Goose Creek Consolidated Independent School District

Harlem Elementary

2019-2020 Campus Improvement Plan

Mission Statement

Harlem Elementary's mission is to have all students learning at high levels by establishing collaborative teacher teams and positive community partnerships that are focused on increasing student achievement.

Vision

Harlem Elementary - EVERY student matters, EVERY moment counts!

Value Statement

We will work closely with all stakeholders in order to ensure the success of all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during April and May 2019 through campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Harlem Elementary is one of twenty-eight schools in Goose Creek CISD and is one of sixteen elementary schools.
- Harlem Elementary was originally opened in 1923 and the current school building opened in 1992.
- Harlem Elementary serves grade levels pre-kindergarten to fifth grade.
- Six years ago, student enrollment was at 900. Student enrollment has declined by 25% and we currently serve 675 students.
- We are self-contained in lower grades (PK-1) and departmentalized in grades 2-5.
- We have the following district programs at our campus: SILC, PPCD and BIP
- We were chosen to be a pilot campus for a Kindergarten Dual Language Program beginning the 2019-2020 school year.

Demographics:

Total Enrollment	657
Hispanic	65.75%
Black	24.35%
White	7.91%
2 or more races	.91%
Asian	0.30%
Native American	0.61%
Economically Disadvantages	88.74%
Male	49.01% (322 students)

Total Enrollment	657
Female	50.99% (335 students)
Mobility Rate	30.10%
Daily Attendance	95%
GT	8.98%
ELL	17.35%
504	4.41%
Special Ed	9.28%

Staff:

Total Staff	68.6
Hispanic	38.6%
Black	31.8%
White	27.3%
Male	9.1%
Female	90.9%
Average Years of Teaching Experience	10
Highly Qualified	100%

Harlem Elementary has a highly qualified staff with experienced teachers who can assist new teachers. Attendance rates have decreased throughout the year and average between 95%-97%. There are several incentives offered to the students as well procedures in place to track and monitor daily attendance. The demographics of teachers compares and is reflective of the student demographics with male teachers being a minority. ELL students receive a lot of support from teachers and staff. Professional development is offered and we hold regular scheduled PLC and planning sessions in order to share effective strategies. The Instructional Leadership team reviewed last year's program evaluations, survey results (students/parents/staff) and the following data: CBAs, Benchmarks and STAAR scores.

Demographics Strengths

Harlem has many strengths, one of which is that our school culture is very welcoming. Our students are rewarded with many incentives for their hard work and for attendance. The demographics of the teachers reflect our student demographics. The amount of support that we provide both our students and our staff is high as evidenced by the surveys that were reviewed.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. Overall, our students' academic achievement indicates growth in math, reading, and science. However, we have identified writing and reading as our lowest performing academic areas with Whites, Hispanics, Economically Disadvantaged, English Language Learners, and Special Education as our lowest performing subgroups due to lack of grammar skills and vocabulary. We also identified a need for an explicit grammar curriculum across all grade levels. We identified student needs by analyzing our CBA, Benchmark, CFA and classroom performance data. Support for our struggling students is provided through ALT, guided reading, tutorials and small group instruction.

Program evaluations were completed and the following information was determined:

Bilingual/ESL- The bilingual PLC meetings are a strength. Bilingual students are reading below grade level, which contributes to them struggling on their tests. There is a need for more vocabulary development for ELs.

SCE strengths include that we have had consistent tutors to provide small group instruction.

Pre-Kindergarten- Waterford program has been utilized daily and the students have shown progress.

Title I- Strengths include the support of our Campus Instructional Specialists for both PLCs and planning sessions. They have not only planned with teachers, they have coached them throughout the school year. The Campus Student Success Specialist plans family sessions and conducts numerous home visits and provides support for attendance.

Gifted and Talented- PLCs and planning assisted teachers with differentiated activities. There is a need to identify more students that will qualify for the GT program.

Special Education- Strengths include the teachers sitting in on PLCs/Planning and working closely with the general education teachers. A need is for more teachers to be trained for co-teach model.

