

Rice Independent School District
Rice Intermediate Middle School
2021-2022 Campus Improvement Plan



Mission Statement

Rice IMS is committed to fueling the DETERMINATION of students to achieve personal GROWTH through meaningful and diverse experiences. Students will gain confidence through focus on three core values:

PRIDE in our school, families and community

INTEGRITY in all decision making

RESPECT for ourselves and others.

With the combination of real-world connections, challenging tasks, and character building, students will have the confidence to pursue their goals and function independently, responsibly and effectively in the community.

Vision

Fueling the DETERMINATION to achieve personal growth through PRIDE, INTEGRITY, and RESPECT for a productive future.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. 12
 - Goal 2: Culture & Climate: Maintain a safe, drug-free, vapor-free and orderly learning environment where student health and well being is valued by all stakeholders. 18
 - Goal 3: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators. 20
- Title I Personnel 22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rice Intermediate Middle School is a 5th-8th grade Title 1 campus for the 2021-2022 school year. Campus enrollment is currently 316 students (data taken at the 3 week period of the school year,) Our campus makeup includes:

63.93% Hispanic
30.49% White
3.61% African American
1.97% Two or more races
74.43% Economically Disadvantaged
22.95% ELL
7.21% Special Education
17.38% Gifted and Talented

The number of students that are serviced through the RTI and 504 programs continue to grow. The mobility rate continues to be below state average. However, enrollment continues to increase at a steady pace. Grade levels average between 60 to 95 students.

Rice IMS is a small community that is located on I-45. We have experienced an increase in family involvement over the past few years but continue to focus on this area as it is still a need.

The 2021-2022 staff is comprised of 16 content area teachers, 2 certified special education teacher, 1 certified teacher that is trained in Dyslexia intervention, and 3 special program teachers. We employed 5 new classroom teachers. The campus staff is comprised of a blend of veteran teachers mixed with 2-3 years of experience. We employed 3 first year content teachers. Staff is primarily comprised of white educators with 2 Hispanic teachers.

Demographics Strengths

IMS is able to provide a variety of intervention programs to accommodate the needs of our economically disadvantaged, ELL, Gifted and Talented, 504, and RTI students. Programs include Dyslexia intervention, iLIt, Destination Imagination, and daily scheduled intervention times.

We continue to maintain class sizes that generally do not exceed 23 students per teacher.

The district has been able to add Instructional Coaches to assist teachers with planning, campus alignment, and implementation of resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As enrollment continues to increase, there has also been an increase in special education students, as well as students requiring 504 & SPARC services. **Root Cause:** The root of this issue is unclear at this time.

Problem Statement 2 (Prioritized): Percentage of economically disadvantaged students is considerably higher than the state average. **Root Cause:** The area is comprised mainly of low income housing and families are generally a one income family that mainly work in various labor fields.

Student Learning

Student Learning Summary

STAAR tests were taken in the 2020-2021 school year. There was only 1 administration, (May), of STAAR for SSI grades 5 and 8.

There were no Accountability Ratings for the 2020-2021 school year due to the declared State of Disaster from the COVID-19 pandemic.

Based on performance evaluations for Approaches, Meets, and Mastered, student performance overall continued to increase. This was better than expected due to absences from students and staff related to the COVID-19 pandemic. ELL and Special Education students continue to not perform as well as other student groups.

Campus staff continues to believe that vocabulary and lack of background knowledge continues to impede student success. Focus will be not only on exposing students to vocabulary but provide them with strategies to increase comprehension by utilizing other context clues in text.

Student Learning Strengths

Student Achievement continues to increase each year.

Performance in the Meets and Mastered categories for 5th grade math increased, from the previous tested year, from 44% to 72% and 32% to 44% respectively.

Performance in 5th and 8th grade science increased in the Approaches, Meets, and Mastered categories from previous years.

Special Education students in 5th and 7th grade math had 50% for Approaches, which is a significant increase from previous performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students are not performing successfully on state testing. **Root Cause:** Students are not successfully utilizing accommodations on state testing that they use successfully throughout the year.

Problem Statement 2 (Prioritized): Low level of self esteem and motivation of our students. **Root Cause:** Many students struggle with social and emotional issues unrelated to school.

