

**Lockhart Independent School District**  
**Navarro Elementary**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

**Navarro Elementary will create strong, positive, and productive members of society by encouraging, supporting, and challenging all students to achieve excellence.**

## Vision

**Navarro Elementary students will be actively engaged and offered opportunities that will guide them to achieve to their full potential.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Navarro Elementary building is 46 years old. In 1973, it was named Lockhart Intermediate School and it housed all 4th, 5th and 6th grades in Lockhart ISD. In 2000, Lockhart Intermediate changed it's name to Navarro Elementary and it housed 1st through 5th graders. In 2016, Kindergarten was added to the campus. Currently, we have approximately 500 students enrolled at the campus. The students that we serve live south of Hwy 20 in town, McMahan, Delhi, and Dale students.

Navarro Elementary School serves approximately 500 students in grades K-5, and there are 9 bus routes that serve the school.

- 65% of our students are Hispanic
- 29% of our students are White
- 5% of our students are African-American
- 71% of our students are Economically Disadvantaged
- 22% of our students are English Language Learners
- 15.8% Mobility Rate

### Demographics Strengths

At Navarro Elementary, we have students from diverse backgrounds that help to strengthen our learning environment through the sharing of personal experiences.

# Student Learning

## Student Learning Summary

All schools in Texas must meet standards in all state accountability areas. For the 2018-19 school year, Navarro Elementary Met Standard.

Navarro's Overall Score - 71%

Student Achievement - Navarro Elementary score: 62%

School Progress - Navarro Elementary School score: 74%

Closing Performance Gaps - Navarro Elementary score: 63%

The scores resulted in Navarro Elementary receiving a C in the 2019 Texas Accountability System.

On the 2019 STAAR, the following scores for all grades show the percentage at Approaching Standard or Above:

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
3rd Reading	69%	27%	19%
4th Reading	48%	23%	11%
5th Reading	78%	36%	15%
3rd Math	68%	41%	19%
4th Math	45%	29%	17%
5th Math	91%	46%	32%

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
4th grade Writing	34%	11%	1%
5th grade Science	54%	28%	12%

## **Student Learning Strengths**

Navarro Elementary is proud of many different student achievements strengths including:

1. The 20% growth in 3rd grade reading scores.
2. The 20% growth in 5th grade math scores in the Masters area.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Writing STAAR scores are below the state average. **Root Cause:** 4th grade has had a high turn over rate for the last 3 years prior to this school year. STAAR was not taken last year due to COVID-19

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum and Instruction focus at Navarro Elementary is guided by the district's TEKS Resource System and the results of the district checkpoint assessments. The TEKS RS provides a scope and sequence as a timeline for teachers to guide classroom instruction that ensures students are mastering the required grade level standards. Teachers collaborate during their Professional Learning Community meetings to discuss what they will teach, how they will teach it and the framework of their lesson plans. Teachers also meet weekly to discuss data and reteach/extension activities.

Kindergarten through 2nd grade will use Amplify Reading Program. 3rd through 5th grade will use Istation for reading to support individualized learning. Also, Kindergarten through 5th grade will use Dreambox for math to support individualized learning. Reflex Math Program is used for math fluency in grades 2nd through 5th. Ren Learn is used with 2nd through 5th for math skills data. Data from the computer adaptive program will provide data to impact small group instruction. Students at Navarro Elementary will also use the AR reading program to increase reading comprehension skills. Students in K through 2nd grade are using Amplify's MClass to monitor students reading at the BOY, MOY and EOY. Approximately every 3 weeks, district checkpoints will be provided to the teachers to help track student growth. Monitoring conferences will be held every 9 weeks with administration. K-2 teachers are required to do Guided Reading with students on a daily basis, while 3-5 do guided reading 3 to 5 times a week.

Navarro Elementary will continue to use TBRI (Trust Based Relational Intervention) strategies. TBRI is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. It addresses physical needs, attachment needs, and fear-based behaviors. The heart of TBRI is connection.

We are also continuing PBIS (Positive Behavioral Intervention and Support) strategies to help teachers to develop interventions that help students achieve as much success on an academic, social and emotional basis. This proactive, evidence-based approach focuses on encouraging positive behavior in students through use of a reward system and positive reinforcement.

