

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

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Comprehensive Needs Assessment

Revised/Approved: October 15, 2018

Needs Assessment Overview

Vidor Elementary

Campus Needs Assessment

2018-2019

Mission

Preparing students to be lifelong learners, to be self-reliant, productive, contributing members of society.

Reviewed and approved by the Vidor Elementary Campus Site Based Decision Making Committee on:

DATE: _____

Vision

Building a better world...one student at a time!

We attempt to make every stakeholder associated with Vidor Elementary feel important and valuable in the educational process. We live in a socio-economically disadvantaged community of 60% plus. We accept no excuses and have a never quit attitude. Parent contact and involvement can be a monumental struggle for our staff at times. Our goal is to Score above the state average on STAAR exams for the 2018-

2019 school year. We have much work to do in the area of 4th grade Writing , Math , and Reading for all groups represented on campus. We will continue to attract and maintain highly qualified teachers and staff.

Demographics

Demographics Summary

Vidor Elementary is one of seven campuses in the Vidor Independent School District. Vidor Elementary opened its doors in 1938 and serves predominantly low income families. Vidor Elementary serves 647 students in grades E.E.-4.

Average class size is 20 students per teacher. At 24 students per 1 teacher a new teacher is hired in accordance with a district wide teacher committee lead by the superintendent of schools. Our attendance rate is currently 95.06% being slightly lower than 95.61% for the previous year. Our attendance has remained above 95% for the past 3 years. Form letters containing attendance law are sent to our parents to warn of absenteeism at 3 and 6 days. Incentives are offered to encourage perfect attendance. Parents are contacted by an administrator after 10 days to warn them about the possibility of a court hearing should attendance not improve. Tardy students are tracked by administration to ensure early academic class room performance has not suffered. In the event that tardies exceed 10 the parents/guardians are contacted by administration.

The student population is .3% African-American, .32% Native American, 88.39% Anglo, .5% Asian, .16% Hispanic, with an economically disadvantaged population of 78%. There are 240 (38.16%) students who have been identified as at-risk through the state at-risk criteria. We have a mobility rate of 19%. Extensive flooding due to Hurricane Harvey has fluctuated our population slightly. We have many students labeled as homeless (30.81%) this year due to housing shortages. Vidor Elementary has 84 students with some sort of disability. 26.2% have an intellectual disability, 47.6% have a physical disability, and 12.0% have a form of Autism. Our English Language Learner population is 1.4%.

The staff population is 0% African-American, 100% Anglo, 0% Asian, 0% Hispanic, 4.8% male and 95.2% female with an average of 9 years teaching experience. Of the Vidor Elementary teachers, 100% are highly qualified. Additionally, 100% of the paraprofessionals who will be returning in 2018-2019 are highly qualified.

Self-contained regular education classes on the campus include 4 pre-k, 5 kindergarten, 5 first grade. We have 4 second grade classrooms that team teach and 1 self-contained, 6 third grade classes that team teach, and 6 fourth grade classes that team teach. Special education classes include 1 life-skills classroom (k-4), 1 inclusion pre-k classroom with 3 and 4 year old's combined, and 1 self-contained preschool classroom (PPCD) containing 3 and 4 year old students.

Our pull-out programs include a Read 180 classroom, 2 applied classes grade 3-4, 1 for Math and 1 for Reading, 1 applied class grades k-2 that covers Math and Reading, 5 accelerated learning labs (Anchor Labs), 1 Dyslexia teacher, and 2 Speech teachers. In addition, we have a Science lab (k-4), and a Computer lab (k-4), each containing an aide for enrichment and support. 1.8% of our student population participates in our ESL program, which is well below the state average of 18.8%. Each student served under ESL is placed in an ESL certified teacher's

homeroom and is pulled weekly by an ESL district coordinator for enrichment.

Gifted and talented classrooms are made up of a few, (1.7%), identified students. G.T. students are pulled each Friday by a certified G.T. teacher to work on enrichment projects that will be displayed for the community at the end of the year. GT students are also grouped in a GT certified teacher's homeroom class.

During the conference time of each classroom teacher students are included in a rotation of P.E, Music, and a Computer Lab. The Librarian for Vidor Elementary is on a flexible schedule that enables her to interact with teachers and their students for in-depth lessons. The librarian also serves as our campus media specialist.

Demographics Strengths

Our Latino population outscored our general education students on all 3rd grade STAAR exams.

The Economically Disadvantaged Student Population outscored all students in 3rd grade on Math STAAR exams.

Writing STAAR scores, for all students, increased by 4% when compared the the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Vidor Elementary has a high mobility rate at 19%. **Root Cause:** Vidor has a large quantity of low income housing available so low income families are often moving to other housing. This causes our students to change elementary schools often.

Problem Statement 2: We have a hard time contacting parents. **Root Cause:** Apathy among parents and parent involvement at school is on the rise.

Problem Statement 3: We would like to see attendance rise above 96%. **Root Cause:** Hurricane Harvey contributed to a shift in priorities as rebuilding began.

Student Academic Achievement

Student Academic Achievement Summary

3rd Grade Reading students scored the following: Reading STAAR scores for all students: Approaches 73%, Meets 31%, Masters 18%; Economically Disadvantaged scores were Approaches 69%, Meets 29%, Masters 17%, Special Education was Approaches 54% with no meets or mastered, At-Risk scored Approaches 59%, Meets 18%, Mastered 11%. 3rd Grade Reading scores improved for all students in Approaches and in Mastered when comparing 2017 to 2018. Our lowest scores were in our At-Risk and Special Education population. At-risk students improved by 5% over last year and Special Education improved 44% over the previous year. Leading all scores in 3rd grade Reading was our Latino population scoring higher in all categories when compared to the previous year. Our Latino population scored above the Region, and State, for both meets and masters. Our economically disadvantaged students scored within 4% of our campus all students category.

-3rd Grade Math scores for all students were: Approaches 70%, Meets 36%, Masters 15%. The approaches scores were 7% lower than the previous year. Meets and Masters both improved. Our Economically Disadvantaged students outscored all students for approaches by 1%. Our Special Education students scored 31% on approaches which is an increase of 11% over the previous year. Our At-Risk population scored 6% below all students for approaches and 9% below the previous year. Our highest scoring population of students for STAAR Math was our Latino/Hispanic group, which scored above the region and state in several categories.

-4th Grade Reading scores for all students were: Approaches 69%, Meets 40%, Masters 17%. 4th Grade Reading scores were significantly lower than the previous year for all students in the category of approaches. Our Economically Disadvantaged students scored 3% lower than all students for approaches and 6% lower than the previous year. Our Latino students scored 13% below all students for approaches. The lowest scores were Special Education at 9% and At-Risk at 48%. Special Education and At-Risk scores were significantly lower than the previous year.

-4th Grade Math STAAR scores were: Approaches 72%, Meets 44%, and Masters 15%. Economically Disadvantaged students scored Approaches 67%, Meets 37%, Masters 13%. Our Latino population scored significantly lower in Approaches with 56%, Meets 22%, and Masters at 0%. Our lowest scores were Special Education at 18% and At-Risk at 54%.

