



# **Barrington Elementary Campus Improvement Plan**

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## **Barrington Elementary Campus Improvement Plan 2017-2018**

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(TEC Title 2, Ch 4, Sec.4.001)

### **Campus Mission Statement**

#### Mission Statement

We at Barrington provide our students with an environment committed to excellence and enhanced by all available resources.

We instill pride and respect for self, school, and community, and inspire our students to become creative and critical thinkers.

**Barrington Elementary Campus Improvement Plan 2017-2018**

**Focus Area: Campus Climate and Discipline - Violence Prevention**

**Performance Objective**

We will ensure effective violence prevention and intervention measures are in place on our campus.

**Data Reviewed During Needs Assessment**

- Staff Survey (TELL):  
 "Students at this school follow rules of conduct."  
 "Teachers consistently enforce rules for student conduct."  
 "Administrators consistently enforce rules for student conduct."
- Student Climate Survey:  
 "Students at my school are bullied (teased, messed with, threatened by other students)."
- Number of campus disciplinary referrals, by referral type and grade level

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of students that reported feeling safe in their school on the AISD Student Survey	88.7%	>=91%	85.3%	GOAL NOT MET

**Campus Climate and Discipline - Violence Prevention Strategy #1**

Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 Discipline Data	2018 Discipline Data	August 2017	June 2018		Keep
Teachers						

**Campus Climate and Discipline - Violence Prevention Strategy #2**

Collaborate with Response to Intervention Specialists, Child Study Team, Social Emotional Learning Specialists, and Special Education Behavior Specialists to integrate positive behavior support for campuses, classrooms, and individual students.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 Discipline Data	2018 Discipline Data	August 2017	June 2018		Keep
Teachers						

**2015-2020 Strategic Plan Key Action Step**

1.3c. Each student will learn in a physically and emotionally safe environment.

**2017 Strategic Plan Scorecard Indicator**

36: % students who feel they are safe in their schools

37: % campus staff who feel students at their school follow rules of conduct

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Community Schools Initiative

#### Performance Objective

We will implement a campus Community School initiative that aligns resources and strengthens family and community engagement in order to promote equity and educational excellence for all students.

#### Data Reviewed During Needs Assessment

eCST interventions and supports for students identified as struggling through the RITS early warning system

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of students at the school that had more unexcused absences during the 4th 9 weeks than the average elementary student	33%	<= 33%	31%	GOAL MET

#### Community Schools Initiative Strategy #1

Provide students and families with access to wraparound supports either at the campus, nearby campus or community organization. Wraparound supports can include services offered at Family Resource Centers, Communities in Schools and/or other supportive or mental health services.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 Parent Survey Results:	2018 Parent Survey Results	August 2017	June 2018		Keep
Teachers	eCST Interventions Report Data	EoY eCST Interventions Report Data	August 2017	June 2018		Keep
	2017 Attendance Data	2018 Attendance Data	August 2017	June 2018		Keep

#### Community Schools Initiative Strategy #2

Support a high-functioning child study team (CST) by establishing a regular protected time for CST meetings and providing professional development to campus CST chairs/teams concerning available evidence-based interventions.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	eCST Monthly Meeting Report	End of Year eCST report	September 2017	June 2018		Keep

#### Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 6 - Strategies to increase parental involvement

10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

1.2b1.4: Create community school model as part of district planning

7.1b: Organize central administration and district processes to support schools and enable campus leadership to focus on classroom

8.1a: Optimize resources (buildings, programs, person

**2017 Strategic Plan Scorecard Indicator**

11: % of students graduating from high school in four years

43: % campus staff who feel their school is a good place to work and learn

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Coordinated School Health

#### Performance Objective

We will continue to implement a Coordinated School Health plan on our campus.

#### Data Reviewed During Needs Assessment

- Coordinated School Health Report
- Fitnessgram Report
- HB 5 Campus Evaluation of Community and Student Engagement (CaSE) ratings: Wellness and Physical Education
- Campus Coordinated School Health Committee
- Parent Satisfaction Survey: "My child's school provides adequate opportunities for my child to learn about how to make healthy lifestyle choices."

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Overall Coordinated School Health Rating	Unacceptable	Recognized or Exemplary	Exemplary	GOAL MET

#### Coordinated School Health Strategy #1

Form a Coordinated School Health team that meets 4 times a year to plan and implement the Districts Coordinated School Health Events as well as other campus Coordinated School Health events and/or activities.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 EoY CSH Report	2018 EoY CSH Report	August 2017	June 2018		Keep
PE Teacher						
Teachers						

#### Coordinated School Health Strategy #2

Form a Student Wellness Team that supports and assists the campus Coordinated School Health team with school wide activities and events.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 EoY CSH Report	2018 EoY CSH Report	August 2017	June 2018		Keep
PE Teachers						
Teachers						

#### Coordinated School Health Strategy #3

Inform students of various health and wellness services on their campus and in their community.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
	2017 EoY CSH		August 2017	June 2018		



PE Teacher	Report	2018 EoY CSH Report				Keep
Teachers						

**Coordinated School Health Strategy #4**  
 Students and their teachers and families are knowledgeable about the services and supports that are available at, or through school, including physical, mental, behavioral, and emotional health.  
 Increase the number of students and parents participating in the CATCH/Family Fun Fitness Night by 10%.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
PE Teacher	2017 Parent Signature Page	2018 Parent Signature Page	August 2017	June 2018		Adjust
Teachers						
Administrators						

**Coordinated School Health Strategy #5**  
 Implement the CATCH Coordination Kit throughout the school year by promoting each theme.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
PE Teacher	2017 EoY CSH Report	2018 EoY CSH Report	August 2017	June 2018		Keep

**Coordinated School Health Strategy #6**  
 Ensure classroom teachers are teaching all the required health lessons, Sexuality and Responsibility lessons and the CATCH lessons.