School Processes & Programs

School Processes & Programs Summary

The district continues to use School Spring and Applitrack for posting job openings. Campus staff are encouraged to attend relevant professional development and provided the opportunity to present that information during staff meetings or specifically created training times. They receive additional exchange day credits for presentation of information that is beneficial to student learning. We hired seven new content area teachers. There was a turnover in our coaching staff that resulted in 5 new coaches on our campus. At this time, we have only three first year certified teachers. The administrative leadership team will remain in place for the 2021-2022 school year, consisting of principal, assistant principal, and counselor. We continue to participate in monthly curriculum meetings that will be overseen by the instructional coaches and campus administration.

The campus will continue to utilize +10 progress data to track student progress and encourage student tracking of their own academic data. Individual students will be encouraged to increase their +10 goal if deemed appropriate by the classroom teacher.

Data continues to show that Special Education, 504, and RTI students are not showing significant growth. Campus staff will utilize a designated intervention time to provide special services such as Reading and Dyslexia intervention and in class tutoring. We have a new certified Reading Interventionist on the IMS campus who will serve grades 5-8.

We continue to offer six elective courses for 7th and 8th grades, along with band for 5th-8th grades.

Gifted and Talented students have weekly opportunities within their grade level for projects and activities.

Eighth grade participates in a weekly Careers curriculum.

School Processes & Programs Strengths

Staff retention

Additional STEM electives to 7th & 8th grade students.

Implementation of fine arts for 5th & 6th grade students.

Monthly curriculum and content meetings and regular discussions of student data

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): RTI, 504, and SpEd students are not performing on STAAR testing at the same rate as other students. **Root Cause:** Students utilize accommodations with encouragement of teachers but tend to choose not to use them on testing and homework.

Problem Statement 2 (Prioritized): All students continue to struggle with higher order thinking skills. **Root Cause:** Inconsistency in extension and higher order thinking implementation across campus.

Perceptions

Perceptions Summary

This campus reported four DAEP placement (one student on two occasions) for Violation of Student Code of Conduct and 67 students that were placed in ISS. We had A 96.28% attendance rate. The students in 7th-8th grade tended to have a higher frequency of absences than students in grades 5th-6th. After analyzing the data, students that are involved in both behavior instances and truancy issues do not seem to be related to race or subgroup. It appears to be proportionate to the student population.

The district is supportive of professional development for staff members. Employees are encouraged to attend outside training that will provide the best benefits for students. We then host two district days of professional development during the school year and teachers are asked to host sessions sharing the information they learned with their colleagues. This campus utilizes the help of several leadership teams that include the SET (Spirit and Encouragement Team), Campus Improvement Committee, Leadership team, and Health and Wellness Advisory.

Students and teachers continue to report that they feel safe and secure while on campus. Teachers feel that they are respected and supported in school, and that their input is valued when contributing to school wide norms and expectations. We will implement a PBIS (Positive Behavior Intervention System) through rewards for meeting school and classroom expectations. This will be used to track need for behavior intervention.

We will continue to host parent activities in the evenings. This will include the Fall Festival, Health Fair, and Battle of the Books. According to parent surveys, they appreciate the manner in which the current events are planned and organized and would like them to continue without changes. Many have asked for more viable ways to participate in campus activities. Therefore, Student Council will host some parent meetings in the evenings to increase participation and assistance for students when planning events.

Perceptions Strengths

Attendance remains consistent over the years.

Teachers embrace new ideas and strategies to continuously increase campus morale. We still experience issues with managing student behavior in the classroom vs. sending students to the office for all offenses.

Staff feel supported by the administration and the community perceives that they are available to them.

Staff and the community feel that the school is a safe and positive environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continue to struggle with staff involvement in campus planning and academic decision making. **Root Cause:** Teachers feel that they do not have an adamant amount of time to be involved in campus leadership and still complete their other tasks.

Problem Statement 2 (Prioritized): There is still no consistent positive behavior management utilized across campus classrooms. **Root Cause:** Inconsistency stems from a lack of cross content and grade level decision making in this area.

Priority Problem Statements

Problem Statement 1: Percentage of economically disadvantaged students is considerably higher than the state average.

Root Cause 1: The area is comprised mainly of low income housing and families are generally a one income family that mainly work in various labor fields.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As enrollment continues to increase, there has also been an increase in special education students, as well as students requiring 504 & SPARC services.

Root Cause 2: The root of this issue is unclear at this time.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education students are not performing successfully on state testing.