-4th Grade Writing STAAR scores for all students were: Approaches 53%, Meets 27%, and Masters 7%. We had an increase in all 3 categories most significantly in Meets. Our Economically Disadvantaged students scored Approaches 49%, Meets 24%, Masters 6% which represents an increase in all 3 categories over last year. Special Education scored the lowest at 0% for all categories At-Risk scored significantly lower than last year and when compared to all students with 25% for Approaches. Our students had more compositions score on the higher end of the rating summary than the previous year.

Student Academic Achievement Strengths

Vidor Elementary students lost 15 days of instruction due to Hurricane Harvey and other weather related activities. Vidor Elementary combined with another Vidor ISD Elementary school for the entire 1st semester of school. Considering lost instruction time, the loss of a 4th grade reading teacher in the middle of the year due to Hurricane Harvey, and limited facilities, Vidor E. held their own during a traumatic time. Teachers banded together to help each other attain the bare essentials necessary for education. Many Vidor Elementary teachers lost their homes to Hurricane Harvey and continue to work on rebuilding everyday after school. Many of our students remained displaced at the conclusion of this year. With all that said we did have some success.

Our Latino/Hispanic population lead all scores in 3rd grade Math and Reading, and in some cases above the region and state scores. 3rd Grade Reading scores improved for all students when compared to the previous year. Our economically Disadvantaged students outscored all students in 3rd grade Math. The gap between our economically disadvantaged population versus all students is minimal. Vidor E. STAAR Writing scores improved in every category over the previous year's score. Writing compositions scored higher on the rating summary report than the previous year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our At-Risk scores are significantly lower than those for all students. **Root Cause:** At-Risk is determined by so many variables that tracking it is very difficult.

Problem Statement 2: Writing scores have improved, but are still below the state average. **Root Cause:** The absence of a quality phonics program in K-2 for the previous 2 years.

Problem Statement 3: 4th Grade Reading and Math scores were well below the state average. **Root Cause:** We lost 15 days of instruction due to weather. We lost a 4th grade teaching position due to Hurricane Harvey at a critical time.

School Processes & Programs

School Processes & Programs Summary

Vidor Elementary has several programs in place that address the academic needs of our student population. We have an Anchor lab which provides supplemental pull-out support for students struggling with Math and/or Reading. Our extended Pre-K program provides early intervention for our youngest students. We have a Read 180 classroom that addresses lower performing readers in grades 3-4. All students participate in a universal screener (Renaissance 360) that will assist in data collection for use in determining strengths and weaknesses. All students participate in a common assessment test each 9 weeks. We use Istation for Reading and Math. A benchmark test is given to 3rd and 4th grade students prior to the STAAR test to determine readiness.

All teachers meet with administration to evaluate common assessment testing results each 9 weeks. A list of strengths and weaknesses are created and addressed with a plan for intervention as necessary. All teachers follow the Teacher Resource System and the Year At a Glance (YAG) to ensure fidelity among departments. Lesson plans are required to be submitted to administration weekly. Weekly department meetings are mandatory with a list of minutes submitted to administration weekly. Instructional Focus Meetings are conducted to ensure alignment. Team Leadership Committee (TLC) meetings are conducted each month on the first Tuesday of the month. Concerns are addressed and considered at each meeting.

All teachers are encouraged to obtain a masters degree in any discipline of their choosing. Administration provides opportunities for mentoring, observations, and shadowing of current personnel holding a masters degree. Vidor Elementary has a climate that promotes fairness and respect as reflected in current staff surveys and high teacher retention rates. Vidor Elementary participates in the state T-TESS evaluation system designed to help teachers grow and develop a student centered classroom.

Administrators collect walkthrough data regularly to determine pedagogical efficacy. The T-TESS evaluation system is used to promote growth. All teachers meet with administration to discuss goals and determine areas of strength and refinement. In-service opportunities are offered to address areas of refinement necessary as reveal according to the T-TESS evaluation system.

Each classroom has a SMART Board and a projector. Appropriate use of SMART boards and other technology, in relation to lessons, are documented in walkthrough data to be used in subsequent teacher meetings. Staff developments are offered, and sometimes taught by campus teachers, on the integration of technology and learning. We we are making strives for one to one technology in each classroom, but it will take time.

School Processes & Programs Strengths

Vidor Elementary works closely with our district curriculum department in providing high-quality professional development for our staff based

on the needs of our campus. All teachers are required to participate in 8 days of professional development training prior to the next year of instruction. New teachers to the district will attend 2 extra days of paid staff development days.

All workshops are relevant to the programs provided by our campus and our curriculum department ensures each training is of high quality. The district provides follow up trainings through out the year to support previous trainings. Instructional focus Trainings are provided for alignment purposes throughout the year. Teachers are polled by way of a survey as to what is their greatest need of improvement. Staff developments are scheduled according to teacher needs and student performance.

Vidor Elementary has a low turnover rate, and has a policy of hiring only highly qualified candidates. All staff returning for the 2018-2019 school year are highly qualified. The average years of experience for teachers on our campus is 9.

The district site- based decision making committee meets each year to formulate goals and objectives to be submitted to the board for approval. The board meets to approve the goals and objectives for the upcoming year. The campus site based committee then meets to formulate goals, objectives, and strategies to achieve the approved goals and objectives set by the board.

The district has selected Plan4learning technologies to facilitate a monitoring calendar each quarter to evaluate mid-course adjustments. The campus site base committee meets each quarter to evaluate and identify progression. Adjustments are made as necessary.

A grant will fund 4 new chrome book carts for our 3rd and 4th grade students beginning August 2018-2019. The district supports teacher training and the use of technology in the classroom.

The district began a re-booting of the overall RTI system. Multiple meetings and trainings have taken place to ensure implementation is consistent. An RTI coordinator was added to the district to help ensure fidelity of the RTI process.

We have an ESL certified teacher in each grade level and 2 district level ESL coordinators that work with each student in need of second language support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have a need for more technology at the elementary level. **Root Cause:** The district is keeping up with a 5 year update program on all technology but it leaves little room for adding additional equipment.

Problem Statement 2: The campus is in need of a behavioral specialist. **Root Cause:** We have more students with behavioral needs that are in need of assistance.

Perceptions

Perceptions Summary

Vidor Elementary is a Title 1 campus and makes every effort to make a connection between home and school. We have a large population of economically disadvantaged students so making contact with each one can be very difficult. We have a great number of students, and faculty, living in RV's, with neighbors, family, and living in substandard conditions due to Hurricane Harvey. Many staff and students are depending on charity organizations for basic needs and support.

We have an excellent PTO organization. Parents are encouraged to join at all school events and on our PTO official Face Book page. We encourage our parents to volunteer whenever possible and to attend all school sponsored outreach events. Vidor Elementary values parent communication. We use "class DoJo", email, websites, Face Book, newspaper articles, and call outs to communicate opportunities. We had 5,466 community members visit our campus this year for various activities.

Our district offers multiple committee's for the community to serve on. We have the campus and District Site Based committee. We have a planning committee made up of community members that visited each campus and made recommendations for improvement to the Board of Trustees. The idea was to allocate fund balance for necessary improvements. Community members have the opportunity to speak at monthly board meetings. District and campus surveys are used to gauge community values and beliefs.

