

Denison Independent School District
Houston Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society

Core Beliefs

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards of resources provided by the community.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	11
School Culture and Climate	14
Staff Quality, Recruitment, and Retention	15
Curriculum, Instruction, and Assessment	16
Parent and Community Engagement	17
School Context and Organization	18
Technology	19
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	21
Goals	23
Goal 1: Every employee of the district will work to provide quality learning experiences for student success.	23
Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.	34
Goal 3: Provide a safe and orderly school climate that is conducive to learning.	37
Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.	39
State Compensatory	45
Budget for Houston Elementary School	45
Personnel for Houston Elementary School	45
Title I Personnel	46
Site Based Decision Making Committee	47
Campus Funding Summary	48

Comprehensive Needs Assessment

Revised/Approved: November 5, 2024

Demographics

Demographics Summary

Houston Elementary School serves approximately 250 students in grades EE and 1st through 4th.

Houston currently has:

- 5 PreK classrooms, including 3 collaborative, 1 gen ed, and 1 ECSE
- 2 1st grade classrooms
- 2 2nd grade classrooms
- 1 3rd grade classrooms
- 2 4th grade classrooms
- 1 resource classroom

The campus student population:

African American

2021- 14.2%

2022- 15.3%

2023 - 9.4%

Hispanic

2021- 15.1%

2022- 17.9%

2023 27.5%

White

2021- 53.4%

2021- 56.5%

2022

2023 47.2%

2 or More Races

2021- 16.4%

2022- 9.5%

2023 13.3%

Economically Disadvantaged

2021- 80.6%

2022- 81.7%

2023 74.5%

Special Education

2021- 25%

2022- 22.5%

2023 20%

Emergent Bilingual

2021- 5.6%

2022- 5%

2023 5.9%

At Risk

2021- 31.5%

2022- 51.9%

2023 38.1%

Section 504

2021- 4.7%

2022- 3.8%

2023 5.9%

Dyslexia

2021- 5.6%

2022- 5.3%

2023 3.8%

Gifted and Talented

2021- .9%

2022- .4%

2023 .3%

Mobility Rate

2021- 20.5%

2022- 25.3%

2023 18.8%

Attendance

2018- 96.2%

2019- 99%

2020- COVID

2021- 94%

2022 91%

2023 94%

2024 94%

Demographics Strengths

- Professional staff are required to obtain an ESL certification to meet the needs of English Language Learners.
- Full time attendance clerk/parental involvement coordinator to work with families on attendance.
- Truancy Prevention Meetings
- Staff monitors at-risk students through SST meetings every 6 weeks.
- Campus recognizes students for meeting attendance goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Targets were missed in sub-populations resulting in a D for Domain 3: Closing the Gaps. Sub-pops include: special education, white, and hispanic. **Root Cause:** Response to Intervention (RtI) is not implemented successfully. COVID, poverty, and at-risk gaps take time and RtI process done with fidelity to fill the gaps. Staff need training to tier sub-pops.

Problem Statement 2: Houston's economically disadvantage percentage ranges from 75-82% from year to year. Students who are economically disadvantaged underperform on STAAR compared to non-economically disadvantaged students, especially in reading and math. **Root Cause:** Limited family resources and lack of stability in the home often lead to students living in poverty to fall behind academically and socially compared to non-poverty peers. Also, COVID affected disadvantaged students disproportionately and created up to 3 years of gaps. Staff need training/re-training on serving students from poverty.

Student Achievement

Student Achievement Summary

STAAR approaches/meets/masters

RLA 2024

3rd 64/38/11	4th 89/52/26
--------------	--------------

MATH 2024

3rd 70/27/2	4th 57/28/9
-------------	-------------

RLA

	STAAR 2023	STAAR 2022	STAAR 2021	STAAR 2019	STAAR 2018
3	88/55/20	85/49/27	65/41/22	85/51/31	78/35/23
4		70/43/23	81/52/29	73/52/11	71/42/16

MATH

	STAAR 2023	STAAR 2022	STAAR 2021	STAAR 2019	STAAR 2018
3	83/48/16	71/39/20	73/35/16	72/41/18	75/38/20
4		70/36/27	87/61/26	73/44/22	79/34/18

The data for meeting the state standards for approaches, meets, and masters was analyzed looking for trends, strengths, growth, and areas of concerns.

Things to consider for goals in increasing student learning:

- Effective RTI structure
- Instructional Best-Practices
- Identify Essential Standards
- Intentional Lesson Planning
- Guided Reading Training
- Social Supports coupled with academic press

Student Achievement Strengths

RLA 3rd to 4th grade achievement at approaches, meets, and masters stayed about the same 2023 to 2024.