**Coordinated School Health Strategy #7**  
 Ensure the required CATCH lessons are being taught in Advisory or another identified area

**Title 1, Part A**

1 - Comprehensive needs assessment

10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

1.3e: Each student will learn about and practice a healthy lifestyle.

**2017 Strategic Plan Scorecard Indicator**

40: % of campuses with Recognized or Exemplary rating on the Coordinated School Health Report

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: English Language Learners

#### Performance Objective

We will ensure all of our English Language Learners continue to progress in their listening, speaking, reading, and writing skills. (19 TAC §74.4) (Strategic Plan 1.1 (b))

#### Data Reviewed During Needs Assessment

- Number and percent of ELLs that remain at Beginning proficiency on TELPAS after 2 years in US schools or Beginning/Intermediate after 6 years (Long Term ELLs)
- Roster of ELLs with Texas English Language Proficiency Assessment System (TELPAS) results and Years in US Schools
- STAAR/End-of-Course current and longitudinal results, including all versions
- Roster of ELL/LEP population, including support and accommodations

#### Safeguards Missed

Reading - ELL <60%

Math - ELL <60%

Science - ELL <60%

Social Studies - ELL <60%

Writing - ELL <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of ELLs remained at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US schools	31%	<= 21%	TBD - TELPAS results not available until 8/15	TBD

#### English Language Learners Strategy #1

Ensure all teachers use their Proficiency Level Descriptor/Linguistic Instructional Alignment Guide (PLD/LIAG) rubrics from LPAS to identify their ELL students' proficiency levels in listening, speaking, reading, and writing. [§89.1210. Program Content and Design]

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 TELPAS	2018 TELPAS	August 2017	June 2018		Keep
Teachers						

#### English Language Learners Strategy #2

Train teachers to use sheltered instructional strategies to make core content comprehensible and to develop academic language. Monitor implementation of selected sheltered instructional strategies in both lesson planning and classroom instruction to meet the needs of ELLs. §89.1210. Program Content and Design

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
	2017 STAAR		August 2017	June 2018		

Administrators	Data	2018 STAAR Data				Keep
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**English Language Learners Strategy #3**  
 Identify all Long Term ELLs (6 or more years in US schools) and address their individual cognitive, affective or linguistic needs. Enroll them in an English Language Development class for non-newcomers if they remain at a beginning or intermediate level. [§89.1210. Program Content and Design]

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 TELPAS	2018 TELPAS	August 2017	June 2018		Keep
Teachers						

**2015-2020 Strategic Plan Key Action Step**

4.1a: Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.

**2017 Strategic Plan Scorecard Indicator**

- 17: Achievement Gaps - Reading
- 18: Achievement Gaps - Math
- 19: Achievement Gaps - Attendance
- 20: Achievement Gaps - Graduation Rate
- 21: Achievement Gaps - K-2 Students Reading On Grade Level
- 22: Achievement Gaps - Disproportionality of Discretionary Remo

**2016 PBMAS**

- Bilingual/ESL Indicator 8: TELPAS Reading Beginning Proficiency Level Rate
- Bilingual/ESL Indicator 9: TELPAS Composite Rating Levels for Students in US Schools Multiple Years

**TEA Strategic Priorities**

B: Build a foundation of reading and math.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Employee Wellbeing

#### Performance Objective

We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental/emotional, & nutritional wellbeing.

#### Data Reviewed During Needs Assessment

- Wellness Champion Identification list from district wellness coordinator
- Information from the Campus Wellness Champion on staff wellness related trainings/activities
- Past and future eWellness newsletters

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of staff that participate in at least one LiveHealthyAISD Wellness Challenge	Baseline data year.	15%	1.51%	GOAL NOT MET

### Employee Wellbeing Strategy #1

Promote quarterly LiveHealthyAISD wellness challenges to all campus employees to enhance physical, nutritional & emotional wellbeing.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	Baseline Data	2018 EoY Wellness Data Participation Report	September 2017	June 2018		Keep
Wellness Staff Contact						

#### 2015-2020 Strategic Plan Key Action Step

not applicable

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

not applicable

#### TEA Strategic Priorities

n/a

**Barrington Elementary Campus Improvement Plan 2017-2018**

**Focus Area: Family and Community Engagement**

**Performance Objective**

We will increase family and community engagement.