Our Campus Site- Based Decision Making Committee is made up of community members, parents, a business representative, teachers, staff and administration. Student, staff, and parent surveys are used to gage the campus climate and are reviewed by the CSBDMC yearly. We will include a paraprofessional and other community members on the CSBDMC for next year. Staff for the SBDMC are voted on by departments to represent their interest. Opportunities for participation in the CSBDMC by the community are communicated by staff.

Perceptions Strengths

Our School-wide Title I program for 2017-2018 consisted of many parent involvement activities. These activities include required Title I, Part A meetings with parents, "someone special days" for Pre-K, and a library family night. There are many other parent involvement activities that are not directly related to Title I such as Texas Public Schools Week activities, parent orientation, various programs in the classroom, Kindergarten Round-up, Carnival; Music programs, Track-n-Field Day, Grandparent's Day, an old fashioned open house, a Book Fair, ARD meetings, 504 meetings, Dyslexia meetings, LPAC meetings, and more. We also have many parents that volunteer their time on a daily basis. Parent attendance at any activity that involves our children is an excellent idea.

We have a strong Ready-Set Teacher Program with in Vidor High School. High school. Students come to our campus regularly to read with and work with our students under the direction of the classroom teacher. We disperse HS students across grade levels. We host, and provide mentors for, multiple

university education candidates each year. We also participate in the junior achievement program.

Teacher/Parent surveys taken from the 2017-2018 school year revealed our parents feel welcome and that administration/faculty expect students to do their best. We are currently participating in the Kagan reform strategy that has a built in component to address cooperation, social skills, and working together to reach a common goal.

The district survey indicates that teachers are concerned about student input and the survey continues to indicate a concern about the way GT students are being served on our campus.

73 parents responded to our parent/teacher survey for the 2017-2018 school year. The responses were extremely positive. Parents indicated that Vidor Elementary has a loving, friendly atmosphere, and good teachers. The survey also indicated that faculty and staff members have input on needed staff development.

The STAAR pep rally was used to motivate students prior to the STAAR test and was a big hit with parents. Open House, book fair, veterans day, track and field, carnival, and grade level programs were also heavily attended. We also held family nights for Reading, Math, and Writing this year which were well attended. We had a total of 5,466 documented visitors to our campus this year. Our goal is to make our parents feel welcome and feel like they are an important cog in the wheel of education for their children. We value our parents as partners and stakeholders in the local education agency.

We created a valuable business connection with Casa Ole and the Pirate Stop convenience store/restaurant this year to offer incentives for our students. Gift cards were given to our students from those establishments based on good behavior, attendance and academic effort.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Surveys indicate we need to improve services provided to the GT identified students. **Root Cause:** GT identified students are placed in a GT certified teacher's homeroom class. We pull GT students one time per week to receive enrichment from the GT certified teacher, but we need to increase the opportunities for enriching them in the regular classroom.

Problem Statement 2: The number of classroom referrals written by staff increased. **Root Cause:** We had 2 schools on one campus for most of the year due to Hurricane Harvey flooding the other campus.

Problem Statement 3: We were not able to have our Pirate Pals program this year due to Hurricane Harvey. **Root Cause:** Most people were unable to volunteer due to rebuilding their own homes.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey 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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data


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 based on the State scoring average or improve over the previous year.







Evaluation Data Source(s) 1: Disaggregated TAPR report, STAAR, TELPAS, Common Assessments, universal screener data, benchmark data.

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</p> <p>1) Support and enhance RTI through supplies and supplemental staff, progress monitoring, and elementary district meetings.</p> <p>Instructional aides provide accelerated instruction to students one-on-one or in small groups in the classroom. (See Instructional Support in SCE addendum.)</p> <p>Interventionist, teachers, and the principal will monitor and implement the RTI process.</p> <p>Interventionist will implement and monitor participation in online Tier 3 participants on Study Dog, Mindplay, Symphony, and Ascend.</p>	2.4, 2.6	Principals Teachers Interventionist	<p>Percent of each accountability group meeting Texas Assessment of Academic Performance Report (TAPR) assessment standards for reading and math.</p> <p>Meet Texas Assessment of Academic Performance Report (TAPR) participation standards.</p> <p>The percentage of students served through special education taking the general assessments will be greater than or equal to the state or improve.</p> <p>A record of RTI meetings and strategies will be maintained by the campus interventionist.</p> <p>All students will exceed the performance standard for state accountability or improve.</p> <p>Summary reports of participation will be monitored and maintained</p>				
Funding Sources: 211 Title I A - 326851.00, 199 State Comp Ed - 165138.00							

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Increase student attendance by campus incentives such as: Individual class incentives, inflatable party for perfect attendance, Parent notification of frequent absenteeism and tardies, Perfect Attendance Awards, and Parental education for healthy practices.</p>	2.4, 2.6	Counselor Teachers Registrar Principal	97% student attendance rate for all student groups. Evidence that healthy practice literature has been mailed or sent home with students.				
<p>Problem Statements: Demographics 3</p> <p>Funding Sources: Student Activity Funds - 0.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Target special populations for compliance: Special Education, English as a second language (ESL), Gifted and Talented (GT), Dyslexia, 504, RTI, at risk, economically disadvantaged, Homeless, and all ethnic groups.</p>	2.4	Diagnostician Principal Teachers Counselor	<p>Percent of each accountability group meeting Texas Assessment of Academic Performance Report (TAPR) assessment standards for reading and math.</p> <p>Meet Texas Assessment of Academic Performance Report (TAPR) participation standards.</p> <p>Percentage of students served through special education taking general assessments will be greater than or equal to 30%.</p> <p>All students will meet performance standard for state accountability or improve.</p> <p>A 97% student attendance rate for all student groups will be met or exceed the previous year.</p>				
<p>Problem Statements: School Culture and Climate 2</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Use 9 week common assessments, and benchmark data to drive instruction through results. Each teacher will meet with administration to desegregate data and identify areas of strength and refinement necessary. Strategies for improvement will be designed at the meeting.</p>	2.4	Principals Teachers	<p>Teachers will be able to provide differentiated instruction based on assessment results.</p> <p>Data can be found in Eduphoria and is accessible by all teachers</p> <p>STAAR results will meet state accountability standards.</p>				

