

Coldspring-Oakhurst CISD

Coldspring Intermediate School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Mission Statement

CIS is committed to the continuous academic, functional, and social emotional growth of all CIS students.



Vision

All CIS students will have appropriate grade level skills to be successful and functional socially during and beyond their secondary educational experience.



Value Statement



T TIRELESS PURSUIT OF
EXCELLENCE

R RESPECT & CONSISTENT
COLLABORATION

O OPEN
COMMUNICATION

J JUDICIOUS IN MAKING
STUDENT-CENTERED DECISIONS

A WE HOLD OURSELVES
ACCOUNTABLE

N NURTURING
LEARNING ENVIRONMENT

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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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

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
- Running Records results
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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

- Professional development needs assessment data

Parent/Community Data

- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: October 27, 2025

Goal 1: By May 2026, 75% of students in grades 3-5 will demonstrate growth between STAAR accountability achievement categories (Did Not Meet - Approaches, Approaches - Meets, Meets - Masters) in Reading, Math, and Science, as measured by the 2026 STAAR assessment results.

Performance Objective 1: Reading: At least 75% of students in grades 3-5 will show progress to the next STAAR performance category in Reading by May 2026

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: - Use progress monitoring tools (IReady, Running Records, Module or Unit Assessments) every 3 weeks to monitor academic growth Strategy's Expected Result/Impact: Educators will have the opportunity to identify struggling students and plan targeted supports to improve learning. Staff Responsible for Monitoring: Teachers, Campus Administrators, and Instructional Coach Title I: 2.51, 2.53	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: - Provide targeted intervention for identified Tier 2 students during Math/Reading during morning Specials Strategy's Expected Result/Impact: Improve specific academic skills for students in a small group setting Staff Responsible for Monitoring: Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct data meetings following local and campus test administrations to adjust RTI groupings and plan the reteaching of specific standards. Strategy's Expected Result/Impact: The campus will consistently evaluate the progress or regression of all students and identify students in need of additional support to address learning gaps. Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Consistently use the state approved Bluebonnet curriculum for all 3-5 Math and Reading classrooms. Strategy's Expected Result/Impact: Students will receive consistent instruction from a resource that contains research based instructional strategies. Staff Responsible for Monitoring: Teachers, Campus Administration, Instructional Coach Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By May 2026, 75% of students in grades 3-5 will demonstrate growth between STAAR accountability achievement categories (Did Not Meet - Approaches, Approaches - Meets, Meets - Masters) in Reading, Math, and Science, as measured by the 2026 STAAR assessment results.

Performance Objective 2: Mathematics: At least 75% of students in grades 3-5 will demonstrate growth in Math by May 2026.

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: - Implement small-group instruction, problem-solving practice (Read Draw Write and 3 Reads) during daily math instruction and intervention times for identified Tier 2 and Tier 3 students. Strategy's Expected Result/Impact: Students will practice the academic tools necessary to solve rigorous math problems. Staff Responsible for Monitoring: Teachers Title I: 2.51 - 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			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: - Integrate spiral review and math fact fluency routines using Texas Bluebonnet Math Strategy's Expected Result/Impact: Students will continue to build math fluency as new skills are introduced throughout the year. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: - Provide Friday intervention sessions	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: - Monitor student progress through common assessments and data meetings. Strategy's Expected Result/Impact: The continuous collection of data will provide the campus with details about student progress or regression which will lead to targeted plans for intervention or adjustments to instruction. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By May 2026, 75% of students in grades 3-5 will demonstrate growth between STAAR accountability achievement categories (Did Not Meet - Approaches, Approaches - Meets, Meets - Masters) in Reading, Math, and Science, as measured by the 2026 STAAR assessment results.

Performance Objective 3: Science: At least 75% of 5th-grade students will demonstrate growth in Science by May 2026 based on the BOY Pre Assessment (Released STAAR 2025)

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: - Integrate reading and vocabulary strategies in science lessons. Strategy's Expected Result/Impact: Building scientific vocabulary will provide a solid foundation for students to learn more complex science standards. Staff Responsible for Monitoring: Teachers Title I: 2.51 - 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 2 Details	Reviews			
Strategy 2: Use formative assessments to reteach concepts showing low percentages of mastery, based on data collected from assessments. Strategy's Expected Result/Impact: Teachers can address difficult standards taught in previous grades and the current grade to continue building the scientific knowledge of students. Staff Responsible for Monitoring: Teachers - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By May 2026, 75% of students in grades 3-5 will demonstrate growth between STAAR accountability achievement categories (Did Not Meet - Approaches, Approaches - Meets, Meets - Masters) in Reading, Math, and Science, as measured by the 2026 STAAR assessment results.

Performance Objective 4: Closing the Gaps: Each identified student group will demonstrate at least 70% growth between STAAR performance categories.

