

Silsbee Independent School District
Silsbee Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

The Mission of Silsbee Elementary School is to be focused on every student, teacher, and staff member embodying 4 core values referred to as ROAR. The core values are intended to guide our staff and students' daily actions and provide a safe, equitable learning community in which all students gain the skills to become successful members of society as they positively impact their world.

Vision

The Vision of Silsbee Elementary School is: At Silsbee Elementary School, we are empowered to reach our highest potential, through Resilience, Ownership, Advocacy, and Respect.

Core Beliefs

Core Values:

At SES we show Resilience in the face of difficult situations.

At SES we take Ownership in all aspects of our daily lives.

At SES we Advocate for strength of mind and heart.

At SES we Respect ourselves, others, and our environment.

Resilience: Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. Show acceptance, have purpose, and be flexible.

Ownership: Taking ownership is about taking initiative. We take ownership when we recognize the consequences of our actions. You, as an individual, are accountable for the quality and timeliness of an outcome, even when you're working with others. Be in control, communicate effectively, and take pride in your work.

Advocacy: You are empowered to stand up for yourself and others, do what is right, have confidence and feel comfortable solving your own problems and facing adversity. Be polite, be prepared, and be persistent.

Respect: You show respect when you accept somebody for who they are, even when they're different from you or you don't agree with them. You show respect when you treat property at least as good, if not better, than you would your own. Respect yourself, respect others, and respect our space.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Silsbee Elementary, we take pride in our unique identity and commitment to providing a transformative educational experience. Rooted in our core values and driven by a collective vision, our campus improvement plan seeks to build upon our existing strengths, address challenges, and create a dynamic environment that fosters academic achievement, personal growth, and community engagement.

Our population demographics are as follows:

957 students 1st -5th as of 11/30/2023, and based upon our latest TPRS Report our student population constituted:

- White- 65%
- African American-18%
- Hispanic/Latino-9%
- ESL- 3%
- Free/Reduced Approved Lunches- 60%
- Special ED 21%
- Dyslexia 9%
- At Risk - 49%

Attendance rate for the past three years averages 95%.

Attendance Rate for the 1st Nine Weeks 95.60%.

The campus has the following number of staff:

- **Classroom Teachers**
 - First Grade:10
 - Second Grade: 10
 - Third Grade: 10
 - Fourth Grade: 10
 - Fifth Grade: 12
 - Special Education: 8
 - PE: 3
 - Music: 1

- Art: 1
- Speech Therapist: 2
- **Classroom Paraprofessionals**
 - 7 Structured Learning
 - 2 Resource
 - 10 Inclusion
 - 10 Lab
 - 2 PE
 - 1 ISS
 - 1 Library
 - 3 SOLID
- **Clerical Paraprofessionals**
 - 6 Office Staff
- **Other Positions**
 - Librarian - 1
 - Nurses - 2
 - Dyslexia Services - 3
 - MTSS Services - 1
 - Curriculum Director - 1
 - Instructional Coach - 1
- **Campus Administration**
 - 1 Principal
 - 3 Assistant Principals
 - 1 Administrative Intern/At Risk Facilitator
 - 2 Counselors

Student behavior is influenced by a multitude of factors, and trends in this area can vary across different educational levels, institutions, and regions. Some of these considered at Silsbee Elementary are as follows:

- **Technology Dependence:** Students increasingly rely on digital devices for communication, research, and learning. The use of smartphones and social media has become pervasive, impacting communication styles and attention spans.
- **Mental Health Awareness:** There is a growing recognition of the importance of mental health, and students are seeking more support for stress, anxiety, and other mental health issues.
- **Focus on Inclusivity and Diversity:** Diversity, equity, and inclusion initiatives are gaining prominence.

According to the 22-23 Campus Improvement Plan: When reviewing campus specific data, there is a trend in behavior over the past three years tracked via discipline

data. The trends reflect there has been an increase in the number of students receiving discipline referrals in both general education students and special education students. Additionally, there is an increase in the number of incidents among general education students as compared to special education students. Looking at the number of days students were assigned either In-School Suspension or Out-of-School Suspension, the average number of days assigned to general education students has decreased over the past three years, while the average number of days assigned to special education students has increased over the past five years.

