

Lamar Consolidated Independent School District

Tamarron Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Through an outstanding education, community, and leadership, Tamarron Elementary will empower children to find and use their voice.

Vision

Tamarron Elementary will develop leaders who know their voice and are equipped to accomplish their purpose in life.

Core Beliefs

We Believe:

Every Child Can Learn

We are Change Agents

Teachers Empower Children to Lead their Own Learning

Everyone has Genius

Teachers Develop the Whole Person

Everyone is a Leader

In Family Culture

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 11/02/2023)	Count	Percent
Student Total	1,173	100%
Early Education Grade	8	0.68%
Pre-Kindergarten Grade	113	9.63%
Kindergarten Grade	168	14.32%
1st Grade	163	13.90%
2nd Grade	164	13.98%
3rd Grade	185	15.77%
4th Grade	180	15.35%
5th Grade	192	16.37%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/02/2023)	Count	Percent
Gender		
Female	534	45.52%
Male	639	54.48%
Ethnicity		
Hispanic-Latino	556	47.40%
Race		
American Indian - Alaskan Native	9	0.77%
Asian	133	11.34%
Black - African American	250	21.31%
Native Hawaiian - Pacific Islander	0	0.00%
White	175	14.92%
Two-or-More	50	4.26%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/02/2023)	Count	Percent
Dyslexia	13	1.11%
Gifted and Talented	69	5.88%
Regional Day School Program for the Deaf	0	0.00%
Section 504	23	1.96%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/02/2023)	Count	Percent
Special Education (SPED)	132	11.25%
Bilingual/ESL		
Emergent Bilingual (EB)	580	49.45%
Bilingual	237	20.20%
English as a Second Language (ESL)	238	20.29%
Alternative Bilingual Language Program	1	0.09%
Alternative ESL Language Program	91	7.76%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	1	0.09%
Neglected	0	0.00%
Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 11/02/2023)	Count	Percent
At-Risk	594	50.64%
Foster Care	2	0.17%
IEP Continuer	0	0.00%
Immigrant	84	7.16%
Intervention Indicator	0	0.00%
Migrant	2	0.17%
Military Connected	4	0.34%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	519	44.25%
Free Meals	435	37.08%
Reduced-Price Meals	63	5.37%
Other Economic Disadvantage	21	1.79%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.17%
Shelter	0	0.00%
Doubled Up	2	0.17%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.17%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 11/02/2023)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	10	7.58%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	2.27%
Emotional disturbance	12	9.09%
Learning disability	32	24.24%
Speech impairment	31	23.48%
Autism	36	27.27%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	8	6.06%
Instructional Settings		
Speech Therapy	33	25.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	50	37.88%
Resource Room	32	24.24%
VAC	0	0.00%
Off Home Campus	3	2.27%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	12	9.09%
Full-Time Early Childhood	2	1.52%
Nonpublic Day School	0	0.00%

Demographics Strengths

Tamarron is a multi-racial, multi-lingual campus. We are very diverse as is evidenced by various cultures from all over the world. Families at Tamarron embrace the cultural diversity of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause:** Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.

Problem Statement 2 (Prioritized): We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. **Root Cause:** The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Student Learning

Student Learning Strengths

Purple Track GRA: % Below Level

2020/2021-2023/2024

KINDERGARTEN												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	MOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference
Tamarron	44.32%	45.63%	-1.31	33.93%	33.80%	0.13%	26.53%	32.43%	-5.90%			
FIRST GRADE												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference
Tamarron	64%	42.99%	21.01%	47.83%	45.99%	1.84%	49.59%	34.45%	15.14%	43.22%		
SECOND GRADE												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference
Tamarron	31.53%	24.19%	7.34%	41.41%	37.25%	4.16%	35.82%	25.17%	10.65%	30.89%		

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students in grades K-2 Reading who are on or above grade level continues to be at or below 75%. GRA- (Kinder 68%, First Grade 66%, Second Grade 75%) EDL- (K- 56%, First Grade 63%, Second Grade 48%) **Root Cause:** Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated.