Student Academic Achievement Strengths

In reviewing our data, we found that Harlem Elementary African Americans students have steadily shown growth in both reading and math on the STAAR test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in primary grades are reading below grade level as evidenced by guided reading levels. We have a 68% passing rate on 3rd grade STAAR reading and 52% on 4th grade STAAR reading. **Root Cause**: Students have a deficiency in academic vocabulary and students in primary grades are not receiving a strong reading foundation, thus struggling when they get to intermediate grades.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Teachers use the district's scope and sequence for planning, meet bi-weekly for PLCs and meet weekly for planning with their subject level teams. The campus instructional specialists attend these meetings and assist all teachers.
- Harlem teachers use the following in their classrooms: Seesaw, Exit tickets, and interactive notebooks to monitor student's growth.
- Lesson plans requirements of higher level thinking questions lead to more real-world and engaging activities. Teachers also use Fountas and Pinnell cards, DOK strips and CFAs to judge student growth, review and plan accordingly.
- Technology is utilized to enhance instruction (Tech Fridays for teachers, coding club, SeeSaw, google classroom, classflow and Education Galaxy are just some of the many technology applications used with our students). There is a need for more teacher training (pulling reports and being able to use those reports).
- Although RTI meetings are held each six weeks, the RTI process can be a little slow.
- Paras are trained for LLI and utilize it for ALT. A need is for paras to be trained to do small group guided reading.

School Processes & Programs Strengths

There are many strengths for school processes and programs, including:

- Ongoing training and coaching that was provided by our consultant Gretchen Childs
- Teachers utilizing Fountas and Pinnell (kindergarten DRA levels show that 74% of kindergarten students were reading on grade level)
- Analyzing data- teachers analyze a variety of data (GR levels, BM scores, CBAs and CFAs) and use that analysis to change/modify their instruction
- STAAR progress in 4th and 5th grade math
- Technology integration has increased and more teachers have received technology badges
- District technology support is a strength (here each Wednesday to provide support/assistance in classrooms)
- Student motivation incentives have increased student achievement (Baca Bucks/Champs tickets, BEEP rallies, etc.)

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Overall, students and teachers feel safe. The only concerning issue is student to student interactions during the school setting.
- Parent involvement involving structured opportunities that promote academic engagement are lacking and poorly attended by parents.
- Students agree that teachers show respect towards them and provide a good learning environment in school.
- Harlem Elementary Safety Audit (conducted by Harris County Dept. of Education) reveals a safe learning environment with very few areas of concern.

Perceptions Strengths

- Students and teachers feel safe and feel they have the needed behavioral support from the administrators.
- We use many positive incentives including: Champ tickets, Baca Bucks, STAAR bucks, Fun Fridays, Beep Rally's, etc..
- Safety audit (conducted by Harris County Department of Education) revealed very few weaknesses.
- Teachers are respectful toward students based on the student surveys that were reviewed.

Priority Problem Statements

Problem Statement 1: Students in primary grades are reading below grade level as evidenced by guided reading levels. We have a 68% passing rate on 3rd grade STAAR reading and 52% on 4th grade STAAR reading.

Root Cause 1: Students have a deficiency in academic vocabulary and students in primary grades are not receiving a strong reading foundation, thus struggling when they get to intermediate grades.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 07, 2019

Goal 1: Harlem Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will achieve 90% or mastery on their grade level assessments and meet or exceed the state average on STAAR.

    Evaluation Data Source(s) 1: Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
1) Disaggregate and analyze assessment data in order to target specific objectives and determine areas of concern, including achievement discrepancies among various student groups.	2.4	Campus Administrators Campus Instructional Specialists Teachers	Increased student achievement			
Funding Sources: Coordination of Local and State Funds - 300.00						
2) Collaborate in Professional Learning Communities (PLCs) every two weeks to discuss content area TEKS, the district scope and sequence and student assessment data in order to plan effectively for classroom instructional time and ALT (Alternative Learning Time).	2.4	Campus Instructional Specialists Campus Administrators Teachers	Better planning which will lead to an increase in student achievement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Utilize Instructional Specialists, At-Risk Interventionist, and administrators to facilitate weekly planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	2.4	Campus Administrators Campus Instructional Specialists Teachers	Close achievement gaps across content areas			
Problem Statements: Student Academic Achievement 1						
4) Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): academic vocabulary development, understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration, ABYDOS, Empowering Writers, Balanced Literacy Training, Special Education, Bilingual PD and Response to Intervention training.	2.5	Campus Administrators Campus Instructional Specialists Teachers	Teachers will learn best practices and implement them into their classrooms			
5) Provide professional development for paraprofessionals, including (but not limited to): guided reading training, LLI training, math training, bilingual PD, special education PD, etc.	2.5	Campus Administrators Campus Instructional Specialists Paraprofessionals	Paraprofessionals will learn best practices and implement them with students.			

