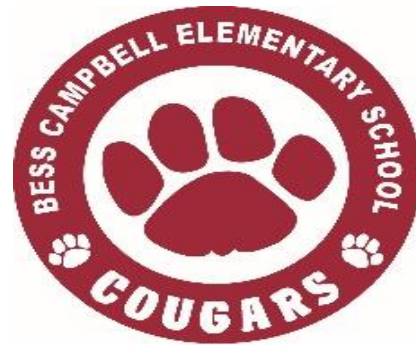


Campus Improvement Plan Campbell Elementary



Top 10 school in the Houston area 2018 – 2019

Texas Honor Roll School 2018 – 2019

SHAC Wellness Award 2018 – 2020

No Place for Hate Impact Campus

5 out of 6 STAAR Distinctions Met - 2019

*2020 Not Rated: Declared State of Disaster

Submitted for Board Approval 2020

Campbell Campus Improvement Plan Summary Sheet

<p>Goal 1: By the end of the 2020-2021 school year, 90% of the students in grades K-5 will score at the approaching grade level range, 85% of the students will score at the meets grade level range working towards 94% by 2024, and 50% of the students will score in the mastery range as measured by STAAR Reading (grades 3-5) or the end of the year reading universal screener (grades K-2).</p>	<p>Strategy 1: Increase authentic reading time by providing high quality independent reading materials in grades K-5 that reflect a wide range of interests, diverse perspectives and social identities.</p>
	<p>Strategy 2: Implement bimonthly Data Team Meetings to analyze running records, GRA and iReady Reading assessments to determine instructional adjustments and to create action steps for classroom instruction needed for optimal growth</p>
	<p>Strategy 3: All kindergarten – 3rd grade teachers will have successfully completed the Science of Reading Academy over the next three years as part of House Bill 3.</p>
	<p>Strategy 4: Provide research based instructional strategies including Guided Reading and Writers Workshop for multi-tiered intervention for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk</p>
<p>Goal 2: By the end of the 2020-2021 school year, 95% of the students in grades K-5 will score at the approaching grade level range, 87% of the students will score at the meets grade level range working towards 97% by 2024, and 50% of the students will score in the mastery range as measured by STAAR Math (grades 3-5) or the end of the year Math universal screener (grades K-2).</p>	<p>Strategy 1: Assure all math teachers from grades Kindergarten – 5 will utilize strategies such as Guided Math to build math problem solving skills.</p>
	<p>Strategy 2: Implement bimonthly Data Team Meetings to analyze iReady Math, Progress Monitoring Assessments and campus CFA's to determine instructional adjustments and to create action steps for classroom instruction needed for optimal growth</p>
	<p>Strategy 3: Provide research based instructional strategies such as Guided Math for multi-tiered intervention for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk</p>

<p>Goal 3: On the 2021 4th grade Writing STAAR test, students will achieve 90% or above approaches, 70% or above meets, and 35% or above on masters.</p>	<p>Strategy 1: Implement bimonthly Data Team Meetings to analyze Progress Monitoring Assessments and campus CFA's to determine instructional adjustments and to create action steps for classroom instruction needed for optimal growth</p>
	<p>Strategy 2: Provide research based instructional strategies such as Writers Workshop for multi-tiered intervention for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk</p>
<p>Goal 4: On the 2020-2021 5th grade Science STAAR test students will achieve 95% or above approaches, 85% or above meets, and 50% or above masters.</p>	<p>Strategy 1: Utilize research-based STEM instructional tools in science lab experiments using the Scientific Method and explore STEM careers</p>
	<p>Strategy 2: Provide research based instructional strategies for multi-tiered intervention such as STEM Scopes and Science Lab Activities for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk</p>
<p>Goal 5: Data indicated 92% of the students in grades 3-5 feel safe on campus as per the Elementary Wellness Screener, yet 27% feel this is a topic that needs additional discussion / attention. Progress will be measured on the end of the year 2020-2021 Wellness Screener where 10% or less of the students in grades 3-5 will indicate the topic needs to continue to be discussed.</p>	<p>Strategy 1: Increase student knowledge and implementation of the Character Counts Program.</p>
	<p>Strategy 2: Increase the safety of the students to mitigate the spread of Covid-19 and that the Standard Response Protocols are implemented with fidelity.</p>
	<p>Strategy 3: Increase the social – emotional well-being of students during the 2020-2021 school year</p>
<p>Goal 6: During the 2020-2021 school year, staff in grades K-5 will work to reduce special education failures by 5%.</p>	<p>Strategy 1: Utilize effective professional learning communities to examine school, classroom, and individual student progress to determine opportunities targeted interventions.</p>

