

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



# Mission Statement

The mission of Atlanta Elementary School is to provide a high quality broad based program of instruction that challenges and motivates each student to reach their full educational potential and become successful, productive citizens. When we promote an interest in learning, students develop a respect for themselves and others.

# Vision

Our AISD vision is to create and nurture a systemic district-wide 21st century classroom environment that enables our learners to be successful in a global society.

# Value Statement

At Atlanta Elementary School we WORK HARD and DREAM BIG.

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# Comprehensive Needs Assessment

Revised/Approved: October 26, 2018

## Demographics

### Demographics Summary

TEA Performance reporting documents: 2017-2018 School Year Data

Total Student Count: 335

Enrollment:

2nd grade - 108    3rd grade - 111    4th grade – 116

For the 2018-2019 school year, the district has moved 5<sup>th</sup> grade back to the elementary campus and 2<sup>nd</sup> grade to the primary campus. Atlanta Elementary is now a 3<sup>rd</sup> grade through 5<sup>th</sup> grade campus. We have had an increase in student numbers bringing our total enrollment count to 343 students.

### Atlanta Elementary has the following Ethnic Distribution:

African American 32.5

Hispanic 9.6%

White 52.2%

Two or More Races 4.5% At-Risk 33.4%

### Special Populations:

Economically Disadvantaged 70.1%

English Language Learners 3.3

Mobility (2017-2018) 9.2%

Special Education 12.2%

Student Disciplinary Placement (2017-2018) 1.3%

### **Staff Information**

Total Staff 41.3

Teachers 24.8

Professional Support 6.3

Campus Administrators 1.2

Educational Aides 9.0

### **Demographics Strengths**

Staffing has allowed low teacher to student ratio which has been maintained over several years.

Staffing and scheduling has allowed more interventions for students.

# Student Achievement

## Student Achievement Summary

Our student achievement data is disaggregated to several degrees. First as a campus, by grade level and subject area, by level of achievement - approaches grade level, meets grade level, and masters grade level. We also look at growth for each student.

The committee reviewed the Texas Education Agency 2018 Accountability Reports. Atlanta Elementary Met Standard in all areas. AES received distinctions in all five eligible areas. Distinctions earned were:

- Academic Achievement in ELA/Reading where we were in the 1<sup>st</sup> quartile in four out of five indicators.
- Academic Achievement in Math where we were in the 1<sup>st</sup> quartile in three out of four indicators.
- Top 25 Percent: Comparative Academic Growth (AG) where we had an AG score of 85 with a target of 82.
- Top 25 Percent: Comparative Closing the Gaps (CTG) where we had an CTG score of 94 with a target of 76.
- Postsecondary Readiness where we had 2 out of 2 indicators in the 1<sup>st</sup> quartile.

Previous years distinctions were as follows: One distinction in 2013, two distinctions in 2014, four distinctions in 2015, three distinctions in 2016, and two distinctions in 2017. We have accomplished our best year yet in 2018.

Our STAAR performance resulted in first quartile performance on the 2018 tests in all but two areas. Those areas were Attendance Rate; Grade 3 and grade 4 Reading Performance (Masters Grade Level); Grade 3 and Grade 4 Math Performance (Masters Grade Level); Grade 4 Writing (Masters Grade Level); Percent of STAAR Results at Meets Grade Level or Above (All Subjects); and Percent of Grade 3-8 Results at Meets Grade Level or above in both Reading and Math. The areas we did not meet Quartile 1 expectations were in Accelerated Student Growth in ELS/Reading where we were in the 3<sup>rd</sup> quartile and Accelerated Student Growth in Math where we were in the 2<sup>nd</sup> quartile.

Our Campus earned an Overall Accountability rating of 91 – Met Standards. This indicates every subpop is on target and/or showing growth. Our tier one basic instruction and our intervention programs are positively impacting our student population.

Our demographic data revealed the only areas indicated for concern were our African American and our Special Education subpopulations. We increased our performance for approaches standards by 11 percentage points but were still at a 65% rate. Our Special Education was down 5 percentage points and at a 40% approaches standard.

Data from the Middle School campus for our Grade 5 indicated our Math dropped only one percentage point (from 87% to 86%). In Reading, they were up six percentage points (from 69% to 75%) and in Science, they were down five percentage points (from 74% to 69%).

Our African American subpop performance has improved from previous years, but is still a major concern (from 54% to 65%).

## Student Achievement Strengths

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Our Campus earned an Overall Accountability rating of 91 – Met Standards. This indicates every subpop is on average is showing growth. Our tier one basic instruction and our intervention programs are positively impacting our student population.

# School Culture and Climate

## School Culture and Climate Summary

Rabbit Pride is emphasized throughout the year during morning announcements, during special programs and in good character recognition. High school representatives in their game day attire are invited to AES and happily comply to greet our students in the mornings on game days to enhance Rabbit Pride. Students and teachers alike support and check behaviors to encourage good choices.

Under the school climate goal, we have installed phones in every classroom for the safety and technology availability for all in the building. An added bonus is the ease of communication with teachers and parents. All outside doors are locked. A monitoring system is used throughout the building to monitor all areas of the school. Teachers keep classroom doors locked and we have added the Nighlock Lockdown system to enhance safety in case of a lockdown situation. Safety drills are practiced throughout the year for fire, bad weather, shelter in place, etc as well.