Current 23-24 data indicates a significant decline in referral offenses from August to December when compared to the same time frame last school year.

A 54% decline in discipline offense data is a positive outcome, indicating a significant improvement in the overall discipline situation on the campus. This reduction is attributed to various factors and strategies implemented by our campus to create a safer and more conducive learning environment.

Here are a few reasons for such a decline:

Implementation of Effective Policies: We have implemented or revised disciplinary policies that are more effective in preventing and addressing disciplinary issues.

Increased Awareness and Education: There are efforts to increase awareness among students about the importance of good behavior and the consequences of disciplinary offenses.

Intervention Programs: The campus improvement plan includes targeted intervention programs for students who are at risk of engaging in disciplinary offenses.

Enhanced Monitoring Measures: Improved monitoring measures, such as increased surveillance, monitoring, or access control, may have been implemented to deter and prevent disciplinary incidents.

Community and Parental Involvement: Increased involvement of parents and the local community is contributing to creating a supportive and accountable environment for students.

It's essential for the our campus to continue monitoring discipline data and assessing the effectiveness of implemented strategies. Additionally, ongoing communication with students, parents, and staff can help maintain a positive and safe school culture. If the decline is sustained, it can contribute to an overall improvement in the learning environment and the well-being of students.

As we embark on this improvement journey, we recognize that our strength lies in our identity. By leveraging our unique attributes, fostering inclusivity, and embracing innovation, we are committed to creating a campus environment that empowers every member to excel. Together, we will shape a future where Silsbee Elementary stands as a beacon of academic distinction, community connection, and individual success.

Demographics Strengths

The demographic strengths for a campus improvement plan are key factors related to the characteristics and composition of the campus population that can be leveraged for positive development. These strengths play a crucial role in shaping the educational environment and fostering a supportive community. Silsbee Elementary has a diverse student body which brings together individuals with varied backgrounds, perspectives, and experiences. This diversity fosters a rich

learning environment, promoting cultural understanding and preparing students for a globalized world. Silsbee Elementary has specific programs that cater to unique interests or talents. Additionally, Silsbee Elementary has a mix of students from various socioeconomic backgrounds that contributes to a well-rounded educational environment. It provides opportunities for students to learn from each other and prepares them for real-world interactions in diverse workplaces.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic data for the student population (1st - 5th grade) as of 11/30/2023 reveals several notable characteristics, including a significant representation of White students (65%), followed by African American (18%), Hispanic/Latino (9%), ESL (3%), and varying percentages for Free/Reduced Approved Lunches (60%), Special Education (21%), Dyslexia (9%), and At-Risk (49%) students. While the o **Root Cause:** The root causes may include a lack of resources, awareness, or tailored instructional strategies for students with diverse learning needs. Economic factors can impact students' access to educational resources, extracurricular activities, and academic support. Identifying and addressing the specific risk factors are crucial for developing effective interventions.

Student Learning

Student Learning Summary

1st Grade - mClass

Students in 1st grade are administered the mClass at the beginning, middle, and end of the school year, in compliance with the requirements under HB3. Reporting features provide snapshots of student skill levels at the individual, group, class, school, and even district levels.

Measure	All Students			African American			White			Hispanic			Two or More			SPED			Emergent Bilingual			EcoDis		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Composite	27%			29%			25%			24%			50%			12%			25%			26%		
LNF	28%			35%			24%			35%			30%			4%			25%			26%		
PS	23%			16%			27%			24%			10%			0%			0%			18%		
Letter Sounds	27%			23%			28%			29%			20%			12%			25%			24%		
Decoding	34%			32%			31%			47%			50%			12%			25%			31%		
Word Reading	28%			35%			27%			18%			40%			16%			0%			26%		
Fluency	27%			32%			24%			24%			50%			16%			0%			27%		
Accuracy	23%			26%			22%			18%			40%			8%			0%			22%		

1st Grade- NWEA MAP Growth Average RIT Scores

	All Students			African American			White			Hispanic			Two or More			SPED			Emergent Bilingual			EcoDis		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Overall Math	155			151			157			154			153			152			150			154		
Overall Reading	151			147			152			151			152			147			147			150		

2nd Grade mClass

Students in 2nd grade are administered the mClass at the beginning, middle, and end of the school year, in compliance with the requirements under HB3. Reporting features provide snapshots of student skill levels at the individual, group, class, school, and even district levels.