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: Monitor subgroup data every six weeks to identify instructional gaps. Strategy's Expected Result/Impact: Continuous monitoring of student performance allows the campus to address the needs of specific populations of students. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Teachers Title I: 2.51, 2.52 - 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 2 Details	Reviews			
Strategy 2: - Provide additional intervention and tutoring for targeted student groups (Tier 2, Tier 3, High-potential Movers during morning Specials and Friday Math School. Strategy's Expected Result/Impact: The targeted needs of students can be addressed and monitored for progress. Staff Responsible for Monitoring: Teachers, RTI Staff Title I: 2.51, 2.52 - 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 3 Details	Reviews			
Strategy 3: - Provide professional development on differentiation and progress monitoring. Strategy's Expected Result/Impact: Teachers will have at least two methods of monitoring student progress and training will provide a clear expectation for adjusting instruction based on student achievement and engagement. Staff Responsible for Monitoring: Instructional Coach, Camps Administrators, Teachers Title I: 2.51 - 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CIS will retain 95% of its faculty and staff for the 2025-2026 school year by fostering a safe, productive, and positive work environment.

Performance Objective 1: Safety:

By the end of the 2025-2026 school year, 100% of faculty and staff will report feeling safe at school as measured by biannual climate surveys.

Evaluation Data Sources: Campus Surveys

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly safety audits and drills. Strategy's Expected Result/Impact: Faculty, staff, and students will be familiar with emergency protocols and safety expectations. Staff Responsible for Monitoring: Campus administrators 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: - Improve communication channels for reporting safety concerns anonymously by promoting the use of the district reporting system. Strategy's Expected Result/Impact: Stakeholders will feel safe reporting concerns without the fear of retaliation. 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 2: CIS will retain 95% of its faculty and staff for the 2025-2026 school year by fostering a safe, productive, and positive work environment.

Performance Objective 2: By June 2026, implement at least three professional development sessions focused on effective teaching tools and time management, with at least 85% staff participation.

Evaluation Data Sources: Professional Development Sign In Sheets
Classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and tools that streamline administrative tasks. Strategy's Expected Result/Impact: Improved staff productivity allowing more time for lesson internalization and planning Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: - Scheduled monthly collaborative planning times. Strategy's Expected Result/Impact: Increased knowledge capacity for teachers in the same content area and provide the opportunity to share resources and successful instructional strategies. Staff Responsible for Monitoring: Instructional Coach, Campus administrators 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CIS will retain 95% of its faculty and staff for the 2025-2026 school year by fostering a safe, productive, and positive work environment.

Performance Objective 3: By May 2026, staff will report a 95% satisfaction rate based on a culture and climate survey focused on high-leverage areas (i.e. recognition, safety, instructional support, classroom discipline support, etc.)

Evaluation Data Sources: Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Launch a "Staff Shout-Out" program via email or bulletin board. Strategy's Expected Result/Impact: Increase staff recognition and sense of community. Staff Responsible for Monitoring: Campus administrators, Team Leaders 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: Organize monthly opportunities for staff members to engage with each other in a positive, low-risk, fun activity (i.e. team-building activities, staff recognition opportunities, contests, games, social events, etc). Strategy's Expected Result/Impact: Reported increase in staff satisfaction through culture and climate survey. Staff Responsible for Monitoring: Campus Administration, Campus Culture & Climate Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
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Goal 2: CIS will retain 95% of its faculty and staff for the 2025-2026 school year by fostering a safe, productive, and positive work environment.

Performance Objective 4: The instructional minutes for each grade level will be protected from frequent disruptions.

High Priority

Evaluation Data Sources: Master Schedule, Schedule of planned campus activities, discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Provide an adaptive behavior classroom setting for disruptive students who display behavior that is disruptive to the learning environment. Strategy's Expected Result/Impact: Teachers and students will have a safe and effective learning environment and social skills lessons can be provided to help prevent future incidents. Staff Responsible for Monitoring: Campus Administrators, ABU teacher and staff. Title I: 2.51 - 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: Develop and consistently implement an age appropriate discipline matrix. Strategy's Expected Result/Impact: Students will receive consequences for inappropriate behavior to maintain an effective and safe learning environment. Staff Responsible for Monitoring: Campus administrators, Campus Discipline Committee - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide conflict de-escalation training for all teachers and staff at CIS. Strategy's Expected Result/Impact: Teachers will have the skills needed to manage power struggles with students that lead to emotional escalation of situations. Staff Responsible for Monitoring: Director of Specialized Learning, Campus Administrators, Campus CPI Trainer - 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: Provide positive incentives for students meeting the Trojan PRIDE (Attendance, Positive Character Traits, Integrity, Behavior, Consistency) expectations Strategy's Expected Result/Impact: Increase the recognition of students with positive behavior instead of focusing on students with behaviors that have a negative impact on the learning environment. Staff Responsible for Monitoring: Campus Administrators, Teachers - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CIS will retain 95% of its faculty and staff for the 2025-2026 school year by fostering a safe, productive, and positive work environment.

Performance Objective 5: The campus will develop and implement protocols and systems to provide coaching and assistance to classroom teachers and campus administrators.