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>5) Parents will be notified of the level of achievement for their child on required state assessment. (STAAR)</p>	2.4, 3.1	Principals Teachers	<p>Phone calls to the parents/guardian</p> <p>The results of state assessment testing will be mailed home as the school receives it from the state.</p> <p>A pin number is provided to each parent for accessing state STAAR scores for their student.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Professional Brochures including testing strategies for students/parents will be sent home with students 3 weeks prior to STAAR testing dates to enhance student/parent awareness.</p>	2.4, 3.1	Principal Secretary	<p>Parent survey results</p> <p>STAAR testing results</p> <p>A copy of the mail out is maintained in the front office.</p>				
<p>Comprehensive Support Strategy</p> <p>7) Students will create a writing portfolio that will be audited randomly throughout the year by the district curriculum director.</p>	2.4	ELA Teachers Principal Director of curriculum	<p>STAAR scores for all students in all subject areas be at or above the state average.</p> <p>Portfolios can be found in the main office.</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) The campus will hold family fun nights for Math, Reading, and Writing</p>	2.4, 3.1, 3.2	Teachers Principal	<p>Parents will be made of aware of academic activities for use at home with their student.</p> <p>The Parent involvement policy, and Parent/Compact will be offered in English and Spanish at this event.</p> <p>Evidence: Sign-in sheets</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>9) All teachers will be trained and will use appropriate cooperative learning techniques.</p>	2.4	Teachers District curriculum director Principal	<p>An increased variety of classroom instruction techniques will lead to increased student success.</p> <p>Cooperative Learning strategies will be embedded within weekly lesson plans.</p> <p>Principal walkthrough data will reflect cooperative learning strategies in use.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Remediation will be offered to 3rd grade students not approaching grade level on the STAAR exam for Reading and Math.</p>	2.4	Principal Teachers	<p>Tutorial opportunities will lead to an increase in the student success rate on 4th grade STAAR exams.</p> <p>Records of attendance for students, and teachers, will be maintained in the Assistant superintendent's of curriculum office</p>				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>11) Ready set teach students from Vidor HS will regularly visit the campus to help support the classroom teacher and students.</p>	2.4, 2.5, 2.6	Principal	<p>High school students will offer a unique opportunity for our struggling students to access the days assignment.</p> <p>It will provide student with a one to one tutor</p> <p>Evidence: Sign in sheets</p>	✓	✓	✓	
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>12) 2 field trips per year will be offered to each grade level for the purpose of enrichment.</p>	2.5	Principal Teachers Community volunteers	Students will be involved in educational experiences outside the classroom.	✓	✓	✓	
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>13) Progress reports and report cards will be issued at the end of each grading period. Teachers will contact the parents/guardian of failing students.</p>	2.4, 2.6	Teachers Principal	<p>Parents will be made aware of the academic progress of their student.</p> <p>Teachers will maintain a parent contact log.</p>	✓	✓	✓	
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>14) The campus will hold award ceremony's for perfect attendance, academic achievement, and extraordinary effort each semester. Parents will be invited.</p>	2.4, 2.6, 3.1, 3.2	Principal Teachers	Parent involvement policy and school parent compacts will be offered in English and Spanish at this time.	✓	✓	✓	
<p>Critical Success Factors CSF 1 CSF 4</p> <p>15) Additional tutorials will be offered during the second semester of school as areas of need are determined by testing data gathered for 3rd and 4th grade only.</p>	2.4, 2.5, 2.6	Teachers Administration Interventionist	<p>Students attending after school tutorials will have the opportunity to close gaps in learning.</p> <p>Records of attendance for students, and teachers, will be kept in the curriculum department office.</p>	✓	✓	✓	
<p>Critical Success Factors CSF 1 CSF 2</p> <p>16) Students are screened for Dyslexia in grades k-1 using a universal screener.</p>	2.4, 2.6	Dyslexia Teacher	Identify a student with Dyslexia early will help us develop a plan for the student to receive services beyond the classroom and access the curriculum more efficiently.	✓	✓	✓	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Surveys indicate that there is a concern about the way GT students are serviced on campus. Root Cause 2: GT students need to be grouped together in homeroom and GT projects need to be more in-depth.

Demographics










Problem Statement 3: We would like to see attendance rise above 96%. **Root Cause 3:** Hurricane Harvey contributed to a shift in priorities as rebuilding began.

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 to support the continuous integration of technology in all areas.

Evaluation Data Source(s) 2: Learning.com completion report, T-TESS evaluations and walk through data.

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</p> <p>1) Computer lab facilitation through the use of a technology paraprofessional and web based software meeting all technology TEKS.</p>	2.4, 2.5, 2.6	Technology paraprofessional Principal	Demonstrating technology proficiency on the grade level technology TEKS. District usage reports for technology				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) A lead technology teacher will be available for training teachers in the most current technology strategies.</p>	2.4, 2.5, 2.6	Teacher Librarian (Media Specialist)	Workshop evaluation T-Tess and walk-through data containing evidence of technology. Survey results				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) A technology team will be created by the campus media specialist and will include one teacher from each grade level.</p> <p>The technology team members will lead technology staff development opportunities and pilot new technology options.</p>	2.4, 2.6	Teachers Media Specialist	T-TESS summary Walk-through data.				
<p>  = 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 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 2 CSF 3 CSF 7</p> <p>1) Teachers will utilize the TEKS Resource System.</p> <p>TRS is 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).</p>	2.4, 2.5, 2.6	<p>Executive Director for Elementary Curriculum and Instruction</p> <p>Principals</p> <p>All teachers K-4</p>	<p>Students will meet or exceed state and federal expectations for STAAR.</p> <p>Students will pass common assessment exams at a minimal rate of 80% each 9 weeks cycle.</p> <p>Students will pass the benchmark exam for grades 3-4 at a minimal rate of 80%.</p> <p>Evidence: Eduphoria/Aware</p>				
Funding Sources: Local (Campus) Funds - 0.00							
<p>Comprehensive Support Strategy</p> <p>2) Teachers will use effective methods and instructional strategies based on scientific research.</p>	2.4, 2.5, 2.6	<p>Executive Director for Elementary Curriculum and Instruction</p> <p>Principals and Teachers</p>	<p>Walk-through data</p> <p>Students will meet or exceed state and federal expectations for STAAR.</p> <p>Students will perform at a minimal passing rate of 80% per grade level on common assessment exams.</p> <p>T-Tess evaluations</p>				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Teachers will attend grade level planning meetings weekly. (PLC's)</p> <p>Planning sessions and checkpoint meetings will ensure lesson plans are based on appropriate TEKS and the prescribed Scope and Sequence.</p> <p>All teachers will follow the Year At a Glance (YAG) found in the Teacher Resource System.</p>	2.4, 2.5, 2.6	<p>Executive Director for Elementary Curriculum and Instruction</p> <p>Principals</p> <p>Teachers</p>	<p>Meeting summary/strategies</p> <p>Students will meet or exceed state and federal expectations for STAAR.</p> <p>Common assessment tests and benchmark results will be 80% passing or greater for each cycle.</p> <p>Meeting agendas/notes will be provided to the principal each week for review and feedback through eduphoria.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Administrators will be trained in conducting district adopted walk-through evaluations and use the electronically submitted lesson plans to guarantee every child access to a quality education.</p>	2.4, 2.5, 2.6	<p>Principals</p> <p>Executive Director for Elementary Curriculum and Instruction.</p>	<p>Students will meet or exceed state and federal expectations for STAAR.</p> <p>Benchmark testing, common assessment tests and walk-through data results.</p> <p>All teachers will meet with administration each 9 week cycle to discuss Testing and walkthrough data results.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>5) Teachers and administration will utilize the Eduphoria/ AWARE program to assess state and local assessment data with the intent to monitor student progress.</p>	2.4, 2.5, 2.6	<p>Principals</p> <p>Teachers</p> <p>Executive Director for Elementary Curriculum and Instruction.</p>	<p>AWARE Reports available on Eduphoria.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>6) The early reading program will use Renaissance 360 to support RTI. Additional supporting instructional resources will be provided such as Balanced Literacy, Reading A to Z, and Istation.</p>	2.4, 2.5, 2.6	<p>Executive Director for Elementary Curriculum and Instruction</p> <p>Principals</p> <p>Counselor</p>	<p>Istation data</p> <p>Frog street assessments</p> <p>Pre-K through grade 2 report card results</p> <p>Common assessment data</p> <p>Benchmark data.</p>				

