

Tarkington Independent School District
Primary School
2021-2022 Campus Improvement Plan

Mission Statement

In the belief that all children should be educated to the fullest extent of their individual abilities, the Tarkington Independent School District's mission is to provide the essential academic skills and the necessary knowledge base for the student's lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and their economic responsibility, based on an appreciation of our American heritage and an understanding of the importance of its multicultural richness.

The Tarkington Independent School District will:

- provide the student with the opportunities to acquire communication and computational skills needed for functioning in a changing society.
- distribute with equity, for all students, all educational opportunities and resources.
- provide the student with adequate facilities and opportunities to apply his understanding of the skills and knowledge acquired in the classroom.
- provide the student with knowledge and skills for economic and occupational competence.
- aid the student with acquiring attitudes and skills that will promote good personal health and physical fitness.
- provide the proper atmosphere and opportunity in which the student can demonstrate an ability to participate in the American social and governmental process.
- help the student attain a knowledge, and an awareness and concern for important environmental and conservation factors.
- help the student develop and use problem solving, creative and critical thinking, and reasoning skills.

Vision

Vision Statement

Our vision at Tarkington Primary School is to prepare our students to become independent learners with the desires, skills, and abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington Primary School is one of four campuses in Tarkington Independent School District. Tarkington Primary School currently serves 651 students in ECSE, Pre-Kindergarten, first, second, and third grades.

Current Enrollment By Grade

PK - 44

K - 154

1 - 137

2 - 170

3 - 146

The average daily attendance rate for 2018-2019 school year was 94.8% and for the 2020-2021 school year was 95.2%.

2019-2020 School Report Card Data

Student	Percentage
African American	0.5%
White	87.4%
Hispanic	10%
American Indian	0.2%
Asian	0.2%
Pacific Islander	0.2%
Two or More Races	1.6%
Economically Disadvantaged	62.4%
Special Education	15.8%

English Language Learner 3.5%

Our Schoolwide Title I program consists of parent involvement activities along with math and reading professional development.

Demographics Strengths

Even with the current COVID-19 pandemic, TPS has surpassed the student enrollment numbers from the 2019-2020 school year and the attendance rate has improved.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Improve student attendance rates to 96.4%. **Root Cause:** Educate parents and community of the importance of attendance and follow through with all truancy prevention measures.

Student Achievement

Student Achievement Summary

Comprehensive Support and Improvement School

2019 Accountability	Scaled Score	Rating
Overall	55	F
Student Achievement	65	D
School Progress	58	F
Closing The Gaps	30	F

2019 Accountability Students	All	White	Hisp	Eco Dis	Cont Enrolled	Non-Cont Enrolled
Read Approaches	66%	67%	55%	63%	64%	70%
Read Meets	33%	34%	30%	23%	36%	22%
Read Masters	16%	16%	15%	14%	17%	11%
Math Approaches	71%	74%	60%	73%	72%	67%
Math Meets	31%	32%	25%	27%	33%	26%
Math Masters	11%	13%	5%	7%	12%	7%

Anticipated 2021 Accountability	Scaled Score	Rating
Overall	70	C
Student Achievement	72	C
School Progress	69	D
Closing The Gaps	65	D

2021 Accountability Students	All	White	Hisp	Eco Dis	Cont Enrolled	Non-Cont Enrolled
Read Approaches	74%	73%	77%	74%	72%	77%
Read Meets	45%	43%	54%	50%	46%	43%
Read Masters	19%	17%	23%	19%	19%	17%
Math Approaches	73%	74%	62%	71%	75%	69%
Math Meets	35%	36%	23%	34%	34%	37%
Math Masters	14%	13%	15%	16%	13%	14%

Student Achievement Strengths

2020-2021 Accountability

Reading STAAR Scores

Approaches - 74% - 6% above state and 8% above 2019

Meets - 45% - 7% above state and 12% above 2019

Masters - 19% - Same as state and 3% above 2019

Math STAAR Scores

Approaches - 73% - 12% above state and 2% above 2019

Meets - 35% - 5% above state and 2% above 2019

Masters - 14% - Same as state and 3% above 2019

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Meet or exceed all state targets for grade 3 STAAR scores at the meets level and rank above the bottom 5% of Closing The Gaps Domain Campus Comparison Groups. **Root Cause:** All grade level teachers follow lesson plans, district curriculum, disaggregate data, and participate in Data-Driven Instruction Meetings. Students are provided intervention at all tier levels.