Comprehensive Needs Assessment

Data Sources Reviewed

Spring 2019 STAAR Results	Campus Summative Assessment Data	Campus Climate Survey
TAPR Data	K-12 Insight Data	i - Ready Summative Data
AT – RISK Identifiers	Discipline Data	Special Ed Reports
GT Data	Attendance Data	
TPRI / DRA Data	ESL Data	

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed strategies sections below

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 84% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
84%	87%	91%	94%	97%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	82%	86%	**	88%	**	**	60%	**	**	**	84%	83%
2021	**	85%	89%	**	91%	**	**	63%	**	**	**	87%	86%
2022	**	89%	93%	**	95%	**	**	67%	**	**	**	91%	90%
2023	**	92%	96%	**	98%	**	**	70%	**	**	**	94%	93%
2024	**	95%	99%	**	99%	**	**	73%	**	**	**	97%	96%

Early Childhood Literacy Campus Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 81% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	84%	88%	91%	94%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	76%	82%	**	88%	**	**	60%	**	**	**	81%	83%
2021	**	79%	85%	**	91%	**	**	63%	**	**	**	84%	86%
2022	**	83%	89%	**	95%	**	**	67%	**	**	**	88%	90%
2023	**	86%	92%	**	98%	**	**	70%	**	**	**	91%	93%
2024	**	89%	95%	**	99%	**	**	73%	**	**	**	94%	96%

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

Academic Growth in Reading from 3 rd to 4 th / 4 th to 5 th	Increase use of Balanced Literacy
Low 2 nd grade scores on Math Curriculum Check Points	Use the LCISD problem solving model with fidelity.
Loss of growth in mastery level on 4 th grade STAAR Writing Assessment	Utilize a reading – writing connection to link TEKS
Weak math basic computation skills	Teach varied problem-solving strategies to improve math literacy and document in lesson plans.
Performance on non-fiction objectives is lower than the fiction objective on STAAR	Utilize additional literature resources, such as those found in STEMscopes, to enhance non-fiction selections
3 rd Grade STAAR Reading EL Students Scored 50% at the Approaching Level (1 out of 2 students)	Provide Sheltered Instruction Professional Development

At-Risk Student Services / Drop-Out Prevention

Interventions need to address student needs with more specificity	Training is needed to enhance Rtl program
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College, Career, and Military Readiness

Students have a lack of awareness of the types of career options that are available in the area of STEM	Teachers need to introduce students to jobs related to STEM when teaching science topics
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School Culture, Climate, and Leadership Effectiveness

Staff needs clearer understanding of Character Counts and the identification of the Six Pillars	Training to address staff needs
Transition from the use of the 4 C's established in 2007 by the principal to the Lamar CISD Leadership Definition	Training and use of the Leadership Definition terminology
Establish clear lines of communication with parents of students new to Campbell in grades 1-5	Add additional measures to establish positive lines of communication with our new parents
Streamline team leader meetings adding more time for collaboration	Principal to type informational items in the agenda which will be sent out the day before the team leader meeting