<p>Comprehensive Support Strategy</p> <p>7) Continued focus will be on raising the academic achievement of Pre-K students by expanding required half day program to a full day program and providing them with early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. (See PK Family Engagement Plan and SCE addenda.)</p>	2.4, 2.6	<p>Executive Director for Elementary Curriculum and Instruction</p> <p>Principals</p> <p>Teachers</p>	<p>Frog Street Assessments</p> <p>Pre-K report card</p> <p>90% of Pre-K students will meet or exceed state guidelines for Pre- Kindergarten</p>				
Funding Sources: 199 State Comp Ed - 228587.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Continued support of the campus special population groups 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 prescribed curriculum.</p>	2.4, 2.5, 2.6	<p>Principals</p> <p>Teachers</p>	<p>TAPR Report</p> <p>TELPAS data</p> <p>STARR data</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) GT, ESL and Dyslexia students will be taught by teachers who have appropriate qualifications and certifications.</p> <p>Increased instructional rigor will be provided for students. Homeless & Migrant support will be provided as needed.</p>	2.4, 2.5, 2.6	<p>Principals</p> <p>Teachers</p> <p>Counselor</p>	<p>GT teachers will have received a minimum of 6 hours of staff development annually.</p> <p>ESL rater certification will be completed as needed.</p> <p>STAAR results</p> <p>GT project demonstrations</p> <p>GT students will be place together in a GT certified teacher's homeroom.</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>10) Continue support of the campus special education instructional programs operated by VISD that include:</p> <p>Life Skills, Speech, A.B.U., Applied, and PPCD classes.</p>	2.6	<p>Principals</p> <p>Teachers</p> <p>Special Education Director</p> <p>Diagnostician</p>	<p>Special population groups will meet or exceed state and federal expectations for STAAR.</p> <p>IEP evaluations for student progress</p> <p>ARD meeting updates</p>				

<p>Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>11) Pre-K classes will visit and participate in kindergarten classrooms.</p> <p>Preschool programs from the community will be invited to tour the campus.</p>	2.4, 2.5, 2.6	Pre-K Teachers Kindergarten Teachers Principals	90% of Pre-K students will meet or exceed requirements for state guidelines. Documentation of visits by community pre-schools.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>12) The district will continue Cooperative Learning as an initiative aimed at transforming how content is being taught.</p>	2.4, 2.5, 2.6	Principals Teachers District Curriculum Coordinator	Walk through data will reflect a wide variety of teaching techniques Lesson plans will reflect embedded cooperative learning opportunities				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>13) Gaps in achievement are identified through a matrix of tools including: Teacher input, Test Scores, Report Cards, Renaissance 360, and Istation results. Children found to have learning gaps are serviced through an intervention lab with certified teachers. Read 180 is utilized to service gaps in reading. (See Read 180 in SCE addenda.)</p>	2.4, 2.6	Teacher Interventionist Principal Assistant principal	Academic gaps will be closed or significantly reduced. Evidence is kept and archived by each grade level interventionist.				
Funding Sources: 199 State Comp Ed - 58667.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>14) The district will provide supplemental curriculum tools for grades K-2 with Saxon Phonics.</p>	2.4, 2.5, 2.6	Principal District Curriculum Coordinator	Increase in TEKS mastery				
Funding Sources: 211 Title I A - 12000.00							
<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, Campus Improvement Plan

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 CSF 3 CSF 6</p> <p>1) The Campus Site Base Committee will provide input to align resource allocation with campus needs.</p> <p>The Team Leadership Committee and Site Based members report of needs will be presented at scheduled meetings.</p> <p>TLC will meet the 1st Tuesday of each month.</p>	2.4, 2.5, 2.6	<p>Principals</p> <p>Campus Site-Based Decision Making Committees</p> <p>Team Leaders</p>	<p>Team Leadership Committee meeting results.</p> <p>Campus level budget allocations aligned with campus needs.</p> <p>SBDMC meeting agenda and results</p> <p>Campus Needs Assessment</p> <p>Campus Improvement Plan</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) State and local assessment data will be used to designate campus needs.</p> <p>District guidelines will be followed for the allocation of funds.</p>	2.4, 2.5, 2.6	<p>Principal</p> <p>Campus Site Based decision making committee</p>	<p>Campus Needs Assessment</p> <p>Campus Improvement Plan.</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 2: The campus will establish more transparent operational processes and increase community involvement.

Evaluation Data Source(s) 2: Campus Needs Assessment, Campus Improvement plan, CSBDMC agendas and sign-in sheets, Visitor sign-in documentation

Summative Evaluation 2:

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) The campus will invite community members to perform/ speak to our students.</p> <p>Topics will include bullying, health, career choices, and motivation.</p> <p>Young Audience performances and community volunteers will facilitate the process.</p>	2.4, 2.5, 2.6	Principals Teachers Counselor	Career day documentation of participation Campus Improvement Plan District and campus survey results Schedule of speakers Parent Workshops	✓	✓	✓	
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) The community will be invited to student activities such as: Campus Carnival, Track and Field Day, Choir performances, Open House, Family night, Someone Special Days, Family Math, Reading, and Writing nights.</p> <p>Parent involvement policy and School/Parent Compacts will be passed out during orientation, Open House, and Family Nights.</p> <p>Parents will be made aware of the Campus Improvement Plan and where it can be located.</p>	2.5, 3.1, 3.2	P.T.O. Members Teachers Staff Parent volunteers Principals	Parents surveys Parent Sign-In sheets Volunteer sign-in sheets	✓	✓	✓	














<p>Critical Success Factors CSF 6</p> <p>3) Teachers will use character education and incentives to enhance student respect for campus facilities.</p>	2.4, 2.5, 2.6	<p>Teachers</p> <p>Principals</p> <p>Staff</p>	<p>Reductions in referrals involving the destruction of campus facilities/property.</p> <p>Cooperative learning activities are embedded in each teacher's lesson plan</p> <p>Keystone curriculum announcements occur each morning</p> <p>All staff may offer incentives for Healthy choices</p>				
<p>Critical Success Factors CSF 6</p> <p>4) The campus security guard and custodians will check facilities for safety on a weekly basis and turn in a checklist of needs to the principal weekly.</p>	2.4, 2.6	<p>Campus Security Guard</p> <p>Custodian</p> <p>Staff</p> <p>Principals</p>	<p>Weekly Safety Checklist</p> <p>Documentation of work orders requested by the campus in eduphoria.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) State Troopers will read to our kindergarten and 3rd grade students weekly/monthly.</p>	2.5	<p>Principal</p> <p>Assistant Principal</p> <p>State Troopers</p>	Log-in sheets				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) A Pirate Pals initiative will invite community members to come read to our 43rd grade students in an effort to increase fluency while reading.</p>	2.4, 2.5, 2.6	<p>Librarian</p> <p>Public Relations Coordinator</p>	Log-in sheets				
<p>Critical Success Factors CSF 5</p> <p>7) We would like to establish a link for parents/community to be able to view the campus plan.</p>	3.1, 3.2	District Webmaster	Parents will be able to access and refer to the Camps Improvement Plan at anytime.				
<p>8) A copy of the Parent Involvement Policy, and the School/Parent Compact will be offered to all parents/guardians during Open house and Family nights in both English and Spanish.</p> <p>Parents will be made aware that the Campus Improvement Plan is available on the school website and a copy may be provided by the office on request.</p>	3.1, 3.2	<p>Principal</p> <p>District Webmaster</p>	Opportunities for parent involvement within the school will be easily accessible.				
<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 Campus monies will give priority to services/programs that directly affect student success in learning.