Problem Statement 2: The percentage of students in grade 5 who approached or met standard in science was at 75.19%. **Root Cause:** Emphasis for tutorials and planning was Math and Reading. Systems need to be in place to better grow our students in Science in all grade levels.

Priority Problem Statements

Problem Statement 1: The percentage of students in grades K-2 Reading who are on or above grade level continues to be at or below 75%. GRA- (Kinder 68%, First Grade 66%, Second Grade 75%) EDL- (K- 56%, First Grade 63%, Second Grade 48%)

Root Cause 1: Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Tamarron PLCs are not as effective in the area of data utilization and dissemination to inform instruction.

Root Cause 2: Lack of consistent utilization of PLC procedures and teacher data preparedness.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Tamarron was established during a COVID year. Due to prior relaxed standards of attendance, parents often do not see truancy as important.

Root Cause 3: Parents in our community do not realize the importance of getting their children to school on time.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families.

Root Cause 4: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.

Problem Statement 4 Areas: Demographics

Problem Statement 5: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress.

Root Cause 5: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals



Goal 1: 90% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA/HMH by May 2024.





Performance Objective 1: K-2 teachers will utilize the resources from Next Steps to Guided Reading to target word work strategies for each student group. .







High Priority

HB3 Goal

Evaluation Data Sources: GRA
MAP data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize Next Steps to Guided Reading during weekly planning meetings.</p> <p>Strategy's Expected Result/Impact: Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will set goals for students to monitor reading levels. Students will be held accountable for their learning.</p> <p>Strategy's Expected Result/Impact: Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: Classroom Teachers SPED teachers Instructional Coaches Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Progress monitoring will be conducted through data analysis of graded assignments, GRAs, running records and informal observation. Learning Walks will also be conducted periodically by Theresa Gage, Amy Nordstrom, Instructional Coaches and Administration.</p> <p>Strategy's Expected Result/Impact: Continued Growth in reading levels and report card progress</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches District ELAR Department Representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Guided Reading and Running Record training will be conducted during a Wednesday Workshop for teachers struggling with flexible grouping in small groups or for those who are new to the campus and/or reading instruction.</p> <p>Strategy's Expected Result/Impact: Effective classroom instruction in ELAR</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of students in grades K-2 Reading who are on or above grade level continues to be at or below 75%. GRA- (Kinder 68%, First Grade 66%, Second Grade 75%) EDL- (K- 56%, First Grade 63%, Second Grade 48%) Root Cause: Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated.</p>



Goal 1: 90% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA/HMH by May 2024.








Performance Objective 2: K-2 teachers will implement phonological awareness instruction during Tier 1 instruction.

High Priority

HB3 Goal

Evaluation Data Sources: MAP data
Learning Walk data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-2 teachers will implement Heggerty phonemic awareness instruction daily during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Growth in GRA/EDL by 5% Increase MAP data</p> <p>Staff Responsible for Monitoring: K-2 Instructional Coach Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading Interventionist will provide professional development on Sound Walls to support phonics instruction in K-2 classrooms. All Sound Walls will be up and in use by October 2023.</p> <p>Strategy's Expected Result/Impact: Increase MAP data Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: Reading Interventionist K-2 Instructional Coach Classroom Teachers SPED Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize intentional, well planned small group stations to support phonemic awareness in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase MAP data Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: K-2 Instructional Coach Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement UFLI during phonics instruction.</p> <p>Strategy's Expected Result/Impact: Increase MAP data Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: K-2 Instructional Coach Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The percentage of students in grades K-2 Reading who are on or above grade level continues to be at or below 75%. GRA- (Kinder 68%, First Grade 66%, Second Grade 75%) EDL- (K- 56%, First Grade 63%, Second Grade 48%) **Root Cause:** Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated.

Goal 1: 90% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA/HMH by May 2024.

Performance Objective 3: All Reading teachers PK-5 will implement shared reading and interactive read aloud, which will also lead into the accountable talk further supporting Sheltered Instruction.

