

Iola Independent School District

District Improvement Plan

2020-2021



Board Approval Date: October 27, 2020

Value Statement

We believe:

Every child deserves respect and a quality education.

Learning should continue for a lifetime.

Learning should be relevant and engaging.

Classrooms should be structured and consistent.

Classrooms should have high expectations for all students.

All students can be successful.

All students must be prepared to compete in a technologically advanced and diverse society.

Each student should possess strong moral integrity.

Our schools are safe learning environments.

Parents and the community are our partners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Iola ISD is located between College Station and Huntsville. Even as a rural school community, the growth within the number of students is significant. From 2017/2018 to 2018/2019, our student count increased from 501 to 526. Employee count decreased by 6, mostly in the "Auxiliary Staff" category (see TAPR 2018-2019). There was little change in our ED percentage, as it went from 37.5% to 37.3% over the course of the year. With another increase in the hispanic population, the ELL went from 6 to 7.

Ethnic Distribution:

- African American: 13 (2.5%)
- Hispanic 95 (18.1%)
- White 410 (77.9%)
- Asian 1 (.2%)
- Two or More Races 7 (1.3%)

Student Groups:

- Economically Disadvantaged 196 (37.3%)
- Non-Economically Disadvantaged 310 (62.7%)
- Section 504 Students 31 (5.9%)
- English Learners 7 (1.0%)
- Students w/ DP 2 (.4%)
- Students w/ Dyslexia 10 (1.9%)
- At-Risk 192 (36.5%)

Staff Data:

Teachers by Highest Degree Held:

- No Degree .9 (Includes Long-term subs)
- Bachelors 35.6
- Masters 6

Teachers by Years of Experience:

- Beginning Teachers 2.4
- 1-5 Yrs 7.8
- 6-10 Years 6.5
- 11-20 Years 18.5
- Over 20 Years 7.4

Number of Students per Teacher 12.4

Demographics Strengths

The attendance rate for the district has been consistent at almost 97%.

All elementary ELA teachers are ESL certified to help meet the needs of the growing subpop. (CIP Goal)

Class sizes are below the state average in all but two grade levels and has been for at least 3 years. To further decrease the ratio of students to teachers, we have added an additional teacher in Kindergarten (previous year) and an additional first grade teacher. To better accommodate the growing SpEd population, we now have a teacher that has added the role as a District Special Education Coordinator.

Staff members are able to form meaningful, appropriate relationships with students since student populations are small. Individualizing instruction is simpler to monitor and track due to numbers. Staff demographics closely reflect student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic subpop is growing, but still a small number. This could easily skew our data **Root Cause:** The district is growing, more people are moving here because of the small rural community.

Student Achievement

Student Achievement Summary

STAAR scores are above state averages, but there are areas that should still be addressed. Additionally, SAT/ACT scores need improvement.

Over the course of the past 3 years, Iola ISD has consistently been above the state and region average of passing on the STAAR assessment, with the exception of writing in 2018 and social studies in 2017 & 2018. For the 2019 test administration, all contents were above the state average, including the 2 contents that were below the average previously.

Student Achievement Strengths

Elementary reading and math are in growth trends for the past 2 years. Approaching grade level students are growing in both content areas.

Over the course of the past 3 years, Iola ISD has consistently been above the state and region average of passing on the STAAR assessment, with the exception of writing in 2018 and social studies in 2017 & 2018. In 2019, ALL GRADE LEVEL SUBJECTS are above the state average.

CCMR students in 2017-2018 was also above the state and region average, at 82% (this data is generally a year behind on reporting)

At Masters increased in every tested subject from 2018 to 2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At Master's Grade Level needs improvement across all content areas. **Root Cause:** Students show a struggle with being able to use higher level thinking skills and do things such as draw conclusions and make inferences.

Problem Statement 2: Iola ISD needs additional supplies for classrooms that are required for STAAR testing, such as TI calculators, thesauruses, and online programs. **Root Cause:** Lack of knowledge of current inventory in the classrooms

District Culture and Climate

District Culture and Climate Summary

According to the Campus Needs Assessments from both campuses, students feel safe, respected by teachers, and feel that teachers are knowledgeable about content and recognize their efforts. Students feel that teachers have high expectations in the classroom and utilize class time wisely. Parents report that students are treated with respect and that the school stresses academic achievement. While survey numbers show positive marks in many areas, the areas for improvement include working toward a more fair and consistent punishment and an increased effort for teachers to know parents.