Evaluation Data Source(s) 3: District Teacher Survey, Campus Improvement Plans, 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 Critical Success Factors CSF 1 CSF 2 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	Director for Elementary Curriculum and Instruction Principal Teachers	Campus improvement plans will be aligned with professional development needs and goals of our teachers and will align with district goals. Evidence of staff development training provided by sign-in sheets and certificate of completion available on Eduphoria.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Teachers will identify personal areas of need on T-TESS and seek professional development opportunities that will enhance their performance..</p>	2.4, 2.5, 2.6	Teachers Principals	Percent of surveyed teachers indicating a positive correlation between professional development and improved student achievement. T-Tess self summary / Goals T-Tess results/summary Evidence of professional development completion				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Data from state and local assessments combined with campus walkthrough data will provide targeted areas for professional development.</p>	2.4, 2.5, 2.6	Director for Elementary Curriculum and Instruction Principals Teachers	Evidence of implementation based on campus walk through data and observations.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are 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, District Teacher Survey, Campus Improvement Plan,

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) We will continue the new teacher mentor program on campus by pairing grade level teachers and providing meetings for campus familiarization and guidance.</p>	2.4, 2.5, 2.6	Assistant Superintendent of Human Resources Principal Mentor Teacher	<p>Vidor Elementary will maintain a high teacher retention rate.</p> <p>Mentor/Mentee log sheets will be turned in to the principal and the HR department each year.</p> <p>New teacher staff development training attendance records will be kept by the curriculum department.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>2) Teachers will attend meaningful and relevant staff development trainings based on campus level needs. Sources include: Region V training, district training's, book studies, and other opportunities that will become available through out the year.</p>	2.4, 2.6	Assistant Superintendent of Curriculum and Instruction Principals	Walkthrough data will reveal a variety of high quality teaching strategies that will benefit our students in accessing the curriculum.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) New teachers will be hired by a committee containing teachers and administration.</p>	2.5	Administration Teachers	Teachers will have a voice in considering new teachers for employment.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 2: The campus will increase the number of instructional staff attaining a master's 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
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) A mentor possessing a Masters' degree will be utilized to mentor new prospects wishing to attain a Master's degree.</p> <p>Activities will include: shadowing, and appropriately designated activities for the master's program candidates.</p>	2.4, 2.5, 2.6	Principal Appropriate staff	The number of teachers enrolled in a masters Degree program will increase benefiting our students and staff.				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) A grant was secured this year to help teachers attain a masters degree.</p>	2.4, 2.5	Principal Assistant Superintendent of Curriculum	Quality certified candidates will fill administrative openings as needed.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are 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
Critical Success Factors CSF 3 CSF 6 CSF 7 1) A campus hiring committee will recommend hiring only highly qualified teachers.	2.4, 2.5, 2.6	Principals Assistant Superintendent for Human Resources	Maintain 100% highly qualified teachers Principal will review a variety of qualified applicants.				
Critical Success Factors CSF 5 CSF 6 2) The campus will notify the parents of a child that has been assigned to a teacher who is not highly qualified for four or more consecutive weeks.	2.4, 2.5, 2.6	Principals	Documentation that the campus has maintained a 100% highly qualified teacher recruitment and retention rate.				
Critical Success Factors CSF 3 CSF 6 CSF 7 3) The Principal will attend university job fairs.	2.4, 2.5, 2.6	Principal Assistant Superintendent of Human Resources	The campus will Maintain 100% highly qualified teachers. Evidence of participation in job fairs by the principal.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: 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 and practices.

Evaluation Data Source(s) 1: District Survey (Teacher/ Parents), PEIMS Report 425

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The campus will implement a campus wide bullying prevention program.</p>	2.4, 2.6	Administration Staff Counselor	Lowering the number of bullying involved incidences on campus Campus PEIMS report				
<p>Critical Success Factors CSF 6</p> <p>2) Continued implementation of a drug intervention and awareness program on campus.</p> <p>Our teachers will present a lesson about healthy behavior choices during Red Ribbon Week.</p> <p>Various activities are provided during Red Ribbon Week associated with making healthy behavior choices.</p> <p>The school counselor will provide guidance lessons during the year to address peer pressure, violence prevention, anti-bullying, conflict resolution and healthy behavior choices.</p>	2.5	Principals Teachers Counselor	Decrease in the total number of incidences/referrals by (<1% involving controlled substances) Survey results reveal parents are satisfied with the way incidents of substance abuse are handled.				

<p>Critical Success Factors CSF 6</p> <p>3) Maintain a comprehensive and effective campus approach to character development by utilizing the character development strategies involved in cooperative activities.</p> <p>The school counselor provides guidance lessons to address character education.</p>	2.6	Principals Counselor Teachers	Campus referrals will be reduced by 10%				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) The campus will provide a safe and secure instructional environment by aligning the Vidor Elementary Student Handbook with the VISD Student Code of Conduct.</p>	2.5, 2.6	Principals Teachers	Reduction in referrals by 10%				
<p>Critical Success Factors CSF 6</p> <p>5) Reduce accidents and Worker's Compensation Claims through safety procedures which are highlighted at faculty meetings.</p> <p>Monthly safety memos are posted on the district website.</p>	2.4, 2.6	Warehouse coordinator Principals Staff	Number and cost of Worker's Compensation claims will decrease by 10%				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>6) The campus will implement a cohesive plan for crisis emergency management. Volunteers on campus should have some safety training.</p>	2.4, 2.5	Superintendent of Schools Principals Staff	A campus Crisis Emergency Management Plan will be developed and implemented by the district and campus. Monthly drill records and results.				
<p>Critical Success Factors CSF 6</p> <p>7) Staff will be trained in behavior intervention strategies during faculty meeting by our ABU teacher.</p>	2.4, 2.5, 2.6	Teachers Principals Counselor	Discretionary out-of-school placements will decrease for all students. Reduction in all student population referral rates.				
<p>8) Employees will attend active shooter training.</p>	2.6	Vidor Isd. Police Department	Staff will be more prepared to deal with an active shooter crisis. Survey results				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: 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: Meet and exceed state guidelines, SHAC Committee meeting results, PEIMS attendance data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Offer nutritious meals to all students and staff.</p>	2.4, 2.5, 2.6	Food Service Staff	<p>5% increase in meal participation</p> <p>Monthly participation reports</p>	✓	✓	✓	
<p>Critical Success Factors CSF 6</p> <p>2) Maintain an active SHAC (School Health Advisory Committee) on each campus.</p>	2.5, 2.6	<p>Food Services Manager</p> <p>SHAC committee members</p> <p>Physical education teacher</p> <p>Principals</p>	<p>90% of our students will meet the state guidelines on the Fitness-gram.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Provide training and resources that promote a healthy lifestyle for all students, staff, and parents by using the district curriculum for health and the Fitnessgram.</p>	2.5, 2.6	<p>Director of Elementary Curriculum and Instruction</p> <p>Food Services Manager</p> <p>SHAC committee members</p> <p>Physical education teacher</p> <p>Principals</p>	<p>97% daily student attendance.</p> <p>97% daily staff attendance.</p> <p>A 5% increase in participation from stakeholders for health driven events.</p>				









4) The district will contract 2 outside counselors to address post hurricane fallout.	2.6	Director of Community Relations	A healthier and more comfortable learning environment.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: 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 campus will assure that all students and employees feel nurtured and comfortable in their surroundings.