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Performance Objective 1 Problem Statements:

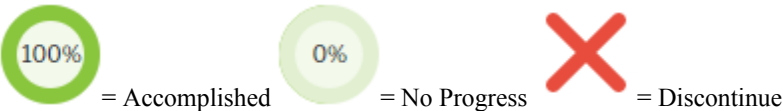| **Student Academic Achievement** |
|---|
| **Problem Statement 1**: Students in primary grades are reading below grade level as evidenced by guided reading levels. We have a 68% passing rate on 3rd grade STAAR reading and 52% on 4th grade STAAR reading. **Root Cause 1**: Students have a deficiency in academic vocabulary and students in primary grades are not receiving a strong reading foundation, thus struggling when they get to intermediate grades. |

Goal 2: Harlem Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Teachers will implement a rigorous and relevant curriculum to ensure academic success for all learners.

Evaluation Data Source(s) 1: STAAR scores, TELPAS scores, Lesson Plans, Walk-throughs, Coaching Calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the Bilingual/ESL program so that ELs progress one language proficiency level yearly and reach English attainment within 3-5 years.	2.4	Campus Administrators Campus Instructional Specialists Teachers	An increase in the number of ELL students exiting from the Bilingual/ESL program			
Funding Sources: Coordination of Local and State Funds - 1071.00						
2) Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.	2.4	Campus Administrators Teachers	Increase in Special Ed. Scores on CBAs, Benchmarks and STAAR			
Funding Sources: Coordination of Local and State Funds - 510.00						
3) Utilize team planning and PLCs in order to develop comprehensive instructional plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.	2.5	Campus Administrators Campus Instructional Specialists Teachers	Rigorous lesson plans and improving teacher skill set			
4) Utilize co-teach model with Special Education teachers and general education teachers.	2.5	Campus Administrators Teachers Special Education Teachers	Increase in Special Ed. Scores on STAAR			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 3: Harlem Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers through PBIS and Attendance Committee.

> **Evaluation Data Source(s) 1:** Attendance Data, SST Committee minutes, Positive Behavior Recognition Reports
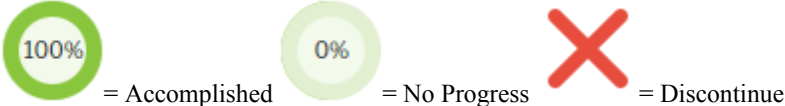
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Harlem Elementary will motivate students to be at school by recognizing students with perfect attendance every six weeks and daily announcements of percentage of attendance attained.		Campus Administrators Teachers CS3	Increase student attendance			
2) Harlem Elementary will increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	2.5	Campus Administrators Counselor CS3	Students will be aware of different colleges/career opportunities			
3) Implement a reward and incentive program for positive student behavior (Champs Tickets, Baca Bucks, Harlem Mart, etc.). Utilize Keystone curriculum daily to develop self-esteem and provide opportunities for self-growth for all students.		Campus Administrators CS3 Counselor Teachers	Decrease in student discipline data			
4) Harlem Elementary will monitor at-risk students and plan interventions accordingly (including, but not limited to: mentors, PALS, counseling sessions, parent conferences and tutoring) to ensure they progress through school successfully.	2.6	Campus Administrators Campus Instructional Specialists Teachers Counselor CS3	Increase in student achievement			
Funding Sources: Coordination of Local and State Funds - 18000.00						

100%
= Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: Harlem Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Harlem Elementary will provide and maintain a safe, positive learning environment for all students utilizing the PBIS model school wide.

    Evaluation Data Source(s) 1: Campus Discipline Reports
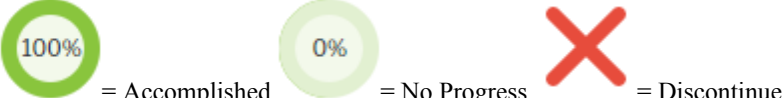PBIS Minutes

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue the daily implementation of Keystone Curriculum and Olweus to promote positive citizenship and 21st century skills among students.		Campus Administrators Counselor Teachers	Developing good citizens			
2) Implement a campus Positive Behavior Interventions and Support (PBIS) plan that meets campus needs and meet regularly (every 6 weeks) with the PBIS team to review discipline data and to monitor its effectiveness/progress.		Campus Administrators Counselor CS3 Teachers	Decrease in student disciplinary data			
3) Utilize positive incentives to promote good citizenship and attendance, including (but not limited to): awards assembly, student incentives (Baca Bucks/Champs tickets), student recognition on announcements, teacher incentives (e.g. picnics, lunch with teacher or administrator), etc.		Campus Administrators Teachers Counselor CS3	Increase student attendance and decrease in student disciplinary data			
4) Continue implementation of our campus Bullying Awareness Plan that includes parent education sessions, Bullying Contract, teacher awareness training, student program, and routine monitoring of discipline data.		Campus Administrators Teachers Counselor CS3	Decrease bullying among students and decrease student disciplinary data			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