Percentage of masters increased from 3rd to 4th in RLA (growth) from 20 to 26

Targeted Bulldog Lessons (Intervention) and protected intervention time

Full time Reading Interventionist

Schoolwide Diagnostic Screeners (QPS, TPT Phonics screener, STAR Reading & Math) used to track yearly progress, in addition to using Amira, Rigby, and Imagine Math.

Grade level teams meet once a week to collaborate on student learning (once with specialists & once with admin)

2 outside tutors are hired to help provide small group targeted intervention for all grade levels (Title 1 funded)

Title 1 teaching assistant to work with small groups

T-Tess has been implemented to identify goals, areas of reinforcement, and areas of refinement.

MTA teacher

sub-pop training in PLC

Tiered lists of RLA, math, and behavior students for tracking

HB tutoring plan

Analysis protocol for common assessments and benchmarks

IXL, Amira, iRead, Relflex, HMH for online lessons

Interim assessments to mimic STAAR

SST

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Except for 4th grade RLA, in 2024, Houston students lag behind the district and state in all levels of STAAR achievement at the MEETS level. **Root Cause:** Tier 1 instruction is not meeting the needs of 80% of students in addition to COVID gaps, high SEL needs, lack of RtI fidelity, and lack of support for paper to online testing have created these gaps.

Problem Statement 2 (Prioritized): Lack of growth or maintaining of growth from 3rd to 4th grade in both RLA and Math STAAR at the meets level. Also, great disparity between meets and masters levels at both grades. **Root Cause:** Students are not aware of 3rd grade scores; need tools for tracking in 4th grade. Intervention focuses primarily on lowest performing and not on enrichment and extension.

Problem Statement 3: SPED students lag behind their general education peers in math and RLA STAAR at the meets level. **Root Cause:** More inclusion staff needed and training needed for general education staff to design and implement specially-designed instruction.

School Culture and Climate

School Culture and Climate Summary

Houston Elementary has established high expectations for student success and an acceptance to those with learning differences or challenges. Students are viewed as individuals, each with their own set of needs. Every staff member works together to help a student achieve to their fullest potential. PLC teams meet weekly to analyze data, plan for instruction, adjust for student needs, and grow as professionals.

School Culture and Climate Strengths

At the end of each 9 weeks, the campus holds a Bulldog Bash to celebrate the accomplishments and successes of the students. Parents look forward to attending these events. We have great parent participation for these events. We feel like it's important to stop and recognize individual student successes.

The PBIS committee met this summer to refresh positive behavior strategies across the grade levels.

PK and Head Start are included in the Bulldog Bashes this year.

Behavior was a district focus over the summer of 2024. Many staff members attended trainings and gained new learning about student behavior.

Campus is doing a book study on Positive Behavior Principles: Shifting Perspectives and Aligning Practices in Schools by Dan. St. Romain.

District behavior specialist

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff are seeing a rise in challenging behaviors. Meeting high SEL needs and more extreme behaviors can take precedent over academic learning. Teacher anxiety and frustration are high. **Root Cause:** Traditional approach (black-and-white approach) to behavior. Discipline is not differentiated like academic content. Post-COVID, families in trauma, high eco dis population, and lack of consistent classroom management structures lead to more disruptions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Houston has experienced turnover within the past several years, including 4 principals in 4 years. Recruiting and retaining high quality staff members is not only a district goal but also a goal for Houston Elementary School. At the beginning of the 2024-2025 school year, we added 3 Head Start classrooms and their instructional staff and office staff. We also moved out our kindergarten, both moves in preparation for our transition to an early childhood center. We anticipate more changes for 2025-2026. We can retain staff by creating a sense of connection and belonging and a shared vision of success.

Staff Quality, Recruitment, and Retention Strengths

Teachers are collaborating in teams and with specialists to maximize student learning.

The DISD Mentoring Program works to ensure new teachers' success in the classroom and to retain highly qualified, passionate educators.

Weekly PLC Meetings

Professional development & coaching opportunities - Classroom Management, Lesson Planning, & Understanding Essential Standards.

District has provided retention bonuses.