High Priority



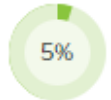

HB3 Goal







Evaluation Data Sources: GRA

MAP Data

ECR

EDL

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Training on Interactive Read Aloud during Wednesday Workshop.</p> <p>Strategy's Expected Result/Impact: Increase MAP data Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will collaborate during weekly planning meetings on mentor texts and sentence stems to properly plan for weekly read alouds.</p> <p>Strategy's Expected Result/Impact: Increase MAP data Growth in GRA/EDL by 5%</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$155,220.49</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: An emphasis will be placed on the use of Student Discourse in all content areas. Sheltered Instruction techniques including Turn and Talk, Sentence Stems, Talk Read/Talk Write and partnered instruction in math, will be implemented in all classrooms.</p> <p>Strategy's Expected Result/Impact: Increased Student Engagement Improvement in graded assignment scores</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Administrators Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




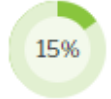


Performance Objective 3 Problem Statements:







Demographics
<p>Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. Root Cause: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.</p>
Student Learning
<p>Problem Statement 1: The percentage of students in grades K-2 Reading who are on or above grade level continues to be at or below 75%. GRA- (Kinder 68%, First Grade 66%, Second Grade 75%) EDL- (K- 56%, First Grade 63%, Second Grade 48%) Root Cause: Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated.</p>

Goal 2: In Math Grades 4-5, students will show an increase to 80% on STAAR in Geometry and Measurement. In Grade 3, students will show an increase to 80% on STAAR in Computations and Algebraic Relationships. This increase will occur on the 2023-24 STAAR Test.

Performance Objective 1: Tamarron Elementary will provide quality Tier 1 instruction to target numerical fluency, problem-solving strategies, and guided math components to ensure adequate mathematical growth of all students, including all early childhood learners.

Evaluation Data Sources: STAAR Math
 MAP data
 Benchmark Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development and Wednesday Workshop on Number Talks and Guided Math components to implement during the instructional day. Teachers will dedicate time to trainings and expectations to become highly effective staff members.</p> <p>Strategy's Expected Result/Impact: 70% or higher on nine week report card grades and major assessments</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers SPED R/I Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-3 math representatives and Coaches will participate in the district's Math Cadre with Donna Boucher.</p> <p>Strategy's Expected Result/Impact: Increased problem solving understanding in word problems and foundational skills</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide campus-wide intervention/enrichment time during daily PackTime to reinforce math skills.</p> <p>Strategy's Expected Result/Impact: 70% or higher on nine week report card grades and major assessments</p> <p>Staff Responsible for Monitoring: Instructional Coaches Math teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: EB Specialist - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$43,691.82</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Performance Objective 1 Problem Statements:









Demographics
<p>Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. Root Cause: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.</p>

Goal 2: In Math Grades 4-5, students will show an increase to 80% on STAAR in Geometry and Measurement. In Grade 3, students will show an increase to 80% on STAAR in Computations and Algebraic Relationships. This increase will occur on the 2023-24 STAAR Test.

Performance Objective 2: 3rd - 5th grade math

Evaluation Data Sources: GRA/HMH
MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron Elementary will provide quality Tier 1 instruction to target fact fluency and word problem comprehension to ensure adequate growth of all students in math to include all Grades 3rd - 5th.</p> <p>Strategy's Expected Result/Impact: Students will utilize the 3 Reads Protocol and Fact Fluency stations and the result will be automaticity with fact fluency and an increase in comprehension on word problems.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative		
	Nov	Feb	June
	 <p>10%</p>	 <p>30%</p>	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tamarron Elementary will provide interventions to HB 1416 students in Math.</p> <p>Strategy's Expected Result/Impact: Students receiving intensive intervention will, at minimum, approach on the STAAR Math in 2024.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Tutors for Intervention - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,469.70</p>	Formative		
	Nov	Feb	June
	 <p>10%</p>	 <p>45%</p>	

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Accelerated instruction for above level and GT students.</p> <p>Strategy's Expected Result/Impact: Students receiving accelerated instruction will, at minimum, meet on the STAAR Math in 2024.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers GT Facilitator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Tamarron will provide math tutorials as an intervention.</p> <p>Strategy's Expected Result/Impact: Students receiving tutorials will show growth in math scores.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Tutor</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,469.75</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. Root Cause: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.</p> <p>Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. Root Cause: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.</p>

Student Learning

Problem Statement 1: The percentage of students in grades K-2 Reading who are on or above grade level continues to be at or below 75%. GRA- (Kinder 68%, First Grade 66%, Second Grade 75%) EDL- (K- 56%, First Grade 63%, Second Grade 48%) **Root Cause:** Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated.

