

Seminole Independent School District
F.J. Young Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are beginning the year with the student enrollment at 547.

- 52% of our student population is Anglo (284)
- 46% of our student population is Hispanic (233)
- 5% of our student population is other (29)
- 65% of our student population is Economically Disadvantaged (356)
- 43% of our student population is At-Risk (235)
- 6% of our student population is in Special Education (32)
- 22% of our population is Limited English Proficient (LEP) (119)

Student : Teacher Ratio

- PreK 14:1
- Kindergarten 18:1
- First Grade 18:1

Demographics Strengths

- Student Attendance Rates
- Student Performance Rates
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of various intervention programs to meet student needs
- Serving LEP population

Demographics Needs

- Over representation of Hispanic population in Special Education
- Continued focus and attention on At-Risk population
- Continued focus and attention on our ELL population

Student Achievement

Student Achievement Summary

In addition to our regular education program at F. J. Young Elementary, we strive to close the gap between our Anglo and Hispanic subgroups through various language programs and interventions. Through the implementation of our Language Lab and Power Up we address the needs of our At-Risk students, as well as our ELL and SPED students. Developing social skills is another large task that is continuously monitored and encouraged at our age level. Being a PreK through First Grade building, our students come to school with limited social and structural skills. Our teachers try to focus on, not only the learning objectives that are required by our TEKS, but also developing successful learners.

Student Achievement Strengths

- STAAR data indicates that SISD performs close to both state and regional averages
- Highly qualified teachers and instructional techniques
- Curriculum that meets the needs of our students
- Data analysis
- Detailed and effective RTI programs
- Various Remediation strategies
- Growth through increased instructional time
- Diligent instruction in classroom structures and social skills
- Alignment of written, taught, and tested curriculum

Student Achievement Needs

- Target Hispanic subgroup
- Target At-Risk population
- Address gaps in Hispanic subgroup in Math
- Address gaps between subgroups in Reading
- Prepare staff as they prepare students for increased rigor of STAAR
- Implement TEKS Resource System in Reading, Math, Social Studies and Science to increase awareness of vertical alignment

School Culture and Climate

School Culture and Climate Summary

School culture and climate of F. J. Young Elementary is positive and focused on student success. We have an atmosphere conducive to learning. Our strengths lie in our quality of instructors and dedication of our personnel throughout the building. The data obtained from surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided F. J. Young with the tools to assess and evaluate differing perspectives of the school system and process.

School Culture and Climate Strengths

- High quality instruction
- Technology
- Resources
- Curriculum
- Atmosphere
- Learning environment
- Team Planning
- Facilities

School Culture and Climate Needs

- Provide more meaningful parental involvement opportunities
- Enhance collaboration among staff
- Increased teaching time

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

F. J. Young Elementary is very proud that all of our staff, both certified and non-certified, are highly qualified. Our staff is dedicated to enhancing the educational and emotional progress of each child, which attracts high quality teachers and para-professionals to seek employment in our building. Our new teacher training and mentoring program is vital to our new staff members in continuing to develop high quality staff. Not only is training and support important for new staff, it is imperative that we continue providing meaningful staff development to all staff members. The morale of our staff is positive and energetic, and it is vital that this remains high.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified staff
- High student performance and achievement data
- High staff attendance rate
- High need students are hand scheduled
- New Teacher Training and Mentoring
- High Quality Staff Development activities
- Collaboration through team meetings
- Shared lessons and activities on the Curriculum server

Staff Quality, Recruitment, and Retention Needs

- Staff Development opportunities for various instructional strategies
- Maintaining High Quality Staff
- Maintaining Moral

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

F. J. Young Elementary maintains a high quality curriculum with sufficient depth and rigor to prepare students for immediate and future success. We use our student data to aid in developing and tweaking our curriculum. Through information obtained from testing data, we adjust and provide quality staff development, RTI opportunities, and differentiated instruction. Our goal is to maintain curricular alignment throughout our school district.

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Integration of technology
- Differentiation of Instruction
- RTI model
- Grade level and departmental collaboration

Curriculum, Instruction, and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Purposefully working toward an aligned curriculum

Family and Community Involvement

Family and Community Involvement Summary

F. J. Young does a great job of providing information about activities to our students' parents. Individual teacher webpages, classroom newsletters, campus home page, Channel 16, School Messenger, Facebook, Twitter and our district calendar will continue to be used to communicate school information. We are working to improve communication with all parents about the accessibility and scope of information available to them.

Family and Community Involvement Strengths

- Parent access to grades, assignment info, and testing schedules
- School Messenger to keep parents informed about vital school announcements
- Staff (Spanish and German speaking) is available to assist any parent or community member who is unable to read, write, or understand English
- Campus and District Improvement Committees
- School Health Advisory Council
- Channel 16 school news and activities
- SISD and F. J. Young Internet homepage
- Intand calendar of events
- Monthly Parent Education opportunities
- FJ Young Facebook page
- Calendar of Events sent home monthly
- After School Program has been implemented to assist working parents
- Adult Education Learning Center
- Parenting Classes are offered

Family and Community Involvement Needs

- Encouraging more parents to participate in the Parent Meetings and opportunities
- Increased number of parents that attend the monthly Parenting Skills Classes
- More effective means of 2-way communication between home and school

School Context and Organization

School Context and Organization Summary

F. J. Young Elementary is a PreK through 1st Grade building, with 9 PreK teachers, 12 Kindergarten teachers, and 12 First Grade teachers. Communication is imperative with numbers this large to ensure the curriculum is horizontally and vertically aligned. Teachers meet together weekly during PLC (Professional Learning Communities) Meetings in content specific groups and/or Pods to plan lessons and activities. Schedules are planned to incorporate common planning times among pods as well as by grade level.

School Context and Organization Strengths

- High quality educational staff
- Resources
- Learning Environment
- Weekly PLC meetings
- Planning time available by pods
- Technology servers available for sharing plans and ideas

School Context and Organization Needs

- Increased reading fluency results
- Technology assistance with new curriculum and shared planning
- Increase teacher/administration and teacher/teacher collaboration

Technology

Technology Summary

F. J. Young provides all teachers and para-professionals with a desktop computer in which they can use for teaching, creating, and documenting lessons and communications. Each classroom is equipped with the latest Promethean board to enhance daily instruction, as well as three extra computers for student use. Each teacher has an iPad assigned to their classroom for group demonstrations or small group instruction. As for student access, we are one-to-one with iPads in First Grade and Kindergarten. Each PreK classroom has at least 10 iPads. We have a laptop cart available for training or for classroom use.

Technology Strengths

- Desktop computer accessible for each teacher and para-professional
- WIFI devices are installed in every classroom
- Three computer labs
- One laptop cart
- One iPad cart
- One-to-one iPads in First Grade and Kindergarten
- Document cameras are available for instruction in most classrooms
- Cameras available in every classroom
- 10 iPods for use with ELL students
- 40 iPads for use with ELL students
- Promethean boards in every classroom
- Three laptops for teacher check out
- Technology Integrator on campus
- Technology Support help on campus
- Various software programs: iStation; DreamBox Math, Education City, Imagine Learning, Wixie, Myon, Accelerated Reader, BrainPop, Education City)

Technology Needs

- Many of the programs used on campus are Internet based, requiring extra bandwidth
- Continued staff training
- Parent training

- Incorporate technology in the aligned curriculum
- Updating old iPads take quite a bit of time and expertise

Programs

Programs Summary

F. J. Young Elementary strive to meet the needs of all students. All staff members receive updated training to better prepare them for student needs

Programs Strengths

- Teacher Preparation
- Special Education
- Intervention Opportunities
- Computer Labs
- Computer Carts
- Multiple computer programs for special needs
- RTI
- Music for every student
- Physical education opportunities for all students
- Library classes for every student

Programs Needs

- More opportunity for intervention in the classroom
- Enhanced ELL academic support

Operations

Operations Summary

FJ Young Elementary was built in 1965 as a kindergarten through fifth grade campus. As enrollment and diversity grew in our community, it was decided to assign grade levels to the campuses. Today, F. J. Young is a PreK through 1st grade campus. Along with the grade level changes, there have also been numerous additions throughout time with the last renovation project being completed in February 2014. FJ Young is comprised of:

- 1 PPCD Classroom
- 8 PreK classrooms
- 12 Kindergarten classrooms
- 12 First Grade classrooms
- 1 Special Education/Intervention classroom
- 1 Music room
- 1 large gym divided into two separate instruction areas
- 2 Intervention Labs (Power Up for Intervention)
- 3 Computer Labs
- 1 Language Lab
- 1 Speech room
- 2 Office areas (FJ Young Office and Head Start Office)
- 1 Cafeteria
- 1 Multi-Purpose room
- 2 rooms for libraries (Main Library and story time area)
- 1 room designated for the After School Program

Operations Strengths

- Well-built and well-maintained building
- Appropriate sized classrooms
- Welcoming entrance
- Secure front entrance and building
- Wireless internet for staff and student use
- Latest Promethean Boards for use in instruction
- Updated playgrounds

Operations Needs

- Continual update of the grounds and playground areas
- Continued technology support for software, servers, ipads and computers

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data










Goals

Goal 1: F. J. Young Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 1: At least 90% percent of students will be labeled Tier I / Tier II or Making Adequate Progress on the ISIP and Circle Tests respectively.

Evaluation Data Source(s) 1: iStation Data
Circle Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Use of iPads apps in the classroom that reinforce and offer practice for handwriting, reading and math skills		Technology Integrator, Classroom Teachers	Teacher Lesson Plans, Technology Calendar, Circle, iStation				
2) Vertically and horizontally aligned curriculum in ELAR and Math using the Texas Resource System alignment	2	Principal, Assistant Principal, Grade Level Curriculum Team, Classroom Teachers	Grade Level Planning meetings, Assessment checklist each 6 weeks, Vertical Planning Meetings through 5th grade				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: F. J. Young Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 2: One hundred percent of ELL students will be provided adequate services to meet their special needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Conduct a comprehensive needs assessment of all ELL students to determine strengths and weaknesses	1, 8	Principal, Counselor, ESL/Bilingual Teachers	Disaggregated scores of students, iStation Reports, LPAC Records, Woodcock-Munoz, Imagine Learning Reports				
2) Provide staff development for professional staff as well as for paraprofessionals that is research based with input from staff	4	Principal, Assistant Principal, Technology Integrator	Registration for workshops, attendance certificates				
3) Ensure that information to parents is provided in the home language as well as English		Principal, Assistant Principal, Counselor, ESL/Bilingual Teachers, LPAC	List of qualified translators				
4) Identify and provide all LEP students an ESL or Bilingual program that develops proficiency in the comprehension, speaking, reading and composition of the English/Spanish Language		Principal, ESL/Bilingual Certified Teachers	Woodcock Munoz, TELPAS, English in a Flash, ImagineLearning				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: F. J. Young Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 3: Students identified as Migrant and/or At-Risk will be provided adequate services to meet their special needs.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Refer migrant families and student for educational support and support agencies	10	Counselor, District Migrant Liaison	Log entries				
2) Serve PreK -1st Grade student who failed readiness test with accelerated intensive program for early literacy	9	Principal, Classroom Teachers, Intervention Teachers	Identified student failing readiness test placed in program				
3) Provide teachers with the confidential list of at-risk student		Principal, Counselor	List developed and put in PowerSchool with supporting documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: F. J. Young Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 4: F. J. Young Elementary's attendance rate will meet or exceed the state's base indicator rate for all students.

Evaluation Data Source(s) 4: TAPR report

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Staff will monitor students to safe guard against excessive absences. Parent conferences will be held for students that fall in this category		Principal, Assistant Principal, Classroom Teachers, Attendance Clerk	Daily attendance, parent contact log				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: F. J. Young Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 5: Title I: Part A All students will perform to their highest potential utilizing appropriate services.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Conduct an annual Title I meeting with parents in order to inform them of their school's participation in Title I and to explain the requirements and rights of parents to be involved.	10	Principal, Counselor	Meeting scheduled, Agenda				
2) Provide effective, timely, additional assistance to students who experience difficulty mastering the levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs.	9	Classroom Teacher, SIT Team Members	Three week progress reports, report cards, iStation data, Circle Data				
3) Provide parents information on the level of achievement of their children on the iStation reports and PreK assessment along with ideas to increase success if needed.	6	Classroom Teachers. Principal	Parent conference data sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff.

Performance Objective 1: Maintain the percentage of "highly qualified" core academic subject area teachers on each campus to meet 100%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) SISD offers tuition reimbursement through the SHARS program for employees to further their education. Registration dates will be advertised to F. J. Young Elementary Staff.	3, 5	SHARS Committee, Principal	List of registered participants				
2) Teachers will receive staff development in areas of identified need.	3	Principal, Campus SBDM Committee	Registration for workshops, follow-up surveys				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1: Technology integration will be an annual focus at F. J. Young Elementary.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) After school and grade level training opportunities will be offered based on teacher request/need.	1, 4	Technology Integrator, Principal	Training sign in sheets				
2) To encourage technology use in the classroom, easy access to sign up for the iPad Carts, Laptop Carts, and Technology Integrator lessons will be provided through Google calendar.		Technology Integrator, Principal	Sign up list on the calendar				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: F. J. Young Elementary will ensure a safe environment conducive to student learning.










Performance Objective 1: F. J. Young Elementary will implement programs to improve responsible behavior, decision making skills, and self-esteem.

Evaluation Data Source(s) 1: Discipline referrals

425 forms

360 Discipline

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Provide instructions to improve decision-making skills and conflict resolution through Kelso curriculum.		Counselor, Classroom Teachers, All Building Staff	Student performance				
2) Provide instruction on character development and then recognize Good Character students each six weeks.		Counselor, Classroom Teachers	Student performance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: F. J. Young Elementary will ensure a safe environment conducive to student learning.

Performance Objective 2: F. J. Young Elementary will annually review and implement the district's Student Code of Conduct

Evaluation Data Source(s) 2: Staff signature

Summative Evaluation 2:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Conduct a review of the Student Code of Conduct.		Principal, SBDM Committee Members	Agendas, minutes, sign in sheets				
2) Post the Student Code of Conduct in the school office as well as offering access to a printed or online version of the code.		Principal, Administrative Assistant	Posted document and online access				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: F. J. Young Elementary will ensure a safe environment conducive to student learning.

Performance Objective 3: F. J. Young Elementary will implement safety guidelines that will include training and equipment.

Evaluation Data Source(s) 3: Safety Audit

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Campus drills for bus evacuation, fire, severe weather, reverse evacuation, shelter in place and lock downs will be conducted to provide training opportunities		Principal, Assistant Principal, Safety Coordinator	Schedule of drills				
2) Keep N Track will be utilized to help assure students are being released to the designated people, to offer badges for visitors to the campus, and for volunteers that are assisting staff		Principal, Assistant Principal, Administrative Assistant, Classroom Teachers	Daily log from Keep N Track				
3) Car tags with student name and teacher name will be given to parents to post in their windshield for parent pick up to ensure releasing student to the correct person		Principal, Assistant Principal, Classroom Teacher, Monitors	Safe release of students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: F. J. Young Elementary will collaborate efforts with parents/guardians to increase student learning and success.