The number of office referrals were decreased.

Iola ISD has made strides to increase school safety, including forming a District Safety Committee that meets regularly, using the P3 anti-bullying app provided by Grimes County Crime Stoppers, using behavior plan expectations, construction to buildings and fences to create safer environments for students and staff, ensuring all doors that allow access to students remain locked throughout the school day.

Teachers recognize efforts and have high expectations for academic achievement.

District Culture and Climate Strengths

According to the surveys, students feel respected by teachers.

Parents are pleased with transportation services.

There is adequate technology to support students and school safety.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: 59.4% of parents feel as though rules are inconsistently enforced by teachers and administration at secondary while 2% feel the rules are unfair at elementary. **Root Cause:** Suspected root cause is not consistently enforcing expectations that are discussed at the beginning of the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Iola ISD has new teacher in-service and mentor teachers to provide support to new teachers. Support is offered to teachers whose students are performing below district and state standards, whether it be through workshops, internal professional development, programs such as RTI, or software programs that accurately identify the needs of individual students. Since Iola ISD is a rural school, it seems to be attractive to teachers because of the family orientated atmosphere.

Teachers and staff attend a week or more of in-service and professional development at the beginning of the school year to get updated and expand their knowledge of current situations within our district. Teachers are also evaluated throughout the school year through our Eduphoria system, allow administrators to provide valuable feedback to the teachers. T-TESS guidelines are used for evaluation purposes, goal setting, and more. All paraprofessionals are required to maintain a certification and they are included in professional development opportunities.

Staff Quality, Recruitment, and Retention Strengths

Based on a recent survey, 25 out of 30 of staff members that filled out the survey feel either always or often empowered to make instructional decisions.

Our school supports all teachers voices by allowing the sharing of new ideas and allowing teachers to help with the decision making process.

Iola ISD has created a culture of success and support that is appealing to quality staff members, reducing the task of recruitment.

28 out of 30 employees surveyed rated the school as a safe and secure environment with a 4 or 5, with 5 being the highest rating.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While secondary teachers feel there is more time for communication and collaboration, the elementary teachers feel that collaboration is not available within grade levels. **Root Cause:** Due to the size of our school and the number of teachers per grade level, time is not always available in the busy schedules.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student centered instruction and assessments drive data. This allows for teachers to meet the needs of the individual students and, in elementary, create small groups for more individualized instruction.

As the number of ESL students continues to grow, CTE course options expand, special education becomes more in-depth, GT is more prominent, Iola ISD will continue to adapt and change to the ongoing needs of students, staff, and community.

Teachers base their curriculum and instruction on TEKS standards as well as student assessment results.

Curriculum, Instruction, and Assessment Strengths

Teachers have the flexibility to create their own curriculum, assessments, and instruction from various resources, such as textbooks, Teachers Pay Teachers, instructional blogs, online softwares purchased by the district, etc.

Diversified instruction and authentic learning experiences give teachers the ability to constantly monitor student performance and adjust, as needed.

RTI programs for reading and math interventions allows for more small group instruction. Elementary also has a variety of benchmarks to pinpoint student progress.

Iola ISD offers college courses to junior and seniors to prepare students for college, CCMR, and to supplement their state credited CTE courses.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Professional development opportunities are limited **Root Cause:** Lack of service center resources and internal professional development opportunities.

Parent and Community Engagement

Parent and Community Engagement Summary

According to Campus Needs Assessments for 2017-2018, parents expressed that they had an overall satisfaction with family and community engagement. They felt welcome at the school. Iola ISD has many committees that involve the community and family members. Committees such as the Campus Advisory Committees, SHAC, District Advisory Committee, and Safety Committees, just to name a few, consists of parents, teachers, staff, community members, and business leaders.

Parent and Community Engagement Strengths

Parents and community members are involved in the school through committees and volunteer opportunities.

Family events, safety at school, academic performance, and trusting relationships are strengths of Iola ISD.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents want more ways to work with their children at home, on their homework, assessments, examples of classwork, and upcoming units. **Root Cause:** The district does not engage all parents in these specific areas.

District Context and Organization

District Context and Organization Summary

The Campus Improvement Plans focus on student academic achievement, safety, and success for all students.