A Bucket Filler Award is given each six weeks for students always helping and including others throughout the school. Recognition through a Hats Off Award exhibiting good character and acts of kindness has students working for rewards. Building Relationships with AISD students with local staff development has been provided to staff. Beginning of the year training on the use of TEAM meeting will enhance the relationship building as well as adding value to each student as they are a part of the TEAM. The year will begin with TEAM building activities incorporated into each day for the first few weeks. Then each class will conduct weekly TEAM meetings at a designated time built into the schedule. These practices are implemented throughout the building. All staff, including para-professionals and bus drivers receive this training at the beginning of the school year. Our campus counselor has incorporated study lunches to provide character lessons to all students throughout the year.

Our Atlanta ISD nursing staff reported training for all staff has been completed at the beginning of the school year. Our district nurse team has provided general training for diabetes, allergens, general care and assistance to teachers for safely dealing with common medical issues at school. Additionally, AED drills will be built into the school crisis drill schedule. Atlanta Elementary is a well maintained building. It is aesthetically pleasing inside and out. The custodial staff takes pride in its appearance. Issues are reported and maintained in a timely manner as they occur.

Student behavior and discipline is mostly handled by the teacher in the classroom. There are a few behaviors that indicate administration interventions. This is a very small percentage of students.

AES pride will be exhibited with the re-introduction of UIL to grade three and four. It will continue in grade five.

## School Culture and Climate Strengths

We have implemented Hats-Off Award and will be continuing with our effective character education activities.



AES school pride is evident throughout the grounds and in the student and staff activities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Our campus employees are currently all certified and highly qualified. Teachers are evaluated using TTESS data from formal and informal observations. Data from Power Walks will also be used to measure and maintain high quality instruction. Staff attendance rate on our campus is above average. Professional development is encouraged and supported in specific areas of need for student/subjects assigned. Our new teachers have multiple layers of support beginning with partner teachers in grade level/subject areas. Planning/strategy support is provided by grade level team. Reading and math specialist provide constructive criticism from informal observations. Professional development is provided for areas of concern as well as current and innovative strategies provided for all staff for continuous improvement. District Administration provides a Director of New Staff Mentor that evaluates and communicates with new staff members to ensure a successful integration into their position. AES maintains a teacher/student ratio of 22:1 in the general education classrooms. Smaller groups are maintained in special education and response to intervention classrooms.

Response to Intervention (RtI) teachers are some of the most experienced and effective teachers on this campus. They are assigned to meet the needs of students, as well as, provide for students of all academic levels.

Ms. Whatley is the district director of mentoring. She provides opportunity for staff development for all teachers. She also meets with new staff and provides extra professional development for those teachers. New teachers also have the support of their grade level teams. Each has a grade level general information and subject area mentor. They are included as part of the grade level team in decisions and recommendations. Staff development surveys are reviewed at the end of the year during summative conferences. Recommendations for professional development are accepted throughout the year, District level decisions are made through the administrative staff. Campus professional development decisions are made by the campus leadership team.

Continuous improvement comes from staff self reflection, student performance, and data collected through multiple means. Teachers are constantly updating teaching strategies and curriculum to enhance student learning.

## Staff Quality, Recruitment, and Retention Strengths

Even with the addition of 5th grade, our teacher to student ratio of 22:1 is maintained in the general education classrooms.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Lesson plans, STAAR performance, curriculum maps and scope and sequences are clearly linked to the state TEKS. Our student performance, curriculum evaluation by teachers and supplemental materials/programs implemented indicate their effectiveness. Bell to bell activities ensure maximum engagement for students. Teachers move students to higher order thinking through questioning techniques and tasks assigned.

Beginning of the year verticle alignment meetings help to focus support for our students. Challenges are implemented to encourage growth at every level.

Our learning goals have been expanded to include challenging activities to increase exploration of passions among all of our students by implementing a Schoolwide Enrichment Program (SEM) called BEST (Believing in Every Student's Talents). Students will choose areas of interest through surveys. They will explore their choices in short term and long term areas. We anticipate this will develop critical thinking and increase student test performance. We have added reading and math challenges where students are encouraged to reach beyond the regular school assignments. Our Accelerated Reading and Imagine Math programs are used for these incentives.

Our Response to Intervention (RtI) teachers will continue to allow the classroom teacher to keep low achieving students and our RtI teachers will pull the rest of the students out to build critical thinking and reinforce concepts at individual pace. Their instruction will include computer lab individually progressive programs and center type activities in their classroom instruction.

We have provided our students receiving dyslexia services during RtI time with additional math instruction during an activity period during the week. We have an Early Bird Computer program that provides 48 computers for extra practice from 7:30 am until about 8:00 am each school day. Math is the focus of this time. Basic math skills are developed at an individual pace through the Imagine Math program. Our GT instructor will implement math/technology related activities through a new activity time called Think Lab. Tutoring for low performing students in math and reading will be provided through an after school program implemented this year called BLAST.

Reading challenges designed to motivate students to read with purpose have been implemented. Rewards for completion throughout the year will keep interests up. Reading will help in every academic area.

Math challenge to encourage math confidence and success will be implemented using Imagine Math program. Motivation through the use of rewards will be used throughout the year.

Systematic Instruction in Phoneme Awareness Phonics & Sight Words, SIPPS, program has been added to our 3rd grade reading curriculum to enhance reading academic performance. A curriculum alignment meeting with Atlanta Primary School teachers occurred at the beginning of the year will help keep the campuses aligned in a reading/phonics program.