Mentoring program is successful

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers with alternative certifications demonstrate less effective classroom management than their peers. **Root Cause:** Teachers with alternative certifications have not had a traditional student teaching experience and have no experience making a classroom management plan for their classroom.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional Learning Communities provide the structure for curriculum development and revision at Houston Elementary and in the district. Each year, teachers work with the curriculum staff to revise units and assessments based upon data or changes in the TEKS. Staff members discuss student progress of TEKS in weekly meetings with specialists and admin.

Student data can provide a snapshot of what students know and what they should know. Data helps make well-informed instructional decisions and influences how we teach, what we review, and what we readjust and reteach.

Things to consider:

- Intentional lesson planning -
- Teacher strategies that promote checking for understanding
- Using math manipulatives to support concrete understanding
- Weekly classroom walkthroughs with feedback & coaching to support instruction

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities provide a systemic solution for continual growth and improvement.

All grades and all subjects have a district-team developed scope and sequence.

Inclusion support has increased

Cambium interim assessments that mimic STAAR

1-4 grade level teachers have received support in delivering foundational skills reading instruction to support all students meeting grade level by the end of the school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lesson planning is not driven by data and does not include formative assessments and interventions. **Root Cause:** Inconsistent data collection, analyzing data, and creating an action plan. Campus needs standard lesson planning format.

Problem Statement 2: PLC teaches us to focus on the essential standards. We are teaching and testing too many things. Texas needs to assess this and ensure viable curriculum and focus on HQIM. Campus can focus on READINESS standards. **Root Cause:** Texas has too many TEKS. Time is needed to develop district and/or campus essential standards and align lessons and assessments to them.

Problem Statement 3: All grade level common assessments and benchmark do not match STAAR rigor. **Root Cause:** Rigor level has increased with STAAR 2.0 and time is needed to re-develop assessments or add to current ones.

Parent and Community Engagement

Parent and Community Engagement Summary

Various foundations and partnerships provide resources which support our students and their families. They also provide opportunities for teachers to write grants for items they need in their classroom. The Refuge Church provides much-appreciated support to the school.

Grows:

- The number of active Houston PTO members has decreased since the pandemic & parents are not taking as active a role as in the past.
- The PTO is committed to having monthly meetings, but does not come with an agenda and tries to use meetings as a brainstorming session with admin.
- Few community members take an active role within the school.

Parent and Community Engagement Strengths

- Meet the Teacher
- Open House
- DOJO
- new Facebook page
- Bulldog Bashes
- December PTO family event
- EOY PTO family event
- Book Fair with Texas Public Schools week
- digital marquee
- United Way Literacy Day
- The Refuge Church provides goodies and meals for staff monthly
- Barnabas Food Backpacks
- shoes from Junior League
- PBIS

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although we have seen an increase in parent involvement, we still average only 50-60% attendance at evening events. **Root Cause:** Stakeholders disconnected from school's high academic expectations, have other family commitments in the evenings, and show little interest in the events provided. Families lack understanding of the importance of the home-school partnership.

School Context and Organization

School Context and Organization Summary

The Campus Improvement team will meet throughout the year to ensure the goals are being met and students are making progress.

Houston has a diverse leadership team that meets monthly to ensure that the campus is running smoothly and that all students and staff are meeting goals and getting needs met.

The principal and counselor form the administrative team.

The principal communicates with staff weekly with a news email, and the principal communicates with families via DOJO and Facebook.

Grade levels meet weekly in PLC and once/6 weeks for SST.

School Context and Organization Strengths

Teachers at the campus are provided time to plan and collaborate with each other on lesson plans and as a PLC. This time is critical to the success of our students.

The principal operates on the principles of the 4 Essential Skills for Transformational School Leaders (A, Muhammed and L. Cruz):

- 1) communicate the rationale
- 2) establish trust
- 3) building capacity
- 4) get results

The counselor provides small group and whole group guidance weekly.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): School provides a daily intervention time, but there is not a well-rounded program of curriculum and instruction that provides enrichment, nor are there sufficient RtI resources and plan. **Root Cause:** Teachers do not have research-based strategies to accelerate learning and do not intentionally plan for enrichment opportunities.

Problem Statement 2: Teachers often need more collaborative time with each other to look at data and plan rigorous direct instruction. **Root Cause:** ARDs, 504s, SST, PLC, and other mandatory meetings can take teacher planning time several times a week.

Technology

Technology Summary

Houston Elementary School plans to continue increasing the use of technology with students. Teachers are using the technology supports aligned with district-adopted curriculum. Classroom instruction also includes internet safety. All teachers are utilizing the interactive smart boards. The COWs allow for teachers to have many of the students in the classroom working on a computer at the same time. Additional technology programs have been purchased to support curriculum: Brain Pop, IXL, Reflex Math

Suggestions to consider:

- Specialist to teach keyboard lessons and internet safety during the specials block
- Using technology in ways that support learning - not just gaming - such as creating products that demonstrate learning, engaging in web quests to learn more about content, etc.