Problem Statement 2: Improve all grade 3 STAAR scores at approaches, meets, and masters levels. **Root Cause:** All grade level teachers follow lesson plans, district curriculum, disaggregate data, and participate in Data-Driven Instruction Meetings. Students are provided intervention at all tier levels.

School Culture and Climate

School Culture and Climate Summary

Tarkington Primary School actively provides culture and climate improvements through the TPS Parent Teacher Organization and monthly incentives provided by TPS administrators.

Additionally, the mission and vision statements were collaboratively created by the staff in the 2019-2020 to ensure a common approach to all staff expectations and student achievement.

TPS administrative staff has an open door policy for all students, staff, parents, and community members.

All TPS staff members have been trained in Capturing Kid's Hearts.

School Culture and Climate Strengths

Ongoing activities are scheduled throughout the school year to promote a positive culture and climate. Examples include:

- Grade Level Team Collaboration
- Professional Development
- Supportive Staff
- Active PTO
- Active Volunteer Program

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students and teachers feel safe at school. **Root Cause:** Nationwide increase in school safety issues.,

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The most effective teachers at Tarkington Primary School are used as mentors for all first year teachers and provided with clearly defined roles, responsibilities and resources to assist first year teachers in the district.

Professional development for employees at all levels is a high priority. Both online and face-to-face opportunities are utilized in order to maximize opportunities for training.

TPS campus administrators attend at least 2 teacher job fairs per semester.

The district provided a substantial pay raise for all employees for the 19-20 school year and again in 2020-2021.

Hiring committees evaluate personnel to target the best fit for instruction.

2019-2020 School Report Card Information

Average Class Size 20 students

Majority of Teacher 11-20 Years of Experience

Staff Quality, Recruitment, and Retention Strengths

- Data-driven decision making
- Collaborative decision making
- Increased teacher integration of technology in classrooms
- Professional development based on campus needs
- Continue to attend 2 job fairs each semester
- New teacher mentor program
- Teachers have been added to each grade level which resulted in smaller class sizes.
- Increased flexibility
- TISD pay raises
- Improved flexibility in the hiring process allows administrators to hire quickly.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Increase the number of ESL certified teachers. **Root Cause:** District demographic changes have created the need.

Problem Statement 2: Retain highly qualified teachers. **Root Cause:** Texas teacher shortages and the COVID-19 pandemic have created the need.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Teachers will utilize with fidelity the District adopted curriculum and resources.
- Teachers utilize Writer's Workshop in class.
- Phonics is taught explicitly at each grade level.
- A common lesson plan template is used throughout TPS.
- Teachers will develop and post lesson plans that address student engagement and the rigor reflected in STAAR assessments.
- Teachers will give unit and module assessments that reflect the state standards and STAAR assessment rigor using the district curriculum and resources.
- These assessments are disaggregated using DMAC.
- Data-Driven Instruction meetings are used to show student success and needs in order to adapt teaching to meet those needs.
- Reading and math interventionists provide RTI tier support.
- Intervention is focused on closing all academic gaps.
- State Compensatory Program (SCE) intervention classes for students who have not met Tier 1 levels.
- Instructional technology is utilized in all classes.
- All TPS staff are trained in Capturing Kid's Hearts.
- Two instructional technology specialists are trained and facilitate all TPS staff members with instructional technology needs and professional development.