Goal 2: In Math Grades 4-5, students will show an increase to 80% on STAAR in Geometry and Measurement. In Grade 3, students will show an increase to 80% on STAAR in Computations and Algebraic Relationships. This increase will occur on the 2023-24 STAAR Test.





Performance Objective 3: Utilize weekly PLCs to target alignment of TEKS with Grade Level Planning, Lessons and Assessments.


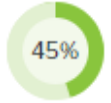






High Priority

Evaluation Data Sources: SE Analysis

Lesson Plans

Graded Assignments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional coaches, grade level teachers and campus administrators will participate in weekly PLC meetings to effectively plan and implement grade level TEKS.</p> <p>Strategy's Expected Result/Impact: High-Quality Instruction Teacher Collaboration</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson Plans and Graded Assignments will be monitored and reviewed weekly, with feedback given in PLCs and in teacher conferences. Walkthrough observations will be reviewed and feedback given in conferences attended by administrators and teachers.</p> <p>Strategy's Expected Result/Impact: High-Quality Instruction Increased awareness of expectations on lesson plans and assignments</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Meet weekly in Core Team to discuss monitoring of walk-throughs, PLCs and lesson plans with an emphasis on monitoring data to determine student success on graded assignments.</p> <p>Strategy's Expected Result/Impact: Graded Assignment Passing Rates Data Driven Instruction</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Coaches and Principal will attend ILT meetings and share necessary information with teachers and CORE team.</p> <p>Staff Responsible for Monitoring: Coaches Admin CORE Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:



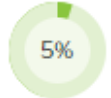

School Processes & Programs
<p>Problem Statement 1: Tamarron PLCs are not as effective in the area of data utilization and dissemination to inform instruction. Root Cause: Lack of consistent utilization of PLC procedures and teacher data preparedness.</p>











Goal 3: Students in Grade 5 will show an increase of 8% in Earth and Space Systems to achieve an overall average of 80% on STAAR 2023-2024.

Performance Objective 1: 5th grade science

High Priority

Evaluation Data Sources: 2023 Science STAAR
Progress Monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron Elementary will provide quality Tier 1 instruction to target a better understanding and utilization of hands-on Science TEKS to ensure adequate growth of all students in science.</p> <p>Strategy's Expected Result/Impact: Students will experience success on STAAR with a minimum of 85% passing.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Science Lab Teacher Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct hands-on science investigations with students analyzing and documenting the scientific process in interactive notebooks.</p> <p>Strategy's Expected Result/Impact: Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Segment instruction to include science lab opportunities to utilize tools and the scientific process while investigating science concepts including student discourse and reflective responses recorded in science interactive notebooks.</p> <p>K-1st: 80% 2nd - 3rd: 60% 4th - 5th: 50%</p> <p>Staff Responsible for Monitoring: Science Lab Teacher Classroom Teacher Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide differentiated small group instruction with a focus on academic vocabulary, frequent opportunities for hands-on investigations, including student record reflections in interactive notebooks.</p> <p>Strategy's Expected Result/Impact: Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Accelerated instruction for above level and GT students.</p> <p>Strategy's Expected Result/Impact: Students receiving accelerated instruction will, at minimum, meet on the STAAR Science in 2024.</p> <p>Staff Responsible for Monitoring: GT Facilitator Instructional Coaches Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause:** Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.







Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. **Root Cause:** The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Goal 4: In Reading Grades 3-5, students will show an increase to 90% in Category 2 on the STAAR 2023-24 test.