Power Walks walkthrough data will be gathered by leadership team and reviewed with staff members every grading period to measure and analyze best instructional practices. The Fundamental Five principles will be implemented and ingrained in all areas of campus planning, instruction, and assessment. Lesson plans and appraisal data will be used to evaluate effectiveness of strategies.

Constant evaluation of data for every student is used to adjust level of support required of each student. These data meetings occur at least after each six weeks assessment or benchmark is performed.

AES teachers will continue with Student Learning Objective in all grade levels and subject areas. T-Tess will include this component of each teachers evaluation.

### **Curriculum, Instruction, and Assessment Strengths**

Data drives the programs and needs for students and teachers. Programs are reviewed and implemented if there is a need in that area. Student/Teacher/Administrator growth is the evidence targeted.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Mrs. Amy Stewart and Mrs. Terri Peace, our parent volunteer representatives, have used our parent group on Facebook to inform parents about upcoming events and request parent volunteers for different events. We will be emphasizing the need for volunteers for numerous reasons - not always during the school hours. They have reported several parents are in the group. These two ladies have volunteered to be new campus co-coordinator for this school year. They will work with campus leadership to grow and strengthen the AES STARS program.

Our after school program, BLAST, will implement community involvement nights throughout the year.

Community businesses have partnered with our campus to provide student opportunities to learn about different careers. Students have seen many of these professionals during our BEST program.

A community business has partnered with our fine arts department on the elementary campus to join with TRAHC - Texarkana Regional Arts and Humanities Council - a Texarkana based organization dedicated to ArtSmart where their mission is to "grow educational excellence through the arts." This addition to our curriculum will build interest in the arts and provide opportunities to incorporate best practices from a forum on Achieving Education Excellence Through the Arts.

Quarterly newsletters highlight the outstanding activities provided for students at Atlanta Elementary. Positive publicity is shared with the Atlanta ISD website, facebook page, and local newspaper.

Our campus sitebased committee has parent and community leaders included. This committee makes decisions that impact school. They are encouraged to make recommendations for the school and for professional development.

Our Hispanic community continues to grow. We have district staff available for translators when needed. School mail is sent in English and Spanish when necessary.

Our school nurse/counselor provides pamphlets about health/academic/mental health issues. These include Home & School Connection newsletters, Allergy and Asthma pamphlets, as well as, other literacy/academic informative articles. Our district nursing staff provides hearing and vision screenings, spinal screening for 5th grade girls, the mobile asthma clinic on campus, flu shot clinic, other health screening for staff, and the dental clinic.

## Parent and Community Engagement Strengths

Positive publicity changes the perception of the school and the community. We strive to share positive activities effectively through several different venues.



# **School Context and Organization**

## **School Context and Organization Summary**

The master schedule allows for RtI (response to interventions) to use a 45 minute block within the school day as remediation for all students. This time allows language arts (reading and writing), math and science interventions. Dyslexia students are served during this time as well. Teachers are allowed to work with a small group of academically weak students while a large portion of their class attends other academic intervention times which are designed to challenge and enhance performance of all students. This creative schedule resulted in teacher recommendations for grouping and instructing. The groups are evaluated after each universal assessment (usually a six weeks assessment) for adjustments and fluid student instruction.

## **School Context and Organization Strengths**

Creative scheduling to effectively use all instructional minutes possible.

# Technology

## Technology Summary

Technology across the Atlanta Independent School District exceeds the surrounding areas access to resources for our staff. A campus wide VDI program was installed replacing classroom hard drives. These devices provide teachers access to their desktops on any internet computer device. Home access is possible.

Interactive TV's have been implemented in all general classrooms this year. Other classrooms will follow. These have enhanced teaching and students enjoy visually enhanced lessons. This has been a great teaching aid enjoyed by both students and teachers.

Teachers are investing time and energy into our technology resources that have expanded from a couple of classroom computers and a technology lab to portable iPods, iPads, student chrome books, document cameras, an audio system in each classroom. Currently, we have added "Dragonfly", a speech to text software for student accommodations. A 3-D printer, an OSMO application, and a KANO program has enhanced a Think Lab for student activity time. Many of these items were secured by an Atlanta ISD Foundation grant. Grants have allowed us to add virtual reality learning to our campus, as well as, additional robotic kits for campus use.

For the coming school year, AES will be receiving additional iPads for each classroom to allow for more student technology interaction in the regular instruction class time. All staff have also received a Google Chromebook and received training to incorporate into class instruction and preparation. In addition, the AISD Technology staff has two technology curriculum positions to assist teachers with finding and implementing technology to enhance instruction.

A site for Atlanta Elementary on social media will be used to promote positive public perception of innovative things happening on our campus.

## Technology Strengths

Our technology available for our students and staff is abundant. It is well maintained and updated by our technology staff.



# 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

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

- Attendance data
- Discipline records

### **Employee Data**

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

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

- Budgets/entitlements and expenditures data
- Study of best practices







# Goals

## Goal 1: 100% of our students will learn and improve on state and federal standards at their individual levels.









**Performance Objective 1:** Atlanta Elementary School will "meet standards" and/or receive distinctions in eligible categories. Eighty percent of all students and sub-populations assessed in grade 3-5 will pass STAAR assessments. Progress Monitoring will be used to evaluate all students.