Curriculum, Instruction, and Assessment Strengths

- Student achievement data is available through web-based programs and data is used by teachers to gauge students' needs and drive instruction.
- Progress monitoring is achieved through benchmarks and regularly scheduled unit and module assessments.
- Data-Driven Instruction Meetings
- Weekly Instructional Leader Meetings
- Teachers participate in curriculum and instruction decision making through campus improvement teams, data-driven instruction meetings, and instructional leader meetings.
- Teachers utilize common lesson plans and are held accountable for the implementation.
- Parent conferences and training dates are built into the school calendar.
- Common unit and module assessment data is disaggregated through DMAC.
- Online and virtual professional development is used.
- Teachers utilize PC viewers, projectors, and swivels.
- Grade 3 utilizes class sets of Chromebooks for instruction.
- All teachers have laptops.
- Two instructional technology specialists are trained and facilitate all instructional technology needs and training.
- All teachers and administrators have been trained in state accountability.
- Progress monitoring at the beginning, middle, and end of year in reading and math for all students will be done with Renaissance, TXKEA, TPRI, or C.I.R.C.L.E.
- All teachers will complete the state required Reading Academy this school year.
- All teachers are trained in lesson planning.
- Keyboarding Without Tears is used in all computer labs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Meet or exceed all state targets for grade 3 STAAR scores at the meets level and rank above the bottom 5% of Closing The Gaps Domain Campus Comparison Groups. **Root Cause:** All teachers follow lesson plans, district curriculum, disaggregate data, and participate in Data-Driven Instruction Meetings. Students are provided intervention at all tier levels.

Problem Statement 2: Improve all grade 3 STAAR scores at approaches, meets, and masters levels. **Root Cause:** All teachers follow lesson plans, district curriculum, disaggregate data, and participate in Data-Driven Instruction Meetings. Students are provided intervention at all tier levels.

Problem Statement 3: Teachers are given the tools necessary for effective instruction. **Root Cause:** All teachers are provided instructional materials with training and a master schedule that provides uninterrupted time for reading and math instruction for all teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Tarkington Primary School is a Title I campus and family/community involvement is essential in the educational success of our students.

TPS reaches parents and the community through multiple forms of media and works with community organizations to promote the well being of students and the community as a whole.

TPS administrative staff have an open door policy for all students, staff, parents, and community members.

TPS teachers are available to meet with or contact all parents.

Parent and Community Engagement Strengths

- Active PTO
- Parent Volunteer Program
- Meet the Teacher
- Open House
- Family Fun Nights
- Sock Hop Social
- Pastries with Parents
- Kolaches with Grandparents
- Grandparents' Cookie Social
- Kindness Club
- Kindergarten Graduation
- THS supports programs that help our students with food and materials, examples include Backpack Brownbag Buddies and the Christmas gift distribution for underprivileged students.
- Communication to parents and the community is disseminated through the campus website, district newsletters, e-mails from teachers and administrators, Facebook, online surveys, School Messenger app, Remind, campus bulletins, and other print media sent home with students.
- A summer feeding program is available for TPS students.
- An English to Spanish translation program is available at all campuses to provide materials in the parent's and student's home language.
- The School Messenger system is utilized to inform parents of emergencies and student attendance.
- Teachers utilize Happy Grams to send positive messages to students and parents.
- Parents are allowed to eat lunch with their student on a monthly schedule by grade level.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Improve school to home communication. **Root Cause:** Continue to expand communication methods and continue to build family and community

relationships.

Problem Statement 2: Improve parent and community engagement. **Root Cause:** Continue to expand and improve engagement methods that build family and community relationships.

School Context and Organization

School Context and Organization Summary

Providing and protecting uninterrupted instruction time is a priority at TPS.

Incoming pre-kindergarten through third grade students are invited to Meet the Teacher prior to the start of school. Meet the Teacher allows students and parents to meet their teacher, see their class, and drop off their school supplies before the first day.

After school STAAR tutorials are offered for grade 3 students.

Student and staff safety is the number one priority at TPS.

School Context and Organization Strengths

School safety drills and requirements are fulfilled and monitored for compliance.

Instruction time is protected and every effort is made not to interrupt classes unnecessarily.

Parents and students are given an opportunity to orient themselves with the campus prior to the start of school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Improve safety for all students and teachers. Nationwide increase in school safety issues. **Root Cause:** Nationwide increase in school safety issues.

Technology

Technology Summary

Tarkington Primary is committed to improving the quality and value of education and understands the importance of technology integration in teaching and learning. Our focus is to provide students with educationally appropriate, accessible, high quality resources designed to facilitate and enhance learning and assist in developing students' higher order thinking skills.

In order to encourage teachers to integrate technology into their daily curriculum, our technology infrastructure, hardware and software needs to be able to support our increasing technological demands.

Online and virtual professional development is utilized at TPS.

Campus instructional technology specialists facilitate instructional technology integration and training needs.

Students are provided school email accounts.