Performance Objective 1: Provide a foundation for Extended Constructed Response(ECR) through explicit instruction using Short Constructed Response (SCR) strategies to develop response and writing skills.

High Priority

Evaluation Data Sources: SCR Data on Graded Assignments
STAAR Data on SCR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Explicit instruction that utilizes sequential steps and modeling of SCR as provided during ELAR Roadmap Roundups for all students including EB and Special Education.</p> <p>Strategy's Expected Result/Impact: Graded Assignment Success on SCR STAAR Data 2023-24</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 1 Problem Statements:




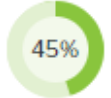
Demographics
<p>Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. Root Cause: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.</p> <p>Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. Root Cause: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.</p>

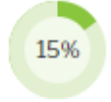
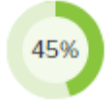




Goal 4: In Reading Grades 3-5, students will show an increase to 90% in Category 2 on the STAAR 2023-24 test.

Performance Objective 2: Utilize explicit instruction strategies to teach students to effectively write an Extended Construct Response (ECR) on classroom assignments and STAAR 2023-24.

High Priority

Evaluation Data Sources: Graded Assignments
STAAR 2023-24

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the use of 'post-it note' modeled strategies and use to scaffold effective writing instruction with all students including EB and Sped.</p> <p>Strategy's Expected Result/Impact: Effective, Clear and Organized ECR pieces</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tamarron Elementary will provide interventions to HB 1416 students in Reading.</p> <p>Strategy's Expected Result/Impact: Students receiving intensive intervention will, at minimum, approach on the STAAR Math in 2024.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,469.75</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tamarron will provide reading tutorials as intervention.</p> <p>Strategy's Expected Result/Impact: Students receiving tutorials will show growth in reading scores.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Tutor</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,469.75</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. Root Cause: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.</p> <p>Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. Root Cause: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.</p>

Goal 4: In Reading Grades 3-5, students will show an increase to 90% in Category 2 on the STAAR 2023-24 test.




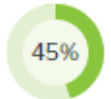
Performance Objective 3: Utilize weekly PLCs to target alignment of TEKS with Grade Level Planning, Lessons and Assessments.

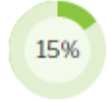
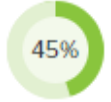




High Priority

Evaluation Data Sources: SE Analysis

Lesson Plans

Graded Assignments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional coaches, grade level teachers and campus administrators will participate in weekly PLC meetings to effectively plan and implement grade level TEKS.</p> <p>Strategy's Expected Result/Impact: High-Quality Instruction Teacher Collaboration</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson Plans and Graded Assignments will be monitored and reviewed weekly, with feedback given in PLCs and in teacher conferences. Walkthrough observations will be reviewed and feedback given in conferences attended by administrators and teachers.</p> <p>Strategy's Expected Result/Impact: High-Quality Instruction Increased awareness of expectations on lesson plans and assignments</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Meet weekly in Core Team to discuss monitoring of walk-throughs, PLCs and lesson plans with an emphasis on monitoring data to determine student success on graded assignments.</p> <p>Strategy's Expected Result/Impact: Graded Assignment Passing Rates Data Driven Instruction</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Tamarron PLCs are not as effective in the area of data utilization and dissemination to inform instruction. Root Cause: Lack of consistent utilization of PLC procedures and teacher data preparedness.</p>

Goal 5: Tamarron Elementary will increase its attendance rate from 93.4 to 95.5% by May 25, 2024.

Performance Objective 1: Tamarron Elementary will create an attendance and tardy policy that is aligned with the district and provides incentives to increase and maintain daily attendance.

