

**Hallettsville Independent School District**  
**Hallettsville Elementary School**  
**2018-2019 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: September 03, 2018

## Demographics

### Demographics Summary

Campus serves students in Pre-Kindergarten through 4th grades.

Student enrollment is approximately 427 students.

49% of student population is female

51% of student population is male

61.4% of student population is Anglo

23.4% of student population is Hispanic

0% of student population is American Indian or Alaska Native

11.7% of student population is Black/African American

0.2% of student population is Asian/Pacific Islander

50.4% of the student population is Economically Disadvantaged

40.5% of the student population is considered At-Risk

Student/Classroom Teacher ratio is 18.5/1

Attendance Rate is 96.9%

- Staff - Total 48

Teachers 31

Office 2

Administration 2

Nurse 1

Counselor 1

Aides 8

Custodians 3

### **Demographics Strengths**

- Student Attendance Rate
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Serving LEP and RTI population

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Hire more diverse staff to support minority populations. **Root Cause:** No recruitment in the area.

# Student Academic Achievement

## Student Academic Achievement Summary

Hallettsville Elementary met standards on the state assessment test (STAAR). However, the campus Needs Improvement in the area of Closing the Gaps. While the campus has had improvements in some tested areas, it has not been able to attain a consistent increase in achievement overall. The increase in scores are largely attributed to curriculum alignment, common assessments, teacher consistency, and the use of effective teaching strategies. Some of the decrease in scores may be attributed to teacher inconsistency, experience, and group dynamics.

Campus committees are data driven and designing lessons and activities to meet individual student needs. Progress is being made in decision making. State Assessments and TAPR are used as data sources. Another source includes common formative assessments. Teachers are using 6 week checkpoints and benchmark assessments more effectively. Assessments include CoGat, STAR Reading, F&P & Go-Math. The continuous analysis of student performance reinforces the campus' commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

## Student Academic Achievement Strengths

- - TEKS Resource System: The focus on providing a guaranteed and viable curriculum as powered by TEKS Resource System is increasing the probability that all students' academic achievement is improving. In grade level and content area PLCs, where TEKS Resource System, collaboration, and formative assessment are consistently used with students there is significant growth in student achievement on TEKS mastery and on State Assessment mastered scores.
  - Response to Intervention groups are utilized to provide focused and intense instruction aimed at closing the gaps.
  - Data analysis using checkpoints and local benchmark are making teachers more aware so that instruction can be individualized.
  - Majority of students are good kids.
  - Tutorials and RTI instruction is improving student classroom skills needed to be successful.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Improve performance Economically Disadvantage students scores on STAAR. **Root Cause:** Students come to school with gaps in academics, social, and emotional needs.

**Problem Statement 2:** Campus needs to focus on low (<80) math, reading and writing scores in the 4th grade. **Root Cause:** RtI groups need to be fluid and allow for crossover.

# School Processes & Programs

## School Processes & Programs Summary

Our school focuses on data analysis which is fundamental in identifying strengths and weaknesses in instruction. The continuous analysis of student performance reinforces the campus' commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

## School Processes & Programs Strengths

- RTI Teacher
- SpEd
- Curriculum
- Atmosphere
- Teachers and community feel safe
- Parental and community involvement when asked

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The need to maintain highly qualified teachers and keep them in their position for at least 3 years. **Root Cause:** STAAR tested grades increase workload and district compensation is low average.

# Perceptions

## Perceptions Summary

School culture and climate was addressed in the form of staff, student, and parent surveys. The data obtained from these surveys, combined with data obtained from parent meetings, and community feedback, provided Hallettsville Elementary with the tools to assess and evaluate differing perspectives of the school system and process. The overall perception is that our school is doing a good job in all areas including academics, social, and emotional learning while maintaining a safe environment.