High Priority

Evaluation Data Sources: Mentor logs, TTESS evaluations and feedback, TPESS evaluations and feedback

Strategy 1 Details		Reviews			
Strategy 1: The campus will participate in the district Mentor Program by pairing experience educators with novice educators. Strategy's Expected Result/Impact: Novice educators will have a support system beyond campus administrators to provide assistance and feedback on instructional strategies, classroom management, and stakeholder interactions. With additional support, the campus will retain the effective current staff. Staff Responsible for Monitoring: Campus administrators, Mentor Teachers - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: By May 2026, Coldspring Intermediate School will cultivate positive relationships with the local community and stakeholders by increasing engagement opportunities by 25% compared to the previous school year. Success will be measured through quarterly community events, consistent communication efforts, and stakeholder feedback surveys showing at least 80% satisfaction with school-community partnerships.

Performance Objective 1: Host at least four community/family engagement events (Family Night, Career Day, Curriculum Night, Community Showcase).

Evaluation Data Sources: Event fliers & district calendar

Strategy 1 Details	Reviews			
Strategy 1: CIS will partner with local businesses to host Career Day on November 6, 2025. Strategy's Expected Result/Impact: Local businesses and community stakeholders will have the opportunity to interact with CIS students and students will have the opportunity to explore possible future careers. Staff Responsible for Monitoring: Counselor - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Organize a weekly instructional program in partnership with the Alcohol and Drug Awareness Council (ADAC) to be provided to CIS students Strategy's Expected Result/Impact: Students will learn about making positive decisions, avoiding negative lifelong decisions, and dealing with peer pressure. Staff Responsible for Monitoring: Counselor - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 3: By May 2026, Coldspring Intermediate School will cultivate positive relationships with the local community and stakeholders by increasing engagement opportunities by 25% compared to the previous school year. Success will be measured through quarterly community events, consistent communication efforts, and stakeholder feedback surveys showing at least 80% satisfaction with school-community partnerships.

Performance Objective 2: Increase parent communication through weekly communication folders, weekly campus and grade-level newsletters, and bi-weekly social media updates to communicate upcoming events, recognize student achievements, and communicate individual student information.

Evaluation Data Sources: Trojan Folders, Parent Contact Logs, Smore newsletters, grade-level newsletters

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly parent communication through Trojan folders. Strategy's Expected Result/Impact: Increase parent satisfaction scores on EOY survey in the area of parent communication Staff Responsible for Monitoring: Campus administration, Grade-level Team Leaders TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide weekly parent communication through newsletters. Strategy's Expected Result/Impact: Increase parent satisfaction scores on EOY survey in the area of parent communication Staff Responsible for Monitoring: Campus principal, Team Leaders TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide social media updates at least two times per month. Strategy's Expected Result/Impact: Increase parent satisfaction scores on EOY survey in the area of parent communication Staff Responsible for Monitoring: Campus administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By May 2026, Coldspring Intermediate School will cultivate positive relationships with the local community and stakeholders by increasing engagement opportunities by 25% compared to the previous school year. Success will be measured through quarterly community events, consistent communication efforts, and stakeholder feedback surveys showing at least 80% satisfaction with school-community partnerships.

Performance Objective 3: Conduct biannual stakeholder surveys to assess satisfaction and collect input.

Evaluation Data Sources: MOY Survey, EOY Survey

Strategy 1 Details	Reviews			
Strategy 1: Gather quantitative and qualitative satisfaction data from stakeholders Strategy's Expected Result/Impact: Increased period-to-period stakeholder satisfaction and survey results Staff Responsible for Monitoring: Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By May 2026, Coldspring Intermediate School will cultivate positive relationships with the local community and stakeholders by increasing engagement opportunities by 25% compared to the previous school year. Success will be measured through quarterly community events, consistent communication efforts, and stakeholder feedback surveys showing at least 80% satisfaction with school-community partnerships.

Performance Objective 4: Establish collaboration of at least 3 events with the campus Parent Teacher Organization.

Strategy 1 Details	Reviews			
Strategy 1: Partner with PTO to plan academic celebrations for A and AB honor roll each 9 weeks. Strategy's Expected Result/Impact: Provide recognition for students making academic progress Staff Responsible for Monitoring: Campus administrators, PEIMS Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with PTO to provide positive incentives for the CIS Trojan Buck Store. Strategy's Expected Result/Impact: Teachers will have the ability to incentives students as they make appropriate decisions. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By May 2026, Coldspring Intermediate School will cultivate positive relationships with the local community and stakeholders by increasing engagement opportunities by 25% compared to the previous school year. Success will be measured through quarterly community events, consistent communication efforts, and stakeholder feedback surveys showing at least 80% satisfaction with school-community partnerships.

Performance Objective 5: Review participation data and feedback after each event to adjust engagement strategies.

Strategy 1 Details	Reviews			
Strategy 1: Gather quantitative and qualitative stakeholder feedback through the use of event feedback surveys. Strategy's Expected Result/Impact: Increased stakeholder satisfaction with community events. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Gather attendance and participation data for each stakeholder event. Strategy's Expected Result/Impact: Evaluation impact and increase stakeholder engagement. Staff Responsible for Monitoring: Campus administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melanie Jackson	Instructional Coach/GT Teacher		