Teacher Quality and Retention

Identified Problems

Proposed Strategies

Foster a Growth Mindset with the staff and students	Recognize when staff and students take risks and try something new
Low staff turn out at the end of the year service awards banquet	Spotlight staff for years of service in LCISD and in the profession
Lack of time for teachers to focus on continuous improvement	Administrative team to use coaching – mentoring strategies that foster higher teacher growth
Planned meetings for the administrative core team to focus on high priority goals identified in the campus CIP	Establish a clear meeting agenda designated to discuss progress on our CIP
Establish clear expectations for the functions of PLC's activated every two weeks	Use information from the PLC Culture Conference to identify the purpose and guidelines of our PLC's

Community and Student Engagement

Identified Problems

Proposed Strategies

Students have a lack of opportunity to be involved in campus activities	Allow students to participate in virtual activities
Lack of community understanding of the events occurring on campus	Publish major and minor events occurring on campus on social media

Goal 1

By the end of the 2020-2021 school year, 90% of the students in grades K-5 will score at the approaching grade level range, 85% of the students will score at the meets grade level range working toward 94% by 2024, and 50% of the students will score in the mastery range as measured by STAAR Reading (grades 3-5) or the end of the year reading universal screener (grades K-2).

CNA Focus Area(s):
Teaching & Learning
Teacher Quality and Retention

Strategy 1: Increase authentic reading time by providing high quality independent reading materials in grades K-5 that reflect a wide range of interests, diverse perspectives and social identities.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Gradual increase of sustained silent reading to 45 No minutes of sustained independent reading by the time the student is in 5 th grade		Teachers, Literacy Coach, Librarian	September – May	Time Beanstack App	Individual ELAR teachers' literacy binders Beanstack Data
Promote authentic reading practices by having students record themselves reading and responding to discussion boards in Canvas.		Teachers. Literacy Coach, Librarian	September – May	Canvas, quality texts for independent reading	Canvas Reports

Strategy 2: Implement bimonthly Data Team Meetings to analyze running records, GRA and iReady assessments to determine instructional adjustments and to create action steps for classroom instruction needed for optimal growth

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Data Monitoring of Tier I instruction by nine weeks using Kid Watch Form of At-Risk, 504, ESL, Special Ed, Multi-tiered instructional needs		Teachers, Literacy Coach, ESL Coach, Principal, AP	September – May	Spread sheet to track student growth GRA Assessment	Special Ed IEP Progress Monitoring and Kid Watch Data
Bi-monthly collaborative PLC planning meetings with content teachers to assure the use of Reading & Writing Workshop, Sheltered Instruction, Thinking Maps, Academic Language, Depth of Knowledge and Higher- Level Questions		Teachers, Literacy Coach, ESL Coach, Principal, AP	September – May	Access to high quality resources Lead4Ward Resources Thinking Maps Strategies	Evidence in Lesson Plans and Classroom Instructional Rounds
Monthly vertical team meetings to address TEKS and best teaching practices for virtual and Face to Face Instruction		Teachers, Literacy Coach, ESL Coach, Principal, AP	September – May	Technology utilization and reports	Agendas, Sign-in sheets & Evaluation in Form Space
Virtual Open House Parent Coaching Session		ESL Coach	September - May	Instructional Strategies	Materials & Sign in Sheet

Strategy 3: All kindergarten – 3rd grade teachers will have successfully completed the Science of Reading Academy as part of House Bill 3.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Work with the Lamar CISD Staff Development Department and the Teaching & Learning Department to complete the Reading Academy requirements		Principal, AP, Literacy Coach	On-going	Professional Development Science of Reading Academy	Progress Completion of the Course Work Future Work
Utilize the targeted small group instructional strategies to meet the needs of students in 3 rd grade whether involved in on-campus or virtual instruction		Teachers, Literacy Coach, Interventionists	On-going	High quality instructional resources	3 rd grade students will increase meets expectation from 81% to 85% on the 2021 STAAR Reading Assessment