Measure	All Students			African American			White			Hispanic			Two or More			SPED			Emergent Bilingual			EcoDis		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Composite	27%			18%			29%			31%			17%			20%			17%			16%		
Letter Sounds	26%			15%			29%			31%			8%			16%			17%			16%		
Decoding	22%			15%			25%			31%			8%			5%			17%			13%		
Word Reading	38%			30%			41%			31%			25%			14%			17%			27%		
Fluency	28%			24%			31%			23%			17%			9%			17%			20%		
Accuracy	31%			21%			35%			31%			17%			12%			17%			21%		
MAZE	26%			18%			29%			23%			8%			5%			17%			17%		

2nd Grade- NWEA MAP Growth Average RIT Scores

	All Students			African American			White			Hispanic			Two or More			SPED			Emergent Bilingual			EcoDis		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Overall Math	170			166			171			166			168			162			166			166		
Overall Reading	163			159			165			159			158			155			153			159		

National Average Math - 175.04 National Average Reading - 172.35

3rd Math	State	72%	44%	19%
	Region	68%	36%	12%
	District	70%	33%	14%
3rd Reading	State	77%	51%	20%
	Region	73%	44%	15%
	District	77%	45%	12%
4th Math	State	70%	47%	22%
	Region	62%	37%	15%
	District	63%	39%	17%
4th Reading	State	78%	47%	21%
	Region	72%	38%	14%
	District	72%	34%	9%
5th Math	State	79%	50%	21%
	Region	74%	42%	14%
	District	75%	43%	15%
5th Reading	State	81%	56%	28%
	Region	76%	47%	20%
	District	75%	46%	22%
5th Science	State	64%	34%	15%
	Region	57%	27%	10%
	District	66%	40%	17%

Student Learning Strengths

Students demonstrate consistent strength across various subjects and grade levels, with a clear commitment to meeting and exceeding academic expectations. The performance data for 3rd, 4th, and 5th-grade Math, Reading, and Science across our campus indicates commendable achievements and positive trends. The comprehensive view emphasizes the importance of targeted interventions to support students at all proficiency levels, ensuring a holistic and inclusive approach to academic success. The progression over the years shows positive

momentum in student learning strengths across different subjects and grade levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While our campus consistently demonstrates commendable performance in 3rd, 4th, and 5th-grade Math, Reading, and Science, a notable challenge lies in addressing the lower percentage of students surpassing expectations, particularly in certain subjects and grade levels. **Root Cause:** The root cause of this challenge may stem from a need for more differentiated instructional strategies tailored to cater to the diverse learning needs of high-achieving students. The current teaching methodologies may not be adequately challenging or engaging for this group, leading to a gap in students surpassing expectations. This may result in a missed opportunity to fully tap into the academic

School Processes & Programs

School Processes & Programs Summary

CURRICULUM & INSTRUCTION

Silsbee ISD utilizes the curriculum as written by TEKS Resource System. Fidelity to the curriculum is monitored through walkthroughs and lesson plan reviews. Teachers also use mastery checks, concept quizzes and district-based unit assessments as formative progress monitoring tools. Most assessments provide by the district to ensure alignment between what is written, taught, and tested. Data analysis from these instruments is used to monitor student progress and plan for necessary interventions. The campus now has a Curriculum Director and Instructional Coach to assist our teachers and ensure our curriculum is aligned.

RECRUITING AND RETAINING QUALITY STAFF

Silsbee ISD strives to recruit and hire highly qualified teachers and staff. Most campus interviews are conducted with a panel of teachers and staff who "sell" Silsbee Elementary and ask specific scenario-based questions to ensure the right fit for each available position.

Quality embedded professional development, in-class model teaching, mentoring, and support is provided by mentor teachers. Silsbee Elementary also offers PLC group meetings to help sustain a consistent curriculum implementation and disaggregate data to drive curriculum planning.

