

Nacogdoches Independent School District
Fredonia Elementary School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

Fredonia was established in 1954 as a neighborhood school and continues to serve children from the surrounding neighborhoods and community. We are located in an area that is predominately Hispanic. We had a slight decrease in population going from 555 to 521 in 2015-2016. We have an average attendance of 97%. Our demographic breakdown is:

Hispanic-63%, White-18%, African American-16%, Asian-2%, American Indian-1%, Economically Disadvantaged-91%, English Language Learners 50%, LEP-49%, Bilingual-13%

Fredonia has bilingual classes in Pre-K through First grade for the 2015-2016 school year. English language learners in grades 2-5 will continue to receive Sheltered Instruction by certified ESL teachers.

Demographics Strengths

Our attendance averages remain some of the highest in the district. We maintained an average of 97% for the 2014-2015 school year. It is evident, based on the aforementioned, that parents play an important role in supporting our efforts in helping us achieve such success. It is further evident that our students enjoy school and like to attend regularly.

Demographics Needs

In order to bridge the achievement gap, we must address the needs of our lower-performing sub-populations. Areas of need include increased academic support for our ELL students and additional training for teachers in sheltered instruction and ELL strategies. We need to continue to strengthen our parent/school connections; particularly as it pertains to our Hispanic and African American families so that they may better support our efforts in educating their children.

Student Achievement

Student Achievement Summary

Fredonia has a state accountability rating of "improvement required". We are deficient in Index 1, Student Achievement; Index 3, Closing the Achievement Gap; and Index 4, Post-secondary Readiness. Our large limited English speaking population and African American sub-populations failed to reach the measure required accountability. This year we will begin to bridge the gap by centering our efforts on improving instruction and focusing on individual student academic growth.

Student Achievement Strengths

Fredonia met standard on Index 2, Student Progress. As a campus, we will continue to build a school culture that will reflect college readiness as well as high expectations for all. The administrative and leadership team will continue to facilitate the implementation of district initiatives to support our efforts in closing the achievement gap, increasing student achievement and post-secondary readiness by providing numerous opportunities for collaboration (e.g. PLC's, faculty meetings, design team meetings, etc.)

Student Achievement Needs

We continue to have a great need for professional development in the areas of: ELL Strategies, High-Yield Teaching Strategies, Designing/Planning for Instruction, Collection and Use of Meaningful Data, Increasing Rigor/Relevance, Relationship Building, Project-based Learning, and Literacy & Math Best Practices. We have a need for increasing parent involvement and providing on-going parent involvement opportunities. While we have established bilingual classes in grades prekindergarten through first grades, we continue to struggle with providing primary language support in second through fifth grades as well as attracting bilingual credentialed and/or ESL certified teaching faculty.

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Fredonia is that of a safe learning environment, focusing on getting the students, parents and community to see all students as scholars. New initiatives are being put in place to increase parent involvement with academics and the beautification of Fredonia.

School Culture and Climate Strengths

Fredonia encourages college readiness through a variety of activities, programs, and lessons. Our school displays a college-going culture through university adoptions by classes, display of banners and flags, and celebrating College Days. We also incorporate Scholar Days where faculty, staff and students all dress in scholar dress.

School Culture and Climate Needs

Fredonia will continue to provide cultural and diversity training for our faculty and staff as well as providing leadership opportunities for all members of our school community. We must make a conscious effort to ensure that home/school communications accounts for parent language barriers, educational level of attainment, socioeconomic disadvantages, and lack of ability to access and use technology. Fredonia needs to continue to find ways to improve the school facilities in order to ensure that a safe and secure learning environment is in place.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Fredonia experienced changes in staff last year. Many of the more experienced teachers either retired or moved to different schools. As we are a campus located within a university-based community, we find that much of our staff is comprised of novice teachers that have a high rate of mobility. Furthermore, bilingual and ESL credentialed teachers are difficult to recruit.