## School Processes & Programs Strengths

Navarro Elementary has identified the following strengths:

1. Teacher's weekly PLC meetings to address student needs and successes.
2. The master schedule maximizes the amount of time spent on instruction.
3. Istation and Dreambox administration and monitoring for all K-5 students.
4. Progress monitoring conferences encourage collaboration between administration, instructional coach and teachers to plan for all students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Numerous students of Navarro Elementary have high social/emotional needs. **Root Cause:** Due to recent pandemic issues and being out of school for approximately 6 months

# Perceptions

## Perceptions Summary

Navarro Elementary strives to build positive relationships with students and parents. We have increased our effort to ensure parent communication with weekly newsletters from teachers and monthly newsletters from the principal. Skyalert phone calls and emails are sent out to keep parents informed of important events or information. Navarro also uses social media to inform parents with Twitter and Facebook. We make every effort to communicate in English and Spanish. Our teachers use remind 101 to communicate with parents. This year we are also making sure to make a positive contact with all parents during the first 8 days of school. PTO supports events on campus and has a Navarro PTO Facebook page.

## Perceptions Strengths

Strengths for Navarro Elementary would include:

1. Parent communication is sent out in both English and Spanish.
2. A variety of family events including Veteran's Day Celebration, Math, Science, and Reading Nights, Science Fair, Marti Paw Celebration, Monthly Celebration Assembly, and End of Year Award's Ceremony.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Navarro Elementary's parent involvement is low. **Root Cause:** Navarro parents work during the day so are not involved in activities during the day. The majority of our families live several miles out of town, and it is hard to come back to town.



# Priority Problem Statements

**Problem Statement 1:** Numerous students of Navarro Elementary have high social/emotional needs.

**Root Cause 1:** Due to recent pandemic issues and being out of school for approximately 6 months

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Navarro Elementary's parent involvement is low.

**Root Cause 2:** Navarro parents work during the day so are not involved in activities during the day. The majority of our families live several miles out of town, and it is hard to come back to town.

**Problem Statement 2 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data




- Budgets/entitlements and expenditures data









# Goals

**Goal 1:** Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 75% of the students in grades K-5 will make at least 1.5 years of growth in progress in reading.

**Evaluation Data Sources:** Istation reports, Amplify reports, running records, guided reading groups



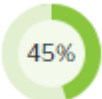
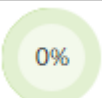




<p><b>Strategy 1:</b> Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. 70% of Navarro students will show Istation 1.5 growth and running records.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> In PLC, teachers will meet after each checkpoint to identify and collaborate on ways to improve instructional approaches and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, AP Gibson, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Navarro will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. We will also have power walk coaching cycles every 9 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 4:</b> Each classroom will set a monthly goal for the number of AR points to accomplish.  Edit in January:  Each grade level has a requirement of words to read a semester.  AR expectations - Word Count  Kindergarten - 7,500 words for semester per classroom (approx. 1,500 a month)  1st grade - 20,000 words for semester per classroom (approx. 4,000 a month)  2nd grade - 50,000 words for semester per classroom (approx. 10,000 a month)  3rd grade - 105,000 words for semester per classroom (approx. 21,000 a month)  4th grade - 175,000 words for semester per classroom (approx. 35,000 a month)  5th grade - 250,000 words for semester per classroom (approx. 50,000 a month)</p> <p><b>Strategy's Expected Result/Impact:</b> Student names will be displayed on the AR bulletin board for reading growth.  Students will read recommended words per month.  K - 1,500 a month  1st - 4,000 a month  2nd - 10,000 a month  3rd - 21,000 a month  4th - 35,000 a month  5th - 50,000 a month</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Librarian - Lewandowski,  Principal Juarez, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 5:</b> Staff will invite parents to participate in a Family Read In Night. This event is currently scheduled for November 17, 2020.</p> <p><b>Strategy's Expected Result/Impact:</b> More parents will become involved with school events. Our goal is to have 35 parents attend.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Every student (grades K-5) will make 1.5 years progress in math in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 70% of the students in grades K-5 will make at least 1.5 years of progress in math.