SCHOOL ORGANIZATION

The campus' goals are aligned to district goals, with the target areas being literacy and mathematics, along with discipline/classroom management. The following data sources will be utilized through the year to monitor progress: assessment data (district and state), BOY, MOY, and EOY benchmark data, discipline data (including referrals, ISS, OSS, and PBIS development).

Silsbee Elementary's master schedule is developed to maximize instructional time for students, including a time for enrichment and reinforcement for skill gaps that have developed over time, while also providing common planning and collaboration time for teachers. PLC's are held regularly and include planning support and data analysis. The master schedule document includes grade level schedules, special schedule, duty rosters, lunch/recess schedules, dyslexia schedule, and enrichment schedule.

TECHNOLOGY

Technology is integrated into instruction daily. Students utilize technology for programs such as: Achieve 3000 Literacy and Math, Smarty Ants, Xtra Math, etc. The campus has a 1:1 ratio with technology for our students. The focus will continue to ensure our teachers and students have current technology available to further enhance instruction.

FAMILY ENGAGEMENT

Silsbee Elementary and parent support plans regular and varied events for students, parents, and the community. We are in our second year with our PTO and they are fairly active supporting our campus. Our Parent Liaison has developed plans to sponsor a technology night to inform our parents what technology resources are available to help our students, a

Math/STEM night to inform our parents in ways to help their students at home prior to STAAR, and a Literacy night focused on parental involvement and the importance of reading with their children.

School Processes & Programs Strengths

We have seen a tremendous response for family engagement and have surveyed our parents and teachers to align our plans for family engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Family engagement has been limited on the SES campus for several years; however, with the pandemic it is more difficult allowing parents to involve themselves with the school. **Root Cause:** Parents have not been trained to the effectiveness for parental involvement and its impact on student learning.

Perceptions

Perceptions Summary

The campus has worked hard to create a culture of learning and collaboration at Silsbee Elementary School. Our values and beliefs must always reflect in our actions to support our students, staff, and community members. We have focused our work around high academic performance and development of strong character in our students. We have continued to attempt to meet students where they are academically and move them forward. This year we will continue with an emphasis on students' social and emotional needs, while continuing to focus on their academic health. We have branded our curriculum as Kids of Character and recognizing common themes of: responsibility, gratitude, helpfulness, etc. These core values, in addition to teaching and modeling qualities of an exceptional learner, are helping our students experience some success.

A culture of high achievement and performance for all learners is being fostered through the relationships within our entire school community which includes our students, staff and parents. With the development of Grade Level Leaders and their focus on Professional Learning Communities, we are striving to ensure our students get the skills they need to be successful.

Perceptions Strengths

Based upon a survey offered to our parents, we feel our campus is headed in the right direction ensuring our students will be successful and our teachers feel more supported by our parents. We are working to increase our relationships with parents and they overall feel we have a caring and safe campus for their children. With the introduction of our Kids of Character and recognizing our students with Positive Office Referrals, our students are performing better than years past.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation 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
- Class size averages by grade and subject

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.





Performance Objective 1: Silsbee Elementary will strive to increase overall Reading Scores to 47% by June, 2024 in the Meets Expectations category as based upon STAAR results.

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective differentiated strategies will be employed to meet the unique needs of our students. Strategy's Expected Result/Impact: By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Formative assessments will be designed to prepare students to be assessment capable and successful students. Strategy's Expected Result/Impact: More students will perform at the meets and mastery level on district and state assessments. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: A variety of formative assessment tools such as common instructional checks, rubrics, performance based tasks, will be used to accurately assess current levels of performance and consequently drive instruction for each student. Strategy's Expected Result/Impact: More differentiated experiences leading to students increased level of interest and performance. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Nine week data meeting to discuss progress of students as well as future planning. Strategy's Expected Result/Impact: Teachers will learn by looking at data and collaborative discussion and make informed decision on next steps for students. This will lead to an increase in reading achievement. Staff Responsible for Monitoring: Grade level leaders, teachers, administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Grade level teams will utilize protocols to analyze teacher and student data, explore research, create formative assessment opportunities, and help to create high functioning teams. Strategy's Expected Result/Impact: High performing grade level teams. Staff Responsible for Monitoring: Grade level leaders, teachers, administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative		
	Nov	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will focus on explicit professional development aimed with increasing academic productivity of students and supporting the alignment of curriculum and instruction. Strategy's Expected Result/Impact: Increased opportunity for student achievement and developing a knowledge base for aligning TEKS to grade level standards. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 7 Details	Formative Reviews		
Strategy 7: The campus will purchase supplemental materials to assist students with core subject areas to provide accelerated instruction to identified students. Strategy's Expected Result/Impact: Increase student performance on report cards, state assessments, reading progress, and lower retention rates. Staff Responsible for Monitoring: Administration, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.