**Data Reviewed During Needs Assessment**

- X Staff Survey (TELL) results:
  - "This school does a good job of encouraging parent/guardian involvement."
  - "This school works directly with parents/guardians to improve the educational climate in students' homes."
  - "This school maintains clear, two-way communication with the community."
  - "Parent/guardians are influential decision makers in the school."
- X Parent Satisfaction Survey:
  - "I feel comfortable contacting staff at my child's school."
  - "I feel our local community supports our school."
  - "I feel our school works hard to engage our local community."
- X AISD Local Board Policy GK, which that addresses parent and community engagement
- X Parent Teacher Association (PTA) membership and activities
- X Continued or new funding for Parent Support Specialists (PSS)
- X Campus Advisory Council (CAC) membership and meeting minutes

<b>Data Source</b>	<b>2016-17 Data</b>	<b>2017-18 Goal</b>	<b>2017-18 Actual</b>	<b>Annual Goal Status</b>
Whether the campus has an active PTA, according to ACPTA	Yes	The campus will continue to have an active PTA.	Yes	Yes

<b>Family and Community Engagement Strategy #1</b>						
Provide multiple opportunities to engage parents in the educational process.						
<b>Responsible Party</b>	<b>Formative Data</b>	<b>Summative Data</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status/Notes</b>	<b>17-18 Annual Evaluation</b>
Administrators Parent Support Specialist Teachers	2017 Parent Survey will be used to measure the base line on the percentage of parental involvement.	2018 Parent Survey results will measure the opportunities given to the parents based on their needs.	August 2017	June 2018		Keep
Administrators Parent Support Specialist Teachers	2017 Staff Survey will measure the base line by focusing on areas of need to increase parental involvement.	2018 Staff Survey will indicate the overall participation of parents.	August 2017	June 2018		Keep

## Family and Community Engagement Strategy #2

Provide all communications to parents, written and oral, in English, Spanish, and other languages.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators Parent Support Specialist Teachers	2017 Parent Survey indicating the parents' perception of communication from the school	2018 Parent Survey will measure the results based on parent feedback.	August 2017	June 2018		Keep

## Family and Community Engagement Strategy #3

Plan school wide activities and programs to encourage parent participation (i.e. family nights, field trips, various events during the school day, campus volunteer opportunities, etc.)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators Parent Support Specialist Teachers	2017 Parent Survey indicating the level of participation in programs at school.	2018 Parent Survey measuring the outcome of parent participation.	August 2017	June 2018		Keep

1 - Comprehensive needs assessment

6 - Strategies to increase parental involvement

10 - Coordination and integration of federal, state, and local services and programs

### 2015-2020 Strategic Plan Key Action Step

Factor 3: Community and Parental Involvement

### 2017 Strategic Plan Scorecard Indicator

Key Action Step 11.1c: Provide access to school-based and community-based co-curricular and extracurricular education opportunities.

### 2016 PBMAS

Indicator 35: # parents participating in Parent Survey

Indicator 39: % schools with active PTAs

### TEA Strategic Priorities

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Mathematics

#### Performance Objective

We will deliver strong core instruction to all students in the area of Mathematics.

#### Data Reviewed During Needs Assessment

- Professional Learning Communities (PLC) data
- Walkthrough and observation data
- STAAR Progress Measure results
- District Benchmark Item Analysis
- YPGs (Yearly Planning Guides) and SPGs (Student Performance Guides)

#### Safeguards Missed

Math - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on STAAR Math	All Students: 75.9, Hispanic: 77.1, African American 73.1, White: 75, ECD: 75.8, LEP: 76.4, SPED: 58.3	All Students: 79.5, Hispanic: 80.5, African American 77.1, White: 78.8, ECD: 79.4, LEP: 79.9, SPED: 64.6	All Students: 81.8, Hispanic: 83.1, African American 76.5, White: 60, ECD: 82.2, LEP: 83.9, SPED: 76.3	All Students: Y, Hispanic: Y, African American N, White: N, ECD: Y, LEP: Y, SPED: Y

#### Mathematics Strategy #1

Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 STAAR Data	2018 STAAR Data	August 2017	June 2018		Keep
Teachers	BoY Benchmark Data	EoY Benchmark Data				
	Classroom Observations					

#### Mathematics Strategy #2

Support the use of district curriculum documents, such as YPGs (Yearly Planning Guides), SPGs (Student Performance Guides), lessons, and other resources to plan for TEKS-aligned, student-centered, inquiry-based instruction in science classrooms.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 STAAR Data	2018 STAAR Data	August 2017	June 2018		Keep
Teachers	BoY Benchmark Data	EoY Benchmark Data				Keep

	Classroom Observations					Keep
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**Mathematics Strategy #3**  
 Implement professional learning communities that support use of best practices in math instruction and assessment and allow for collaborative planning, reflective learning, mentoring, and coaching.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators Teachers Instructional Specialist	2017 STAAR Data Common Assessments Weekly grade level meetings Monthly PLC meetings.	2018 STAAR Data EoY Benchmark Data	August 2017	June 2018		Keep

**Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

3.2c: Support explicit, direct instruction that is systematic, sequential, and cumulative.

**2017 Strategic Plan Scorecard Indicator**

- 5: % of students reaching the Postsecondary Readiness Standard on STAAR Math
- 6: % of students who did not meet the Postsecondary Readiness Standard on STAAR Math but exceeded one year's growth
- 14: % of annual graduates completing a 4th year of high school

**2016 PBMAS**

- Bilingual/ESL Indicator 2i: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3i: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math
- SPED Indicator 1i: SPED STAAR 3-8 Passing Rate
- SPED Indicator 3i: S

**TEA Strategic Priorities**

B: Build a foundation of reading and math.



## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Professional Learning

#### Performance Objective

We will provide high-quality and ongoing campus-level professional learning to administrators, teachers, and staff members.