Teachers work together to try to provide transitions for students in various grades. For example, 6th grade teachers and junior high teachers try to mimic what is to be expected when moving to future grade levels.

The district has a focus of improving student academic achievement by communicating with parents and having conferences, parent surveys, professional development opportunities, walk throughs and formal/informal observations.

District Context and Organization Strengths

Iola ISD has been successful in the 2017-2018 school year in that all students and student groups will meet or exceed state and federal accountability standards. This is shown through the current accountability system in which Iola ISD received an A.

Elementary meets regularly to discuss students with the RTI Committee.

An organized schedule of assessment dates and windows is provided in elementary for planning purposes and in secondary for diagnostic purposes.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Students that are chronically absent are preventing the attendance rate from increasing above 97%. **Root Cause:** Students lack motivation to attend or parents struggle to get them to school and often do not have good cause to be absent.

Problem Statement 2: Elementary teachers do not have a process in place to ensure that the daily demands of the campus do not overshadow the focus on improvement. **Root Cause:** There is a concern of teachers getting too bogged down and not being able to focus on their students and their academic needs all the time.

Problem Statement 3: SpEd teachers have an increased number of students needing services. **Root Cause:** More students are identified for services, due to the corrective action plan in Texas, required by Child Find for Special Ed.

Technology

Technology Summary

Overall, district staff feel that the amount of technology in the district has greatly improved. However, having more devices for students would be appealing. Since the current COVID situation has occurred, it is even more apparent that there is a need for additional devices to get closer to 1-to-1, especially in secondary.

Technology Strengths

Interactive whiteboards and projectors in most classrooms

Numerous chromebooks

Reliable internet access within the buildings

Regular access to mobile carts

Excellent prep for college level and workforce experiences

All classrooms have some student devices

Problem Statements Identifying Technology Needs

Problem Statement 1: Some of the technology, such as projectors, are becoming quickly outdated. **Root Cause:** The projectors tend to last about 5-7 years, thus making them outdated and unreliable once they break. Additionally, they are very expensive to replace.

Problem Statement 2: Secondary classrooms do not have sufficient devices in the classroom. **Root Cause:** Chromebooks are checked out through the cart system.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional development needs assessment data

Goals

Revised/Approved: October 14, 2020

Goal 1: Due to the amount of Economically Disadvantaged students and Title I participants within the district, Iola ISD will maintain a contract with ESC 6 for Title I support to ensure the highest quality of education for all students.

Performance Objective 1: Through the use of budgeting for Title I funds, Iola ISD will increase the effectiveness of the Title I program by allowing teachers and students access to a greater amount of resources.

Evaluation Data Sources: Purchase Order system
Grant funding documentation
Yearly local budget

Strategy 1 Details	Formative Reviews		
Strategy 1: Use TI funds to ensure quality education for all Strategy's Expected Result/Impact: Increase the effectiveness of instruction and availability of resources to teachers and students Staff Responsible for Monitoring: Title I coordinator Business manager Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Due to the amount of Economically Disadvantaged students and Title I participants within the district, Iola ISD will maintain a contract with ESC 6 for Title I support to ensure the highest quality of education for all students.

Performance Objective 2: Iola ISD will improve safety and security of the school, partly through the use of Title I funds, by adding cameras, locks, security systems, and the formation of the District Safety Committee

Targeted or ESF High Priority

Evaluation Data Sources: DSC meeting minutes
Purchase order system

Strategy 1 Details	Formative Reviews		
Strategy 1: Buzzers at the tunnel doors and at the front doors near the offices of both campuses, as well as other security features throughout the school. Strategy's Expected Result/Impact: Increase security and safety of students and staff Staff Responsible for Monitoring: District administrators Superintendent Title I Schoolwide Elements: 3.1 Funding Sources: Funding for security - 199-General fund, Funding for security - 211-Title II (REAP)	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Continuously improve technology by increasing the number of devices and keeping the current technology, such as smartboards and projectors, updated, and purchasing new teacher laptops by the end of 2021.