## Perceptions Strengths

- Quality instruction
- Technology
- Resources
- Curriculum
- Learning environment
- Teachers and community feel safe
- Parental and community involvement when asked
- Student/Teacher rapport
- Bullying program
- Character Education
- Social and Emotional Learning

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our school needs to eliminate the perception that it is difficult to communicate with teachers and administration **Root Cause:** School personnel needs to address concerns of all clientele: students, parents and community stakeholders.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility



- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

# Goals

## Goal 1: The students of HES will demonstrate meets and masters performance in the understanding of Mathematics.

**Performance Objective 1:** A balanced and appropriate curriculum will be provided to all students. All students will demonstrate growth on the STAAR MATH Assessment or appropriate EOY Assessment. Special emphasis will be placed on ELL, SpEd and Economically disadvantaged.

**Evaluation Data Source(s) 1:** STAAR, Benchmarks, Checkpoints, IEPs, Circle, 6 week assessments

### Summative Evaluation 1:


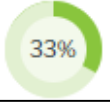


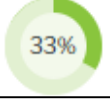
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide problem solving and solution strategy intervention instruction to At-Risk, RtI and Special Needs students.	RtI Teacher Sped Teacher Grade level Instructional Support	At-Risk students BOY, checkpoint and EOY assessments will demonstrate growth and mastery.				
<b>Funding Sources:</b> Title I (Fund 211) - 8500.00						
2) Provide tutoring for 3rd grade students who do not meet standard on checkpoints or STAAR benchmark assessments.	Classroom Teachers Grade Level Instructional Support	Targeted students will demonstrate MEETS grade level performance on STAAR Math.				
<b>Funding Sources:</b> State Comp Ed (PIC 24 or 30) - 2500.00						
3) Provide 1 to 1 and small group tutorials and reteach opportunities to At-Risk Prekindergarten, Kindergarten and 1st grade students.	Lindsey Barnes Sped Teachers Classroom Teachers Grade level Instructional Support	Based on BOY and EOY assessments, AT-Risk students will have lessened their learning gap.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

## Goal 2: The students of HES will demonstrate meets and masters performance in the reading and writing of the English Language.

**Performance Objective 1:** A balanced and appropriate curriculum will be provided to all students. All students will demonstrate growth on the STAAR Reading Assessment or appropriate EOY assessment. Special emphasis will be placed on ELL, SpEd and Economically disadvantaged.

**Evaluation Data Source(s) 1:** STAAR, STAR, Benchmarks, Checkpoints, AR, TELPAS, IEPs, Circle, TPRI

### Summative Evaluation 1:

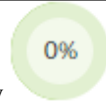
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will read above state suggested fluency rates. 60 wpm- 1st grade 90 wpm - 2nd grade 120 wpm- 3rd grade	Special Education Teachers RtI teachers Dyslexia Specialist Grade Level Instructional Support	Timed Reading passages and fluency probes will demonstrate improved fluency				
2) HES will utilize TPRI, Lexia, F & P, STAR, CoGAT and Circle assessments to determine student strengths and areas of intervention.	Classroom Teacher Dyslexia Specialist RtI Teacher	Targeted students will demonstrate growth in the areas of phonemic awareness, reading, fluency and comprehension.				
<b>Funding Sources:</b> Title IV (Fund 289) - 1261.00, State Comp Ed (PIC 24 or 30) - 1700.00						
3) HES will utilize the TEKs Resource System's YAG (Year at A Glance), IFD (Instructional Focus Document) and VAD (Vertical Alignment Document) to provide an instructional scope and sequence and insure the mastery of supporting and readiness standard at each grade level.	Curriculum Director Assistant Principal	Increase in student learning and test scores. Students will achieve MEETS Grade Level Performance on the STAAR test.				
4) RtI and Special Needs groups will have an opportunity for reteach and supplemental instruction in a small group setting during Intervention time.	RtI teachers Sped Teachers Dyslexia Specialist	Students BOY, Checkpoint and EOY assessments will demonstrate growth and mastery.				
5) Provide tutoring for students who do not meet standard on checkpoints or STAAR benchmark assessments.	Classroom Teachers	Targeted students will demonstrate MEETS grade level performance on STAAR Math.				
<b>Funding Sources:</b> State Comp Ed (PIC 24 or 30) - 2500.00						
6) Summer Learning Lab will be offered to Tier 3 and ESL students	Summer Lab Teachers	Students will maintain reading skills during the summer.				
<b>Funding Sources:</b> State Comp Ed (PIC 24 or 30) - 0.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2:** The students of HES will demonstrate meets and masters performance in the reading and writing of the English Language.