Student instructional materials are available online.

Technology Strengths

Technology strengths include:

- Online, readily accessible professional development is available and utilized by teachers and staff
- Google access and Google classroom are utilized by all teachers
- Technology programs are utilized in assessment and curriculum delivery.
- Technology is used to enhance communication with parents, students, and community.
- Campus instructional technology specialists facilitate instructional technology integration and training needs.
- All teachers have laptops.
- All classrooms utilize interactive projectors.
- Online programs are used for beginning, middle, and end of year progress monitoring.
- All grade 3 students are provided with a Chromebook.
- Grades PK-2 are provided with classroom sets of Ipads available to check out.
- Keyboarding Without Tears is used in all computer labs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Improve technology integration with quality instruction. **Root Cause:** Ensure training for all teachers and all TPS technology is utilized.

Priority Problem Statements

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
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- 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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Primary School.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

Evaluation Data Sources: Discipline and Safety Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide daily social emotional learning lessons. Strategy's Expected Result/Impact: Safer campus for all and improved attendance and instruction. Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bullying awareness activities will take place throughout the year. Strategy's Expected Result/Impact: Safer campus for all and improved attendance and instruction. Staff Responsible for Monitoring: Asst. Principal, Counselor,	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase staff duty stations. Monitor staff attendance and visibility inside and outside of building before and after school. Strategy's Expected Result/Impact: Safer campus for all and increased preparedness Staff Responsible for Monitoring: Assistant Principal/Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Primary School.

Performance Objective 2: Implementation of crisis management efforts in district.

Evaluation Data Sources: Discipline and safety reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to require all visitors to show identification in order to register in computer system and to wear visitor badges while on camps. Strategy's Expected Result/Impact: Improve safety and security of all students and staff. Staff Responsible for Monitoring: Office Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student families will complete a Special Pickup Order to specify who is allowed to pick up students at school and are sent home in beginning of year packets. Strategy's Expected Result/Impact: Improve safety and security of all students. Staff Responsible for Monitoring: Classroom Teachers, Office Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide all stakeholders with training and practice in emergency preparedness. Continue to perform practice drills, tabletop scenarios and make modifications based on student and staff safety. needs. Campus evacuation routes and emergency procedures are posted in each classroom, exits and office areas. Strategy's Expected Result/Impact: Improve safety and security of all students and staff. Staff Responsible for Monitoring: Principal , Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

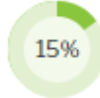
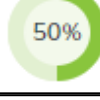
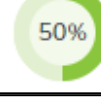
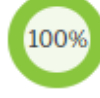
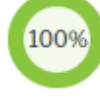
Strategy 4 Details	Reviews			
Strategy 4: All classrooms will utilize a door barricade for use in case of intruder. Strategy's Expected Result/Impact: Improve safety and security of all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize School Resource Officers when needed. Strategy's Expected Result/Impact: Improve safety and security of all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Train core team in CPI. Strategy's Expected Result/Impact: Improve safety and security of all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Trained Staff Members TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Primary School.

Performance Objective 3: Improve health and wellness of students and staff

Evaluation Data Sources: Nurse visits, Fitness Gram assessment data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: PE teachers will implement the Fitness Gram assessment and emphasize lessons that continue student improvement. Strategy's Expected Result/Impact: Improve the health of all students. Staff Responsible for Monitoring: PE Teacher ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: PE teachers will utilize CATCH which stresses academic performance, school attendance, and participation in moderate to vigorous physical activity. Strategy's Expected Result/Impact: Improve the health of all students. Staff Responsible for Monitoring: PE Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Offer flu and hepatitis shots for staff. Strategy's Expected Result/Impact: Improve the health and safety and security of all staff members. Staff Responsible for Monitoring: District and Campus Nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Participate in Red Ribbon Week activities and drug awareness activities. Strategy's Expected Result/Impact: Improve the health and safety of all students and staff. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 1: All students graduate from high school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Promote transitional activities for students moving from ECSE and pre-kindergarten to kindergarten and third grade to fourth grade. Strategy's Expected Result/Impact: Improved student performance and adjustment. Staff Responsible for Monitoring: Principal, Asst. Principal, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide instructional materials to support teachers with differentiation to meet the needs of ESL students. Additional funding is provided by Region 4 SSA Title III. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development to improve reading scores and math scores. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

The percent of 3rd grade students who score meets grade level or above on STAAR reading will increase from 45 % to 50% by June 2023.