Performance Objective 2: Silsbee Elementary will strive to increase overall Math Scores to 43% by June, 2024 in the Meets Expectations category as based upon STAAR results.

HB3 Goal
Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective differentiated strategies will be employed to meet the unique needs of our students. Strategy's Expected Result/Impact: By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Formative assessments will be designed to prepare students to be assessment capable and successful students. Strategy's Expected Result/Impact: More students will perform at the meets and mastery level on district and state assessments. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: A variety of formative assessment tools such as common instructional checks, rubrics, performance based tasks, will be used to accurately assess current levels of performance and consequently drive instruction for each student. Strategy's Expected Result/Impact: More differentiated experiences leading to students increased level of interest and performance. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Nine week data meeting to discuss progress of students as well as future planning. Strategy's Expected Result/Impact: Teachers will learn by looking at data and collaborative discussions and make informed decision on next steps for students. This will lead to an increase in math achievement. Staff Responsible for Monitoring: Grade level leaders, teachers, administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Grade level teams will utilize protocols to analyze teacher and student data, explore research, create formative assessment opportunities, and help to create high functioning teams. Strategy's Expected Result/Impact: High performing grade level teams. Staff Responsible for Monitoring: Grade level leaders, teachers, administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will focus on explicit professional development aimed with increasing academic productivity of students and supporting the alignment of curriculum and instruction. Strategy's Expected Result/Impact: Increased opportunity for student achievement and developing a knowledge base for aligning TEKS to grade level standards. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 7 Details	Formative Reviews		
Strategy 7: The campus will purchase supplemental materials to assist students with core subject areas to provide accelerated instruction to identified students. Strategy's Expected Result/Impact: Increase student performance on report cards, state assessments, reading progress, and lower retention rates. Staff Responsible for Monitoring: Administration, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.

Performance Objective 3: By May 2024, the percent of 1st Grade students that score "on benchmark" or above on the Composite score for the mClass Assessment will increase from 27% to 50%.

HB3 Goal

Evaluation Data Sources: mClass/DMAC

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective differentiated strategies will be employed to meet the unique needs of our students. Strategy's Expected Result/Impact: By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Mid year data meeting to discuss progress of students as well as future planning through MTSS. Strategy's Expected Result/Impact: Teachers will learn by looking at data and collaborative discussion and make informed decision on next steps for students. This will lead to an increase in reading achievement. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will purchase supplemental materials to assist students with core subject areas to provide accelerated instruction to identified students. Strategy's Expected Result/Impact: Increase student performance on TPRI fluency and reading progress. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.

Performance Objective 4: By May 2024, the percent of 2nd Grade students that score "on benchmark" or above on the Composite score for the mClass Assessment will increase from 27% to 50%.

HB3 Goal
Evaluation Data Sources: mCLASS/DMAC

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective differentiated strategies will be employed to meet the unique needs of our students. Strategy's Expected Result/Impact: By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Mid year data meeting to discuss progress of students as well as future planning through MTSS. Strategy's Expected Result/Impact: Teachers will learn by looking at data and collaborative discussion and make informed decision on next steps for students. This will lead to an increase in reading achievement. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will purchase supplemental materials to assist students with core subject areas to provide accelerated instruction to identified students. Strategy's Expected Result/Impact: Increase student performance on TPRI fluency and reading progress. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.

Performance Objective 5: By May 2024, the average RIT score of Grade 1 students NWEA MAP Math Growth performance will increase from 155 to 171.