**Performance Objective 2:** Increase the performance of all students to meet the passing standards for TELPAS

**Evaluation Data Source(s) 2:** TELPAS TEST, STAR, Checkpoints, Benchmarks

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will utilize Lexia lab to improve English Speaking, Listening and Comprehension.	RtI Teacher Classroom Teacher	TELPAS scores will increase by at least 1 level.				
<b>Funding Sources:</b> Bilingual (PIC 25) - 0.00						
2) Provide tutoring for students who do not meet standard on checkpoints or STAAR benchmark assessments.	Classroom teachers ESL Tutor	Targeted students will demonstrate growth in TELPAS proficiency.				


# Goal 3: Hallettsville Elementary will provide quality teaching and rigorous learning in academic and extracurricular areas with an emphasis of mastery in the areas of Math, Reading and Writing.

**Performance Objective 1:** HES will emphasize high quality instruction. Students will be challenged to meet their full potential. Qualified and highly effective personnel will be recruited, developed and retained.

**Evaluation Data Source(s) 1:** Walk-throughs, Staff Development Certificates, AVID certificates, Teacher Leadership Academy Certificates

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase critical thinking through the use of Higher level questioning and academic vocabulary (AVID and Costas questioning)	Principal Assistant Principal	Improved % of Masters grade level on STAAR Reading, Writing and Math test				
2) 100% of the staff will be required to maintain their highly qualified status through yearly staff development activities with an emphasis on increasing technological skills to enhance and extend learning.	Curriculum Director Assistant Principal Principal	Teachers will turn in staff development certificates indicating attendance in professional development activities.				
3) Provide Instructional coaching to increase student growth through differentiated instruction, alignment of curriculum and student-centered learning activities.	Assistant Principal Principal	Improved % of Masters grade level on STAAR Reading, Writing and Math test				
4) GT students, K - 4th, will be serviced by a certified GT teacher.	Classroom Teacher	Walkthroughs and observations indicating effective use of Texas Performance Standards curriculum for 3rd and 4th grade and GT extensions for K-2nd.				
5) Provide opportunities for participation in the Teacher Leadership Academy to develop and retain upcoming campus/district leaders.	Principal	Campus leaders will have an opportunity to learn and develop on the HES campus.				
<b>Funding Sources:</b> Title I (Fund 211) - 1000.00						
6) Students will expand technology through computer literacy and technology integration for school projects and parent presentations.	Assistant Principal Principal Classroom Teachers	Parents will observe technology integration projects completed by students for special events including: My Dad & Me, Public School Week & Mother's Day Brunch.				
<b>Funding Sources:</b> Title I (Fund 211) - 5000.00						

7) Teachers will attend the Conference for Kindergarten Teachers in San Marcos, Texas February 25-26, 2018.	Principal	Teachers will obtain training in the areas of Guided Reading, Guided Math, Behavior Management, STEM, Intervention, Project-Based Learning and Differentiation to maximize student learning.				
8) TIER 3 students 1st-4th, will be serviced by a certified teacher. (RTI)	Principal Assistant Principal	Improved % of Approaches and Meets on STAAR Reading and Math test.				

 = Accomplished     
  = Continue/Modify     
  = No Progress     
  = Discontinue




# Goal 4: Hallettsville Elementary will provide a safe and disciplined environment which is conducive to learning.

**Performance Objective 1:** All students will be instructed in character education, refusal skills, and appropriate behavior strategies that will promote a safe learning environment and consistent with responsible behavior suitable for all society.