Evaluation Data Source(s) 3: Needs Assessment, Survey Results

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.	2.5, 2.6	Principals Staff PTO	An increase of surveyed stakeholders indicating satisfaction with the campus climate. Survey Results				
Critical Success Factors CSF 5 CSF 6 2) Utilize volunteers within the community to create a partnership with all stakeholders. We would like to train volunteers in safety procedures.	2.4, 2.5, 2.6	Principals Staff PTO	Volunteer sign-in sheets District survey results indicating satisfaction with the campus climate.				
 = 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, T.V. channel, parent portal, and district call outs.

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 survey results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4 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, Vidor Schools Foundation, Class DoJo, Phone calls, and VISD Web-page.</p>	2.5, 2.6	Principals Appropriate Staff	Level of stakeholder satisfaction as recorded in the district parent survey.				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Emphasize Texas Public School Week and Vidor school history by utilizing key stakeholders as valuable resources.</p>	2.5, 2.6	Principals Staff	Level of stakeholder satisfaction as recorded in the district parent survey.				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>3) Implement new community opportunities such as a family night, open house, someone special days, choir concerts, Veteran's Day program, career day, and Pirate Pal's.</p>	2.4, 2.5, 2.6	Principals Appropriate Staff	Level of stakeholder satisfaction as recorded by the district parent survey. Record of sign-in sheets				

4) Implement parent involvement activities such as Parent Orientation, SOS, Awards Day, Newsletters, PTO, Carnival, Choir Concerts, Open House, Book Fair, Veteran's Day Program, Track and Field Day, Grandparent's Week, Parent Volunteers, Vidor ISD/Vidor Elementary website.	2.4, 2.5, 2.6	Appropriate Staff Principals	Level of stakeholder satisfaction as recorded by the district parent survey. Record of sign-in sheets				
Critical Success Factors CSF 4 CSF 5 CSF 6 5) We would like to provide a "City of Vidor history week" on campus.	2.5, 2.6	Principal Teachers	Students will become more aware of their cities history and take pride in their community.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Target special populations for compliance: Special Education, English as a second language (ESL), Gifted and Talented (GT), Dyslexia, 504, RTI, at risk, economically disadvantaged, Homeless, and all ethnic groups.
1	1	4	Use 9 week common assessments, and benchmark data to drive instruction through results. Each teacher will meet with administration to desegregate data and identify areas of strength and refinement necessary. Strategies for improvement will be designed at the meeting.
1	1	5	Parents will be notified of the level of achievement for their child on required state assessment. (STAAR)
1	1	7	Students will create a writing portfolio that will be audited randomly throughout the year by the district curriculum director.
1	1	8	The campus will hold family fun nights for Math, Reading, and Writing
1	1	9	All teachers will be trained and will use appropriate cooperative learning techniques.
1	3	1	Teachers will utilize the TEKS Resource System. TRS is 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).
1	3	2	Teachers will use effective methods and instructional strategies based on scientific research.
1	3	3	Teachers will attend grade level planning meetings weekly. (PLC's) Planning sessions and checkpoint meetings will ensure lesson plans are based on appropriate TEKS and the prescribed Scope and Sequence. All teachers will follow the Year At a Glance (YAG) found in the Teacher Resource System.
1	3	4	Administrators will be trained in conducting district adopted walk-through evaluations and use the electronically submitted lesson plans to guarantee every child access to a quality education.
1	3	5	Teachers and administration will utilize the Eduphoria/ AWARE program to assess state and local assessment data with the intent to monitor student progress.
1	3	6	The early reading program will use Renaissance 360 to support RTI. Additional supporting instructional resources will be provided such as Balanced Literacy, Reading A to Z, and Istation.
1	3	7	Continued focus will be on raising the academic achievement of Pre-K students by expanding required half day program to a full day program and providing them with early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. (See PK Family Engagement Plan and SCE addenda.)
1	3	8	Continued support of the campus special population groups 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 prescribed curriculum.

Goal	Objective	Strategy	Description
1	3	10	Continue support of the campus special education instructional programs operated by VISD that include: Life Skills, Speech, A.B.U., Applied, and PPCD classes.
1	3	11	Pre-K classes will visit and participate in kindergarten classrooms. Preschool programs from the community will be invited to tour the campus.
1	3	12	The district will continue Cooperative Learning as an initiative aimed at transforming how content is being taught.
1	3	13	Gaps in achievement are identified through a matrix of tools including: Teacher input, Test Scores, Report Cards, Renaissance 360, and Istation results. Children found to have learning gaps are serviced through an intervention lab with certified teachers. Read 180 is utilized to service gaps in reading. (See Read 180 in SCE addenda.)
2	1	1	The Campus Site Base Committee will provide input to align resource allocation with campus needs. The Team Leadership Committee and Site Based members report of needs will be presented at scheduled meetings. TLC will meet the 1st Tuesday of each month.
2	1	2	State and local assessment data will be used to designate campus needs. District guidelines will be followed for the allocation of funds.
2	3	1	Areas of academic need will be assessed and funds will be allocated for professional development to ensure student success.
2	3	2	Teachers will identify personal areas of need on T-TESS and seek professional development opportunities that will enhance their performance..
2	3	3	Data from state and local assessments combined with campus walkthrough data will provide targeted areas for professional development.
3	1	2	Teachers will attend meaningful and relevant staff development trainings based on campus level needs. Sources include: Region V training, district training's, book studies, and other opportunities that will become available through out the year.