Strategy 4: Provide research based instructional strategies including Guided Reading and Writers Workshop for multi-tiered intervention for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize Reading & Writing Workshop with students that develops literacy skills		Teachers, Literacy Coach, ESL Coach	September – May	Fountas and Pinnell Resources GRA Guidelines	Kid Watch Data

Utilize high order thinking questions with stems to build academic language with students that leads to depth of knowledge.		Teachers, Literacy Coach, ESL Coach	September – May	Blooms Taxonomy Resources Sentence Stem Samples	Kid Watch Data
Provide Sheltered Instruction for EL students		ESL Teachers, ESL Coach, Literacy Coach	September – May	Training materials from Sheltered Instructional PD	TELPAS Data
Technology programs will be utilized for reading instruction and practice to support students in need of MTSS		Teachers, Literacy Coach, Principal, AP	October – May	Local Funds	Kid Watch Data
In-school reading tutorial teacher and Literacy Coach to provide MTSS support to identified students in need		ELAR Teachers, Literacy Coach, In-School Reading Tutorial Teacher, Principal, AP	October – May	State Comp Ed Funds (\$2,442)	Success Ed to Track Student Progress

Goal 2

By the end of the 2020-2021 school year, 95% of the students in grades K-5 will score at the approaching grade level range, 87% of the students will score at the meets grade level range working towards 97% by 2024, and 50% of the students will score in the mastery range as measured by STAAR Math (grades 3-5) or the end of the year Math universal screener (grades K-2).	CNA Focus Area(s): Teaching & Learning Teacher Quality and Retention
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Strategy 1: Assure all math teachers from grades Kindergarten – 5 will utilize strategies such as Guided Math to build math problem solving skills.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
All math teachers in grades K-5 will utilize “Number Talks”, Reagan Tunstall Math Centers and Guided Math to build problem solving skills.		Math Teachers, Math Facilitator, In-School Tutorial Teacher	September – May	Professional Development on the use of “Number Talks”	End of Year Math Assessment
Utilization of Canvas gives us formative data to identify problem areas for students receiving on-campus and virtual instruction		Math Teachers, Math Facilitator, In-School Tutorial Teacher	September – May	Canvas Tools	End of Year Math Assessment

Strategy 2: Implement bimonthly Data Team Meetings to analyze iReady Math, Progress Monitoring Assessments and campus CFA’s to determine instructional adjustments and to create action steps for classroom instruction needed for optimal growth

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Data Monitoring of Tier I instruction by nine weeks using Kid Watch Form of At-Risk, 504, ESL, Special Ed, Multi-tiered instructional needs		Teachers, Math Coach, ESL Coach, Principal, AP	September – May	Spread sheet to track student growth GRA Assessment	Special Ed IEP Progress Monitoring and Kid Watch Data Indicates Progress
Bi-Weekly collaborative PLC planning meetings with content teachers to assure the utilization of Sheltered Instruction, Thinking Maps, Guided Math, Number Talks and rigorous math summative assessments		Teachers, Math Coach, ESL Coach, Principal, AP	September – May	Access to high quality resources Lead4Ward Resources Thinking Maps Strategies	Evidence in Lesson Plans
Monthly vertical team meetings to address TEKS and best teaching practices for virtual and Face to Face Instruction		Teachers, Math Coach, ESL Coach, Principal, AP	September – May	Technology utilization and reports	Agendas, Sign-in sheets & Evaluation in Form Space

Virtual Open House Parent Coaching Session		ESL Coach	September – May	Instructional Strategies	Materials & Sign in Sheet
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Strategy 3: Provide research based instructional strategies such as Guided Math for multi-tiered intervention for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize Guided Math (small group instruction) with students that develops math skills		Teachers, Math Coach, ESL Coach, Principal, AP	September – May	No funds needed	Kid Watch Data Indicates Progress 3 rd grade students will increase meets expectation from 84% to 87% on the 2021 STAAR
Utilize high order thinking questions with stems to build academic language with students that leads to depth of knowledge.		Teachers, Math Coach, ESL Coach	September – May	Blooms Taxonomy Resources Sentence Stem Samples	Kid Watch Data Indicates Progress
Provide Sheltered Instruction for EL students		ESL Teachers, ESL Coach, Math Coach	September – May	Training materials from Sheltered Instructional PD	TELPAS Data
Technology programs will be utilized for reading instruction and practice to support students in need of MTSS		Teachers, Math Coach, Principal, AP	October – May	Local Funds	Kid Watch Data