**Evaluation Data Source(s) 1:** Review of PEIMS discipline report indicating a decrease in campus discipline infractions. Counselor Lesson Plans

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School-wide rules will be developed, maintained, and revised as necessary for all common areas and in all classrooms to ensure that students develop appropriate behavior. Teachers will continue to implement PBIS and common area rules.	Counselor Assistant Principal Principal	Discipline referrals, PEIMS records, number of referrals for alternative replacement.				
	<b>Funding Sources:</b> State Comp Ed (PIC 24 or 30) - 500.00, Title I (Fund 211) - 500.00, Local Funds (PIC 11) - 500.00, SPED (PIC 23) - 0.00					
2) HES maintains Positive Behavior Support Programs: Character Drills, Super Buck Store, Mystery Reward, Bathroom expectations, Brahma Pride Pledge, Contracted presentations/activities	Classroom Teachers RtI teacher Special Education teachers Instructional Support Counselor Assistant Principal Principal	Discipline (office referrals) will average less than .25 per student.				
	<b>Funding Sources:</b> Title II (Fund 255) - 4000.00					
3) Pre-K through 1st grade will implement SEL curriculum. This curriculum will provide students the social and emotional stability needed in order to excel academically.	Counselor PK-2nd Classroom Teachers	Decrease in the number of referrals, increase in conduct grades.				
	<b>Funding Sources:</b> Local Funds (PIC 11) - 16830.00					
4) AVID will be utilized to provide students the organizational skills to be responsible and promote self monitoring.	Classroom Teachers Assistant Principal Principal	Increase organizational skills for students and promote self learning.				
	<b>Funding Sources:</b> Local Funds (PIC 11) - 16830.00					

5) The staff will continue to receive training in research based classroom management strategies from PBIS including Ready Body, Learning Minds to help improve instruction, promote a positive classroom environment, set boundaries, and provide an effective discipline system.	Principal	Discipline referrals, PEIMS records, number of referrals for				
	Teacher	alternative replacement.				
<b>Funding Sources:</b> SPED (PIC 23) - 0.00						

**Goal 4:** Hallettsville Elementary will provide a safe and disciplined environment which is conducive to learning.

**Performance Objective 2:** The campus will continue to utilize security measures to reinforce the safety of all students and staff.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus will continue to utilize locked entrances with admittance by buzzer, cameras in key locations, a systematic check-in process for all visitors using Raptor, and a uniformed, licensed police officer to help provide a positive atmosphere for all stakeholders.	Classroom Teachers RtI teacher Special Education teachers Instructional Support Counselor Assistant Principal Principal	Decrease in parent/community concerns about school safety. Increased well-being of all who work in the school environment.				
2) Regularly scheduled fire drills, lock down and evacuation drills will be practiced to insure student knowledge in the case of an actual event.	Classroom Teachers RtI teacher Special Education teachers Instructional Support Counselor Assistant Principal Principal	Decrease in parent/community concerns about school safety. Increased well-being of all who work in the school environment.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Goal 5: Hallettsville Elementary will maintain the average daily attendance of students and staff.

**Performance Objective 1:** Students and staff will increase the student daily average attendance to 97.5%.

**Evaluation Data Source(s) 1:** Teacher records and attendance records.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will monitor student attendance. Parents will be contacted by campus office/administration for non-excused absences. Campus principal will follow state guidelines for reporting and filing charges against parents with excessive unexcused absences.	Administrators, teachers, PEIMS clerk	Student's attendance increased.				
2) Minimal absence criteria will be used to determine Mystery Reward participation.	PIEMS Classroom Teachers Mystery Reward Team	Student attendance rate will be above 97%				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Goal 6: Hallettsville Elementary will provide opportunities for parents and community members to participate in the educational process of students.

**Performance Objective 1:** The faculty will develop and provide opportunities that ensure communication and involvement for parents, targeted parents, community members, and all stakeholders in student achievement.