High Priority

Evaluation Data Sources: ARC Committee Meetings

ARC Conferences



Truancy Filings











Newsletters

Emails

Attendance Report

Parent Conferences for 10+ tardies

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron will have an Attendance Review Committee that meets monthly.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: ARC members Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parental Communication The attendance clerk runs weekly absence reports every Wednesday to monitor attendance. The reports are given to the APs for review. The APs then send out attendance letters at 6 absences, reminding parents to ensure their children attend school regularly. If a student has 8 or more unexcused absences, a letter and phone call will be given, and the student will be scheduled for an ARC meeting. Students with chronic absenteeism may also be followed up with by a school counselor or the family support specialist if additional family support is needed. Truancy is filed at 10 unexcused absences (following the ARC meeting).</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increase parent awareness of truancy laws Decrease the amount of time students miss quality classroom instruction</p> <p>Staff Responsible for Monitoring: Clerk Assistant Principals Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly perfect attendance celebrations Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Perfect Attendance Awards at the EOY Award Ceremonies Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Administration ARC Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Tamarron was established during a COVID year. Due to prior relaxed standards of attendance, parents often do not see truancy as important. Root Cause: Parents in our community do not realize the importance of getting their children to school on time.

Goal 5: Tamarron Elementary will increase its attendance rate from 93.4 to 95.5% by May 25, 2024.

Performance Objective 2: Students will participate in coordinated school health activities (School Fitness gram, Kids Heart Challenge, Booster-thon) to encourage physical and mental health. Families and students are also encouraged to participate in campus and family health and wellness events scheduled throughout the year to build a stronger relationship with school, thus increasing attendance rates overall.

Evaluation Data Sources: School Fitness Gram
 Kids Heart Challenge
 Booster-thon
 Counselor Led Lessons - Character Counts
 Ambassador Program

Strategy 1 Details	Formative Reviews		
Strategy 1: Den Celebrations Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Counselors Principals	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Tamarron Elementary

Total SCE Funds: \$21,879.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Tutorials for at-risk students, supplies and materials for at-risk students. Instructional Supplies for at-risk students.

Personnel for Tamarron Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kheila Smith De Garcia	PreK Aide	0.1
Malena Regis Felix	PreK Aide	0.1
Mayuli Maurera Azocar	PreK Aide	0.1
Melissa Paz Altuve	PreK Aide	0.1
Rossy Santeliz Villalobos	PreK Aide	0.1
Vilma Dominguez	Emergent Bilingual Specialist	0.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ruth Riha	Principal
Classroom Teacher	Pam Polk	Instructional Coach
Classroom Teacher	Jeanette Baines	Instructional Coach
Classroom Teacher	Mary Pirsch	PE Teacher
Classroom Teacher	Shannon Merritt	1st Grade Teacher
Classroom Teacher	Elaine Doty	2nd Grade Teacher
Classroom Teacher	Veronica Reyes	3rd Grade Teacher
Classroom Teacher	Sara Murphy	4th Grade Teacher
Parent	Estela Sanchez	Parent
Business Representative	Luis Sanchez	Business Representative
Community Representative	Alex Zeisig	Community Representative
Community Representative	Emily Weir	Community Representative
Parent	Tiffany Moyer	Parent

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Kelsey Kvinta	Assistant Principal
Administrator	Makia Walls	Assistant Principal
Administrator	Ruth Riha	Principal
Classroom Teacher	Paige Frye	Reading Interventionist
Classroom Teacher	Pam Polk	Instructional Coach
Classroom Teacher	Jeanette Baines	Instructional Coach
Classroom Teacher	Vilma Dominguez	Bilingual Coach
Administrator	Lekia Holden	Counselor

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Ruth Riha	Principal
Administrator	Kelsey Kvinta	Assistant Principal
Administrator	Makia Walls	Assistant Principal
Crisis Team Leader	Crystal Castaneda	Nurse
Secretary	Julie Little	Secretary
Administrator	Lekia Holden	Counselor

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Pre-K Personnel		\$155,220.49
2	1	3	EB Specialist		\$43,691.82
2	2	2	Tutors for Intervention		\$5,469.70
2	2	4			\$5,469.75
4	2	2			\$5,469.75
4	2	3			\$5,469.75
Sub-Total					\$220,791.26
Budgeted Fund Source Amount					\$220,791.26
+/- Difference					\$0.00
Grand Total Budgeted					\$220,791.26
Grand Total Spent					\$220,791.26
+/- Difference					\$0.00