State Compensatory

Budget for Vidor Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.06.102.032102	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6118.42.102.030102	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6125.12.102.030102	6125 Salary Support - Locally Defined	\$0.00
199.11.6125.42.102.030102	6125 Salary Support - Locally Defined	\$0.00
199.11.6141.06.102.032102	6141 Social Security/Medicare	\$0.00
199.11.6141.12.102.030102	6141 Social Security/Medicare	\$0.00
199.11.6141.42.102.030102	6141 Social Security/Medicare	\$0.00
199.11.6142.06.102.032102	6142 Group Health and Life Insurance	\$0.00
199.11.6142.12.102.030102	6142 Group Health and Life Insurance	\$0.00
199.11.6142.42.102.030102	6142 Group Health and Life Insurance	\$0.00
199.11.6143.06.102.032102	6143 Workers' Compensation	\$0.00
199.11.6143.12.102.030102	6143 Workers' Compensation	\$0.00
199.11.6143.42.102.030102	6143 Workers' Compensation	\$0.00
199.11.6144.06.102.032102	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.12.102.030102	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.42.102.030102	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6145.06.102.032102	6145 Unemployment Compensation	\$0.00
199.11.6145.12.102.030102	6145 Unemployment Compensation	\$0.00
199.11.6145.42.102.030102	6145 Unemployment Compensation	\$0.00
199.11.6146.06.102.032102	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.12.102.030102	6146 Teacher Retirement/TRS Care	\$0.00

199.11.6146.42.102.030102	6146 Teacher Retirement/TRS Care	\$0.00
		6100 Subtotal: \$0.00

Personnel for Vidor Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dianna Daigle	Instructional Aide	Instructional Support	1
Dorothy Deshazo	Instructional Aide	Instructional Support	1
Helms, Erin	Paraprofessional	Instructional Support/Comp Lab	1
Leslie Santana	Instructional Aide	Instructional Support	1
Lewis, Karen	Paraprofessional	Instructional Support	1
Mauboules, Christy	Teacher	PK	1
Neel, Amy	Teacher	PK	1
Stubblefield, Callie	Teacher	PK	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 CSBDMC. 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 fore-warded 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 in 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 Students: Goal #1, Performance Objective #1, Strategy: #1, #3, #4, #11, #15, Performance Objective #3, Strategy: #6, #8, #10, #13; Goal #2, Performance Objective #1, Strategy #2, #6, Performance Objective #2, Strategy #5, #6, Performance Objective #3, Strategy #1, #2; Goal #3, Performance Objective #1, Strategy #2, Performance Objective #3, Strategy #1; Goal #4, Performance Objective #1, Strategy #7

Gifted and Talented Students: Goal #1, Performance Objective #1, Strategy #3, Performance Objective #3, Strategy #9; Goal #2, Performance Objective #1, Strategy #1, Performance Objective #3, Strategy #1, #2

504 students: Goal #1, Performance Objective #1, Strategy #1, #3, #4, #10, #11, #15, Performance Objective #3, Strategy #8, #10, #13; Goal #2, Performance Objective #1, Strategy #2, Performance Objective #2, Strategy #5,#6, Performance Objective #3, Strategy #1, #3; Goal #4, Performance Objective #3, Strategy #2

Dyslexia students: Goal #1, Performance Objective #1, Strategy #3, #16, Performance Objective #3, Strategy #6,#8,#9,#10,#13; Goal #2, Performance Objective #2, Strategy #5, #6

Economically Disadvantaged students: Goal #1, Performance Objective #1, Strategy #1,#2,#3,#4,#6,#8, #9, #10, #11, #12, #13, #15, Performance Objective #3, Strategy #1, #2, #3, #5, #6, #8, #9, #13; Goal #2, Performance Objective #1, Strategy #2, Performance Strategy #2, Strategy #1, #2, #3, #5, #6, #8, Performance Objective #3, Strategy #2, #3

English Language Learners: See summary under School Processes and Programs of the CNA, Goal #1, Performance Objective #1, Strategy #1, #3, #4, #6, #8, #10, #11, #13, #15, Performance Objective #3, Strategy #1, #2, #3, #4, #5, #8, #9, #13, #14; Goal #2, Performance Objective #1, Strategy #2, Performance Strategy #2, Strategy #1 . #2, #5, #6, #8, Performance Strategy #3, Strategy #1; Goal #3, Performance Objective #3, Strategy #1; Goal #4, Performance Objective #3, Strategy #2; Goal #5, Performance Objective #1, Strategy #1. #2, #3, #4

Students receiving intervention (RTI): Goal #1, Performance Objective #1, Strategy #1, #3, #4, #10, #11, #15, Performance Objective #3, Strategy #2, #5, #6, #8, #10, #13; Goal #2, Performance Objective #1, Strategy #1, #2, Performance Objective #3, Strategy #1

2.5: Increased learning time and well-rounded education

Tutorials : Goal #1, Performance Objective #1, Strategy #10, #11, #15; Goal #2, Performance Objective #2, Strategy #5, #6

Family Nights : Goal #1, Performance Objective #1, Strategy # 8, #10, #11, #15

Field Trips: Goal #1, Performance Objective #1, Strategy #12

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

Goal #1, Performance Objective #1, Strategy #1,#2,#3,#4,#6,#8, #9, #10, #11, #12, #13, #15, Performance Objective #3, Strategy #1, #2, #3, #5, #6, #8, #9, #13; Goal #2, Performance Objective #1, Strategy #2, Performance Strategy #2, Strategy #1, #2, #3, #5, #6, #8, Performance Objective #3, Strategy #2, #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 Vidor 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

Vidor Elementary will hold parent involvement meetings at Open House(in the evening) and at Orientation (during regular work hours). Title 1, the School/Parent Compact, and the Parent Involvement Policy will be discussed with parents. An opportunity for response will be provided.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bradley, Alisha	Teacher	K Reading Interventionist	1.0
Castle, Renell	Teacher	1-2 Reading Interventionist	1.0
Godeaux, Connie	Teacher	3-4 Reading Interventionist	1.0
McDonald, Alice	Teacher	3-4 Math Interventionist	1.0
Neil, Johnna	Teacher	1-2 Math Interventionist	1.0

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Jeff Leger	Principal
Counselor	Barbara Butler	Counselor
Non-classroom Professional	Shannah Mackey	Assistant Principal
Classroom Teacher	Amy Neel	Pre-K Teacher
Classroom Teacher	Sydney Theriot	Kindergarten Teacher
Classroom Teacher	Carolyn Bailey	1st Grade Teacher
Classroom Teacher	Ashtchin Kilmer	2nd Grade Teacher
Classroom Teacher	Alyssa Ware	3rd Grade Teacher
Classroom Teacher	Mary Majors	4th Grade Teacher
Classroom Teacher	Connie Godeaux	Special Programs
Classroom Teacher	Stacey Pittman	Special Education
Business Representative	Martha Smith	Business Community
Business Representative	Misty Segrest	Business
Parent	Kayla Jinks	Parent
Parent	Tiffany Boyett	Parent
Parent	RoseMary Rodriguez	Parent
Paraprofessional	Christel Sturm	Paraprofessional
Community Representative	Donna Drodody	Community Rep.
Community Representative	Junelle Gatza	Community Rep.
Community Representative	Dorothy Mercer	Community Rep.

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	7 FTE Instructional Aides	199-E-11-6125-42-102-030-102	\$165,138.00
1	3	7	4 FTE Certified Teachers		\$228,587.00
1	3	13	1 FTE Certified Teacher		\$58,667.00
Sub-Total					\$452,392.00
211 Title I A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	5 FTEs Certified Teachers	211-11-6119-00-102-4-30-0-00	\$302,851.00
1	1	1	Instructional Supplies - SWP		\$24,000.00
1	3	14	Supplies		\$12,000.00
Sub-Total					\$338,851.00
Student Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Local (Campus) Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$791,243.00