The percent of 3rd grade students who score meets grade level or above on STAAR math will increase from 35% to 45% by June 2023.

In order to meet all closing the gaps targets in state accountability, the percentage of white 3rd grade students who score meets grade level or above on STAAR math will increase from 36% to 59% by June 2023.

In order to meet all closing the gaps targets in state accountability, the percentage of white 3rd grade students who score meets grade level or above on STAAR reading will increase from 43% to 60% by June 2023.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Reevaluate programs/assessments to determine their effectiveness. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Asst. Principal, District curriculum coordinators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Progress monitoring in reading and math for all students will be done using TPRI, Renaissance, TX-KEA, or C.I.R.C.L.E at the beginning, middle, and end of the school year. Strategy's Expected Result/Impact: Improve student performance in reading and math. Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Specialist, Reading and Math Interventionists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided math and reading intervention. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Specialist, Reading and Math Interventionists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide a master schedule with increased time for reading, math, and intervention instruction for all grades. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 3: Provide career and guidance counseling to primary students, assisting them their unique educational needs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Participate in Generation Texas Week activities. Strategy's Expected Result/Impact: Increase student awareness of college opportunities. Staff Responsible for Monitoring: Counselor, Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in Career Day activities. Strategy's Expected Result/Impact: Increase student awareness of future job opportunities. Staff Responsible for Monitoring: Team Leaders, Classroom Teachers, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Participate in monthly College Shirt Day. Strategy's Expected Result/Impact: Increase student awareness of college opportunities. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 4: Utilize data-driven instruction.

Targeted or ESF High Priority

Evaluation Data Sources: DDI Meeting minutes

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate progress monitoring assessments and unit and module assessment data using DMAC. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Disaggregate unit and module assessment data using DMAC. Strategy's Expected Result/Impact: Improve student reading and math scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven instruction meetings to determine focus areas and ways to reteach. Strategy's Expected Result/Impact: Improve student reading and math performance. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 1: Improve academic performance of all students.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR assessment data
TAPR
State accountability

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Improve student attendance through incentives and parent education. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Counselor, Attendance Clerk, Classroom Teachers, Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parent notification of excessive absences and student attendance monitoring. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide monthly perfect attendance staff incentives. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Secretary TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Foster site based decision making and planning with all staff. Strategy's Expected Result/Impact: Improve campus culture and retain highly qualified teachers which will improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide professional development opportunities for all staff. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Monitor instruction and require continued fidelity to District curriculum and resources. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Grade 3 STAAR reading and math benchmarks will be administered in November and February each year. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Classroom Teachers, Principal, Asst. Principal, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Increase UIL academic participation and success. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, UIL Coordinator, UIL Coaches, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: The instructional leadership team will collaborate to improve student performance in reading and math. Strategy's Expected Result/Impact: Improve student performance in reading and math. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

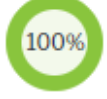
Strategy 10 Details	Reviews			
Strategy 10: Recognize student achievement through weekly behavior sheets, perfect attendance awards, honor roll, Principal Pals, and Lucky reading logs. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Classroom Teachers, Principal, Asst. Principal, Attendance Clerk, Counselor, Reading Interventionist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 2: 100% of professional and paraprofessional staff will meet the definition of highly qualified through SBEC certification, ACP requirements, or the TISD District of Innovation guidelines.

Evaluation Data Sources: Human Resources Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue district's policy of hiring highly qualified teachers. Strategy's Expected Result/Impact: Improved student performance in math and reading. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide all new teachers with a campus mentor and support system. Strategy's Expected Result/Impact: Improved teacher retention and student math and reading performance. Staff Responsible for Monitoring: Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