### Evaluation Data Source(s) 1:












### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Coordinate funding sources to achieve maximum effectiveness to address the academic needs of AES students.</p>	Campus Administrators Support Staff Teachers	Efficient use of funds to improve academic performance of students				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Use of emerging technologies &amp; innovative practices will be implemented to enhance instruction. Critical thinking skills in problem solving in integrated subject areas. Technology personnel will teachers in enhancing instruction through use of technology.</p>	Principal Teachers Technology Staff	Increased use of technology and higher assessment results.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) All staff will be made aware of STAAR/TEKS objectives and updates. Test objectives will be disseminated, explained and updated through staff meetings.</p>	Principal Counselor Specialists Teachers	Successful state performance ratings and distinctions.				

<p><b>Critical Success Factors</b> CSF 2 CSF 3 CSF 5</p> <p>4) Use parents, community volunteers, and community business participants in the campus committee to plan goals and make adjustments to the CIP.</p>	<p>Community/Business, Counselor(s), Interventionists, Parents, Principal, School Nurse, Special Ed Teachers, Specialists, Support Staff, Teacher(s), Technology Staff</p>	<p>Annual revisions of campus plan.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Instructional materials, strategies and assessments will coincide with STAAR tests format. Updated material will be investigated for our purposes before purchases. Math trainings will be attended by math teachers where presented strategies for STAAR objectives can be implemented in classroom instruction in addition to Sharon Wells Curriculum training each 6 weeks. Writing workshops, reading workshops and SIPPS training will enhance ELAR areas.</p>	<p>Campus Administrators Specialists Teachers</p>	<p>Continuous student improvement in state assessed areas.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Periodic evaluations and adjustments of the effectiveness of the instruction in regards to African American, special educations, at risk, and economically disadvantaged students. Individual data is used to determine placement in tiered RtI supports.</p>	<p>Campus Administrators, Interventionists, Special Ed Teachers, Specialists, Support Staff, Teacher(s)</p>	<p>Data meetings evaluating individual student progress.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Intensive instructional efforts will be focused on specific target groups needing improvement campus wide. Differentiated grouping for targeted intervention needs during school day scheduled advisory time.</p>	<p>Campus Administrators, Principal, Specialists, Support Staff, Teacher(s)</p>	<p>Improved student academic growth.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>8) A coordinated effort will be made by students, parents, and staff members to maintain at least 96% average daily attendance for the year. They will attend each official school day except with absences due to illness or extenuating circumstances.</p>	<p>Campus Administrators, Community/Business, Interventionists, Librarian, Office Staff, Parents, Principal, School Nurse, Special Ed Teachers, Specialists, Support Staff, Teacher(s)</p>	<p>Recognition of class and individual high attendance at six weeks ceremony and end of the year awards *Daily phone contact for accountability due to student absence. Class perfect attendance recognized daily with shout outs in the morning announcements.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Staff development will be conducted through in-service workshops/faculty meetings. Surveys will be used to evaluate needs and effectiveness. Monitoring evaluations and lesson plans will be used to measure the level of implementation/impact professional development has had on instruction.</p>	<p>Campus Administrators, Counselor(s), Principal, Specialists</p>	<p>Improved instruction resulting in improved student academic performance.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>10) Highly qualified personnel, including minority teachers, and the retention of those teachers will promote diversity and tolerance plus provide good role models for all students.</p>	<p>Campus Administrators, Counselor(s), Human Resources, Principal, Specialists, Teacher(s)</p>	<p>School-wide improvement in academic and behavior performance</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>11) All grade levels will continually address, monitor and re-evaluate student progress through ongoing instructional and assessment activities including Response to Intervention techniques, released STAAR and extended day/year data.</p>	<p>Campus Administrators, CIT Committee, Interventionists, Principal, Specialists, Support Staff, Teacher(s) Each grading period (6 wks)</p>	<p>Six Week report card and assessment performances. Distinctions in state rating for assessment performance</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>12) Data meetings with staff stakeholders will be conducted to ensure proper level of support for all students. Progress monitoring sheets will be reviewed periodically to evaluate/adjust levels of support for all students.</p>	<p>Campus Administrators, Counselor(s), Interventionists, Specialists, Support Staff, Teacher(s)</p>	<p>Continuous student improvement</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>13) School-wide Enrichment Model called BEST (Believing in Every Student's Talents) encourages AES learners to experience a wide variety of areas gaining a broad range of base knowledge no matter the ethnicity, academic or economic status of each student. This builds background knowledge that has contributed in all tested areas. Many TEKS are addressed through SEM activities. SEM coordinator and AES teachers attended Confratude training with Renzoli, a GT education expert, and then presented to staff on implementation of BEST. Community members are asked to participate in this program by sharing their own skills.</p>	<p>Campus Administrators, Support Staff, Teacher(s)</p>	<p>Weekly updates on student activities and products shared campus-wide through technology. Six weeks Awe"SEM" Assembly with rewards and recognition for participants. Yearly teacher and student reflections used to adjust for next sessions.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) SIPPS phonics program will continue to enhance 3rd grade reading curriculum to vertically align with the 2nd grade reading curriculum and building reading fluency for all students.</p>	<p>Campus Administrators, Specialists, Teacher(s)</p>	<p>Improvement in reading progress monitoring.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>15) Early Birds Math practice is available daily for students from 7:25 until 7:55 in the computer lab.</p>	<p>Campus Administrators, Specialists</p>	<p>High involvement in extended learning opportunities.</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>16) Incorporation of Imagination Math and Reading Challenges to self-motivate students to achieve.</p>	<p>Campus Administrators, Interventionists, Specialists, Teacher(s)</p>	<p>Participation, state performance rating</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>17) Partnership with TRAHC in the implementation of Art Smart program. Art Smart will provide professional development opportunities for staff on implementing instructional strategies using the arts. The program will also allow for artists to visit campus and teach TEKS and STAAR objectives to students through the arts.</p>	<p>Campus Administrators, Community/Business, Support Staff, Teacher(s)</p>	<p>Student participation. State and local performance assessment data</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>18) Implementation and incorporation of "The Fundamental Five." These five principles of learning will be incorporated into lesson planning, instruction, assessment, and monitoring throughout the school year on a daily basis.</p>	<p>Campus Administrators, Interventionists, Principal, Teacher(s), Technology Staff</p>	<p>Increase of academic performance due to implementation of instructional techniques presented in "The Fundamental Five".</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>19) Cross-Curricular enrichment added to the TAGS curriculum to build critical thinking.</p>	<p>Campus Administrators, Specialists, Teacher(s), GT Coordinator</p>	<p>Increase in Advanced Performance on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>20) Use of "Think Lab" where students can imagine, create, investigate, and problem solve in a team work setting. Students will use 3D printers, Kano Coding system, Virtual Reality, circuit building, etc.</p>	<p>Campus Administrators, Parents, Principal, Teacher(s), Technology Staff</p>	<p>Increased use of technology and academic performance.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>21) Encourage participation in Academic UIL events to broaden opportunities and create a sense of pride at district UIL meet.</p>	<p>Campus Administrators, Counselor(s), Teachers, Paraprofessionals</p>	<p>Increased achievement and participation in academic activities.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>22) Incorporate use of BLAST after school program to create an extended learning environment through academic and enrichment opportunities.</p>	<p>BLAST Director, Site Coordinator, teachers and paraprofessionals, Campus Administrators and teachers</p>	<p>Increased academic performance due to enhanced learning opportunities.</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 1:** 100% of our students will learn and improve on state and federal standards at their individual levels.