Technology Strengths

Technology strengths at Houston Elementary:

- Wireless access to the internet.
- Every classroom has a Smart Board, a projector, a document camera, an audio amplifier and a phone.
- Staff support on campus for technology issues.
- 1:1 Chromebooks
- access to many rigorous online programs
- Reflex math to support basic fact memorization

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is not used in meaningful ways in the classroom, and students are often on Chromebooks when direct instruction is the better use of time. **Root Cause:** Staff are not trained in effective use of technology to support instruction.

Priority Problem Statements

Problem Statement 1: Lack of growth or maintaining of growth from 3rd to 4th grade in both RLA and Math STAAR at the meets level. Also, great disparity between meets and masters levels at both grades.

Root Cause 1: Students are not aware of 3rd grade scores; need tools for tracking in 4th grade. Intervention focuses primarily on lowest performing and not on enrichment and extension.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Targets were missed in sub-populations resulting in a D for Domain 3: Closing the Gaps. Sub-pops include: special education, white, and hispanic.

Root Cause 2: Response to Intervention (RtI) is not implemented successfully. COVID, poverty, and at-risk gaps take time and RtI process done with fidelity to fill the gaps. Staff need training to tier sub-pops.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff are seeing a rise in challenging behaviors. Meeting high SEL needs and more extreme behaviors can take precedent over academic learning. Teacher anxiety and frustration are high.

Root Cause 3: Traditional approach (black-and-white approach) to behavior. Discipline is not differentiated like academic content. Post-COVID, families in trauma, high eco dis population, and lack of consistent classroom management structures lead to more disruptions.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Lesson planning is not driven by data and does not include formative assessments and interventions.

Root Cause 4: Inconsistent data collection, analyzing data, and creating an action plan. Campus needs standard lesson planning format.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: School provides a daily intervention time, but there is not a well-rounded program of curriculum and instruction that provides enrichment, nor are there sufficient RtI resources and plan.

Root Cause 5: Teachers do not have research-based strategies to accelerate learning and do not intentionally plan for enrichment opportunities.

Problem Statement 5 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: November 5, 2024

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: All 3rd and 4th will achieve MEETS grade level performance (STAAR Meets level) and/or demonstrate growth on Spring 2025 STAAR .

High Priority

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps


Strategy 1 Details	Reviews			
<p>Strategy 1: Hire outside high quality tutors to pull small groups all year and focus on skills and target TEKS.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Student tracking sheets, improved scores on district and state assessments, HB4545 hours met</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Curriculum Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May


Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers in PreK, Head Start, and 1st through 4th grade will pull small groups daily to meet the needs of students to increase their understanding and mastery of grade level TEKS and expectations.</p> <p>Strategy's Expected Result/Impact: District and State assessments scores to improve, number of students reading on grade level by the end of the year to improve, the number of students obtaining the meets and masters level will improve</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will meet regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on student progress toward measurable goals</p> <p>Strategy's Expected Result/Impact: PLC meeting discussions, Assessment scores, teacher action plans</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Follow a systematic approach that utilizes differentiated instruction during "Bulldog Time" and/or before or after school tutoring to meet the needs of every learner,</p> <p>Strategy's Expected Result/Impact: Ensure that every student's learning needs are met as measured by growth on common assessments and benchmarks</p> <p>Staff Responsible for Monitoring: Principal, All staff, contracted tutors.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Curriculum Coordinators as Instructional Coaches for teachers who need to grow instructional practices.</p> <p>Strategy's Expected Result/Impact: Improve instructional practice as measured by T-TESS evaluations and walkthrough data.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Incorporate technology programs that support intervention and mastery of TEKS such as Reflex Math, Brain Pop, Imagine Learning, IXL, ESGI.</p> <p>Strategy's Expected Result/Impact: Improved student scores on district and state assessments, increase in closing the gaps</p> <p>Staff Responsible for Monitoring: Teachers/Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Teacher teams will plan, develop, and deliver high engaging, purposeful lesson plans that meet the rigor of the TEKS and follows the district scope and sequence.</p> <p>Strategy's Expected Result/Impact: Students will experience necessary rigor and learning will increase as measured by district and state assessments.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Hire a para that will support all grade levels with small group pull out focused tarded TEKS and/or enrichment activities.</p> <p>Strategy's Expected Result/Impact: Teacher tracking and planning, student performance increase</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.





Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 27% to 32% from Spring 2024 to Spring 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Domain I Student Achievement
Domain 3 Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the math performance level and progress of each student in PK through 4th grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: Image Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessments results show student growth.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Improved mathematics instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in numeracy and fluency skills will be evident with focused instruction in math.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p>Strategy's Expected Result/Impact: Math scores will improve.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure that each grade has the appropriate math manipulatives to support concrete and hands-on learning. Strategy's Expected Result/Impact: Student concrete understanding of math concepts at each grade level. Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.





Performance Objective 3: The percentage of 3rd grade students who meet or master grade level in reading will increase from 38% to 43% from Spring 2024 to Spring 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement
 Domain 3: Closing the Gaps
 End of Year Reading Scores in K-2
 Circle Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: CIRCLE progress monitoring results and iStation results are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Guided Reading Training for 1st-4th grade ELAR Teachers.</p> <p>Strategy's Expected Result/Impact: Professional development and training agendas, sign in sheets, and notes. Lesson plans evaluated for rigor.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All ELAR Teachers in 1-3 will complete the Texas Reading Academy</p> <p>Strategy's Expected Result/Impact: Content Knowledge and Expertise for research based literacy instruction.</p> <p>Staff Responsible for Monitoring: District Curriculum Coordinator, Principal, ELAR Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.


Performance Objective 4: Houston Elementary will meet all targets in the Closing the Gap Domain.


High Priority

Evaluation Data Sources: Domain 3: Closing the Gap

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the performance of all sub pops on all district and state assessments in grades PreK, Head Start, and 1-4 for math and reading.</p> <p>Strategy's Expected Result/Impact: Targets in Academic Achievement, Growth Status, and Student Success will be met.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff and student training on "targets".</p> <p>Strategy's Expected Result/Impact: Targets in Academic Achievement, Growth Status, and Student Success will be met.</p> <p>Staff Responsible for Monitoring: Principal, Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Overall student attendance for all students will remain at 95% or better.

Evaluation Data Sources: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain nurse, parent involvement coordinator and counseling services. Strategy's Expected Result/Impact: Employment Records Staff Responsible for Monitoring: Assistant Superintendent of Administration, Principal, Director of Special Programs, Director of Special Education.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve attendance by monitoring and collaborating with parent, teachers, and school administrators through truancy tribunals. Strategy's Expected Result/Impact: Student attendance records, List of parents/students referred to justice court. Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, Parent Involvement Coordinator.</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize those students with perfect attendance at Bulldog Bash celebrations. Strategy's Expected Result/Impact: AEIS Attendance Data Staff Responsible for Monitoring: Teachers Counselors Principal</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Each classroom will implement an attendance incentive to celebrate meeting the classroom attendance goal.</p> <p>Strategy's Expected Result/Impact: Increased student and campus attendance percentages.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Implement a Campus Leadership Team that will act as liaisons from administration to teams, make recommendations for improvement, convey accurate initiative information to all stakeholders, build positive school culture, and collaboratively make decisions to benefit all school context.