HB3 Goal
Evaluation Data Sources: NWEA

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective differentiated strategies will be employed to meet the unique needs of our students. Strategy's Expected Result/Impact: By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Mid year data meeting to discuss progress of students as well as future planning through MTSS. Strategy's Expected Result/Impact: Teachers will learn by looking at data and collaborative discussion and make informed decision on next steps for students. This will lead to an increase in math achievement. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June





Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will purchase supplemental materials to assist students with core subject areas to provide accelerated instruction to identified students. Strategy's Expected Result/Impact: Increase student performance on TEMI success and overall math progress. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.

Performance Objective 6: By May 2024, the average RIT Score of Grade 2 students NWEA MAP Math Growth performance will increase from 171-185.

HB3 Goal
Evaluation Data Sources: NWEA

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective differentiated strategies will be employed to meet the unique needs of our students. Strategy's Expected Result/Impact: By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Mid year data meeting to discuss progress of students as well as future planning through MTSS. Strategy's Expected Result/Impact: Teachers will learn by looking at data and collaborative discussion and make informed decision on next steps for students. This will lead to an increase in math achievement. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June





Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will purchase supplemental materials to assist students with core subject areas to provide accelerated instruction to identified students. Strategy's Expected Result/Impact: Increase student performance on TEMI success and overall math progress. Staff Responsible for Monitoring: RTI Coordinator, Teachers, Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Silsbee Elementary will strive to increase effectiveness focused on continuous improvement in student achievement and operational efficiency aligned with adopted HB 3 Goals.

Performance Objective 7: Silsbee Elementary will individualize learning experiences to meet the unique needs of each student.

Strategy 1 Details	Formative Reviews		
Strategy 1: The instructional staff will continue to evaluate their Multi-tiered System of Supports (MTSS, formerly RTI), Dyslexia identification and Special Education referral process. Strategy's Expected Result/Impact: Align the structure for referring students for extra help as needed and to understand the development for Mutli-tiered support. Staff Responsible for Monitoring: Administration, Teachers, Diagnosticians, Dyslexia Staff, MTSS Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional support to students through: (1) tutorials, (2) accelerated learning plans, (3) inclusion support as appropriate, (4) reading and math intervention services, and (5) summer school. Strategy's Expected Result/Impact: Increased performance on grades and state assessments, lower retention rates. Staff Responsible for Monitoring: Administration, Teachers, Grade Level Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement an after-school tutorial program for all grades for targeted interventions and support. Strategy's Expected Result/Impact: Increased student performance on report cards, and state assessments. Staff Responsible for Monitoring: Administration, Teachers, Grade Level Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will utilize researched based programs to assist our students in becoming grade level proficient (i.e. Smarty Ants, Achieve Literacy, Achieve Math, Actively Learn, Xtra Math, Achieve 3000, DMAC, P4L, etc.). Strategy's Expected Result/Impact: Increased success in our students scores in both reading and math. Staff Responsible for Monitoring: Administration, MTSS Coordinator, Teachers, Grade Level Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Contracted services - State Compensatory Education (SCE)	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Accelerated Instruction for Math and Reading for students in Grades 3, 4, or 5 who did not meet expectations on STAAR will be provided through after school or summer school programs as written in HB 4545. Strategy's Expected Result/Impact: Increase students' success in STAAR. Staff Responsible for Monitoring: RTI Coordinator, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extra duty pay - - State Compensatory Education (SCE)	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Students not meeting expectation on STAAR will be identified at-risk and will receive remedial or accelerated instruction with extended learning opportunities according to their individual needs. Strategy's Expected Result/Impact: Increase students' success in STAAR. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Mar	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Students will be progress monitored in math and reading through NWEA MapsGrowth. Strategy's Expected Result/Impact: Mastery on Unit Assessments and STAAR Staff Responsible for Monitoring: Teachers, RTI Coordinator, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Contracted services - State Compensatory Education (SCE)	Formative		
	Nov	Mar	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Supplemental paraprofessionals will provide instructional support in Reading and Math Labs working with students one-on-one or in small groups to meet the instructional needs for each student. Strategy's Expected Result/Impact: Growth in various student measurements, successful STAAR Staff Responsible for Monitoring: RTI Coordinator, Lab Paraprofessionals, Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Payroll - Paraprofessional salaries - State Compensatory Education (SCE)	Formative		
	Nov	Mar	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Supplement student technology to provide resources for in-school and remote learning to prevent learning loss Staff Responsible for Monitoring: Principal Funding Sources: Supplies - State Compensatory Education (SCE)	Formative		
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced curriculum utilizing rigorous instructional standards that adequately prepares all students for the college and career of their choice.