**Evaluation Data Source(s) 1:** Review of parent conference logs and campus activity sign in sheets.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will maintain communication with parents each six weeks and whenever necessary to monitor student progress.	Classroom Teachers Special Education teachers Instructional Support Counselor Assistant Principal Principal	Student report cards, assessments, Parent/Teacher, Conference Logs, Phone Logs, Home Visit Logs, Sign-in Sheets				
2) Information will be disseminated to parents at regular intervals through a variety of media--school calendars, newsletters, emails, DOJO, school website, school messenger.	Classroom Teachers Special Education teachers Instructional Support Counselor Assistant Principal Principal	Parent response to information, attendance at school activities, sign in sheets				
<b>Funding Sources:</b> Local Funds (PIC 11) - 750.00						
3) Parents and students will have an opportunity to visit the campus and address beginning of the year student needs at Meet the Teacher Night.	HES office Teachers Nurse Counselor Cafeteria Staff Transportation Staff	Parents will be informed and students will be have an smooth 1st day of school.				
4) Parents will have an opportunity to attend a Title I Beginning of the Year Meeting.	Administrators Teachers	Parents will learn about Title I Funding, School-wide programs and their rights and participation.				
5) Parents will have an opportunity to attend a training specific to 3rd and 4th grade parents.	Administrators 3rd and 4th grade teachers	Parents will learn about AVID and student expectations.				

6) Parents will have an opportunity to attend Family Reading Nights for 1st and 2nd grade students.	Lori Dodd Brooke Dieringer	Parents will learn about our campus AR program and the importance of early literacy and quality questions to ask their child before, during and after reading.				
7) Parents will have an opportunity to attend a Curriculum Night.	Administrators Math Teachers	Parents will learn strategies to assist their child in basic math and reading skills.				
8) Parents will have an opportunity to attend PreK Nacho Night.	Administrators PreK teachers	Parents will learn early literacy and math skills essential to student academic success.				
9) Students will expand technology through computer literacy and technology integration for school projects and parent presentations.	Classroom Teachers Administration	Parents will observe technology integration projects completed by students for special events including: My Dad & Me, Public School Week & Mother's Day Brunch.				
	<b>Funding Sources:</b> Title I (Fund 211) - 5000.00					
10) Parents will be invited to attend the Title I Parent Involvement Conference hosted by ESC Region 3 in Victoria, Texas	Principal	Parents will attend trainings specific to meeting their students needs as well as their own. Parents will be introduced to various resources within our area.				
11) Parents, families and community members will be invited to student performances and project showcases (Grandparent's Day Program, 3rd and 4th grade Music Programs, Art Show and Veteran's Wall.	Music Teacher Art Teacher 2nd grade Teachers	Students will have an opportunity to perform/present for a large audience outside of the classroom.				
	<b>Funding Sources:</b> Local Funds (PIC 11) - 0.00					
= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

# State Compensatory

## Budget for Hallettsville Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 11 6112 00 101 X 30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199 11 6118 02 101 X 30	6118 Extra Duty Stipend - Locally Defined	\$2,500.00
199 11 6119 00 101 X 30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$194,313.00
199 11 6119 EE 101 X 30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$300.00
199 11 6129 00 101 X 30 0 00	6129 Salaries or Wages for Support Personnel	\$53,520.00
199 11 6141 XX 101 X 30	6141 Social Security/Medicare	\$3,201.00
199 11 6142 00 101 X 30	6142 Group Health and Life Insurance	\$13,720.00
199 11 6143 00 101 X 30	6143 Workers' Compensation	\$211.00
199 11 6144 XX 101 X 30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$18,995.00
199 11 6146 XX 101 X 30	6146 Teacher Retirement/TRS Care	\$6,450.00
	<b>6100 Subtotal:</b>	<b>\$295,210.00</b>
<b>6300 Supplies and Services</b>		
199 11 6398 00 101 X 30	6398 Computer Supplies/Software - Locally Defined	\$1,000.00
199 11 6399 00 101 X 30	6399 General Supplies	\$3,000.00
199 11 6399 02 101 X 30	6399 General Supplies	\$1,000.00
199 11 6399 16 101 X 30 0 26	6399 General Supplies	\$14,000.00
199 11 6399 29 101 X 30	6399 General Supplies	\$5,000.00
199 11 6399 40 101 X 30	6399 General Supplies	\$1,000.00
199 11 6399 44 101 X 30 0 00	6399 General Supplies	\$500.00