#### Data Reviewed During Needs Assessment

- Staff Survey (TELL) results:  
"professional learning is evaluated and results are communicated to teachers."
- Staff Survey (TELL) results:  
"professional learning is differentiated to meet the needs of individual teachers."
- Staff Survey (TELL) results: "my school is a good place to work and learn."
- Professional Pathways for Teachers (PPfT) evaluation data

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of campus staff felt their school was a good place to work and learn as reported on the AISD TELL Survey	94%	>=93%	75%	GOAL NOT MET

#### Professional Learning Strategy #1

Provide Staff Development in (RtI2) interventions and diagnostics. (ES)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 TELL Survey Results	2018 TELL Survey Results	August 2017	June 2018		Keep
Instructional Specialist	Classroom Observations and level of engagement in school activities.					Keep

#### Professional Learning Strategy #2

Ensure all staff receives professional development on eCST Reports and Tools (RBP, SLR, RITS, etc.) (CSSF).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 TELL Survey Results	2018 TELL Survey Results	August 2017	June 2018		Keep
Instructional Specialist	2017 CST Reports	2018 CST Reports				
	BOY Team Meetings	EOY Team Meetings				

### Professional Learning Strategy #3

Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own cultural identity values, attitudes, and biases and focusing on reduction of African-American disproportionality.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 TELL Survey Results	2018 TELL Survey Results	August 2017	June 2018		Keep
Instructional Specialist Teachers	Weekly grade level meetings Monthly vertical team meetings.					

#### **Title 1, Part A**

1 - Comprehensive needs assessment

4 - High quality/ongoing professional learning

#### **2015-2020 Strategic Plan Key Action Step**

3.1c: Provide ongoing, campus-based professional learning that supports core instruction, Response to Intervention (RtI), and curriculum implementation.

#### **2017 Strategic Plan Scorecard Indicator**

43: % campus staff who feel their school is a good place to work and learn

45: Provide all staff with cultural proficiency professional learning

#### **2016 PBMAS**

not applicable

#### **TEA Strategic Priorities**

A: Recruit, support, retain teachers and principals.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Reading/Language Arts

#### Performance Objective

We will ensure all students decode and comprehend grade level texts. Students reading below grade level will grow more than one grade level in reading each school year.

#### Data Reviewed During Needs Assessment

- 2017 STAAR/EOC Reading results
- STAAR Progress Measure results
- Istation Indicators of Progress (ISIP) Reading assessment data for K-8 (English) and K-5 (Spanish)
- eCST goals and progress monitoring data
- District Benchmark Item Analysis

#### Safeguards Missed

- Reading - All <60%
- Reading - Hisp <60%
- Reading - ECD <60%
- Reading - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of K-2 that were on grade level on ISIP EOY, and the percent of students that achieved Approaches Grade Level on STAAR Reading	ISIP EOY: 57 STAAR All Students: 52, Hispanic: 52.3, African American 50, White: 75, ECD: 50.9, LEP: 48.9, SPED: 44.4	ISIP EOY: 59 STAAR All Students: 59.2, Hispanic: 59.5, African American 57.5, White: 78.8, ECD: 58.3, LEP: 56.6, SPED: 52.7	ISIP EOY: 62 STAAR All Students: 55.6, Hispanic: 55.7, African American 38.5, White: 80, ECD: 54.9, LEP: 54.7, SPED: 46.9	ISIP EOY: Y STAAR All Students: N, Hispanic: N, African American N, White: Y, ECD: N, LEP: N, SPED: N

#### Reading/Language Arts Strategy #1

Measure developmental reading growth at BOY, MOY, and EOY through use of ISIP (iStation), K-8, and Reading Inventory (RI), 9-12.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Teachers	BOY DATA	EOY DATA	August 2017	June 2018		Keep
Instructional Specialist	Common Assessments ISIP Reports					Keep
Administrators						Keep

#### Reading/Language Arts Strategy #2

Use developmental reading assessment data to identify students at risk for reading difficulties, to further diagnose, to plan intervention, and to measure progress.

Responsible	Formative Data	Summative	Start Date	End Date	Status/Notes	17-18 Annual
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Party		Data				Evaluation
Teachers	BOY DATA	EOY DATA	August 2017	June 2018		Keep
Instructional Specialist	Common Assessments ISIP Intervention Reports					Keep
Administrators						Keep

### Reading/Language Arts Strategy #3

Strengthen Tier 1 LA instruction by leveraging Literacy Plan resources (LA schedules, classroom norms, and glossary of terms) and district curriculum (YPGs and SPGs).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Teachers	BOY DATA	EOY DATA	August 2017	June 2018		Keep
Instructional Specialist	Weekly Observations Detailed Schedule serves as a guide to plan instruction.	2018 STAAR Data				Keep
Administrators						Keep

### Reading/Language Arts Strategy #4

Implement at least 20 minutes of daily Structured Independent Reading during LA class and monitor using Literacy Plan administrator resources.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Teachers	BOY DATA	EOY DATA	August 2017	June 2018		Keep
Instructional Specialist	Weekly Observations StIR schedule is clear through the weekly observations.	2018 STAAR Data				Keep
Administrators						Keep

#### Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

### **2015-2020 Strategic Plan Key Action Step**

3.1a: Develop and implement a literacy plan that includes the Science of Reading instruction and includes practical applications of concepts.