Goal 5: Harlem Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Hiring Report, Staff Development Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas		Principal	Increase student achievement as a result of hiring highly effective teachers			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Principal	Increase student achievement			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers		Principal Assistant Principal	Retain teaching staff			
4) Assess the staff development needs of those teachers not meeting highly effective standards.		Principal Assistant Principal	Teachers will receive the necessary training to become highly effective			
5) Select only highly effective teachers from the applicant pool.		Principal Assistant Principal	Hiring of highly effective teachers			
6) Ensure campus personnel decision-makers are available during peak recruiting/hiring times		Principal	Hiring of highly effective teachers			
7) Encourage all teachers to become ESL and GT certified.		Principal Assistant Principal	Increase teacher's toolbox to better meet the needs of ESL and GT students			
8) Provide professional development for teachers		Principal	Increase student achievement			
100% = Accomplished		0% = No Progress		✕ = Discontinue		

Goal 6: Harlem Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Harlem Elementary will create a partnership between home, school and the community by providing on-going communication to increase involvement and educate parents and community members.

Evaluation Data Source(s) 1: Parent/teacher surveys, Parent Contact Logs, Volunteer Records, STAAR results

Summative Evaluation 1:

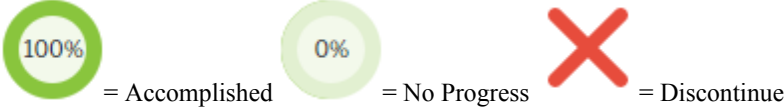| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of the campus. These documents will be distributed to parents and family members as well as made available to the local community.	3.1	CS3	Increase in parent participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Campus Administrators Campus Instructional Specialists Teachers CS3 Counselor	Building home/school connections in order to increase student achievement			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
3) Utilize a variety of methods to communicate between home and school to support ongoing student success (campus newsletters, daily folders, School Messenger, Home Visits and Parent Conferences).		Campus Administrators Teachers CS3	Building a positive home/school connection			
4) Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community.		Campus Administrators CS3	Increase of parent involvement			
5) Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff.		Campus Administrators CS3	Building community partnerships			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 7: Harlem Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Integrate technology into the daily curriculum to enhance student engagement and promote 21st century learning, including (but not limited to): Edusmart, Starfall, Education Galaxy, PowerPoint, Brain Pop, United Streaming, other web based sites, etc.

    Evaluation Data Source(s) 1: Campus Schedule, Lesson Plans, STAAR results

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
1) Harlem Elementary teachers will incorporate a variety of educational technology tools into their lessons thereby exposing students to various platforms and giving them opportunities to develop their technology capacities.	2.5	Teachers Campus Administrators	Increase of student technological knowledge			
	100% = Accomplished		0% = No Progress	✕ = Discontinue		

Plan Notes

Campus Comprehensive Needs Assessment conducted:

- Wednesday, April 24, 2019 CNA Training 4:00 p.m. in the library
- Wednesday, April 24, 2019 Campus CNA teams 4:00 p.m. in classrooms
- Thursday, May 9, 2019 Campus CNA teams 4:00 p.m. in classrooms

Parent and Family Engagement Policy and Compact Review/Revisions:

- Thursday, May 16, 2019 Parent Meeting 8:30 a.m. in the cafeteria

Title I Components/Parent and Family Engagement Policy/Compact Meeting:

- Thursday, August 23, 2018 5:45 p.m. and 6:45 p.m. in the cafeteria

Campus Improvement Plan Revising:

- Wednesday, October 24, 2018 at 4:00 p.m. in the library

Formative Review Update/Revise CIP:

- Wednesday, February 27, 2019 4:00 p.m. in the library

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Betty Baca	Principal
Classroom Teacher	Lorena Cantu	Kindergarten teacher
Classroom Teacher	Fabiola Avena	1st Grade Teacher
Classroom Teacher	Brittany Raymond	2nd Grade Teacher
Classroom Teacher	Cristina Vega	3rd Grade Teacher
Classroom Teacher	Irene Lilley	4th Grade Teacher
Classroom Teacher	Shelena Hickman	5th Grade Teacher
Classroom Teacher	Rhonda Jackson Edmund	5th Grade Teacher
Classroom Teacher	Raphael Montgomery	BIP Teacher
Classroom Teacher	Myron Lyra	Art Teacher
Classroom Teacher	Zamira Torres Banda	ELA Campus Instructional Specialist
Administrator	Nawase' Sherman	Asst. Principal
Paraprofessional	Mariah Armstead	Paraprofessional
Parent	Nelva Benavides	Parent

Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Zamira Torres (Banda)	ELA CIS
Classroom Teacher	Shelena Hickman	5th Grade Teacher
Classroom Teacher	Lorena Cantu	Kinder teacher
Classroom Teacher	Anna Holt	1st grade teacher
Classroom Teacher	Brittany Raymond	2nd Grade Teacher
Classroom Teacher	Stephanie Stover	3rd Grade Teacher
Classroom Teacher	Winter Butler	4th Grade Teacher
Paraprofessional	Mariah Armstead	Paraprofessional
Classroom Teacher	Rhonda Jackson-Edmund	5th Grade Teacher
Classroom Teacher	Carl Gray	PE teacher
Classroom Teacher	Myron Lyra	Art teacher
Classroom Teacher	Rieko Huddleston	SILC (Special Ed.) Teacher

Student Achievement

Committee Role	Name	Position
Administrator	Nawase' Sherman	Asst. Principal
Classroom Teacher	Melissa Pina	Interventionist
Classroom Teacher	Maria Chavez	PK teacher
Classroom Teacher	Pamela Schmitt	Kindergarten teacher
Classroom Teacher	Cyre King	4th Grade Teacher
Paraprofessional	Bertha Alvarez	Instructional Paraprofessional
Classroom Teacher	Dorinda Huron	2nd Grade Teacher
Classroom Teacher	Cristina Vega	3rd Grade Teacher
Administrator	Amanda Reyes	4th Grade Teacher
Classroom Teacher	Brandy LaBouve	5th Grade Teacher
Classroom Teacher	Sherry Young	PE teacher

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Administrator	Beatrice Baca	Principal
Classroom Teacher	Candice Chapa	Math Campus Instructional Specialist
Classroom Teacher	Stephanie Juarez	Special Ed. Teacher
Classroom Teacher	Fabiola Avena	1st Grade Teacher
Classroom Teacher	Amber George	1st Grade Teacher
Classroom Teacher	Graciela Renteria	2nd Grade Teacher
Classroom Teacher	Daisy Alcazar	3rd Grade Teacher
Classroom Teacher	Maria Ramirez	3rd Grade Teacher
Classroom Teacher	Roshonda Haggerty`	4th Grade Teacher
Classroom Teacher	Keisha Sharp	4th Grade Teacher
Classroom Teacher	Angelica Cuevas	5th Grade Teacher
Classroom Teacher	Aleisha Shipley	Librarian
Classroom Teacher	Tammy Beloney	Special Ed. Teacher
Paraprofessional	Kimberly Velez	Instructional Paraprofessional

School Culture and Climate Committee

Committee Role	Name	Position
Administrator	Janet Tello	Counselor
Classroom Teacher	Michael Garza	Campus Student Success Specialist
Classroom Teacher	Kerri Scheu	PK Teacher
Classroom Teacher	Marina Williams	Kindergarten Teacher
Classroom Teacher	Maria Garza	2nd Grade Teacher
Classroom Teacher	Lauren Coon	1st Grade Teacher
Classroom Teacher	Victoria Rosas	2nd Grade Teacher
Classroom Teacher	Gena (Bekki) Bishop	3rd Grade Teacher
Classroom Teacher	Irene Lilley	4th Grade Teacher
Classroom Teacher	Alexa Arndt	5th Grade Teacher
Classroom Teacher	Lawrence Creeks	Music Teacher
Paraprofessional	LySandra Medina	Instructional Paraprofessional

Campus Funding Summary

Coordination of Local, State, and Federal Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent academic sessions	Title I Part A	$1,000.00
				Sub-Total	$1,000.00

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental instructional materials	GT Funds	$300.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	$1,071.00
2	1	2	Supplemental instructional materials	Special Education Funds	$510.00
3	1	4	Payroll costs for tutors and intervention materials	SCE Funds	$18,000.00
				Sub-Total	$19,881.00
				Grand Total	$20,881.00