Performance Objective 1: Keep technology updated to ensure students are able to access and view appropriate content within the classroom and increase the efficiency and effectiveness of the teacher using the curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria tech requests, POs for repairs/maintenance

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the most up to date equipment to instruct students within the classroom. Strategy's Expected Result/Impact: Increase learning time. Decrease the amount of time used to search and boot. Staff Responsible for Monitoring: Technology Director Campus administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Continuously improve technology by increasing the number of devices and keeping the current technology, such as smartboards and projectors, updated, and purchasing new teacher laptops by the end of 2021.

Performance Objective 2: Increase the number of devices per student to move toward 1:1 ratio in secondary, 1:2 in upper elementary, and 1:3 in K-4.

Targeted or ESF High Priority

Evaluation Data Sources: Computer Inventory, teacher reviews

Strategy 1 Details		Formative Reviews		
Strategy 1: Survey teachers Strategy's Expected Result/Impact: Allow more students the ability to access online content and learning materials. Staff Responsible for Monitoring: Technology director Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Technology - 211-Title 1, Part A, Technology - 211-Title 1, Part A		Formative		
		Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Teachers will be provided appropriate professional development opportunities to address certain campus and district needs.

Performance Objective 1: Student groups that are not achieving their full potential will be identified and teachers will receive training and professional development, such as additional information on small group instruction, to ensure they are reaching these students.

HB3 Goal

Evaluation Data Sources: Benchmark testing, ExactPath, PO system, training certificates

Strategy 1 Details	Formative Reviews		
Strategy 1: Have teachers attend professional development regarding small group instruction, identifying issue within student groups, etc. Strategy's Expected Result/Impact: Increase scores and reduce gaps in specific student groups. Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Professional development - 211-Title 1, Part A, Professional Development - 211-Title 1, Part A	Formative		
	Dec	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and other staff members will receive professional development regarding suicide prevention, conflict resolution, violence prevention, dropout reduction, and discipline management. Strategy's Expected Result/Impact: Reduce the number of conflicts and create awareness on these important topics. Staff Responsible for Monitoring: Campus admin District admin Title I Schoolwide Elements: 2.5, 2.6, 3.1	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Iola ISD will improve academic achievement and digital literacy skills for gifted and talented students, while meeting the needs of those students that are almost to "At Master Level."

Performance Objective 1: By the end of December 2020, Iola ISD will implement a more effective library system at both campuses, while providing additional research based online resources to students and teachers.

Evaluation Data Sources: Check out logs
Increase in the quality of research

Strategy 1 Details	Formative Reviews		
Strategy 1: Librarians will be provided training to foster the needs of the GT students, in conjunction with the GT teacher. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Librarians Technology director GT Teachers Campus admin Title I Schoolwide Elements: 2.4, 2.5	Formative		
	Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify × Discontinue			

Goal 4: Iola ISD will improve academic achievement and digital literacy skills for gifted and talented students, while meeting the needs of those students that are almost to "At Master Level."

Performance Objective 2: Iola ISD will implement and analyze ExactPath data with 3 benchmarks throughout the year in elementary and junior high to challenge all students, fill in gaps, and provide data to improve reading and math skills.

Evaluation Data Sources: ExactPath data sources, pre- & post-tests, benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement ExactPath for 45 minutes a week, possibly in rotations. Strategy's Expected Result/Impact: Increase performance for all student groups. Staff Responsible for Monitoring: Campus administrators Teachers Technology Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Software - 211-Title 1, Part A	Formative		
	Dec	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

Performance Objective 1: The district will increase students who approach grade level or above in ELA from 82 to 87%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Test Results

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement ExactPath and vertical alignment conversations. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators Superintendent Technology Director Title I Schoolwide Elements: 2.4, 2.6		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify × Discontinue				

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

Performance Objective 2: The district will increase students who approach grade level or above in Math from 87 to 89%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement ExactPath and vertical alignment conversations. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators Superintendent Technology Director Title I Schoolwide Elements: 2.4, 2.6	Formative		
	Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify × Discontinue			

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

Performance Objective 3: The district will increase students who approach grade level or above in Writing from 83 to 85%.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks
STAAR results

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement a unified aligned writing rubric, align expectations in K-8 Strategy's Expected Result/Impact: Improve academic performance Staff Responsible for Monitoring: Campus Administrators Superintendent Title I Schoolwide Elements: 2.4, 2.6		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify × Discontinue				

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

Performance Objective 4: The district will increase students who approach grade level or above in Science from 81 to 86%.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark testing
STAAR results