In-school math tutorial teacher and Math Coach to provide MTSS support to identified students in need		Math Coach, In-School Math Tutorial Teacher, Principal, AP	October – May	Local Funds	Success Ed to Track Student Progress
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Goal 3

On the 2021 4 th grade Writing STAAR test, students will achieve 90% or above approaches, 70% or above meets, and 35% or above on masters.	CNA Focus Area(s): Teaching & Learning Teacher Quality and Retention
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Strategy 1: Implement bimonthly Data Team Meetings to analyze Progress Monitoring Assessments and campus CFA's to determine instructional adjustments and to create action steps for classroom instruction needed for optimal growth

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
ESL teachers provided with writing strategies that support students identified as LEP		Teachers, ESL Coach	September – May	Professional Development	Scores based on collection of writing samples
Language Arts teachers to generate a list of "Must Have / May Have" for student use as needed to generate high quality writing samples		ELA Teachers, Literacy Coach	September – May	High Quality STAAR Writing samples with a score of 7 or 8	Posting of the document in Canvas / Classroom

Strategy 2: Provide research based instructional strategies such as Writers Workshop for multi-tiered intervention for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize the use of Writers Workshop (small group instruction) with students that develops writing skills		Teachers, Literacy Coach, ESL Coach, Principal, AP	September – May	No funds needed	Kid Watch Data Indicates Progress
Utilize high order thinking questions with stems to build academic language with students that leads to depth of knowledge.		Teachers, Literacy Coach, ESL Coach	September – May	Blooms Taxonomy Resources Sentence Stem Samples	Kid Watch Data Indicates Progress
Provide Sheltered Instruction for EL students		ESL Teachers, ESL Coach, Literacy Coach	September – May	Training materials from Sheltered Instructional PD	TELPAS Data
Provide MTSS support to identified students in need of intervention		ELA Teachers, Literacy, Principal, AP	October – May	Local Funds	Success Ed to Track Student Progress

Goal 4

On the 2021 5th grade Science STAAR test, students will achieve 95% or above approaches, 85% or above meets, and 50% or above on masters.

**CNA Focus Area(s):
Teaching & Learning**

Strategy 1: Utilize research-based STEM instructional tools in science lab experiments using the Scientific Method and explore STEM careers

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will support the use of interactive science notebooks to record STEM data from unit to unit		Teachers, Math / Science Coach	August – May	Composition Notebooks	Lesson Plans, Canvas Modules, Obs.
Utilize Science Stem Scopes as an instructional tool to support and spotlight careers in STEM		Science Teachers, Math / Science Coach, Principal, AP	September – May	Science Stem Scopes Resources Local Funds	Summative Data Reports

Strategy 2: Provide research based instructional strategies for multi-tiered intervention such as STEM Scopes and Science Lab Activities for identified students who demonstrate deficiencies due to COVID-19 school closure or who are identified as At-Risk

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Provide MTSS support to identified students in need of intervention in Science		Science Teachers, Math / Science Coach, Principal, AP	October – May	Local Funds	Success Ed to Track Student Progress