**Performance Objective 2:** AES will encourage students to meet their full potential using incentives and self-motivating techniques.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Accelerated Reading and Imagination Math rewards will provide individual incentives and class incentives.</p>	Campus Administrators, Librarian, Special Ed Teachers, Specialists, Teacher(s)	Student reading and math performance will continuously improve				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Reward academic achievement and improved student performance using a Y.E.S., Youth Experiencing Success, assembly. AES STAAR Game Day (kickball tournaments, classroom games and activities, and bounce houses included) will be used to reward effort and success. Parents and community members will be invited to assemblies.</p>	Campus Administrators, Specialists, Support Staff, Teacher(s)	Student participation: teacher evaluation of student effort, improvement and achievement; parent involvement				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Incorporation of Toolbox of Social Emotional Learning skills, Relationship Building with AISD Student strategies and class meetings to build relationships and develop ownership in the class culture. This engages students to be aware of their actions and those of their classmates for self checking/correcting. It builds good character and creates a positive learning environment.</p>	Campus Administrators, Counselor(s), Interventionists, Librarian, Office Staff, Principal, School Nurse, Specialists, Support Staff, Teacher(s)	Reduced number of behavior office referrals Improved student behavior				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Individual attendance incentives using classroom rewards, as well as, class competitions at the campus and grade levels with awards announced at award ceremonies at the end of each 6-weeks. Daily recognition for perfect attendance in each classroom will be announced in the morning announcements.</p>	Campus Administrators, Counselor(s), Office Staff, Parents, Teacher(s)	High percentage in attendance campus-wide				

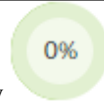




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** 100% of our students will learn and improve on state and federal standards at their individual levels.

**Performance Objective 3:** Relationship Building with AISD Students and Character Counts Program will be used to recognize and reward good character. Positive Behavior Interventions and Support Program, District Bullying Policy, Be a Bucket Filler Not a Bucket Dipper Program, Character Education classes and Sir Barry are used to challenge students to have good character. Leadership will be recognized through a Responsible Rabbit Program.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Toolbox of Social Emotional Learning skills, Relationship Building with AISD Students, Sir Barry, PBIS, District Bullying Policy, Be A Bucket Filler Not a Bucket Dipper Program, Character lessons and Responsible Rabbit programs to build relationships and the implementation of classroom meetings will promote/recognize good character and leadership skills.</p>	Campus Administrators, Counselor(s), Support Staff, Teacher(s)	Reduced number of office referrals				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Responsible Rabbits chosen weekly to lead class/school in activities to build/recognize leadership skills.</p>	Counselor(s), Principal, Teacher(s)	School-wide improved behavior Leadership quality recognition				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Hats Off Awards used to recognize exceptional character in students. Students are given the award by a staff member. Principal calls students to office to congratulate them and present certificate. Principal calls parent and explains why the student has received the award and gives the parent the opportunity to speak with the student.</p>	Administrator, teachers	Improved behavior and student leadership. Promotion of positive school/parent relationships.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						