Staff Quality, Recruitment, and Retention Strengths

Fredonia's staff is flexible, passionate, and family oriented. A foundation for coaching/modeling/observations system was set in place in 2013-2014 school year and continues to help guide our teaching skills and enhancing our teaching strengths at Fredonia.

Staff Quality, Recruitment, and Retention Needs

Fredonia continues to need on-going professional development to increase the quality of our instructional practices and use of meaningful data. We need to recruit and retain bilingual and/or ESL certified teachers. There is a need for specialist to train our teaching faculty in the use of technology, ELL Strategies, High-Yield Teaching, Strategies, Designing/Planning for Instruction, Collection and use of meaningful data, increasing relationship building, increasing Rigor/Relevance, Project-based Learning, and Literacy and Math Best Practices. We need to strengthen our coaching/modeling system and provide ongoing support for classroom instruction. We need faculty and staff with a positive attitude about parent and student relationships, instructional strengths, and strong work ethics.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We, as a team, reviewed the curriculum documents, teacher input, and assessment data. We found that Nacogdoches ISD provides a detailed scope and sequence for our teachers based on the state TEKS. The curriculum is fast paced and broad in some areas. We continue to follow the Rigor/Relevance Framework, Guiding Questions, the use of Rubrics. Student achievement data was used to monitor the effectiveness of the aforementioned activities. Additionally, the district continues to use the new observation protocol to monitor teacher effectiveness.

Curriculum, Instruction, and Assessment Strengths

We continue to use a solid base scope and sequence that is used district wide. Fredonia continues to use a school-wide system for planning and collaborating based on the TEKS aligned curriculum.

Curriculum, Instruction, and Assessment Needs

Improving teacher instructional practices continues to be a need for Fredonia. On our campus we found that there is a need for vertical and horizontal alignment of the curriculum as well as opportunities for teachers to collaborate and design/plan lessons that maximize the use of best practices.

Family and Community Involvement

Family and Community Involvement Summary

Fredonia is continuing to work to increase our family and community involvement starting programs such as Principal and Parent Cafe, Fredonia Beautification Projects, Parent and Child lunch dates, and Attendance and Award Rallies.

Family and Community Involvement Strengths

Fredonia consistently has a large representation of parents at school events/programs. There is a rich history and great sense of pride that Fredonia stakeholders have for Fredonia as a campus. We are increasing the opportunities for parents to have more input and a feeling of ownership with initiatives such as the Principal and Parent Cafe and beautification projects. We are also increasing family and community involvement with programs such as Parent and Child lunch date, Awards and Attendance Rallies.

Family and Community Involvement Needs

Our study indicates a need to continue to offer opportunities for parents to become more involved in leadership and advocacy roles. We need to continue to find better means of communication and ensuring that all communications is sent out in both English and Spanish.

School Context and Organization

School Context and Organization Summary

Teacher input indicated strengths in district professional development and parent support. The input also indicate a lack of consistent and clear communication for expectations and facilities in need of improvement.

School Context and Organization Strengths

There is a strong family/school connections. Teacher collaborations helps to increase teacher feeling valued and strive to build meaningful relationships. Fredonia has celebrated over 60 years as a neighborhood school and serve as a staple in the community.

School Context and Organization Needs

There is a need to upgrade the facility to create a more effective learning environment for students. We must continue seek opportunities to recognize improvement and growth of teachers.

Technology

Technology Summary

Inventory data, the district technology plan, and a campus technology survey indicated that there has been an increase in the use of technology in recent years. Each classroom has a projector, document camera, and a Promethean smart board. Each classroom has 2 or more computers for teachers and students to use. Every teacher has an iPad for student use as well. The campus has one computer lab with 28 stations. The campus has 3 iPad carts which can be check out for use in the classroom.

Technology Strengths

Technology is available for teachers to use and to integrate during classroom instruction. There is on-going support from the district technology department and campus support staff. An instructional specialist is assigned to Fredonia one day a week to help teach integrate new uses for technology during instruction time. In 2015, notebooks and iPads were purchased for 5th grade so that for approximately 50 students, there will be 1 notebook or iPad for every two students.