Performance Objective 1: By May 2024, 100% of core campus teachers will consistently implement content specific best practices from Teach Like a Champion 3.0, such as cognitive lift, explicit instruction, sweating the details, and engagement strategies. This will be evidenced by campus calendar and regular observation data.

Evaluation Data Sources: STRIVE data, TIP progress

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will engage in scheduled purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance and grow professionally. Strategy's Expected Result/Impact: Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Staff Responsible for Monitoring: Grade level leaders, Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative		
		Nov	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Silsbee Elementary will continue to train staff with developing effective PLC's. Strategy's Expected Result/Impact: Grade level leaders will learning the foundations for effective planning and data disaggregation in order to pursue purposeful lessons for our students. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative		
		Nov	Mar	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will engage in scheduled purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance and grow professionally. Strategy's Expected Result/Impact: Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Staff Responsible for Monitoring: Grade level leaders, Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Silsbee Elementary will continue to train staff with developing effective PLC's. Strategy's Expected Result/Impact: Grade level leaders will learning the foundations for effective planning and data disaggregation in order to pursue purposeful lessons for our students. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced curriculum utilizing rigorous instructional standards that adequately prepares all students for the college and career of their choice.

Performance Objective 2: By May 23, 2024, 100% of campus staff will employ the explicit school wide behavioral expectations and routines with fidelity, as evidenced by classroom walkthroughs and student behaviors during transition periods including before, during, and after classroom instruction time documented by campus leadership team.

Evaluation Data Sources: STRIVE data, Discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Kids of Character program will be established focusing upon appropriate behaviors being attributed at school. Strategy's Expected Result/Impact: Students will learn traits of appropriate behaviors and receive rewards or incentives for exhibiting behaviors. Staff Responsible for Monitoring: Counselor's Title I: 2.4	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Character awareness curriculum will be created by the counseling staff and monthly meetings will be scheduled to reinforce the lessons created. Strategy's Expected Result/Impact: Students will have a higher recognition for appropriate behaviors. Staff Responsible for Monitoring: Counselor's Title I: 2.4	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure the Fine Arts program (Art & Music) is aligned to district objectives and fosters exceptional student performance opportunities. Strategy's Expected Result/Impact: Increased participation for students. Staff Responsible for Monitoring: Art teacher, Music teacher, Administration Title I: 2.4, 2.5	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will participate in physical activity for a minimum of 135 minutes per week and students will complete a Fitness Gram assessment to measure physical ability. Strategy's Expected Result/Impact: Increased physical fitness benefits Staff Responsible for Monitoring: Physical Education teachers, Administration Title I: 2.4, 2.5	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Engaging with TIL will help us form the repeated practice of good habits, beginning with a vision of what a positive, inclusive culture looks like minute by minute. It will help us develop a vision for each part of the school day and then bring the vision to life by building systems that enable teachers, students, and anyone else on the campus to know what they should be doing and when at all parts of the day with a high level of detail. Strategy's Expected Result/Impact: Increased campus culture and routines, decreased discipline incidents Staff Responsible for Monitoring: Teachers, Administration Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Nov	Mar	June
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Silsbee ISD will encourage participation from all parents, community members and stakeholders to support students in curricular, co-curricular, and extra-curricular activities.

Performance Objective 1: Silsbee Elementary will increase parent and community engagement through increased attendance at campus events, increased opportunities for community volunteers, and improved communications.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents and teachers will be surveyed to determine the area(s) of need on our campus for improving parent and family engagement. Strategy's Expected Result/Impact: Provide knowledge of our campus and assist with a needs assessment to identify common areas for Parent and Family engagement. Staff Responsible for Monitoring: Parent Engagement Liaison Title I: 4.1, 4.2	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will host a technology night that will showcase the technology programs used on campus to increase student growth, as well as facilitate websites that could help parents at home with their child. Strategy's Expected Result/Impact: Parents will understand the technology programs utilized on campus and use the suggested websites to help their student at home with homework. Staff Responsible for Monitoring: Parent Engagement Liaison Title I: 4.1, 4.2	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus communications will be provided in English and in Spanish for progress reports, upcoming conferences, campus-level events, meetings and programs. Translators will be provided as needed. Strategy's Expected Result/Impact: Increased communication with our parents Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2	Formative		
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Silsbee ISD will encourage participation from all parents, community members and stakeholders to support students in curricular, co-curricular, and extra-curricular activities.