**Goal 1:** 100% of our students will learn and improve on state and federal standards at their individual levels.

**Performance Objective 4:** AES will integrate technology into the classroom as well as in the computer labs. AES will implement emerging technologies and innovative practices for classroom communication, instruction, and assessment.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Students will use a variety of computer programs to aid integration of technology into the classroom via chromebooks, computers, ipads, virtual reality, and interactive TVs. Programs including but not limited to Accelerated Reading, Imagine Math, Imagine Math Facts, IXL.com, Study Island, Wildwest Math, BrainPop and BrainPop, Jr.</p>	Campus Administrators, Specialists, Support Staff, Teacher(s), Technology Staff	Continuous improvement in academic areas More engagement by students				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Technology TEKS covered by grade level alignment.</p>	Campus Administrators, Special Ed Teachers, Support Staff, Teacher(s), Technology Staff	Technology skills used to produce student products				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) Staff will use a variety of programs to aid instruction and use of technology in the classroom. Programs include staff E-mail accounts, computer assisted assessments, OnCourse program with grade book/lesson plans applications, SBEC , T-TESS, DMAC, Eduphoria, TEKS Resource System and other data disaggregation program.</p>	Campus Administrators, Support Staff, Teacher(s), Technology Staff	Staff increase in technology proficiency. Improved instruction.				

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Technology is used to assist and enhance instruction such as document cameras for easy viewing, Red Cat sound enhancers to aid clear audio in the classroom, and Interactive TVs and Virtual Reality to create interactive and creative participation in lessons.</p>	<p>Librarian, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Enhanced Student academic Performance</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>					












# Goal 2: 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.







**Performance Objective 1:** AES will maintain a safe, healthy and disciplined environment conducive to student learning. AES will promote good citizenship, positive character, ethics, responsibility and self-discipline. Students will be safe while at school.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Crisis Management Training for administrators and all staff. Activities to promote campus safety such as drills, locked outside doors, staff badges, use of 2-way radios when necessary, visitor sign in/out sheet, and a district resource officer on duty. Use RAPTOR software to screen campus visitors by scanning driver's license for convicted sex offenders. Use of Nightlock Lockdown System to improve lock down procedures.</p>	Campus Administrators, Support Staff, Teacher(s)	Compliance with safety measures to provide a safe learning environment				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Career awareness activities utilized to promote goal setting and career planning available to all students. Incorporation of College Awareness Week activities including guest speakers promoting college and career. Identify student interests and allow exploration of many career field during our School-wide Enrichment Model-BEST program.</p>	Campus Administrators, Counselor(s), Teacher(s)	Increased student awareness of career opportunities				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Practice safe school drills - Fire, tornado, evacuation, lockdown, bus evacuation, ALICE and AED.</p>	Campus Administrators, Office Staff, Principal, School Nurse, Teacher(s)	Drill proficiency and safe learning environment				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Alternative consequences to address decreasing ISS or/and DAEP placements plus minimal interruption of instructional class time. Implement a tracking system to track special populations to ensure individual education plan requirements are met.</p>	<p>Campus Administrators, Counselor(s), Parents, Principal, Support Staff, Teacher(s)</p>	<p>Decrease in instruction loss and behavior referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Guidance lessons for bullying awareness prevention strategies for all students, Toolkit of Social Emotional Learning (SEL), drug abuse education, relationship building strategies from Relationship Building with AISD Students, Knightly Character, Lunch and Learn, PBIS, Cyber Bullying policy, etiquette program, etc. used to teach character and acceptable social skills to all students.</p>	<p>Campus Administrators, Counselor(s), Teacher(s)</p>	<p>Campus-wide behavior improvements with decreased behavior referrals to the office and recognition of good character</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Class Meetings to increase student sense of belonging and to reinforce students use of Social Emotional Learning toolkit.</p>	<p>Campus Administrators, Counselor(s), Teacher(s)</p>	<p>Campus-wide behavior improvements with decreased behavior referrals to the office. Safe learning environment for all learners</p>				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>7) Online inservice for our teachers includes ways to identify and address sexual abuse and maltreatment of children, suicide prevention, conflict resolution, and violence prevention through special programs addressing student needs. Beginning of the year online training provided to all staff each year.</p>	<p>Counselor(s), School Nurse</p>	<p>Heightened awareness of special needs for students and a bully free school environment.</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Fire Prevention Safety Poster Contest. Winners of the contest will ride a fire truck with firemen and principal to the fire department and have lunch. Bus Safety Week Essay Contest. Winners will have lunch with policemen.</p>	<p>Teachers, Counselor, Administrator</p>	<p>Improved safety consideration by students in fire and bus situations. Improved relationships between students and law enforcement.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>9) The AISD Police Department will support the educational process by providing a safe and secure environment by building relationships with students and staff members. They will regularly visit the campus to ensure safety.</p>	<p>AISD Police Department, Administrators</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Goal 2:** 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

**Performance Objective 2:** AES will incorporate the required components of the Coordinated School Health Program including SHAC committee and the Fitness Gram Program.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) AES will incorporate the components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, staff health promotion, and family/community involvement.</p>	Campus Administrators, Counselor(s), School Nurse, Teacher(s)	Community Participation				
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) AES representative attends district School Health Advisory Council (SHAC) committee meetings. Several school/community health issues are discussed and experts are called in to share information available to raise awareness for our students and community. Recommendations are presented to our school board for student health.</p>	Campus Administrators, Counselor(s), School Nurse, Specialists, Teacher(s)	Heightened awareness of trending health issues for students, staff and community.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) All staff will successfully complete the online health courses set forth by the district's Director of School Health Services.</p>	Campus Administrators, School Nurse, Support Staff, Teacher(s), Technology Staff	Awareness of health issues and laws affecting students.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Coordinated School Health Programs goals and objectives made available to all students to highlight fitness awareness. Weekly challenge competitions used to recognize/promote fitness during physical education.</p>	Campus Administrators, School Nurse, Teacher(s)	improvement using Fitness Gram assessments for our campus				