199 11 6399 49 101 X 30	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$26,000.00</b>



## Personnel for Hallettsville Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A Kallus	Teacher	RTI & Tutorials	.2
A Mikes	Teacher	RTI & Tutorials	.2
A Sklar	Teacher	RTI & Tutorials	.2
C Leopold	Teacher	RTI & Tutorials	.2
C Pavliska	Teacher	RTI & Tutorials	.2
Cassie Tomanek	Teacher	RTI & Tutorials	.2
D Janak	Teacher	RTI & Tutorials	.2
E Haas	Teacher	RTI & Tutorials	.2
H Kallus	Teacher	RTI & Tutorials	.2
J Bludau	Teacher	RTI & Tutorials	.2
K Cottenoir	Teacher	RTI & Tutorials	.2
K Etzler	Teacher	RTI & Tutorials	.2
K Kahaneck	Teacher	RTI & Tutorials	.2
L Jansky	Instructional Aide	RTI	1
L Kallus	Teacher	RTI & Tutorials	.2
M Bludau	Teacher	RTI & Tutorials	.2
M Halata	Teacher	RTI & Tutorials	.2
M Kolacny	Teacher	RTI & Tutorials	.2
P Kalich	Teacher	RTI & Tutorials	.2
R Henneke	Instructional Aide	RTI	1
S Drozd	Instructional Aide	RTI	1
Shiela Henke	Teacher	RTI & Tutorials	.2
So Grahmann	Teacher	RTI & Tutorials	.2

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brooke Dieringer	RTI Reading Teacher	Instruction	1
Glenda Tobola	Instructional Aide	Instruction	1
Margaret Kleker	Instructional Aide	Instruction	1

# Campus Funding Summary

<b>State Comp Ed (PIC 24 or 30)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	After School Tutor	199 11 6118 02 101 9 30	\$2,500.00
2	1	2	Lexia	199 11 6399 16 101 9 30 0 26	\$1,200.00
2	1	2	Substitute Teachers	199 11 6112 00 101 9 30	\$500.00
2	1	5	After School Tutoring	199 11 6118 02 101 9 30	\$2,500.00
2	1	6	Hourly pay for teachers		\$0.00
4	1	1			\$500.00
<b>Sub-Total</b>					<b>\$7,200.00</b>
<b>SPED (PIC 23)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1	Ready Body Learning Minds Training & Materials		\$0.00
4	1	5	Ready Body Learning Minds Training		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Local Funds (PIC 11)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1			\$500.00
4	1	4			\$16,830.00
6	1	2			\$750.00
6	1	11	snacks and beverages		\$0.00
<b>Sub-Total</b>					<b>\$18,080.00</b>
<b>Title I (Fund 211)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Sharon Wells Curriculum	211 11 6249 00 999 9 30 0 26	\$8,500.00
3	1	5	Instructional Leadership Training		\$1,000.00

3	1	6	Contract Services		\$5,000.00
4	1	1			\$500.00
6	1	9	Contract services- Monica Barnes		\$5,000.00
<b>Sub-Total</b>					\$20,000.00
<b>Title II (Fund 255)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	2	Rock Solid Character		\$2,000.00
4	1	2	Speaker on Bullying on Social Aggression		\$2,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Bilingual (PIC 25)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	Lexia Lab		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title IV (Fund 289)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	TPRI TANGO Software	289 11 6249 16 101 9 30 0 26	\$1,261.00
<b>Sub-Total</b>					\$1,261.00
<b>Grand Total</b>					\$50,541.00