### **2017 Strategic Plan Scorecard Indicator**

2: % KG-2 students reading on or above grade level

3: % of students reaching the Postsecondary Readiness Standard on STAAR Reading

4: % of students who did not meet the Postsecondary Readiness Standard on STAAR Reading but exceeded one year's growth

17: Achievement Gaps - Reading

### **2016 PBMAS**

Bilingual/ESL Indicator 2ii: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3ii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 5iv: LEP STAAR EOC Passing Rate

Career and Technical Education Indicator 2iv: CTE LEP STAAR EOC

### **TEA Strategic Priorities**

B: Build a foundation of reading and math.

**Barrington Elementary Campus Improvement Plan 2017-2018**

**Focus Area: Social and Emotional Learning (SEL)**

**Performance Objective**

We will ensure all students demonstrate growth in social and emotional learning.

**Data Reviewed During Needs Assessment**

- X Student Climate Survey:  
"I use ways to calm myself down."  
"I don't give up even when I feel frustrated."  
"I know what people may be feeling by the look on their face."
- X Student Climate Survey:  
"I get along with my classmates."  
"I say "no" to friends who want me to break the rules."  
"It is easy for me to talk about my problems with the adults at my school."
- X Staff (TELL) survey:  
"All campus staff interact with one another in a way that models social and emotional competence."  
"This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice)."
- X Staff (TELL) survey:  
"School staff received sufficient training regarding how to use the social and emotional learning approach at this school."  
"Staff have enough time to implement the social and emotional learning approach at this school."
- X Personal Development Skills section of elementary report cards

<b>Data Source</b>	<b>2016-17 Data</b>	<b>2017-18 Goal</b>	<b>2017-18 Actual</b>	<b>Annual Goal Status</b>
% of K-2 students that have an average of 3.5 or greater on SEL personal development skills section of the elementary report cards	3.34%	?3.59%	3.24%	GOAL NOT MET

**Social and Emotional Learning (SEL) Strategy #1**  
Ensure social and emotional skills are being explicitly taught on a regular basis.

<b>Responsible Party</b>	<b>Formative Data</b>	<b>Summative Data</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status/Notes</b>	<b>17-18 Annual Evaluation</b>
Teachers	2017-2018 BoY PDS data	2017-2018 EoY PDS data	August 2017	June 2018		Keep
Administrators						Keep
SEL Leaders						Keep

**Social and Emotional Learning (SEL) Strategy #2**  
Provide professional learning opportunities to teachers on Social and Emotional Learning (SEL) on a regular basis.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 TELL Survey	2018 TELL Survey	August 2017	June 2018		Keep
SEL Leaders						Keep
Teachers						Keep

**2015-2020 Strategic Plan Key Action Step**

1.1f: Provide a safe, caring, and positive learning culture that inspires innovation and excellence.

**2017 Strategic Plan Scorecard Indicator**

1: Student ratings on Social and Emotional Learning personal development skills

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Special Education ARDs and IEPs

#### Performance Objective

We will ensure timelines will be met for initial admissions, annual ARDs, and transfer ARDS (with comparability).

#### Data Reviewed During Needs Assessment

- Number and rate of Initial ARDs held on time (CRTE)
- Number and rate of Initial and Annual ARDs held on time (CRTE)
- % of transfer student IEPs completed within 10 days of enrollment (CRTE)
- Roster of students receiving special education services, including support and accommodation needs

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of Initial and Annual ARDs that were held on time and the number of transfer student IEPs completed within 10 days of enrollment	ARD data not available and transfer IEPs 0/1	100% and 100%	98% and NA	No and NA

#### Special Education ARDs and IEPs Strategy #1

Create a system to review timelines to monitor transfer ARDs, initial ARDs, and admission ARDs.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrator	2017 BoY Data	2018 EoY Data	August 2017	June 2018		Keep
Case Managers						

#### 2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

SPED State Performance Plan 11: Child Find

#### TEA Strategic Priorities

D: Improve low-performing schools.



## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Special Education LRE

#### Performance Objective

We will increase the rate at which our special education students are served in the general education population setting 80% of the day or more.

#### Data Reviewed During Needs Assessment

- % of SpEd students in regular classes <40% and >=80% of the time (CRTE)
- STAAR Progress Measure data for SpEd students
- SpEd enrollment data disaggregated by grade level, ethnicity, ECD, and ELL
- Roster of students receiving special education services, including support and accommodation needs
- Roster of students receiving Special education services, sorted by instructional setting

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of students aged 12-21 served in settings 00, 40, 41, 81, 82, 91, and 92 in the regular class 80% or more of the day and the % of students aged 12-21 served in settings 04, 44, 85, 88, and 95 in the regular class less than 40% of the day (CRTE)	22.3% and 44.6%	>=70% and <= 10%	38 and 26	No and No

#### Special Education LRE Strategy #1

Review staffing and student needs as a means to optimize use of staff to support IEPs.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators Case Managers	BoY IEP Data including schedules.  Review staff schedules and alignment of student schedules and IEP instructional services/student needs.	EoY IEP Data including schedules	August 2017	June 2018		Keep

#### Special Education LRE Strategy #2

Maintain evidence that accommodations and/or modifications have been effectively applied during instruction and on assessment.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators Case Managers	BoY Data: Review accommodation s and setting.  Gather random selection of student teacher made assignments and compare to student's IEP to ensure that accommodation s were provided.	BoY Data: Review accommodation s and setting.	August 2017	June 2018		Keep

**2015-2020 Strategic Plan Key Action Step**

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

SPED State Performance Plan 5A: Educational Environment, Ages 6-21 - inside the regular class 80% or more of the day

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Student Health and Nutrition

#### Performance Objective

We will continue to promote healthy eating habits and strengthen the overall physical and mental health of our students and staff.