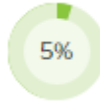
Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 3: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Evaluation Data Sources: Teacher walk-throughs/observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Use of computer lab to integrate applications aligned with TEKS. Strategy's Expected Result/Impact: Ongoing Tech Knowledge Log-in Staff Responsible for Monitoring: Principal, Computer aide, Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will integrate technology into classroom instruction. Strategy's Expected Result/Impact: Relevant high quality instruction is provided which improves student performance in reading and math. Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide grades PK-2 with Chromebooks and/or iPads with carts and additional Chromebooks and iPads each year. Strategy's Expected Result/Impact: Relevant high quality instruction is provided which improves student performance in reading and math. Students are prepared in case of remote learning. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Keyboarding Without Tears is used in all computer labs. Strategy's Expected Result/Impact: Relevant high quality instruction is provided which improves student performance in reading and math. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: All grade 3 common student assessments, including STAAR, are given online using classroom Chromebooks. Strategy's Expected Result/Impact: Improve student performance in math and reading. Staff Responsible for Monitoring: Principal, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 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 Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 1: Increase access to helpful information regarding healthy family/school relationships.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will provide parents with information to support their child's school success throughout the school year. Strategy's Expected Result/Impact: Improve student attendance and performance in math and reading. Staff Responsible for Monitoring: Classroom Teachers, Counselor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Positive parent communication will take place through Happy Grams, campus website, campus and Parent-Home Connection newsletters, marquee, progress reports, report cards, Tuesday folders, School Messenger, and Remind 101. Strategy's Expected Result/Impact: Improve campus culture, student attendance and performance in math and reading. Staff Responsible for Monitoring: Classroom teachers, Principal, Asst. Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 2: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue use of Title 1 informational meetings throughout the school year and school-parent compacts. Strategy's Expected Result/Impact: Improve student attendance and performance in math and reading. Staff Responsible for Monitoring: Classroom Teachers, Principal, Asst. Principal Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue parent volunteer program. Strategy's Expected Result/Impact: Improve student attendance and performance in math and reading. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Invite parents to semester awards ceremony, TIP public hearing, campus improvement team and Title 1 informational meetings. Strategy's Expected Result/Impact: Increased number of parent participants. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Provide STAAR information for all grade 3 parents. Strategy's Expected Result/Impact: Improve student attendance and performance in math and reading. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

2021-2022 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Angela Sales	Assistant Principal
Business Representative	Rhonda Lastor	Business Representative
Classroom Teacher	Shianne Hunter	1st grade Teacher
Classroom Teacher	Stephanie Vandver	Special Education Teacher
Non-classroom Professional	Jackie Owens	Counselor
Non-classroom Professional	Lisa Stephens	Principal
Non-classroom Professional	Jean Scott	Reading Coach
District-level Professional	Renee Padgett	District-level Professional
Classroom Teacher	Terri Adams	3rd Grade Teacher
Classroom Teacher	Heather Batchelor	2nd Grade Teacher
Classroom Teacher	Karie Costa	1st Grade Teacher
Classroom Teacher	Jessica Croft	2nd Grade Teacher
Classroom Teacher	Hannah Ellis	Kindergarten Teacher
Classroom Teacher	Elizabeth Foster	3rd Grade Teacher
Classroom Teacher	Tina Greene	3rd Grade Teacher
Classroom Teacher	Lindsay Gunter	2nd Grade Teacher
Classroom Teacher	Deanna Hawthorne	3rd Grade Teacher
Classroom Teacher	Shibahn Landry	3rd Grade Teacher
Classroom Teacher	Felicia Lomas	1st Grade Teacher
Classroom Teacher	Marilyn Paige	3rd Grade Teacher
Classroom Teacher	Erin Parma	Kindergarten Teacher
Classroom Teacher	Kelly Rudolph	Special Education Teacher
Classroom Teacher	Jan Wolcik	Pre-Kindergarten Teacher
Community Representative	Linda Whitmire	Community Representative
Parent	Jackie Flores	Parent
Business Representative	Dawn Carpenter	Business Representative
Classroom Teacher	Sarah Atchley	2nd Grade Teacher
Classroom Teacher	Kourtney Bennett	2nd Grade Teacher

Committee Role	Name	Position
Classroom Teacher	Michelle Brothers	Life Skills/BEST Teacher
Classroom Teacher	Cindy Shew	Kindergarten Teacher
Classroom Teacher	Cadi Stafford	1st Grade Teacher
Non-classroom Professional	Shelly Rena	Counselor
Community Representative	D'Nina Dancer	Community Representative
Parent	Kali Condra	Parent
Non-classroom Professional	Darlene Anderson	Math Interventionist