continued use of Data Room to track progress of students K - 5 using unit assessments, CBAs, benchmarks and BOY, MOY, EOY assessments.</p> <p>Strategy's Expected Result/Impact: Increase progress measure in relative performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies - General</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: In all grades, data folders will be created (continued in grades 4 and 5) utilizing previous year's STAAR score as a baseline to track individual student progress on unit assessments, performance assessments and benchmarks in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in student progress</p> <p>Student awareness of progress made</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Coaches - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: *Campus wide license for Education Galaxy will be purchased to supplement classroom instruction at all grade levels in all core subjects and also be used during response to intervention time.</p> <p>Strategy's Expected Result/Impact: Increase in performance in all students but with a targeted approach to our economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Administration Instructional coaches Special Education Teachers Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title 1 Part A - \$3,700</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 3: Increase after school, school-wide family engagement activities from 4 times per year to 6 times per year by May 2020. Parent Involvement Liasion will provide multiple meetings throughout the year to include literacy events.

Evaluation Data Sources: Family engagement activities, calendar, agendas, and surveys.





<p>Strategy 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. Strategy's Expected Result/Impact: Increase in family involvement and school awareness by adding 2 parent engagement events to bring our campus total to 6 from 4. Creation of a positive relationship between parents and the school by sending campus wide communication via newsletter, Parentlink, email, etc. at least once a month. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1 Funding Sources: Parent Involvement Activities (supplies) - Title 1 Part A - 211.e.61.6399.00.107.9.30.215, Parent Involvement Activities (food) - Title 1 Part A - 211.e.61.6499.00.107.9.30.215, Parent Involvement Activities (Contracted Services) - Title 1 Part A - 211.e.61.6299.00.107.9.30.251</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.

Performance Objective 4: Reduce the number of yearly discipline referrals which resulted in ISS or OSS placements in 2020-2021 by 30%.

Evaluation Data Sources: Monthly and yearly campus discipline reports.





<p>Strategy 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. Students who receive discipline referrals will complete a reflection sheet and discuss answers with an administrator as part of a restorative discipline initiative.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: A team of staff members will form the TBSI team for the campus. They will be trained yearly in Handle with Care techniques including violence prevention and intervention techniques.</p> <p>Other staff as deemed appropriate will receive Handle with Care training as well to assist with challenging behaviors in the classroom. Additional strategies and resources will be utilized for students to de-escalate negative behaviors and help self-regulation. i.e. sensory walk/sensory classroom</p> <p>Administrative staff instructional coaches, and SpEd staff will use Navigate to build case files on individual students who may pose a safety threat to themselves or others.</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Counselor Coaches TBSI team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Substitutes - General</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Implementation of Morning Meetings in all K - 5 classrooms to address the social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increase in social and emotional skills of all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Decrease in office referrals and increase of a positive school climate and student self regulation.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Paraprofessionals Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: Provide opportunities for students to participate small group session or class sessions with counselor over social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Increase in student self image and positive self esteem which leads to improved student behavior.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Improve student success in a controlled environment and increase class climate.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 5: Conduct a minimum of two (2) events during the 20-21 school year for parents (by attending in-person or virtually) to receive information and resources that contribute to student success. The parent/guardian attendance goal is 75% for the two events. Both events will be supported and enhanced with additional communication from school staff to parents using multiple platforms.

Evaluation Data Sources: Parentlink, Newsletters, Class Remind, Dojo, Smore, Sign-In Sheets, Social Media

<p>Strategy 1: Parent Involvement Liaison will provide multiple meetings throughout the year. Strategy's Expected Result/Impact: Increase in parent involvement. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Increase communication of teachers and parents through phone calls, newsletters, social media to daily/weekly communication. Strategy's Expected Result/Impact: Increase parent involvement Increase Student performance Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Provide a monthly school-wide newsletter (paper or electronic) to show student learning, events, and student success. Strategy's Expected Result/Impact: Increase in parent involvement Increase in perception of the school Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 3.1, 3.2</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Personnel for Crockett Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barnett, Jody	Instructional Coach: Reading	School Wide	.60
Granado, Irma	Aide	School Wide	.90
Noble, Rachel	Aide	School Wide	.90
Parish, Vanessa	Aide	COVID CARE	.100
Sutherland, Mariah	Instructional Coach: Math	School Wide	.60
Wright, Tami	Aide	COVID CARE	.100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was conducted on June 5, 2019. 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 on the 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.

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

The Campus Improvement Plan was posted on the website in a pdf format and updated after each progress monitoring assessment. It was also shared with staff and SBDM at each meeting.

2.4: Opportunities for all children to meet State standards

See strategies below:

2.5: Increased learning time and well-rounded education

See strategies below:

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

See strategies below:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See strategies below:

3.2: Offer flexible number of parent involvement meetings

See strategies below:

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barnett, Jody	Instructional Coach: Reading	School Wide	.40
Sutherland, Mariah	Instructional Coach: Math	School Wide	.40

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jesse Thomas	Principal
Administrator	Lydia Coyle	Assistant Principal
Non-classroom Professional	Amanda Awtrey	Counselor
Classroom Teacher	Kelli Carpenter	Kinder Teacher
Classroom Teacher	Kimberly Jennings	1st Grade Teacher
Classroom Teacher	Abby VanDeVyvere	2nd Grade Teacher
Classroom Teacher	Sarah Chisum	3rd Grade Teacher
Classroom Teacher	Jayme Beckham	4th Grade Teacher
Classroom Teacher	Shana Maloney	5th Grade Teacher
Non-classroom Professional	Christi Williams	SPED Teacher
Non-classroom Professional	Rachel Washington	Art Teacher
District-level Professional	Diann Davenport	504 District Coordinator
Non-classroom Professional	Mariah Sutherland	Math Instructional Coach
Community Representative	Larry Fox	Business owner in community
Parent	Jennifer McGrath	Parent
Parent	Dottie Westbrook	Parent
Community Representative	Stuart Sutherland	local firefighter

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Instructional Coaches		\$53,000.00
3	1	4			\$0.00
3	3	3	Snacks		\$0.00
4	1	1			\$2,000.00
4	1	2	Audio Enhancement		\$6,000.00
4	1	3	Boxcars literacy kit		\$0.00
4	1	4	Manipulatives		\$0.00
4	1	5	subscription	211 11 6397 00 107 9 30 000	\$0.00
4	1	6		211 11 6399 00 107 9 30 000	\$0.00
4	1	7			\$8,500.00
4	2	2	Instructional Coaches		\$0.00
4	2	3			\$3,700.00
4	3	1	Parent Involvement Activities (supplies)	211.e.61.6399.00.107.9.30.215	\$0.00
4	3	1	Parent Involvement Activities (food)	211.e.61.6499.00.107.9.30.215	\$0.00
4	3	1	Parent Involvement Activities (Contracted Services)	211.e.61.6299.00.107.9.30.251	\$0.00
Sub-Total					\$73,200.00
Title 1 Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coach/COVID-19 Paras/Gen. Ed Paras Salaries		\$156,900.00
4	1	2			\$6,000.00
Sub-Total					\$162,900.00

Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		276....	\$3,000.00
Sub-Total					\$3,000.00
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes		\$0.00
1	2	1	Substitutes Money		\$0.00
1	2	2			\$0.00
4	2	1	Supplies		\$0.00
4	4	2	Substitutes		\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	3			\$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	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$239,100.00

Addendums

Account Level		2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6118 67 107 1 30 000		10,000.00	10,000.00	0.00	0.00	0.00	10,000.00
211 E 11 6119 00 107 1 30 000		51,982.00	51,982.00	0.00	0.00	0.00	51,982.00
211 E -- 61-- -- -- -- --		61,982.00	61,982.00	0.00	0.00	0.00	61,982.00
6200	Contracted Svc						
211 E 11 6248 00 107 1 30 000		500.00	500.00	0.00	0.00	0.00	500.00
211 E 11 6297 00 107 1 30 000	Print Shop Services	1,237.00	1,237.00	0.00	0.00	0.00	1,237.00
211 E 13 6299 00 107 1 30 000	Other Contracted Services	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 61 6299 00 107 1 30 215	Other Contr Serv/00/Parent Inv	300.00	300.00	0.00	0.00	0.00	300.00
211 E -- 62-- -- -- -- --		5,037.00	5,037.00	0.00	0.00	0.00	5,037.00
6300	Supplies						
211 E 11 6339 00 107 1 30 000		3,500.00	3,500.00	0.00	0.00	0.00	3,500.00
211 E 11 6395 00 107 1 30 000		7,500.00	7,500.00	0.00	0.00	0.00	7,500.00
211 E 11 6397 00 107 1 30 000	Software < \$5000	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 11 6399 00 107 1 30 000	Supplies & Materials/00/X	5,831.00	5,831.00	0.00	0.00	0.00	5,831.00
211 E 61 6399 00 107 1 30 215	Supplies & Mat/00/Parent Invol	525.00	525.00	0.00	0.00	0.00	525.00
211 E -- 63-- -- -- -- --		18,356.00	18,356.00	0.00	0.00	0.00	18,356.00
6400	Other Op Costs						
211 E 61 6499 00 107 1 30 215	Other Misc Oper Exps/00/Parent	300.00	300.00	0.00	0.00	0.00	300.00
211 E -- 64-- -- -- -- --		300.00	300.00	0.00	0.00	0.00	300.00
211 E -- -- -- -- --		85,675.00	85,675.00	0.00	0.00	0.00	85,675.00
211 - -- -- -- --		-85,675.00	-85,675.00	0.00	0.00	0.00	-85,675.00
Grand Expense Totals		85,675.00	85,675.00	0.00	0.00	0.00	85,675.00

Number of Accounts: 12

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

							Account Level	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F	PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	107	0	30	000					
								Substitutes					
199	E	11	6112	67	107	0	30	000					
								Substitutes-tutorials					
199	E	11	6112	81	107	0	30	000					
								Substitutes-reading					
199	E	11	6118	00	107	0	30	000					
								Extra Duty-professional					
199	E	11	6118	67	107	0	30	000	3,000.00				3,000.00
								Extra Duty-prof-tutorials					
199	E	11	6329	00	107	0	30	000					
								Reading Materials					
199	E	13	6329	00	107	0	30	000					
								Reading Materials					
199	E	11	6395	00	107	0	30	000					
								Computer Equipment					
199	E	11	6399	00	107	0	30	000	7,480.00				7,480.00
								Supplies					
199	E	13	6411	00	107	0	30	000					
								Travel-staff					
199	E	11	6412	00	107	0	30	000					
								Travel-students					
--- E -- ---- -- 107 - - - - -									10,480.00				10,480.00
									=====				=====
--- - - ---- -- 107 - - - - -									-10,480.00				-10,480.00
Grand Expense Totals									10,480.00				10,480.00

Number of Accounts: 11

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