Technology Needs

There continues to be a need for increased professional development and training on the instructional use of technology and educational programs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

Spring 2016 - 9%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%








Spring 2020 - 23%

Spring 2021 - 27%

Performance Objective 1: The percentage of all campus students in Grades 3-5 achieving 80% proficiency or above on curriculum-based assessments for Reading/Writing will increase from 12% to 21% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 1.1)

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading; Curriculum-Based Assessments-Writing

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy 1) Provide monthly professional development on reading strategies, guiding groups, and small groups.	1, 3, 4, 8, 9	Curriculum Coach, Principal	Lesson Plans, Professional Development Sign-in sheets				
Funding Sources: 199 - General Fund: Local - \$2,800.00							
State System Safeguard Strategy Federal System Safeguard Strategy 2) Analyze curriculum-based assessment data to drive classroom instruction.	3, 4, 8, 9	Curriculum Coach, Teachers	Lesson Plans, PLC sign-in sheet				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

- Spring 2016 - 9%
- Spring 2017 - 13%
- Spring 2018 - 16%
- Spring 2019 - 20%
- Spring 2020 - 23%
- Spring 2021 - 27%

Performance Objective 2: The percentage of campus students in Grades 3-5 achieving 80% proficiency or above on STAAR-aligned District benchmarks and curriculum-based assessments for Mathematics will increase from 17% to 23% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 1.2)

Evaluation Data Source(s) 2: Benchmarks/Curriculum-Based Assessments-Mathematics

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide teachers with targeted support with district specialist and consultant through PD and classroom walk through feedback.	1, 3, 4	Curriculum Coach	CBA data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

- Spring 2016 - 9%
- Spring 2017 - 13%
- Spring 2018 - 16%
- Spring 2019 - 20%
- Spring 2020 - 23%
- Spring 2021 - 27%

Performance Objective 3: The percentage of campus economically disadvantaged students in Grades 3-5 achieving 80% proficiency or above on curriculum-based assessments for Reading/Writing will increase from 10% to 20% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 1.3)

Evaluation Data Source(s) 3: Curriculum-Based Assessments-Reading; Curriculum-Based Assessments-Writing

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Order and acquire writing resources for K-5 teachers	3, 9	Curriculum Coach, Principal	Lesson Plans, writing CBA data				
Funding Sources: 199 - General Fund: Local - \$1,950.00							
State System Safeguard Strategy Federal System Safeguard Strategy 2) Use a consultant to provide 4th grade teacher support in six weeks planning.	1, 3, 4, 9	Curriculum Coach, Principal	writing CBA data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%

Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 1: The gap between the percentage of Campus African American students and the percentage for the highest performing student group meeting the State minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 33% to 20% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 2.1)

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide after-school interventions focused on low performing sub-pops.	1, 8, 9	Curriculum Coach, Principal	STAAR Scores in reading CBA Scores in reading				
Funding Sources: 199 - General Fund: Local - \$2,000.00							
2) Begin implementation of CHAMPS to decrease discipline referrals.	1, 3, 4	Assistant Principal, Principal, teachers	Discipline Referral Report				
Funding Sources: 199 - General Fund: Local - \$600.00							
3) Increase the number of social skill lessons that the counselor provides for students	4, 7	counselor, principal, assistant principal	Discipline Referral Report				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%









Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 2: The gap between the percentage of Campus ELL students and the percentage for the highest performing student group meeting the State minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 36% to 22% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 2.2)

Evaluation Data Source(s) 2: Curriculum-Based Assessments-Reading

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
1) Require a parent conference once each semester for each student.	6, 7	Teacher, Curriculum Coach, Principal	Minutes of parent conference				
2) Monitor attendance and contact parents of students who are absent daily.	6	Assistant Principal, Principal, teachers, PEIMS clerk	Campus Attendance Reports, Truancy Referrals				
3) Promote family involvement through positive school events 3-4 times per year.	1, 6	Principal, Assistant Principal, Curriculum Coach	School Calendar				
Funding Sources: 211 - Title I-A - \$600.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%







Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 3: The gap between the percentage of Campus students served through Special Education and the percentage for all Campus students who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 29% to 17% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 2.3)

Evaluation Data Source(s) 3: Curriculum-Based Assessments-Reading

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
1) Provide district and campus support for students with behavior needs.	4, 6, 9	Assistant Principal, Counselor, Principal	Discipline Referral Report				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

- Spring 2016 - 14%**
- Spring 2017 - 23%**
- Spring 2018 - 32%**
- Spring 2019 - 42%**
- Spring 2020 - 51%**
- Spring 2021 - 60%**

Performance Objective 1: The percentage of students who demonstrate proficiency or above on curriculum-based assessments for each grade tested on Reading will increase from 35% to 50% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 3.1)

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
<p>State System Safeguard Strategy</p> <p>1) Analyze curriculum-based assessment data to schedule students in scholar time to provide interventions.</p>	1, 3, 8, 9	Curriculum Coach, Principal, teachers	STAAR Scores in reading, writing, math, and science. CBA scores in reading, writing, math, and science.				
<p>2) Use community members to read with students during the school day.</p>	9	principal, teachers	STAAR Scores in reading. CBA scores in reading.				
<p>State System Safeguard Strategy</p> <p>3) Student data will be analyzed to determine tiered placement within RTI.</p>	1, 8, 9	Teachers, Curriculum Coach, Interventionists	Progress monitoring each six weeks, CBA data				
<p>4) Provide teachers with a curriculum planning day each six weeks.</p>	1, 3, 4	Curriculum Coach, Principal, Teachers	Lesson plans, CBA data, STAAR data				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%

Spring 2017 - 23%

Spring 2018 - 32%

Spring 2019 - 42%








Spring 2020 - 51%

Spring 2021 - 60%

Performance Objective 2: The percentage of students who demonstrate proficiency or above on curriculum-based assessments for each grade tested on Mathematics will increase from 39% to 50% by the end of 2016-2017. (GOAL PERFORMANCE MEASURE 3.2)

Evaluation Data Source(s) 2: Curriculum-Based Assessments-Mathematics

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Offer a 60 minute intervention/enrichment session for targeted students.	8, 9	Curriculum Coach, Teachers, Interventionists, Principal	Targeted Student Lists, Progress monitoring, STAAR scores				
State System Safeguard Strategy 2) Plan and implement STAAR Camps that targeted specific TESK for review	1, 3, 8, 9	Curriculum Coach, teachers, Principal	STAAR scores				
Funding Sources: 199 - General Fund: Local - \$300.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%

Spring 2017 - 23%

Spring 2018 - 32%

Spring 2019 - 42%


Spring 2020 - 51%

Spring 2021 - 60%

Performance Objective 3: The percentage of students who demonstrate proficiency or above on curriculum-based assessments for each grade tested on Writing will increase from 40% to 50% by the end of 2067-2017. (GOAL PERFORMANCE MEASURE 3.3)

Evaluation Data Source(s) 3: Curriculum-Based Assessments-Writing

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
1) Reduce transitions from class to class to maximize instructional minutes	1, 7	Principal, Assistant Principal, Teaches	Master & Teacher Schedules				
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide monthly professional development on reading strategies, guiding groups, and small groups.
1	1	2	Analyze curriculum-based assessment data to drive classroom instruction.
1	2	1	Provide teachers with targeted support with district specialist and consultant through PD and classroom walk through feedback.
1	3	1	Order and acquire writing resources for K-5 teachers
1	3	2	Use a consultant to provide 4th grade teacher support in six weeks planning.
2	1	1	Provide after-school interventions focused on low performing sub-pops.
3	1	1	Analyze curriculum-based assessment data to schedule students in scholar time to provide interventions.
3	1	3	Student data will be analyzed to determine tiered placement within RTI.
3	2	1	Offer a 60 minute intervention/enrichment session for targeted students.
3	2	2	Plan and implement STAAR Camps that targeted specific TESK for review

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Analyze curriculum-based assessment data to drive classroom instruction.
1	2	1	Provide teachers with targeted support with district specialist and consultant through PD and classroom walk through feedback.
1	3	1	Order and acquire writing resources for K-5 teachers
1	3	2	Use a consultant to provide 4th grade teacher support in six weeks planning.
2	1	1	Provide after-school interventions focused on low performing sub-pops.
3	2	1	Offer a 60 minute intervention/enrichment session for targeted students.