Strategy 1 Details		Formative Reviews		
Strategy 1: Kinder and up, teachers will provide at least one hands-on science lesson per week. Strategy's Expected Result/Impact: Improve academic achievement Staff Responsible for Monitoring: Campus Administrator Title I Schoolwide Elements: 2.4, 2.6		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished ➔ Continue/Modify ✖ Discontinue				

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

Performance Objective 5: The district will increase students who approach grade level or above in Social Studies from 87 to 89%.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark Testing
STAAR results

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will implement the use of technology to make lessons more engaging in the classroom. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Technology Director Campus Administrators Title I Schoolwide Elements: 2.4, 2.6		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: Iola ISD will work to integrate professional development opportunities in areas for special programs.

Performance Objective 1: The district will provide professional development in the following areas, according to the needs and schedule established by TEA, TASB, or other official agencies, either online or in-person, provided by external or internal professionals, in the areas of: suicide prevention, conflict resolution, violence prevention, dyslexia treatment, dropout reduction, positive behavior support, sexual abuse and trafficking awareness, dating violence, discipline management, and more.

HB3 Goal
Evaluation Data Sources: PD certification tracking, Eduhero

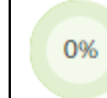
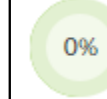
Strategy 1 Details		Formative Reviews		
Strategy 1: Iola ISD will increase the amount of social and emotional professional development to teachers, annually and as needed. Strategy's Expected Result/Impact: Increase staff awareness and benefit students Staff Responsible for Monitoring: Campus administrators, professional development providers		Formative		
		Dec	Apr	July
				
 No Progress		 Accomplished	 Continue/Modify	 Discontinue

Goal 7: Iola ISD will recruit teachers who are considered "highly effective."

Performance Objective 1: Teacher evaluations through Eduphoria/Strive should be used to ensure teachers and other educational aides are highly effective, based on observations of student discipline, planning/organization, quality of instruction, and content.

HB3 Goal

Evaluation Data Sources: Strive

Strategy 1 Details	Formative Reviews		
Strategy 1: Current teachers will be informed of opportunities for higher education admissions and financial aid opportunities (such as the TEACH grant). Strategy's Expected Result/Impact: Increase the effectiveness of teachers Staff Responsible for Monitoring: Campus administrators	Formative		
	Dec	Apr	July
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided opportunities to make informed decisions for choosing curriculum by allowing teachers to attend professional development and scouting events when adoptions are available. Strategy's Expected Result/Impact: Increase the quality of curriculum in the classroom Staff Responsible for Monitoring: Campus administrators	Formative		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Iola ISD will recruit teachers who are considered "highly effective."

Performance Objective 2: Teachers new to the district will be evaluated prior to hiring.

HB3 Goal

Strategy 1 Details		Formative Reviews			
Strategy 1: Iola ISD will perform reference checks with prior employers, request recent evaluations.		Formative			
		Dec	Apr	July	
		0%	0%	0%	
		0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

2020-2021 District Advisory Committee/LIPC

Committee Role	Name	Position
District-level Professional	Monica Hurst	Assistant Chair
Administrator	Scott Martindale	Chair/Superintendent
Administrator	Kristin Sajewski	Elementary Principal
Administrator	Brian Fowler	Secondary Principal
Business Representative	Jamie Gressett	
Community Representative	Kayla Ellis	
Paraprofessional	Rachel Raley	
Parent	Jessica Lemley	
Parent	Christy Jurney	
Classroom Teacher	Hillarie Gustavus	
Classroom Teacher	Brittney Wubbenhorst	
Classroom Teacher	Christy Steinmann	
Classroom Teacher	Colt Sharpton	
Classroom Teacher	Amy Johnson	
Classroom Teacher	Ashley Doucet	
Classroom Teacher	Jenna Conner	
Classroom Teacher	Corey Ferguson	
Community Representative	Jennifer Scasta	

District Funding Summary

211-Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Technology		\$0.00
2	2	1	Technology		\$0.00
3	1	1	Professional development		\$0.00
3	1	1	Professional Development		\$0.00
4	2	1	Software		\$0.00
Sub-Total					\$0.00
199-General fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Funding for security		\$0.00
Sub-Total					\$0.00
211-Title II (REAP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Funding for security		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums