

Vidor Independent School District
Oak Forest Elementary School
2018-2019 Campus Improvement Plan



Board Approval Date: October 15, 2018
Public Presentation Date: October 15, 2018

Mission Statement

Oak Forest Elementary provides our students with a safe, nurturing environment where we seek to motivate and educate all students for social and academic success.

Vision

Oak Forest Elementary will provide a distinguished education to all students through quality teaching, family and community involvement, and technology integration to help students become contributing members of society.

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Comprehensive Needs Assessment

Revised/Approved: October 15, 2018

Demographics

Demographics Summary

Oak Forest Elementary is a PK-4 campus serving students in Vidor ISD. According to the 2017-2018 Fall PEIMS report , Oak Forest serves 692 students. Our student population is 89% White, 7.0% Hispanic, 4.19% Limited English Proficient, 0.29% African-American, 1.16% Asian, and 3.0% two or more races. The student population is 84.39% Economically Disadvantaged. The At-Risk group makes up 82.23% of the student population. We have 49% female and 51% male students. 3.47% students are serviced in the Gifted and Talented program and 12.57% are Special Ed. Oak Forest is 100% Title I. Based on this PEIMS report we have 354 students who were reported homeless due to Hurrican Harvey.

The teaching staff at Oak Forest consists of 47 White and 3 Hispanic faculty members. We have 45 teachers with their Bachelors and 5 with their masters degree. Teachers by experience are evenly dispersed. 2.0% beginning experience, 25.9% 1-5 years, 20% 6-10 years, 29.7% 11-20 years, and 22.4 over 20 years.

The student attendance rate was 94.78 which was down from 95.92 in 2016-2017. This was due to many students being displaced and having to travel further to get to school. We also had a high flu rate for the season, again due to families living in multiple family dwellings because of economic hardships from Harvey devastation.

Class size per grade: 21.8% kindergarten, 20.1 First grade, 21.2% Second grade, 20.2% Third grade, and 18.7% Fourth grade.

Oak Forest provides pull outs for Read 180, one applied class for 3rd and 4th grade covering reading and math, one applied class for k-2 for reading and math, five anchor lab teachers for k-4 for reading and math, dyslexia and speech services.

Demographics Strengths

Demographics have remained fairly steady at Oak Forest over the course of the past ten years, with the exception of the growth in the Economically Disadvantaged and Hispanic populations. However, this growth is consistent with the state wide growth of the Economically Disadvantaged and Hispanic populations in the same time period.

Oak Forest has done an excellent job retaining teachers. We are starting the 2018-2019 school year with one new teacher, and one new para.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a large number of displaced students. **Root Cause:** Hurricane Harvey

Problem Statement 2: We have a high mobility rate. **Root Cause:** Low socio-economic hardships cause parents to leave for better housing or jobs.

Student Academic Achievement

Student Academic Achievement Summary

1. 2018 STAAR Scores - Third graders - 68% met approaches in reading, and 74% in math. In reading the top student groups were Asian (100%), African American (100%), Female (75%), and LEP (80%). The lower groups were Male (61%), and Special Ed (14%). In math the top student groups were Asian (100%), African American (100%), White (76%), Male (74%), and LEP (100%). The lower groups were Hispanic (67%), and Special Ed (29%).

Fourth graders - 69% approaches in reading, 56 % in writing, and 83% in math. We were above the state average in math. In reading the top student groups were Hispanic (86%), and Male (76%). The lower groups were economically disadvantaged (66%), Asian (66%), Female (62%), LEP (50%) and Special Ed (40%). In writing the top student groups were Asian (100%), Hispanic (83%), and Male (57%). The lower groups were economically disadvantage (54%), White (53%), LEP (50%), and Special Ed (13%). In math the top student groups were Asian (100%), Hispanic (100%), and Male (89%). The lower groups were White (81%), Female (77%), LEP (50%), and Special Ed (44%).

2. How is RTI implemented? - RTI is an intervention for a specific academic/behavioral need that is met in the classroom and with an interventionist. There are three tiers. Tier one students receive their intervention from the homeroom teacher. Tier 2 and 3 students receive additional help from a RTI interventionist as well as the homeroom teacher. Data is collected from progress monitoring, tracking sheets, Universal Screener, benchmarks, and common assessments. Campus and District RTI committees meet to discuss strenghts and weaknesses with the program. Using data from Study Dog, Istation, and Mindplay students did show growth in both math and reading.

3. Are the majority of course failures specific to subjects or teachers. What supports are in place to help? 2018 third grade reading scores were the lowest in the district. This can be attributed to having two brand new teachers teaching ELAR for the first time. Both teachers will continue to receive mentor support, visit other classrooms to gain new insights, and attend professional development in both academic and classroom management skills.

Student Academic Achievement Strengths

STAAR scores improved in third grade reading and math, and fourth grade reading and writing.

Fourth grade scored above the state average in math.

For 2017-2018 Oak Forest earned three accommodations for STAAR test scores. Accommodations were made for Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education students have not met the federal or state performance targets in reading or mathematics for both third and fourth grade students. **Root Cause:** The state and federal standards are unrealistic for students who are in the program. These students are diagnosed with a number of disabilities that hamper their progress.

School Processes & Programs

School Processes & Programs Summary

1. Are all teachers certified? Yes
2. What strategies and structures are in place to build capacity? The district stresses post-graduate work and the continuous improvement mindset. This year two teachers will continue work on their masters degree through a grant from TEA. Using the T-TESS instrument, teachers conduct self-appraisals prior to meeting with campus administrators to develop annual goals. The goals stress personal growth and student growth. In-service opportunities are sought to achieve these goals.
3. What professional development and resources are needed? How are these needs identified? District and campus needs assessments identify organizational and curricular weaknesses. Classroom walk-throughs are used to target professional development as well.
4. How are the strengths of the most effective teachers shared with others? This year teachers will share through round robin sessions during campus in-service. Grade level departments meet weekly to discuss student data and plan engaging lessons. Mentor teachers are provided to assist new teachers.
5. What structures are in place to ensure that teachers and others implement what they learn? Walkthrough data is collected regularly by administrators.
6. Is the curriculum aligned with the TEKS, English Language Proficiency Standards and College Career Readiness Standards? Yes, We use the Teacher Resource System, Lead4Ward System and Learning List.
7. How is the curriculum vertically and horizontally articulated so that teaching and learning expectations are clear for each grade level and subject area? Departments follow the Year AT a Glance (YAG) document to ensure fidelity to the spiraling curriculum. Readiness, supporting, and process standards are addressed. The district has Instructional Focus Meetings (IFM) every nine weeks to plan.
8. What types of data are used for instructional planning? Is planning done by teams or individually? Data is taken from STAAR, Common Assessments, Renaissance 360, benchmarks, and various computer programs. Teachers use the data for planning during grade level meetings and IFM days.
9. What are campus expectations for the use of technology? How is technology used to support instruction and learning? What training is available for teachers. Teachers are constantly encouraged to use technology to provide unique and engaging curricular experiences. This year Smart Boards will be installed in all classrooms. Many apps are available to help at-risk students in their homeroom classrooms and support classes.
10. What methods are in place to improve discipline in the classroom? This year the district will implement Restorative Discipline to provide alternatives for discipline.

School Processes & Programs Strengths

Oak Forest has 100% highly qualified teachers.

The campus planning process involves staff, administration, and district personnel.

Ongoing professional development supports initiatives and improves instruction.

The district provides IFM planning days throughout the year. These days unite all three elementary campuses.

Continuous instructional support is provided by district curriculum leaders.

A grant provided four mobile Chromebook carts for third and fourth grade. (Two for each grade)

The district technology department supports teacher training and use of technology in the classroom.

Discipline referrals continue to decrease.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Rigor of instruction needs to be increased in first through fourth grades. **Root Cause:** Need for teachers to stay in "their lane" through YAG, and differentiate instruction to meet all levels.

Problem Statement 2: Third grade STAAR Reading scores were significantly below state averages **Root Cause:** First year teacher lacked the knowledge and classroom management.

Perceptions

Perceptions Summary

Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? As a Title 1 campus Oak Forest attempts to create the home/school connection. Many activities are organized throughout the year to include parents in the education process. Most activities are well attended by parents.

What are teachers' expectations for parental involvement? Parents are expected to support the campus instructional program and assist their child in achieving it's goals. This includes parents making the faculty and staff aware of issues that might affect the learning process. Teachers use the Bloomz or Dojo app to keep parents informed of activities in the classroom as well as a form of communication.

Do parents and community members participate in the site-base planning committee? How are the selected? Both parents and community leaders are included in the campus site-base committee as well as the district committee. Both parents and community leaders volunteer their time. In the past it has been very difficult to get people to volunteer their time to these positions.

Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems? The "Vidor Board of Trustees" meetings, campus site-base, campus PTO, and principal open-door policy allow ample opportunities for parents and community members to collaborate in the decision making process.

Perceptions Strengths

The parent portal allows access to grades.

The campus maintains a Facebook page with announcement and promotional pictures.

Teachers send home monthly newsletters and make personal positive phone calls weekly.

Oak Forest has a strong and active PTO.

2018 District survey results compared to 2017 showed a positive increase in all areas surveyed except two.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many excessive tardies **Root Cause:** There is nothing in place within our system that holds parents accountable for elementary age student tardies.

Problem Statement 2: Lack of parental communication **Root Cause:** Many parental phone contacts or inactive, numbers change frequently, or set voicemails to not receive phone calls.

Problem Statement 3: Parental apathy **Root Cause:** Many OF students lost their homes to flooding. Families were forced to move away due to inadequate housing. OF faculty and staff identified students in need of assistance.

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)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices



Goals





Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 1: The campus will meet or exceed all state and federal accountability requirements.

Evaluation Data Source(s) 1: TAPR Reports, STAAR, TELPAS, Common Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will engage in data disaggregation activities to differentiate instruction using tools such as but not limited to Eduphoria, Benchmarks, STAAR, Common Assessments, Renaissance 360, etc.</p>	2.4, 2.6	Principal Teachers Counselor	Student Performance Reports				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Increase student attendance Strategies -Attendance guidelines will be addressed at parent orientation, in the Student Handbook, grade-level meetings, and in letters to parents -Classroom, grade level, and campus attendance incentives -Actively monitor attendance reports -Written, phone, and personal contact with parents concerning student attendance -Perfect Attendance award recognition -Flu Clinic -Positive phone calls to parents recognizing their efforts</p>	2.4, 2.6, 3.1	Classroom Teacher, Assistant Principal, Principal, registrar, counselor, nurse, teacher	PEIMS Accounting Records 97% Attendance for All Students				

<p>3) STAAR Testing Attendance - Make phone calls to students who are not at school by 7:45 a.m. -Attendance incentives during week of testing -Letters are sent home the week prior to state assessment reminding parents of the dates. -SkyLert call-outs are conducted the night before the state assessments.</p>	2.4	Testing Coordinator, Principal, Teacher	PEIMS Accounting Records				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Target Special Populations for Compliance (Special Ed., GT, Dyslexia, 504, RTI, ESL, Homeless, and Migrant)</p>	2.4, 2.6	Principal, Counselor, Diagnostician, Teachers	TAPR Report 97% attendance rate for all student groups				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Use Common Assessments and Benchmarks to drive instruction through results</p>	2.4, 2.5, 2.6	Principal, Teachers	Common Assessment and Benchmark Results, STAAR results				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Notify parents of the level of achievement for their child on required state assessments</p>	3.1, 3.2	Principal, Teachers	STAAR Results - Parent Notifications				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Teachers will identify students in need of intervention, provide the intervention and use scientifically validated materials and supplies within the classroom setting, RtI, and extended learning opportunities. Items needed may include: supplemental personnel, software, manipulatives, technical devices, consumables. (See Reading Intervention in SCE addendum.)</p>	2.4, 2.5, 2.6	Principal, Director of Elementary Education	STAAR Results				
Funding Sources: 211 Title I A - 357965.00, 199 State Comp Ed - 59772.00							
<p>Critical Success Factors CSF 1</p> <p>8) The campus provides supplemental teachers and instructional aides to expand the 1/2 day PK program to a full day. (See PK in SCE addendum.)</p>	2.5, 2.6	Principal, Executive Director of Elementary Education	Student Performance Reports				
Funding Sources: 199 State Comp Ed - 241894.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>9) -Oak Forest will work with the district curriculum department to achieve improvement on STAAR Writing scores through the District Writing Plan, Empowering Writers, weekly writing prompts, and writing portfolios. -Writing opportunities will be offered in all core subjects by integrating writing across disciplines</p>	2.4	Principal, Assistant Superintendent of Curriculum, ELAR curriculum director	-STAAR Results - Campus will perform at or above State average -Portfolios will be checked periodically -Lesson Plans				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Provide instructional support and individualize assistance through instructional aides working with students one-on-one or in small groups in regular classroom or learning labs. (See Instructional Support in SCE addendum.)</p>	2.4, 2.5, 2.6	Principal Teacher	Passing final grades/promotion				
Funding Sources: 199 State Comp Ed - 75277.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Third and fourth grade students will be offered tutorials the second semester to meet deficits.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, classroom teacher	STAAR Results Final Grades Benchmark Results				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>12) Students are screened for Dyslexia in grades k-1 using an universal screener.</p>	2.4, 2.5, 2.6	Dyslexia Teacher	Identify needs early to meet the needs of an at risk student.				





<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) Class Field Trips will be used to enhance learning outside of the classroom.</p>	2.5, 2.6	Classroom Teacher	Provide learning experiences unavailable from within the classroom.				
<p>14) Members of the PTO and community members will be solicited to work in small groups under the supervision on the classroom teacher.</p>		Principal, Assistant principal, counselor, classroom teacher	<p>Positive academic intervention will result in increased student scores.</p> <p>Evidence - Sign-In sheets, report cards, testing scores</p>				
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							











Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 2: The campus will provide the necessary technological resources that will support continuous integration of technology in all areas.

Evaluation Data Source(s) 2: Summary Report from Learning.com

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement best practices for technology curriculum by using the revised technology applications TEKS Strategies -Campus representation on the Vidor ISD Technocurriculum Committee -Teachers will plan lessons that implement technology in the classroom that supports learning -Learning.com -District Technology Committee will discuss and make recommendation for purchase of additional technology based on Campus Needs</p>	2.4, 2.5, 2.6	Principal, assistant principal	Formative Assessments through learning.com T-TESS and walk through data District usage report Survey results				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide staff development for emerging technology</p>	2.4, 2.5	Principal	STaR Chart				





<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will identify students in need of intervention and work with the LAB teacher to provide supplemental instruction. Items needed may include: supplemental personnel, software, manipulatives, technical devices, consumables.</p>	2.4, 2.5, 2.6	Principal, Teachers	STAAR Results and Report Cards				
<p>4) Implementation of Chrome Book carts in 3rd and 4th grade for research and reinforcement of TEKS skills.</p>	2.4, 2.5, 2.6	Principal, Teacher, and Librarian	T-TESS Walk-throughs District Usage Reports More engaging Lessons - Evidence Lesson Plans Increased student success - Evidence STAAR results				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							




Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.











Performance Objective 3: The campus will utilize the adopted core curriculum to ensure student achievement.

Evaluation Data Source(s) 3: TAPR Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Utilize the TEKS Resource System, a guaranteed and viable curriculum management system that is aligned with the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), the ELPS (English Language Proficiency Standards) and is enriched by Core Knowledge.</p>	2.4, 2.5, 2.6	Director of Elementary Curriculum and Instruction, Principal, Teachers	Students will meet or exceed state and federal expectations for STAAR, 6 Weeks Common Assessments and Benchmarks.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers use effective methods and instructional strategies based on scientifically-based research</p>	2.4, 2.6	Principal, Teachers	STAAR Results Walk through data T-TESS Evaluations				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Teachers will meet regularly in the teams to share ideas and plan lessons</p>	2.4, 2.5, 2.6	Principal, Teachers	Teacher Meeting summaries provided to the principal through Eduphoria. STAAR results				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Administrators will monitor the consistent delivery of instruction through district approved walkthroughs and follow-up meetings with teachers to review walkthrough data.</p>	2.4, 2.5, 2.6	Principal, Teachers	STAAR Results Walk through data				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Emphasize early reading program (PK-2) by: A comprehensive language arts framework approach Systematic phonics instruction Focused fluency instruction Direct, explicit comprehension instruction Teacher use of iStation for data analysis in early reading skills Monitoring RtI program to provide early intervention (K-2)</p>	2.4, 2.5, 2.6	Principal, Teachers	iStation Reports: 90% of PK-2 students meeting progress monitoring targets as defined by iStation. 95% of students reading on grade level by the beginning of 3rd grade				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Focus on raising the academic achievement of Pre-K students by providing them with early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. Implement new PreK initiative.</p>	2.4, 2.5, 2.6	Principal, Teachers, Counselor	90%of Pre-K students will meet or exceed requirements for Kindergarten Frog Street Assessment Pre-K report card				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) -Continue Support of the campus Special Ed. Programs operated by VISD: Strategies- LifeSkills, ABU, Speech, Applied, Inclusion</p>	2.4, 2.5, 2.6	Principal	TAPR Report				



<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) -Continue support of the campus' special population groups (i.e. ESL, G/T) through the integration of the English Language Proficiencies (ELPS) and the College and Career Readiness Standards (CCRS) in the core subjects of the district's curriculum. -Required 6 hours training for GT teachers -Homeless and Migrant instructional materials provided as needed</p>	2.4, 2.5, 2.6	Principal, Teachers	<p>TAPR Report</p> <p>GT teachers receive required training</p> <p>ESL Rater certification will be completed.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) GT students in grade 1-4 will receive weekly enrichment through a one-hour pullout program. Students will work to develop a project through the Texas Performance Standards Projects. They will receive further enrichment in this program through field trip(s), presenters, and hands-on activities and instruction.</p>	2.4, 2.5, 2.6	GT Teacher, Principal	TPSP Projects, Field Trip Documentation, teacher schedule				
<p>Critical Success Factors CSF 1</p>	2.4, 2.6		Increase TEKS mastery				
<p>10) Provide supplemental curriculum tools for grades K-3 with Saxon Phonics.</p>	Funding Sources: 211 Title I A - 12000.00						
<p>11) Teachers will monitor grades of all students and provide tutoring as needed.</p>		Teachers	<p>Improved academic grades</p> <p>Evidence-Report cards, progress reports</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.







Performance Objective 1: The campus will evaluate campus needs to align them with district goals to allocate resources.

Evaluation Data Source(s) 1: Campus Level Budget Allocations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Campus site-based committees will provide input to align resource allocation with campus needs</p> <p>Grade level chair persons will meet monthly to discuss campus and classroom needs.</p>	2.4, 2.5, 2.6	Principal Campus Site-Base Committee Team Leaders	District level budget allocations align with campus level budget allocations Campus Site-Base agenda Campus Needs Assessment Campus Improvement Plan				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Teachers will provide input to align resource allocation with campus needs Strategies -Grade Chairs report needs at scheduled meetings -Site-base reports to their appropriate grade level</p>	2.4, 2.5, 2.6	Principal Team Leader	District level budget allocations align with campus level budget allocations Campus Site-Base Agenda Team Leader Agenda				

<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) Gather data at the campus level from personnel for budget allocation Strategies -State and local assessment data used to designate need -District guidelines followed for allocation where appropriate and provided</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Campus Site-Base Committee</p>	<p>District level budget allocations align with campus level budget allocations Campus Needs Assessment Campus Improvement Plan</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 2: The Campus will establish more transparent operational processes and increase community involvement.

Evaluation Data Source(s) 2: Campus Improvement Plan

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) The campus will invite community members to perform/ speak to the students. Topics: -Bullying -Career Choices -Lunch visits with Texas DPS -motivation</p>	2.4, 2.5, 2.6	Principal Teachers Counselor	District Surveys Schedule of Speakers Career Day Documentation				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) The Community will be invited to student activities such as school carnival, track and field day, choir performances, open house, SomeOne Special Days, craft days, kindergarten graduation, and Book Fairs.</p>	3.1, 3.2	Principal PTO Memebers Teachers Parent Volunteers	Parent surveys Parent Sign in sheets Volunteer Sign in sheets				
<p>3) Community members will be invited to work with children through Kids Connection, Pirate Pals, and Back Pack Buddies.</p>		Counselor Teacher	District surveys				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 3: Resource allocation of District monies will give priority to services/programs that directly affect student success in learning.

Evaluation Data Source(s) 3: District Teacher Surveys, Campus Improvement Plan, T-TESS

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Areas of academic need will be assessed and funds will be allocated for professional development to ensure student success.</p>	2.4, 2.5, 2.6	Principal, Director of Elementary Education, Teachers, curriculum coaches	Percent of department and campus improvement plans aligning professional development goals with district goals				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Teachers will authentically engage in reflection about current professional practices using teacher and student data, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year.</p>	2.4, 2.5, 2.6	Teachers, Principal	TTESS Goal-Setting and Professional Development Plan Edivate online professional development completion records				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Data from state and local assessments provide target areas for professional development.</p>	2.4, 2.5, 2.6	Director of Elementary Education, Principal, Teachers, curriculum coaches	Percent of teachers implementing district training initiatives				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.

Performance Objective 1: The Campus will retain teachers through support and staff development.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 3 CSF 6 CSF 7 1) Continue new teacher mentor program on all campuses.	2.4, 2.5, 2.6	Principal Mentor Teachers	Achieve a 95% retention rate for teachers Mentor/Mentee log sheets				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Attend meaningful and relevant staff development based on campus level needs.	2.4, 2.5, 2.6	Principal, Director of Elementary Education, Teachers	Percent of department and campus improvement plans aligning professional development goals with district goals walk-through data T-TESS Results				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.

Performance Objective 2: The campus will increase number of instructional staff holding a masters degree.

Evaluation Data Source(s) 2: TAPR Report

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide campus level mentorship for teachers seeking and completing a master's degree.		Principal	TAPR Report				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff The District will continue to recruit, employ, and retain teaching, administrative, and support staff that is fully certified and highly qualified.

Performance Objective 3: The campus will recruit highly qualified teachers.

Evaluation Data Source(s) 3: TAPR Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Campus hiring staff will recommend hiring only highly qualified teachers.</p>	2.4, 2.5, 2.6	Principal	Maintain 100% Highly Qualified Teachers	✓	✓	✓	
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>2) Provide parents with information regarding professional qualifications of their children's teachers -notify parents if their child has been assigned to be taught by a teacher who is not highly qualified for four or more consecutive weeks</p>	2.4, 2.5, 2.6	Principal	Maintain 100% Highly Qualified Teachers	✓	✓	✓	
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) The principal will attend university job fairs.</p>	2.4	Principal	Maintain 100% qualified teachers	✓	✓	✓	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 1: The campus will assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors.

Evaluation Data Source(s) 1: District Surveys, PEIMS Report, Discipline Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Develop and Implement anti-Bullying plan</p>	2.5	Principal	Lowering of bullying incidences at all schools	✓	✓	✓	
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Continue implementation of drug intervention and awareness program at all schools. Strategies -Red Ribbon Week -Counselor provides guidance on violence prevention, bullying, and conflict resolution</p>	2.5	Principal, Counselor	Decrease in total number of incidences (<1% involving controlled substances.)	✓	✓	✓	

<p>Critical Success Factors CSF 6</p> <p>3) -Maintain a comprehensive and effective campus approach to character development by: -Utilizing Kagan Cooperative Learning for Social Skills and Team Building -Programs and Presentations on Character Education -Classroom lessons on bullying</p>	2.5	Principal/assistant principal Counselor Teachers	Percentage of decrease in referrals on campuses				
<p>Critical Success Factors CSF 6</p> <p>4) Provide a safe and secure instructional environment by: Aligning campus discipline plans with the VISD Student Code of Conduct Providing professional development in behavior intervention Handle with Care Training</p>	2.4, 2.5	Principal	Percentage of decrease in referrals on campus				
<p>Critical Success Factors CSF 6</p> <p>5) Reduce accidents and Worker's Compensation Claims.</p> <p>Strategies -Review safety procedures at faculty meetings</p>	2.5	Principal Staff	Number and cost of Worker's Compensation claims will decrease				

<p align="center">Critical Success Factors CSF 6</p> <p>6) Implement a cohesive plan for crisis emergency management -Train all staff on emergency management procedures</p>	2.5	Principal Staff	Crisis Emergency Management Plan developed and implemented				
<p>7) All students, faculty, and staff will practice emergency drills monthly. These include fire drills, evacuation drills, bad weather drills, lock-downs, and reverse fire drills.</p>	2.5	Principal, Assistant Principal	Students and employees will know the proper response to an emergency Evidence: Emergency drill records				
<p>8) All teachers will be trained on lock-down, and active shooter situations.</p>	2.5	Chief of Police for the VISD.	Teachers will know the proper response to an emergency.				
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							








Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 2: The campus will assure that all students and employees are provided the opportunity to engage in healthy behaviors within a wholesome environment.

Evaluation Data Source(s) 2: Meal Participation Rate, FitnessGram Participation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Offer nutritious meals to all students and staff. -Cafeteria personnel follow all state and federal nutrition guidelines</p>	2.4, 2.5, 2.6	Food Service Staff	5% increase in meal participation				
<p>Critical Success Factors CSF 6</p> <p>2) Maintain an active SHAC (School Health Advisory Committee) on each campus. -Campus representative on SHAC committee</p>	2.4, 2.5, 2.6	Principal SHAC Committee Physical Education teacher	90% of students will meet state guidelines on Fitnessgram.				









<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide training and resources that promote a healthy lifestyle for all students, staff, and parents. Strategies -District Curriculum -Fitness Gram is provided to all students</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Food Service Manager SHAC Committee Physical Education Teacher</p>	<p>>95% daily student attendance district wide >95% daily staff attendance district wide Increase in participation from stakeholders for health driven events.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Safe and Secure Learning Environment Vidor ISD will provide a safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 3: The district will assure that all students and employees feel nurtured and comfortable in their surroundings.

Evaluation Data Source(s) 3: District Surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Maintain a welcoming and inviting environment.	3.1	Principal Staff	Percent of surveyed stakeholders indicating satisfaction with district climate >95% daily student attendance district wide >95% daily staff attendance district wide				
2) Teachers will create a stimulating and appealing educational environment throughout the building by highlighting and displaying student work.	2.4, 2.6	Teachers	Positive behavior reinforcement will lead to an increase in student success. Evidence: Walkthrough documentation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 5: Enduring Relationships with Stakeholders Vidor ISD will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, TV channel, parent portal, and district callouts.

Performance Objective 1: The Campus will maintain existing relationships with stakeholders and work to build positive relationships with new stakeholders.

Evaluation Data Source(s) 1: District Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Work through Community Relations office through avenues such as Channel 7, Health Fair, Newspapers, Skylert, Radio, TV, Homecoming Parade, Concerts, athletic events, and Vidor Schools Foundation.</p>	3.1	Principal Staff	District Surveys				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Emphasize Texas Public School Week and Vidor school history by utilizing key stakeholders as valuable resources.</p>	3.1	Principal Staff	District Surveys				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) -Open House -Veterans Day Program -Partnership with Emergency Service District -Partnership with Texas DPS -Pirate Pals Mentoring Program, and Book Fair,</p>	3.1	Principal	District Surveys				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Implement Parent Involvement Activities Strategies: -Parent Orientation -Open House -Pre-K and Kindergarten S.O.S -Awards Day -Parent Center -Newsletters -PTO -District/ Campus Website -Parent/ School Compact</p>	3.1	Principal	District Surveys				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Invite parents and community members to provide input and feedback to the campus concerning any issues or concerns that may arise. - Online District Surveys - Suggestion Box in foyer near receptionist window - Email/ Phone</p>	3.1	Principal	District Survey				
<p>6) Teachers will update grades online weekly. Parents will be encouraged to register for the School/Home access.</p>	2.6, 3.1	Teachers	Family members with interact with teachers to increase student success.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will engage in data disaggregation activities to differentiate instruction using tools such as but not limited to Eduphoria, Benchmarks, STAAR, Common Assessments, Renaissance 360, etc.
1	1	4	Target Special Populations for Compliance (Special Ed., GT, Dyslexia, 504, RTI, ESL, Homeless, and Migrant)
1	1	9	-Oak Forest will work with the district curriculum department to achieve improvement on STAAR Writing scores through the District Writing Plan, Empowering Writers, weekly writing prompts, and writing portfolios. -Writing opportunities will be offered in all core subjects by integrating writing across disciplines
1	1	11	Third and fourth grade students will be offered tutorials the second semester to meet deficits.
1	2	3	Teachers will identify students in need of intervention and work with the LAB teacher to provide supplemental instruction. Items needed may include: supplemental personnel, software, manipulatives, technical devices, consumables.
1	3	1	Utilize the TEKS Resource System, a guaranteed and viable curriculum management system that is aligned with the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), the ELPS (English Language Proficiency Standards) and is enriched by Core Knowledge.
1	3	5	Emphasize early reading program (PK-2) by: A comprehensive language arts framework approach Systematic phonics instruction Focused fluency instruction Direct, explicit comprehension instruction Teacher use of iStation for data analysis in early reading skills Monitoring RtI program to provide early intervention (K-2)
1	3	7	-Continue Support of the campus Special Ed. Programs operated by VISD: Strategies- LifeSkills, ABU, Speech, Applied, Inclusion
2	3	1	Areas of academic need will be assessed and funds will be allocated for professional development to ensure student success.
2	3	3	Data from state and local assessments provide target areas for professional development.

State Compensatory

Personnel for Oak Forest Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Groves	Teacher	PK	1
Bridget Gordon	Paraprofessional	Instructional Support	1
Castleman, Nikki	Teacher	PK	1
Debbie Stampley	Teacher	Math Interventionist	1
Kamie Peddy	Teacher	PK	1
Krystal Downs	Paraprofessional	PK	1
Lori Lawhon	Paraprofessional	Instructional Support	1
Patricia Wingerson	Paraprofessional	Instructional Support	1
Stacy Crumpler	Paraprofessional	PK	1
Stacy Rector	Teacher	Reading Interventionist	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A draft of the Comprehensive Needs Assessment will be reviewed in August of 2018 by our Campus Site Based Decision Making Committee. Adjustments will be made by the committee then used to create the Campus Improvement Plan for 2018 -2019 school year. The CSBDMC will consist of parents, community members, teachers, paraprofessionals, business leaders, and administration. Sign-in sheets, minutes, and the agenda will be kept on file.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan Draft will be reviewed in early October by our Campus Site Based Decision Making Committee. Adjustments will be made by the 2018 Campus Site Based Decisions Making Committee and forwarded to the Board of Trustees for approval. Final adjustments will be made by the CSBDMC prior to being distributed to all stakeholders in both English and Spanish.

2.2: Regular monitoring and revision

Under the Plan4Learning Model, the Campus Improvement Plan is evaluated in December, March, and June by our CSBDMC. The CSBDMC will do a summary assessment in May.

2.3: Available to parents and community in an understandable format and language

After approval by the Vidor ISD Board of Trustees the Campus Improvement Plan will be made available at the campus main office, on the campus web page, at parent involvement meetings, and upon request. It will be available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Special Education - **Goal 1:** Performance Objective 1, Strategy 1,4,5,10,11,13,14 Performance Objective 2, Strategy 3,4 Performance Objective 3, Strategy 2,3,7,11 **Goal 2:** Performance Objective 1, Strategy 1,2,3, Performance Objective 3, Strategy 1,2, **Goal 3:** Performance Objective 1, Strategy 2, Performance Objective 3, strategy 1,2, **Goal 4:** Performance Objective 1,7,8 Strategy 4, Performance Objective 2, Strategy 1,2, Performance Objective 3, Strategy 2

Gifted and Talented - **Goal 1:** Performance Objective 1, Strategy 1,4,13 Performance Objective 2, Strategy 4, Performance Objective 3, Strategy 1,2,8,9,11 **Goal 2:** Performance Objective 1, Strategy 1,3, Performance Objective 3, Strategy 1, **Goal 3:** Performance Objective 3, Strategy 1, **Goal 4:** Performance Objective 1, Strategy 7,8 Performance Objective 2, Strategy 1, Performance Objective 4, Strategy 2

504 Students - **Goal 1:** Performance Objective 1, Strategy 1,4,5,7,10,11,14 Performance Objective 2, Strategy 1,3,4 Performance Objective 3, Strategy

1,2,8,11 **Goal 2:** Performance Objective 1, Strategy 1,2, **Goal 3:** Performance Objective 3, Strategy 1. **Goal 4:** Performance Objective 2, Strategy 1,3

Dyslexia Students - **Goal 1:** Performance Objective 1, Strategy 1,4,5,7,10,11,12,14, Performance Objective 2, Strategy 3 Performance Objective 3, Strategy 1,2,8,11, **Goal 4:** Performance Objective 1, Strategy 7,8, Performance Objective 3, Strategy 2

Economically Disadvantaged Students: **Goal 1:** Performance Objective 1, Strategy 14,5,7,10,11,13,14, Performance Objective 2, Strategy 3 Performance Objective 3, Strategy 1,2,3,8,11, **Goal 2:** Performance Objective 1, Strategy 1,2, **Goal 4:** Performance Objective 3, Strategy 2

English Language Learners - **Goal 1,** Performance Objective 1, Strategy 1,4,5,7,10,11,13 Performance Objective 2, Strategy 1,3, Performance Objective 3, Strategy 2, 8, **Goal 2:** Performance Objective 3, Strategy 1, **Goal 3:** Performance Objective 3, Strategy 1, **Goal 4:** Performance Goal 4, Strategy 1

Students receiving intervention (RTI) - **Goal 1:** Performance Objective 1, Strategy 1,4,5,7,10,11,13 Performance Objective 2, Strategy 1, 3, Performance Objective 3, Strategy 1,2,8, **Goal 2,:** Performance Objective 1, Strategy 1, Performance Objective 3, Strategy 1, **Goal 3:** Performance Objective 3, Strategy 1, **Goal 4:** Performance Objective 2, Strategy 1

2.5: Increased learning time and well-rounded education

Goal 1: Performance Objective 1, Strategy 7,10,11,13, Performance Objective 2, Strategy 1,3, Performance Objective 3, Strategy 2,5,6,8,9, **Goal 2:** Performance Objective 2, Strategy 1,2, **Goal 4:** Performance Objective 1, Strategy 1,2,3,

2.6: Address needs of all students, particularly at-risk

Goal 1: Performance Objective 1, Strategy 1,4,5,7,10,11 Performance Objective 2, Strategy 1,3, Performance Objective 3, Strategy 1,2,8, **Goal 2:** Performance Objective 1, Strategy 1,2, **Goal 3:** Performance Objective 3, Strategy 1. **Goal 4:** Performance Objective 2, Strategy 1,3

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The 2017-2018 CSBDMC approved the Title 1 Parent Involvement Policy, and the School/Parent Compact for Oak Forest Elementary. The Title 1 Parent Involvement Policy, and the School /Parent Compact will be available in English and Spanish in the Main office, on line, upon request, and will be distributed at Open House and Orientation with explanation.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement meetings will be held during Parent Orientation. This will be a day time event. Another opportunity will be during Open House. This

will be a night time event. Also, it will be presented at the first PTO meeting for the year. This is usually two seperate times in one day.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baker, Joylynn	Teacher	K Reading Interventionist	1.0
Devillier, Shannon	Teacher	3-4 Math Interventionist	1.0
Dischler, Amy	Teacher	1-2 Math Interventionist	1.0
Melancon, Cay	Teacher	1-2 Reading Interventionist	1.0
Rector, Stacy	Teacher	3-4 Reading Interventionist	1.0

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Carolyn Wedgeworth	Principal
Administrator	Kyra Day	Asst. Principal
Non-classroom Professional	Lauren Buckley	Counselor
Classroom Teacher	Amber Groves	PreK Teacher
Classroom Teacher	Carrie Katseres	Kdg Teacher
Classroom Teacher	Pam Denson	First Gr Teacher
Classroom Teacher	Rochel Winn	Second Gr Teacher
Classroom Teacher	Leslie Wilson	Third Gr Teacher
Classroom Teacher	Susan Maines	Fourth Gr Teacher
Classroom Teacher	Amy Irvine	Teacher
Classroom Teacher	Nicole Clayton	Teacher
Classroom Teacher	Shannon Devillier	Teacher
Classroom Teacher	Janet Manley	Teacher
Business Representative	John Nickum	Business Rep
Community Representative	Atasha Quebedeaux	Community Rep
Parent	Brenda Courville	Parent
Parent	Lauren Wilkins	Parent

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	1 FTE Certified Teachers - Reading Intervention		\$59,772.00
1	1	8	3 FTE Certified Teachers; 3 FTE Instructional aides		\$241,894.00
1	1	10	3 FTE Instructional aides		\$75,277.00
Sub-Total					\$376,943.00
211 Title I A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	5 FTE Certified Teachers - Reading and Math Intervention		\$333,965.00
1	1	7	Instructional Supplies - SWP		\$24,000.00
1	3	10	Supplies		\$12,000.00
Sub-Total					\$369,965.00
Grand Total					\$746,908.00