#### Data Reviewed During Needs Assessment

X Number of staff fitness and wellness activities

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Immunization rate	96.43%	100% of students will have current immunizations.	98.88%	GOAL NOT MET

#### Student Health and Nutrition Strategy #1

Choose 3 events to be excluded from the Texas Public School Nutrition Policy with the exception of during meal serving times (Ex: Winter Party, Track & Field, End of the Year party, and other celebrations), however, continue to provide healthy alternatives.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
All Staff Members	BOY Survey	EOY Survey	August 2017	June 2017		Keep

#### Student Health and Nutrition Strategy #2

Support vision and hearing screening.

Eliminate food fundraisers during the school day, including the sale of tickets for afterschool pickup of a food item.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
All Staff Members	BOY Survey	EOY Survey	August 2017	June 2017		Adjust

#### Student Health and Nutrition Strategy #3

Develop additional guidelines concerning birthday celebrations, such as the number of celebrations per month and a certain time to celebrate so as not to interfere with instructional time.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
All Staff Members	BOY Survey	EOY Survey	August 2017	June 2017		Keep

#### Student Health and Nutrition Strategy #4

Provide healthy food alternatives for students, parents, and teachers when food and beverages are served.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
All Staff Members	BOY Survey	EOY Survey	August 2017	June 2017		Remove

**2015-2020 Strategic Plan Key Action Step**

1.3e: Each student will learn about and practice a healthy lifestyle.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Student Fitness

#### Performance Objective

We will achieve health and fitness for students through increased student participation in physical activities.

#### Data Reviewed During Needs Assessment

- Coordinated School Health Report: Implementation of PE Section
- Coordinated School Health Report: Brain Break Section
- GoNoodle Campus monthly reports

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Fitnessgram results for All Students	Body Mass Index: 51%, Cardio: 65%, Curl-Ups: 70%, Push-Ups: 50%, Sit and Reach: 74%, Trunk Lift: 56%	Body Mass Index: 53%, Cardio: 67%, Curl-Ups: 72%, Push-Ups: 52%, Sit and Reach: 76%, Trunk Lift: 58%	Body Mass Index: 51%, Cardio: 73%, Curl-Ups: 63%, Push-Ups: 28%, Sit and Reach: 67%, Trunk Lift: 47%	Body Mass Index: N, Cardio: Y, Curl-Ups: N, Push-Ups: N, Sit and Reach: N, Trunk Lift: N

#### Student Fitness Strategy #1

Plan and implement Physical Education lessons that include 50% of moderate to vigorous activity weekly.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
PE Teacher	2017 Data Report	2018 Data Report	August 2017	June 2018		Keep
Teachers						

#### Student Fitness Strategy #2

Plan and implement AISD Brain Breaks during the instructional day using identified AISD Brain Break resources, Go Noodle, or HOPSports (all free to the district).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Teachers	2017 Data Report	2018 Data Report	August 2017	June 2018		Keep

#### Student Fitness Strategy #3

Provide before- and/or after-school physical activity opportunities, such as running clubs, intramurals, and open gyms for nonathletic students.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 Data Report	2018 Data Report	August 2017	June 2018		Keep

#### Student Fitness Strategy #4

Share Fitnessgram data with campus staff, parents and students.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
PE Teacher	2017 Data Report	2018 Data Report	August 2017	June 2018		Keep

**Student Fitness Strategy #5**

Plan and follow a campus WOW schedule to ensure 135 minutes of structured physical activity is provided per week.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Teachers	2017 Data Report	2018 Data Report	August 2017	June 2018		Keep

**2015-2020 Strategic Plan Key Action Step**

1.3d: Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Barrington Elementary Campus Improvement Plan 2017-2018

### Focus Area: Writing

#### Performance Objective

We will deliver strong core instruction to all students in the area of writing.

#### Data Reviewed During Needs Assessment

- 2017 STAAR Writing results
- District Benchmark Item Analysis

#### Safeguards Missed

- Writing - All <60%
- Writing - Hisp <60%
- Writing - ECD <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on STAAR Writing	All Students: 52.9, Hispanic: 52.6, African American 57.1, White: NA, ECD: 52.4, LEP: 47.5, SPED: 33.3	All Students: 60, Hispanic: 59.7, African American 63.5, White: NA, ECD: 59.5, LEP: 55.4, SPED: 43.3	All Students: 38.7, Hispanic: 38.8, African American 50, White: 0, ECD: 38.3, LEP: 38.5, SPED: 30	All Students: N, Hispanic: N, African American N, White: N, ECD: N, LEP: N, SPED: N

#### Writing Strategy #1

Strengthen Tier 1 LA instruction by leveraging Literacy Plan resources (LA schedules, classroom norms, and glossary of terms) and district curriculum (YPGs and SPGs).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Teachers	2017 STAAR Results Classroom Observations	2018 STAAR Results	August 2017	June 2018		Keep
Administrators						

#### Writing Strategy #2

Ensure that LA teachers at each grade level teach writing process instruction in the LA block with attention to conventions that are connected to mentor texts and student writing.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Administrators	2017 STAAR Results Student-teacher conference records Writing Samples Common Assessment	2018 STAAR Results	August 2017	June 2018		Keep

	Results					
Teachers						

**Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

3.1a: Develop and implement a literacy plan that includes the Science of Writing instruction and includes practical applications of concepts.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

- Bilingual/ESL Indicator 2v: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3v: LEP (Not served in ESL) STAAR 3-8 Passing Rate
- NCLB Indicator 1v: Title 1, Part A STAAR 3-8 Passing Rate
- SPED Indicator 1v: SPED STAAR 3-8 Passing Rate

**TEA Strategic Priorities**

D: Improve low-performing schools.