Goal 5

<p>Data indicated 92% of the students in grades 3-5 feel safe on campus as per the Elementary Wellness Screener, yet 27% feel this is a topic that needs additional discussion / attention. Progress will be measured on the end of the year 2020-2021 Wellness Screener where 10% or less of the students in grades 3-5 will indicate the topic needs to continue to be discussed.</p>	<p>CNA Focus Area(s): School Culture, Climate & Leadership Effectiveness Community & Student Engagement</p>
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Strategy 1: Increase student knowledge and implementation of the Character Counts Program.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Administrative Core Team to daily model the 6 pillars and highlight students using the character traits.		Administrative Core Team	September - May	Use Character Counts Cards	Wellness Student Screener
Staff provided additional training of the Six Pillars of Character Counts that include the use of the Way to Go Journal for students		Counselor	Beginning / Middle of the Year	Literature of each Pillar Way to Go Journal	Wellness Student Screener
Character Counts lessons to be offered to students with either face to face or virtual instruction based on the six pillars		Counselor	Six sessions per school year	Resource Guide	Wellness Student Screener
Counselor to publish six newsletters via Social Media & Canvas to support the understanding of Character Counts		Counselor	Six Submissions	Resource Guide Canvas Social Media	Posted newsletters from the counselor

Strategy 2: Increase the safety of students to mitigate the spread of Covid-19 and that the Standard Response Protocols are implemented with fidelity.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
PE/Health Teacher to teach lessons on how to effectively wear a face covering, how to wash hands and how to practice social distancing		PE/Health Teacher, Campus Nurse, Teachers, Cougar Safety Team	Monthly	CDC Handwashing Kit	Collectable data from the nurse based on CDC guidelines
Establish a Safety Team to monitor student routines / procedure district and campus protocols		Cougar Safety Team (Teachers, Front Office Staff, Adm. Core Team)	Monthly	Lamar Return to School Guidelines SRP Guidelines	Wellness Student Screener
Utilize Skylert to implement all safety protocols / drills and procedures		Adm. Core Team	Monthly	SRP Guidelines	Raptor Data Reports

Strategy 3: Increase the social – emotional well-being of students during the 2020-2021 school year.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Administrative Team & HGI (Outside Counselors) be available to meet the needs of staff & students who need emotional support		Campus Counselor, Cougar Safety Team, HGI, Adm. Team	Daily	Electronic forms of communication	End of Year Student Survey
Student lessons on mindfulness, relaxation and Solution-Focused Strategies		Counselor, PE/Health Teacher, Librarian	Weekly student	Social Media Apps	End of the Year Student Survey

Goal 6

During the 2020-2021 school year, staff in grades K-5 will work to reduce special education failures by 5%.

**CNA Focus Area(s):
Teaching & Learning**

Strategy 1: Utilize effective professional learning communities to examine school, classroom, and individual student progress to determine opportunities targeted interventions.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use Skyward / Eduphoria reports to monitor student grades / test scores		Principal, AP, General Ed, Special Ed.	September – May	Reports	Progress and 9 weeks reports
Review and revise ARD paperwork when needed		Principal, AP, Special Ed.	September – May	Reports	Progress and 9 weeks reports
Prescribe small group instruction before or after school where students will be provided a multi-modality approach to reinforcing effort towards learning objectives that need remediation		Principal, AP, General Ed & Special Ed.	September – May	Staff	Formative Assessments

Financial Summary

Funding Source	Total Amount
State Compensatory Ed Funds for MMST	\$2,442
Local Funds for MMST	\$5,000
ESL Funds	\$1,172

State Compensatory Education

Position	FTE's Funded by Compensatory Education
Literacy Coach – Amy Shepard	0.25
Math Facilitator – Gloria Cuellar- Kyle	0.50

SBDMC Members

Name	Position
Michelle Koerth	Principal
Joe Imrie	AP
Marilyn Stephens	Counselor
Deborah Janecek	K
Susan Hinz	1 st
Patty Martin	2 nd
Mandy Shuler	3 rd
Angie Pham	4 th
Michelle Kopps	5 th
Fara Harkrider	Special Education
Loren Carver	Specials
Valerie Anderson	District Representative
Ashlee Allen	Parent
Kathe Bell	Parent
Kevin Carroll	Business

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