Root Cause 3: Students are not successfully utilizing accommodations on state testing that they use successfully throughout the year.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Low level of self esteem and motivation of our students.

Root Cause 5: Many students struggle with social and emotional issues unrelated to school.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: RTI, 504, and SpEd students are not performing on STAAR testing at the same rate as other students.

Root Cause 6: Students utilize accommodations with encouragement of teachers but tend to choose not to use them on testing and homework.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: All students continue to struggle with higher order thinking skills.

Root Cause 7: Inconsistency in extension and higher order thinking implementation across campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Continue to struggle with staff involvement in campus planning and academic decision making.

Root Cause 8: Teachers feel that they do not have an adamant amount of time to be involved in campus leadership and still complete their other tasks.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is still no consistent positive behavior management utilized across campus classrooms.

Root Cause 9: Inconsistency stems from a lack of cross content and grade level decision making in this area.

Problem Statement 9 Areas: Perceptions

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)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- 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
- Section 504 data
- Dyslexia 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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data









Goals

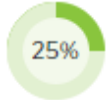







Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 1: 85% of all students will meet or exceed progress measures on the Reading portion of the STAAR test.

Evaluation Data Sources: Unit tests, benchmarks, Reading Intervention, and STAAR scores.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be exposed to a variety of types of text to improve comprehension, word skills, and fluency. Strategy's Expected Result/Impact: Increase in comprehension, +10 progress on unit tests, and STAAR test data. Staff Responsible for Monitoring: Classroom teachers, reading interventionist, administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Low performing students will participate in the Fountas and Pinnell Literacy program with Dr. Bigler to increase fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Increase in comprehension, +10 progress on unit tests, and STAAR test data. Staff Responsible for Monitoring: Dr. Bigler - Our new teacher responsible for implementing the Fountas and Pinnell Literacy program.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: ELAR teachers will continue to target underperforming subgroups in Reading based on the most recent assessment data.</p> <p>Strategy's Expected Result/Impact: Increase in fluency, comprehension, +10 progress on unit tests, and STAAR test results.</p> <p>Staff Responsible for Monitoring: All ELAR teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 2: 85% of students will meet or exceed progress measures on the Mathematics portion of the STAAR test.

Evaluation Data Sources: Increased unit test scores, increased benchmark test scores, and increased STAAR scores.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Student will increase skills in analyzing information to identify strategies necessary to solve problems. Strategy's Expected Result/Impact: Increase in +10 progress on unit tests, and STAAR scores Staff Responsible for Monitoring: Classroom teachers, administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will continue to target underperforming subgroups in Math based on the most recent assessment data. Strategy's Expected Result/Impact: Increased unit test scores, increased benchmark test scores, and increased STAAR scores. Staff Responsible for Monitoring: All math teachers and administrators.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 3: 85% of students will meet +10 progress on unit tests in Science in all grades and demonstrate success on 5th & 8th grade STAAR test.

Evaluation Data Sources: Unit test +10 data, benchmark progress, and STAAR scores.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Students will focus on analyzing data to formulate reasonable explanations, communicate valid conclusions supported by the data.</p> <p>Strategy's Expected Result/Impact: Successful +10 progress on unit tests and increase scores on 5th & 8th grade STAAR tests.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 4: 85% of students will meet +10 progress on unit tests in Social Studies in all grade levels and demonstrate success on 8th grade STAAR test.

Evaluation Data Sources: Unit test +10 data, benchmark progress, and STAAR scores.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews					
<p>Strategy 1: Students will increase vocabulary exposure by using TEKS unit vocabulary from TRS and STAAR vocabulary list for 8th grade students.</p> <p>Strategy's Expected Result/Impact: Mastery of 10 words per week and increase in master of unit vocabulary comprehension as seen in +10 unit data and 8th grade STAAR data.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative		
	Nov	Jan	Mar	June		
	 0%	 50%	 75%			
 No Progress				 Accomplished	 Continue/Modify	 Discontinue

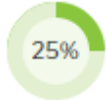







Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 5: 23% of students receiving Special Education services will demonstrate mastery on the Reading and Math STAAR tests by scoring at the Meets level or higher.