Performance Objective 2: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Strategy 1 Details	Formative Reviews		
Strategy 1: A Parent/Teacher organization will continue to support the campus and students, as well as give parents an avenue to support education at SES. Strategy's Expected Result/Impact: Increased parental support for the campus. Staff Responsible for Monitoring: Campus Principal Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus employees will support the Parent Teacher Organization. Strategy's Expected Result/Impact: Campus employees will become partners with our Parent Teacher Organization. Staff Responsible for Monitoring: Campus Principal and Teachers Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will host parent/teacher conferences and family education nights to discuss student progress, curriculum, support for their child's education. Parent/Teacher conferences may be initiated at any time as needed. Strategy's Expected Result/Impact: Increased student success. Staff Responsible for Monitoring: Parent Liaison, Administration, Teachers	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Parent Liaison will study previous parental involvement activities, evaluate and design activities to target parents of at-risk students. Strategy's Expected Result/Impact: Increased student success. Staff Responsible for Monitoring: Parent Liaison, Administration Title I: 2.6, 4.1	Formative		
	Nov	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 4: All Silsbee ISD students will receive instruction by staff members certified for the courses taught.

Performance Objective 1: Alternative Certified staff will receive mentoring support throughout the school year in order to effectively instruct our students.

Evaluation Data Sources: Official certification by the end of the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Mentoring programs will be established and followed throughout the school year. Strategy's Expected Result/Impact: Increase in support and confidence with new teachers. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Probationary teachers will have opportunities to observe veteran teacher classrooms. Strategy's Expected Result/Impact: Teachers will be able to observe and learn effective classroom strategies from veteran teachers. Staff Responsible for Monitoring: Administration, Grade Level Leaders	Formative		
	Nov	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

State Compensatory

Budget for Silsbee Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

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Personnel for Silsbee Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arianna Jackson	Math Lab Paraprofessional	1
Ashley Whitmore	Math Lab Paraprofessional	1
Carly King	Math Lab Paraprofessional	1
Chrystal Roy	Reading Lab Paraprofessional	1
DaJuanna Carson	Reading Lab Paraprofessional	1
Jackie Zare	Math Lab Paraprofessional	1
Jennifer House	Reading Lab Paraprofessional	1
Laura Scoggins	Reading Lab Paraprofessional	1
Melissa Doleman	Math Lab Paraprofessional	1
Sara Stricklan	RTI Coordinator	1
Susie Watts	Reading Lab Paraprofessional	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Jennifer Dauriac	Principal
Classroom Teacher	Betsy Richter	Second Grade
Classroom Teacher	Gayle Lightfoot	Second Grade
Classroom Teacher	Jennifer Gerngross	First Grade
Classroom Teacher	Lacy Castolenia	Third Grade
Classroom Teacher	Erica Riggs	Fourth Grade
Classroom Teacher	Amanda Pooler	Fifth Grade
Community Representative	Bethany Jennings	Community Representative
Parent	Cody Crosby	Parent
Classroom Teacher	Rebekah Albritton	1st Grade
Classroom Teacher	Monica Jones	3rd Grade
Classroom Teacher	Serenity Schmitt	4th Grade
Classroom Teacher	Brandi Vandiver	5th Grade
Paraprofessional	Vicki Baker	Paraprofessional
Paraprofessional	Dajuanna Carson	Paraprofessional
Administrator	Brittany Thompson	Admin Intern/At Risk
Parent	Jessica Norman	Parent
Community Representative	Erica Donalson	Community Member
Business Representative	Sissy McInnis	Business Representative

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	Contracted services		\$0.00
1	7	5	Extra duty pay -		\$0.00
1	7	7	Contracted services		\$0.00
1	7	8	Payroll - Paraprofessional salaries		\$0.00
1	7	9	Supplies		\$0.00
Sub-Total					\$0.00