State Compensatory

Budget for Fredonia Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1997.11.103.30.000.6118	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
1997.11.103.30.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,594.00
1997.11.103.30.000.6129	6129 Salaries or Wages for Support Personnel	\$14,224.00
1997.11.103.30.000.6141	6141 Social Security/Medicare	\$918.00
1997.11.103.30.000.6142	6142 Group Health and Life Insurance	\$6,071.00
1997.11.103.30.000.6143	6143 Workers' Compensation	\$306.00
1997.11.103.30.000.6146	6146 Teacher Retirement/TRS Care	\$2,158.00
6100 Subtotal:		\$80,271.00
6200 Professional and Contracted Services		
1997.13.103.30.000.6239	6239 ESC Services	\$250.00
1997.13.103.30.000.6291	6291 Consulting Services	\$2,800.00
1997.11.103.30.000.6295	6295 Printing Costs - Locally Defined	\$594.00
1997.13.103.30.000.6299	6299 Miscellaneous Contracted Services	\$7,134.00
6200 Subtotal:		\$10,778.00
6300 Supplies and Services		
1997.13.103.30.000.6395	6395 Supplies, DP Operations - Locally Defined	\$1,400.00
1997.11.103.30.000.6399	6399 General Supplies	\$25,204.00
1997.13.103.30.000.6399	6399 General Supplies	\$8,589.00
6300 Subtotal:		\$35,193.00

6400 Other Operating Costs		
1997.13.103.30.000.6411	6411 Employee Travel	\$2,322.00
1997.11.103.30.000.6412	6412 Student Travel	\$2,625.00
1997.11.103.30.000.6494	6494 Reclassified Transportation Expenses	\$4,395.00
1997.34.103.30.000.6494	6494 Reclassified Transportation Expenses	\$644.00
1997.13.103.30.000.6499	6499 Miscellaneous Operating Costs	\$995.00
6400 Subtotal:		\$10,981.00

Personnel for Fredonia Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Chandler	Dyslexia Teacher	SCE	.5
Jessica Sides	Behavior Unit Teacher	SCE	.5
Priscilla Ward	Classroom Aide	SCE	.31
Vacancy	Behavior Unit Aide	SCE	.5
Xavier Moreno	Behavior Unit Aide	SCE	.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Elder	Interventionist	Title I	1
Joyce Garcia	Interventionist	Title I	1
Nancy Davis	Curriculum and Instructional Coach	Title I	1

16-17 Campus BLT

Committee Role	Name	Position
Administrator	Melinda Wiebold	Principal
Classroom Teacher	Monica Gryder	5th grade teacher
Classroom Teacher	Beth Hutchens	3rd grade teacher
Classroom Teacher	Felicia Mark	Kinder teacher
Classroom Teacher	Joella Villanueva	PK teacher
Non-classroom Professional	Joyce Garcia	Interventionist
Specialty Teacher	Cheryl Kendall	Sp Ed Teacher
Parent	Adela Castro	parent
Parent	Miguel Barruetta	parent
District-level Professional	Robin Thacker	District
Parent	Lela Coutee	parent
Community Representative	Vickie Wallace	community representative
Business Representative	Donna Finley	Business Representative
Business Representative	Frances Spruiell	Business Representative

Campus Funding Summary

199 - General Fund: Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,800.00
1	3	1			\$1,950.00
2	1	1			\$2,000.00
2	1	2			\$600.00
3	2	2			\$300.00
Sub-Total					\$7,650.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$600.00
Sub-Total					\$600.00
Grand Total					\$8,250.00