**Evaluation Data Sources:** Renaissance Learning, Dreambox, and Reflex

<p><b>Strategy 1:</b> Teachers will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge. Teachers will do math talks daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration will monitor lesson plans. Administration will also conduct a minimum of 25 powerwalks per week per admin. to assure teachers are following plans.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> During PLC, teachers will meet weekly for planning and discuss data to improve instruction and student success. Teachers will keep their profile sheet for data comparison.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Navarro will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classrooms. These strategies will keep students engaged in the learning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognized and reinforce, and 15% usage of writing critically. Coaching cycles will occur every nine weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> We will provide a Math Night for parents to attend with their child. The event will be March 11, 2020.</p> <p><b>Strategy's Expected Result/Impact:</b> We will increase parent attendance at school events. Our goal is to have 30 parents attend.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, RTI teacher Henrichs, and Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** All students will make progress in writing during the in 2020-2021 school year.

**Performance Objective 1:** In 2020-2021, 4th grade students will have an increase of 39% in STAAR meets testing scores. (from 11% of 4th grade to 50% of 4th grade).


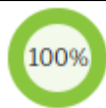




**Evaluation Data Sources:** STAAR reports, Writing Rubric data

<p><b>Strategy 1:</b> Teachers will meet in November, January, and March to analyze students writing samples during data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will assign lessons to support areas of need with small group and individuals based on data from the rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Teachers will implement Patterns of Power curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the Patterns of Power curriculum in their lesson plans. Principals will use walkthroughs to assure lesson plan alignment and instructional strategies are implemented in writing lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Fourth grade teachers will provide checkpoint assessments during the Spring Semester. The data from the checkpoints will impact teacher instruction on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's checkpoints will reflect gains from their prior checkpoint score. The checkpoints will identify areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, 4th grade classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Kindergarten teachers will receive additional training to implement Matt Glover writing curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the Matt Glover training in their lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Assistant Principal Gibson, Kindergarten classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 4:** Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

**Performance Objective 1:** We will implement restorative practice strategies to use in the classroom.

**Evaluation Data Sources:** Walk through data, student surveys, teacher surveys, ADA Report

<p><b>Strategy 1:</b> Every three months, administration will have a check in and review on the different restorative strategies, that were demonstrated last year and in the 20-21 in-service.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk throughs and reflections will allow leadership to gauge the impact on the culture of the classroom. Students will take survey about classroom climate. Teachers will take a survey about campus climate.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Provided training with Sarah Mercado, with TCU/ TBRI (Trust Based Relational Intervention)</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand the background of our students and how to work with those students during behavior episodes. This give teachers additional positive behavior strategies to use in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> The 7 Mindsets lessons will be taught weekly by the classroom teacher. Teachers will have Mindset Monday meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive universal language of social emotional language. This will increase positive behavior. Principals will check lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Counselor Flores, Principal Juarez, Assistant Principal Gibson, classroom teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> The Second Step lessons will be taught bi-monthly by the school counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn a universal SEL language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Juarez, Assistant Principal Gibson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








<b>Strategy 5:</b> The Navarro Equity Committee will guide teachers with a book study and discussion on Hacking with School Discipline. This will incorporate 9 ways to create a culture of empathy and responsibility with restorative justice. <b>Staff Responsible for Monitoring:</b> Principal Juarez, Assistant Principal Gibson, Counselor Flores	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

**Performance Objective 2:** Campus engagement will meet or exceed 95% average for the 2020-2021 school year.






**Evaluation Data Sources:** attendance reports

<p><b>Strategy 1:</b> Parents will receive literature that emphasizes the importance of school, attendance, and parent involvement.  <b>Strategy's Expected Result/Impact:</b> More parents will become involved in our parent events. Students will meet the goal of 97%.  <b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Funding Sources:</b> - 211 - Title I-A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

**Performance Objective 3:** We will provide fitness activities for students and staff to increase their overall health.

**Evaluation Data Sources:** fitness gram, daily schedule

<p><b>Strategy 1:</b> Students will be active daily in a 20 minute recess and Physical Education three days a week. Brain breaks will be taken through out the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will remain active and healthy. Improve the overall wellness of students so they are at school daily.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, PE teacher Coleman, and classroom teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Royal	Dyslexia Specialist	Dyslexia	.35
Arlis Flores	Counselor	Student Support	.5
Beth Henrichs	RTI Teacher	Instruction	1
Paula Villalobos	Instructional Aide	Student Support	1

# Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$200.00
2	1	4			\$200.00
4	2	1			\$0.00
<b>Sub-Total</b>					\$400.00
<b>Grand Total</b>					\$400.00

# Addendums