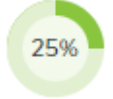








**Goal 2:** 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

**Performance Objective 3:** AES promotes healthy activities through service programs such as Jump Rope for Heart and our physical education program.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Jump Rope for Heart fundraiser for the American Heart Association</p>	Parents, Principal, Teacher(s)	Student participation will result in an awareness of healthy hearts.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) AES will provide students with lessons on good citizenship as well as an awareness physical and social environmental needs. Students develop compassion and patriotism through service project such as 911 program, Veterans Day program, food drives for local area, recycling and other community service programs.</p>	Campus Administrators, Counselor(s), Support Staff, Teacher(s)	Evidence/Recognition of positive actions.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						







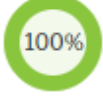



# Goal 3: All stakeholders will have avenues of input and ownership in making decisions that affect our mission.

**Performance Objective 1:** AES parents will be full partners with the educators in the education of their children through parent and community involvement.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Use parents, community volunteers, and community business participants in the campus committee to plan goals and make adjustments to the CIP. Have community input for training topics and/or programs, and, evaluate the effectiveness of programs in use.</p>	Campus Administrators, Community/Business, Counselor(s), Grade Level Chairs, Parents	Revised Campus Improvement Plan Annually				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Teachers begin the year making a positive phone call to parents to welcome students to a new year. Parent/teacher conferences held at least twice a year and then as needed in additions to 6 week report cards. Invite grandparents/grand-friends to Grandparents' Reception. Newsletter - Publicize events occurring at AES campus with student achievements and successes via Facebook, website, and news outlets.</p>	Campus Administrators, Community/Business, Counselor(s), Parents, Principal, Support Staff, Teacher(s)	Community participation				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Meet the Teacher Night, Dyslexia program information meeting, and Title 1 brochure available in the fall. Public School Week, BEST Showcase and GT Showcase nights in the spring.</p>	Campus Administrators, Counselor(s), Teacher(s)	Parent/Community participation				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Utilize parent/community volunteers to assist teachers and students. Brown bag lunches host community professionals/career life lesson leaders for students through various programs including Reader Buddies and mentoring.</p>	<p>Campus Administrators, Counselor(s), Office Staff, Parents, Principal, Support Staff, Teacher(s)</p>	<p>Positive home/school relationships</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Conferences with stakeholders to review students' STAAR or local results and data from previous school year to review methods and strategies to ensure individual student success.</p>	<p>Campus Administrators, Counselor(s), Interventionists, Parents, Specialists, Teacher(s)</p>	<p>Increased student performance on state and local assessments, report cards</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Use community members and parents as resources for you School-wide Enrichment Model-BEST program. Guest speakers and presentations enhance the background knowledge for the students. Community invitation for the showcase of culminating activities and products presented by the students. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Campus Administrators, Community/Business, Department Heads, Interventionists, Principal, Teacher(s)</p>	<p>Increased participation by community professionals</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

# Campus Administrator

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dena McCord	Principal
Administrator	Liz Booth	Assistant Principal
Administrator	Amy Holland	Counselor

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Loree Saffel	Interventionist
Classroom Teacher	Bre Ainsworth	Teacher
Classroom Teacher	Crissy Shaw	Teacher
Classroom Teacher	Brittany Hall	Teacher
Paraprofessional	Donna Sartor	Receptionist
Classroom Teacher	Tina Rapp	Special Education Teacher
Classroom Teacher	Tammi Clements	Dyslexia Teacher
Business Representative	Terri Rutland	Business Owner
Parent	Jacqueline Finley	Parent
Paraprofessional	Martha Wilson	Paraprofessional
Administrator	Dena McCord	Principal
Administrator	Liz Booth	Assistant Principal/Math Specialist
Administrator	Amy Holland	Counselor
Classroom Teacher	April Britton	Technology

# Addendums

Campus Improvement Plan Employee FTE Report  
 ATLANTA ISD  
 Summary

Function Object Organization	PIC 11 Basic Ed Services Salary FTE	PIC 21 Gifted Talented Salary FTE	PIC 22 Career Tech Salary FTE	PIC 23 Special Ed Salary FTE	PIC 24 Accel Ed Salary FTE	PIC 25 Bilingual Spec LA Salary FTE	PIC 26 AEP Basic Salary FTE
11 - 6119 INSTRUCTION - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	708,308.00	12,597.00	.00	87,398.75	.00	.00	.00
	18.8333	.3333	.0000	2.2500	.0000	.0000	.0000
<b>Totals</b>	<b>708,308.00</b>	<b>12,597.00</b>	<b>.00</b>	<b>87,398.75</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>18.8333</b>	<b>.3333</b>	<b>.0000</b>	<b>2.2500</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
11 - 6129 INSTRUCTION - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	89,748.00	.00	.00	.00
	.0000	.0000	.0000	6.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>89,748.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>6.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
12 - 6119 MEDIA SERVICES - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
23 - 6119 SCHOOL ADMINISTRATION - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
23 - 6129 SCHOOL ADMINISTRATION - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
31 - 6119 GUIDANCE & COUNSELING SERVICES - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
33 - 6129 HEALTH SERVICES - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
36 - 6119 COCURRICULAR ACTIV'S - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
51 - 6129 PLANT MAINT AND OPERATIONS - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
<b>Grand Totals</b>	<b>708,308.00</b>	<b>12,597.00</b>	<b>.00</b>	<b>177,146.75</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>18.8333</b>	<b>.3333</b>	<b>.0000</b>	<b>8.2500</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>