Evaluation Data Sources: Sign-In Sheets, Agendas, Presentations





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will be involved in creating and continually refining the campus' mission, vision, and values. Strategy's Expected Result/Impact: Common language for expectations and goals. Staff Responsible for Monitoring: Principal, CLT, Staff members</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate, revise, and implement the District and Campus Emergency Operation Plan, including the Standard Response Protocols. Strategy's Expected Result/Impact: District and Campus Emergency Plans. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Strategy's Expected Result/Impact: Online Safety Documents Staff Responsible for Monitoring: Director of Technology Principal Counselor Classroom Teacher</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Educate staff, parents and students on conflict resolution and bullying prevention policies and procedures. Strategy's Expected Result/Impact: Copies of fliers and information shared with parents. Staff Responsible for Monitoring: Director of Special Programs Counselors Principal Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Annually train and inform staff, student, and parents regarding sexual abuse, sex trafficking, and other maltreatment. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Presentation, Sign-In Sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration. Director of Special Programs Director of Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain, provide, and communicate to all stakeholders an effective Discipline Management Plan that includes consequences for unwanted physical or verbal aggression.</p> <p>Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Student Handbooks, Sign-In Sheets from sessions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide Suicide Prevention training and notification procedures for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Campus Administrators.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Classroom Guidance Lessons provided by counselor based on classroom needs.</p> <p>Strategy's Expected Result/Impact: Discipline Records PBIS Data Schedules Lesson Plans</p> <p>Staff Responsible for Monitoring: Counselor Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent notification will be sent for students being placed on Tier II or Tier III for remediation.</p> <p>Strategy's Expected Result/Impact: Copies of Letters. Notification will keep parents informed and the placement will allow for specialized instruction to assist with remediation of skills.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent letter will be sent for students identified as At-Risk in reading and math.</p> <p>Strategy's Expected Result/Impact: Copies of Letters</p> <p>Staff Responsible for Monitoring: Director of Special Programs Principal Counselors Classroom teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school.</p> <p>Strategy's Expected Result/Impact: Meeting Minutes and record of attendance.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teachers Director of Special Programs</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Communicate information via Remind 101, Twitter and the School Website, Parent Smore Newsletter, and Facebook.</p> <p>Strategy's Expected Result/Impact: Rapid response time and effective communication.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Instruction Director of Public Relations Director of Special Programs Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Translate documents in the home language of each child.</p> <p>Strategy's Expected Result/Impact: Translated Documents. This will provide better communication with all families.</p> <p>Staff Responsible for Monitoring: Central Administration DISD Public Relations Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to utilize the automated calling system for emergency situations.</p> <p>Strategy's Expected Result/Impact: Logs of calls</p> <p>Staff Responsible for Monitoring: Central Administration DISD Public Relations Office</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide access to student's grades online with the Gradebook Home Portal.</p> <p>Strategy's Expected Result/Impact: Online Gradebook provides information to parents about student progress.</p> <p>Staff Responsible for Monitoring: Central Administration DISD Public Relations Office Principal</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 8 Details	Reviews			
<p>Strategy 8: Distribute information from the DISD Public Information Office in both print and online forms.</p> <p>Strategy's Expected Result/Impact: Copies of fliers, Spotlights on Education, etc. Keeping parents informed about school activities and important dates.</p> <p>Staff Responsible for Monitoring: DISD Public Relations Office</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.





Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten. Strategy's Expected Result/Impact: Transitions will go smoothly for students and parents. Staff Responsible for Monitoring: Central Administration Principal</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Assist students in transition from grade 4. Strategy's Expected Result/Impact: Transitions between campuses will go smoothly for students and parents. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Employ Campus Parent Involvement Coordinators to work with parents of pre-school through fourth grade on strategies to support their children academically, socially, and emotionally. Strategy's Expected Result/Impact: Better communication will be established between the campus and the home to help with student success. Staff Responsible for Monitoring: Director of Special Programs Parent Involvement Coordinator</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children.</p> <p>Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their children.</p> <p>Staff Responsible for Monitoring: Director of Special Programs Director of Instruction Campus Parent Involvement Coordinator Principal Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct Fall and Spring Parent/Teacher conferences and as needed throughout the year.</p> <p>Strategy's Expected Result/Impact: Improved parent relationships</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify needs of homeless children. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs Principal Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide services to homeless children. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs Principal Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Houston Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.872

Brief Description of SCE Services and/or Programs

--

Personnel for Houston Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Foster	Teacher	0.143
Amanda Wilburn	Teacher	0.143
Jatonne Mask	Teacher	0.143
Laurie Alvarez	Teacher	0.15
Lisa Cobble	Teacher	0.143
Miles Ledet	Teacher	0.15

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Autumn Terriere	Instructional Assistant	Title 1	1.0
Marian Evans	Instructional Assistant (LRC)	Title 1	1.0
Paisley Conrad	Reading Interventionist	Title 1	0.4
Rhonda Troxtell	Instructional Coach	Title I	0.2
Sherri Knobbe	Computer Lab and Parent Inv. Coord.	Title 1	1.0
Staci Avila	Reading Interventionist	Title 1	0.4

Site Based Decision Making Committee

Committee Role	Name	Position
teacher	Amanda Wilburn	teacher
district representative	Regina Prigge	admin representative
business	Whitney Melton	business representative
parent	Mandy Baker	parent
parent	Summer Griffin	parent
teacher	Miles Ledet	teacher
teacher	Laurie Alvarez	teacher
teacher	Lisa Cobble	teacher
teacher	Allie Foster	teacher
special program teacher	Amber Short	SPED teacher
teacher	Brandi Chambless	teacher
non-teaching professional	Karissa Nicholson	counselor
principal	Amy Neidert	administrator

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
Sub-Total					\$0.00