## Barrington Elementary Campus Improvement Plan 2017-2018

### Campus Advisory Council Exit Survey

Did the CAC approve the professional development portion of the CIP?	Yes
Was the CAC given an opportunity to provide input on the campus budget?	Yes
Approximately how many hours did the CAC and/or CAC subcommittees spend on CIP development?	5

Position	Name	Date
Principal	Gilma Sanchez	10/17//2016
Co-Chair	Yeyn Aguilar	10/17/2016
Co-Chair	Maria Rivers	10/17/2016

**149 Barrington Revision 05** Principal Gilma Sanchez Date \_\_\_\_\_

**2017-2018  
INITIAL ALLOCATION**

Bookkeeper Mitze Ruiz Date \_\_\_\_\_  
Associate Supt. Gilbert Hicks Date \_\_\_\_\_

**Title I Allocation** **\$322,564**  
**Parent Allocation** **\$3,258** *Must be budgeted for Parent Involvement*  
**Total Title I Allocation** **\$325,822**

Staffed Positions And Program Intent Codes	PIC	(a)	(b)	(c)
	Program Code	2017-2018 Requested Staffing Allocation	Total Actual Salaries <b>Including Benefits</b>	Average Salaries <b>Including Benefits</b>
<b>Administration</b>				
034/038 Assist. Prin/Helping Teacher (195)	30			78,442
Other:				
<b>Sub-Total Administration</b>		<b>0.00</b>	<b>\$ -</b>	
<b>Professional</b>				
214 Counselor (187)	30			68,257
203 Librarian (187)	30			67,025
Other:	30			
<b>Sub-Total Professional</b>		<b>0.00</b>	<b>\$ -</b>	
<b>Specialist/Coach - Working with students</b> 211 14911830.0000 6119				
140 Math Specialist/Coach (187)	30			63,936
140 Literacy Specialist/Coach (187)	30			63,936
140 Curriculum Specialist/Coach (187)	30	3.00	\$ 191,808	63,936
Other:	30			63,936
Other:	30			
<b>Sub-Total Specialist/Coach</b>		<b>3.00</b>	<b>\$ 191,808</b>	
<b>Specialist/Coach - Working with teachers</b> 211 14913830.0000 6119				
140 Math Specialist/Coach (187)	30			63,936
140 Literacy Specialist/Coach (187)	30			63,936
140 Curriculum Specialist/Coach (187)	30			63,936
Other	30			
<b>Sub-Total Specialist/Coach</b>		<b>0.00</b>	<b>\$ -</b>	
<b>Teacher</b>				
936 Kindergarten Teacher (187)	30			63,936
936 First Grade Teacher (187)	30			63,936
936 Second Grade Teacher (187)	30			63,936
936 Third Grade Teacher (187)	30			63,936
936 Fourth Grade Teacher (187)	30			63,936
936 Fifth Grade Teacher (187)	30			63,936
936 Sixth Grade Teacher (187)	30			63,936
936 Math Coach (187)	30			63,936
936 Reading Coach (187)	30			63,936
920 Special Education Teacher (187)	30			63,936
960 Bilingual Teacher (187)	30			63,936
950 Art Teacher (187)	30			63,936
952 Music Teacher (187)	30			63,936
954 P.E. Teacher (187)	30			63,936
Other:				
<b>Sub-Total Teacher</b>		<b>0.00</b>	<b>0</b>	
<b>Page 1 Total</b>				
		<b>3.00</b>	<b>191,808</b>	

**149 Barrington Revision 05.05.17**

Staffed Positions And Program Intent Codes		PIC	(a)	(b)	(c)
		Program Code	2017-2018 Requested Staffing Allocation	Actual Salaries Including Benefits	Average Salaries Including Benefits
<b>Classified -Clerical</b>					
464	Library Clerk (218)	30			35,302
	Other:				
	Other:				
	Other:				
	<b>Sub-Total Clerical</b>		<b>0.00</b>	<b>\$ -</b>	
<b>Classified-Other Personnel</b>					
510	Teacher Assistant, Special Ed (209)	30			36,086
510	Teacher Assistant, Bilingual (209)	30			36,086
510	Teacher Assistant, Regular (209)	30			36,086
494	Parent Support Specialist (209)	30			44,407
512	Computer Lab Assistant (209)	30			37,754
860	Technology Support Specialist (209)	30			42,525
	Other:				
	Other:				
	Other:				
	Other:				
	<b>Sub-Total-Other</b>		<b>0.00</b>	<b>\$ -</b>	
	<b>Page 2 Total</b>		<b>0.00</b>	<b>\$ -</b>	
	<b>Total Staffing Allocation</b>		<b>3.00</b>	<b>191,808</b>	

Comments:

# 149 Barrington Revision 05.05.17

<b>Total Title I Allocation</b>	<b>\$ 325,822</b>
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Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either <b>Staff</b> or <b>Non-Staff</b> items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.			(d) Non-Staff Allocations
<b>Instructional (Function 11)</b>			
TITLE I Substitutes (including Benefits)	211 14911830 0000 6112	\$	4,500
TITLE I Extra Duty (including Benefits)	211 14911830 0000 6118	\$	15,000
TITLE I Part Time Hourly	211 14911830 0000 6125	\$	38,269
TITLE I Equipment Rental (Copier)	211 14911830 0000 6265	\$	13,500
TITLE I Contracted Services	211 14911830 0000 6298	\$	15,000
TITLE I Reproduction/Printing	211 14911830 0000 6299	\$	5,000
TITLE I Other Reading Materials	211 14911830 0000 6329	\$	500
TITLE I Testing Materials	211 14911830 0000 6339	\$	2,650
TITLE I Computer Related <\$5,000	211 14911830 0000 6396	\$	2,000
TITLE I Software	211 14911830 0000 6397	\$	1,800
TITLE I Equipment <\$5,000 per Unit	211 14911830 0000 6398		
TITLE I Gen Supplies-Compensatory Ed.	211 14911830 0000 6399	\$	5,247
TITLE I Student Travel (Rental)	211 14911830 0000 6412	\$	2,200
TITLE I Field Trips (Yellow School Buses)	211 14911830 0000 6494	\$	1,600
TITLE I Refreshments	211 14911830 0000 6497	\$	400
TITLE I Miscellaneous Operating Expense	211 14911830 0000 6499	\$	3,500
Other: Summer School	211 149116399 0	\$	1,000
Other:			
Other:			
Other:			
<b>Function 11 Total</b>			<b>\$ 112,166</b>
<b>Instructional Resource -Library (Function 12)</b>			
TITLE I Other Reading Materials	211 14912830 0000 6329	\$	2,000
TITLE I Software	211 14912830 0000 6397		
TITLE I General Supplies	211 14912830 0000 6399		
Other:			
Other:			
Other:			
Other:			
Other:			
<b>Function 12 Total</b>			<b>\$ 2,000</b>
<b>Staff Training (Function 13)</b>			
TITLE I Substitutes (including Benefits)	211 14913830 0000 6112		
TITLE I Ex Duty Pay (including Benefits)	211 14913830 0000 6118	\$	5,500
TITLE I Contracted Services	211 14913830 0000 6298		
TITLE I Reproduction/Printing	211 14913830 0000 6299		
TITLE I Reading Material	211 14913830 0000 6329		
TITLE I General Supplies	211 14913830 0000 6399		
TITLE I Travel & Registration	211 14913830 0000 6411		
Other:			
Other:			
Other:			
Other:			
<b>Function 13 Total</b>			<b>\$ 5,500</b>

## 149 Barrington Revision 05.05.17

Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either <b>Staff</b> or <b>Non-Staff</b> items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.		(d) Non-Staff Allocations
<b>School Administration (Function 23)</b>		
TITLE I Clerical Overtime (including benefit	211 14923830 0000 6121	
TITLE I Reproduction/Printing	211 14923830 0000 6299	
TITLE I Other Reading Materials	211 14923830 0000 6329	
TITLE I Equipment <\$5000	211 14923830 0000 6398	
TITLE I General Supplies	211 14923830 0000 6399	
TITLE I Travel & Registration	211 14923830 0000 6411	\$ 1,000
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
<b>Function 23 Total</b>		<b>\$ 1,000</b>
<b>Counseling Services (Function 31)</b>		
TITLE I Other Reading Materials	211 14931830 0000 6329	
TITLE I Software	211 14931830 0000 6397	
TITLE I General Supplies	211 14931830 0000 6399	\$ 500
TITLE I Travel & Registration	211 14931830 0000 6411	
Other:		
Other:		
Other:		
<b>Function 31 Total</b>		<b>\$ 500</b>
<b>Maintenance &amp; Operations (Function 51)</b>		
TITLE I Custodial Overtime (including Benef	211 14951830 0000 6121	
Other:		
Other:		
<b>Function 51 Total</b>		<b>\$ -</b>
<b>Community Services (Function 61)</b>		
TITLE I Classified Overtime	211 14961830 0000 6121	
TITLE I Reproduction/Printing	211 14961830 0000 6299	
TITLE I General Supplies	211 14961830 0000 6399	\$ 2,002
TITLE I Travel & Registration	211 14961830 0000 6411	\$ 500
TITLE I Refreshments	211 14961830 0000 6497	\$ 756
Other:		
Other:		
<b>Function 61 Total</b>		<b>\$ 3,258</b>
<b>Other Requests (Attach Lists if Necessary)</b>		
Salary Cushion (5% of Page 2 Total)	211 14911830 0000 6148	\$ 9,590
<b>Other Requests Total</b>		<b>\$ 9,590</b>
<b>1</b>	<b>Page 4 and 4 Title I Non-Staff Allocation Total</b>	<b>\$ 134,014</b>
<b>2</b>	<b>Page 1 and 2 Title I Staff Allocation Total</b>	<b>\$ 191,808</b>
<b>3</b>	<b>Title I Total (Row 1+Row 2)</b>	<b>\$ 325,822</b>
<b>4</b>	<b>Total Title I Allocation</b>	<b>\$ 325,822</b>
	<b>Out of Balance</b>	<b>\$ 0</b>