Evaluation Data Sources: Unit test +10 data, benchmark progress, and STAAR scores.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Accommodations and interventions will be documented on the appropriate form and in a timely manner on students identified to receive additional services.</p> <p>Strategy's Expected Result/Impact: Accessible information to all involved educators. Increase in +10 data and STAAR testing.</p> <p>Staff Responsible for Monitoring: Classroom teachers, special education professionals, paraprofessionals 504 coordinator, RTI coordinator, and administration.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Class sizes will be decreased with the addition of a second certified Special Education teacher which will allow for more targeted interventions.</p> <p>Strategy's Expected Result/Impact: Increase in +10 data and STAAR testing results.</p> <p>Staff Responsible for Monitoring: Special Education Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				






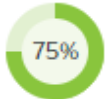


Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education teachers will track student +10 progress on unit tests individually to have a better understanding of student growth consistently throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase in +10 data and STAAR testing results.</p> <p>Staff Responsible for Monitoring: Special Education Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Culture & Climate: Maintain a safe, drug-free, vapor-free and orderly learning environment where student health and well being is valued by all stakeholders.

Performance Objective 1: Implementation of school wide Positive Behavioral Intervention System (PBIS).

Evaluation Data Sources: Office referrals, teacher and staff observation of student behavior

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff a Google Form to complete for office referrals. Strategy's Expected Result/Impact: The ability to track behavioral issues that require administrative intervention. Staff Responsible for Monitoring: Administration, office staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly reward system for students that demonstrate positive behavior. Strategy's Expected Result/Impact: Decrease in behavioral issues, more orderly learning environment. Staff Responsible for Monitoring: All staff.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly school wide awards for character traits. Strategy's Expected Result/Impact: Decrease in behavioral issues, increase in student self-esteem, more orderly learning environment.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Teachers, counselor, administration, other staff.

Schoolwide and Targeted Assistance Title I Elements:

2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools



No Progress

Accomplished

Continue/Modify









Discontinue









Goal 3: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Creation of a campus support team to discuss campus concerns and needs.

Evaluation Data Sources: Sign in sheets, surveys, participation in program, and 90% retention rate at the end of the year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Designated leadership team to discuss campus concerns and needs.</p> <p>Strategy's Expected Result/Impact: Scheduled activities to focus on staff campus involvement. Ex. Dress up days, teacher appreciation, and new staff support.</p> <p>Staff Responsible for Monitoring: Administrators and committee members.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly curriculum and content meetings for collaboration and planning.</p> <p>Strategy's Expected Result/Impact: Campus aligned unit planning, +10 progress across all grade levels and content areas.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coaches, administrators, and specialized staff.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Continuation of mentoring program to increase staff retention.</p> <p>Strategy's Expected Result/Impact: Ensuring that new staff are supported, and their needs and concerns are addressed.</p> <p>Staff Responsible for Monitoring: Administrators, mentors, and mentoring program coordinator.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Cupp	Classroom Teacher		40
Ashley Collett	Paraprofessional		37
Brittany Borski	Classroom Teacher		40
Casey Sellers	Principal		40
Cheryl Huitt	Academic Advisor/504 Coordinator/GT Coor		40
Courtney Watson	Paraprofessional		37
Debra Bigler	Teacher		40
Elizabeth Baldwin	Paraprofessional		37
Gildardo Aguilar	Paraprofessional		37
Gina McDonald	Special Education Teacher		40
Heather Flores	Special Education Teacher		40
Holly Upchurch	Dyslexia Specialist		40
Hunter Thedford	Teacher		40
Jacob Aguilar	Teacher		40
Jacob North	Classroom Teacher		40
Jennie Skimbo	Teacher		40
Jennifer Long	Classroom Teacher		40
Jona Williams	Classroom Teacher		40
Joylynn Parker	Paraprofessional		37
Kelley Ross	Classroom Teacher		40
Lisa Jakubik	Administrative Assistant		40
Logan Treadaway	Teacher		40
Madeline Henslee	Teacher		40
Marissa Roath	Band Teacher		40
Martha VanCleave	Classroom Teacher		40
Mary Oliva	Administrative Assistant		40
Melinda Briggs	Assistant Principal		40
Morgan Allen	Teacher		40

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nathan Flores	Teacher		40
Samuel Torrez	Teacher		40
Sarah Block	Classroom Teacher		40
Stacy Farmer	Teacher		40
Stephen Webster	Classroom Teacher		40
Wendy Burgos	Paraprofessional		37