End of Report



Campus Improvement Plan Employee FTE Report  
 ATLANTA ISD  
 Summary

Function Object Organization	PIC 27 AEPS uppl Salary FTE	PIC 28 DAEP Basic Salary FTE	PIC 29 DAEP Suppl Salary FTE	PIC 30 Title 1 Part A Salary FTE	PIC 31 High School Allotment Salary FTE	PIC 32 Prekindergarten Salary FTE	PIC 71-89 Reserved for ESCs Salary FTE
11 - 6119 INSTRUCTION - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	66,075.25	.00	.00	.00
	.0000	.0000	.0000	1.2500	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>66,075.25</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>1.2500</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
11 - 6129 INSTRUCTION - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	44,770.00	.00	.00	.00
	.0000	.0000	.0000	3.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>44,770.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>3.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
12 - 6119 MEDIA SERVICES - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
23 - 6119 SCHOOL ADMINISTRATION - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
23 - 6129 SCHOOL ADMINISTRATION - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
31 - 6119 GUIDANCE & COUNSELING SERVICES - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
33 - 6129 HEALTH SERVICES - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
36 - 6119 COCURRICULAR ACTIV'S - Professional Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
51 - 6129 PLANT MAINT AND OPERATIONS - Support Staff							
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	.00	.00	.00	.00	.00
	.0000	.0000	.0000	.0000	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
<b>Grand Totals</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>110,845.25</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>	<b>4.2500</b>	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>

End of Report

Campus Improvement Plan Employee FTE Report  
 ATLANTA ISD  
 Summary

Function Object Organization	PIC 91 Athletics Related Salary FTE	PIC 99 Other Undistrib Salary FTE	Total PICS Salary FTE
11 - 6119 INSTRUCTION - Professional Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	874,379.00
<b>Totals</b>	<b>.0000</b>	<b>.0000</b>	<b>22.6666</b>
	<b>.0000</b>	<b>.0000</b>	<b>874,379.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>22.6666</b>
11 - 6129 INSTRUCTION - Support Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	.00	134,518.00
	.0000	.0000	9.0000
<b>Totals</b>	<b>.00</b>	<b>.00</b>	<b>134,518.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>9.0000</b>
12 - 6119 MEDIA SERVICES - Professional Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	11,598.00	11,598.00
	.0000	.3333	.3333
<b>Totals</b>	<b>.00</b>	<b>11,598.00</b>	<b>11,598.00</b>
	<b>.0000</b>	<b>.3333</b>	<b>.3333</b>
23 - 6119 SCHOOL ADMINISTRATION - Professional Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	66,000.00	66,000.00
	.0000	1.0000	1.0000
<b>Totals</b>	<b>.00</b>	<b>66,000.00</b>	<b>66,000.00</b>
	<b>.0000</b>	<b>1.0000</b>	<b>1.0000</b>
23 - 6129 SCHOOL ADMINISTRATION - Support Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	44,920.00	44,920.00
	.0000	2.0000	2.0000
<b>Totals</b>	<b>.00</b>	<b>44,920.00</b>	<b>44,920.00</b>
	<b>.0000</b>	<b>2.0000</b>	<b>2.0000</b>
31 - 6119 GUIDANCE & COUNSELING SERVICES - Professional Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	60,000.00	60,000.00
	.0000	1.0000	1.0000
<b>Totals</b>	<b>.00</b>	<b>60,000.00</b>	<b>60,000.00</b>
	<b>.0000</b>	<b>1.0000</b>	<b>1.0000</b>
33 - 6129 HEALTH SERVICES - Support Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	23,987.00	23,987.00
	.0000	1.0000	1.0000
<b>Totals</b>	<b>.00</b>	<b>23,987.00</b>	<b>23,987.00</b>
	<b>.0000</b>	<b>1.0000</b>	<b>1.0000</b>
36 - 6119 COCURRICULAR ACTIV'S - Professional Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	1,500.00	1,500.00
	.0000	.0000	.0000
<b>Totals</b>	<b>.00</b>	<b>1,500.00</b>	<b>1,500.00</b>
	<b>.0000</b>	<b>.0000</b>	<b>.0000</b>
51 - 6129 PLANT MAINT AND OPERATIONS - Support Staff			
106 - ATLANTA ELEMENTARY SCHOOL	.00	41,937.00	41,937.00
	.0000	2.0000	2.0000
<b>Totals</b>	<b>.00</b>	<b>41,937.00</b>	<b>41,937.00</b>
	<b>.0000</b>	<b>2.0000</b>	<b>2.0000</b>
<b>Grand Totals</b>	<b>.00</b>	<b>249,942.00</b>	<b>1,258,839.00</b>
	<b>.0000</b>	<b>7.3333</b>	<b>38.9999</b>

End of Report