Performance Objective 1: F. J. Young Elementary staff will collaborate efforts with parents/guardians to increase student learning and success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) Parents will be contacted at least twice during the year to discuss goals, student progress, and parent involvement.	6	Principal, Assistant Principal, Classroom Teacher	Teacher/Parent Contact Sheet (one for each semester)				
2) Hold Campus Parental Involvement Meetings monthly to provide parent training as well as District Parenting Meetings	1, 6	Principal, Assistant Principal, Counselor, Parent Involvement Liaison	Meeting Notifications and agendas				
3) Provide activities, i.e. registration day, classroom/campus visitation, and Transition Meeting for parents to ensure a smooth transition for students into the public school setting.	7	Principal, Assistant Principal, Counselor, WTO Case Managers	Participation, Sign in Sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Budget for F.J. Young Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200103030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,000.00
19912611200103030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19923611200103030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19912612900103030000	6129 Salaries or Wages for Support Personnel	\$50,986.00
19923612900103030000	6129 Salaries or Wages for Support Personnel	\$76,414.00
19911612900103030000	6129 Salaries or Wages for Support Personnel	\$336,785.00
19911614100103030000	6141 Social Security/Medicare	\$4,760.00
19912614100103030000	6141 Social Security/Medicare	\$724.00
19923614100103030000	6141 Social Security/Medicare	\$1,085.00
19911614200103030000	6142 Group Health and Life Insurance	\$80,784.00
19912614200103030000	6142 Group Health and Life Insurance	\$9,504.00
19923614200103030000	6142 Group Health and Life Insurance	\$14,256.00
19911614300103030000	6143 Workers' Compensation	\$4,924.00
19912614300103030000	6143 Workers' Compensation	\$749.00
19923614300103030000	6143 Workers' Compensation	\$1,123.00
19911614500103030000	6145 Unemployment Compensation	\$165.00
19912614500103030000	6145 Unemployment Compensation	\$25.00
19923614500103030000	6145 Unemployment Compensation	\$38.00
19911614600103030000	6146 Teacher Retirement/TRS Care	\$4,061.00
19912614600103030000	6146 Teacher Retirement/TRS Care	\$2,270.00
19923614600103030000	6146 Teacher Retirement/TRS Care	\$412.00

	6100 Subtotal:	\$611,065.00
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Personnel for F.J. Young Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvidrez, Celia	PK Aide		1.00
Dufour, Martha	Administrative Assistant		1.00
Elder, Amanda	Kindergarten Teacher		1.00
Friesen, Helena	PK Aide		1.00
Goss, Deanna	Computer Aide		1.00
Griffin, Ola Faye	Computer Aide		1.00
Hatley, Rachel	Intervention Aide		1.00
Ivy, Tiffany	Physical Education Aide		1.00
Medina, Jessica	PreK Aide		1.00
Melendez, Celia	Administrative Assistant		1.00
Neudorf, Anna	Reading Intervention Aide		1.00
Pullam, Donna	PEIMS Clerk		1.00
Rodriguez, Viatrix	1st Grade Teacher		1
Salazar, Mirella	PK Aide		1.00
Salem, Alma	PK Aide		1.00
Valdez, Joanna	Library Aide		1.00
Villa, Julissa	PK Aide		1.00
Villalva, Linda	Reading Intervention Aide		1.00

Title I

1: Comprehensive Needs Assessment

Goal 1 Objective 2 Strategy 1

Goal 3 Objective 1 Strategy 1

Goal 5 Objective 1 Strategy 2

2: Schoolwide Reform Strategies

Goal 1 Objective 1 Strategy 2

3: Instruction by highly qualified professional teachers

Goal 2 Objective 1 Strategy 1

Goal 2 Objective 1 Strategy 2

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal 1 Objective 2 Strategy 2

Goal 3 Objective 1 Strategy 1

5: Strategies to attract highly qualified teachers

Goal 2 Objective 1 Strategy 1

6: Strategies to increase parental involvement

Goal 1 Objective 5 Strategy 3

Goal 5 Objective 1 Strategy 1

Goal 5 Objective 1 Strategy 2

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal 5 Objective 1 Strategy 3

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal 1 Objective 2 Strategy 1

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal 1 Objective 3 Strategy 2

Goal 1 Objective 5 Strategy 2

10: Coordination and integration of federal, state and local services and programs

Goal 1 Objective 3 Strategy 1

Goal 1 Objective 5 Strategy 1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Addison, Leca	Reading Invertention		1.0
James, Deanna	Technology Intergrator		1.0

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Sherrie Warren	Principal
Administrator	Kathy Rich	Assistant Principal
Business Representative	Johanna Norton	
Classroom Teacher	Kacee Bednarz	PreK Teacher
Classroom Teacher	Deborah Darby	Kindergarten Teacher
Classroom Teacher	Eunice Gonzalez	PreK Teacher
Classroom Teacher	Kim Johnson	First Grade Teacher
Classroom Teacher	Tammy McCann	Kindergarten Teacher
Classroom Teacher	Llolanda delaRosa	First Grade Teacher
Community Representative	Margie Hicks	
Paraprofessional	Celia Melendez	Campus Secretary
Parent	Kacee Espinoza	