Lamar Consolidated Independent School District

Campbell Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Campbell Elementary is fully committed to the success of all students as they journey to become life-long learners.

Value Statement

*Character Development: Foster an atmosphere of responsibility and respect for the development of character in our children.

*Academics: Valuing achievement in all academic and community endeavors so all students can reach their potential.

*Communication: Opening channels of communication to enhance the building of relationships.

*Continuous Improvement: Integrating "best practices" through collaboration in our PLC's.

*High standards: Monitoring student outcomes by analyzing reliable and valid assessments from clear and focused objectives for each student.

*Safe Schools: Devising and maintaining a safe school environment.

*Life-long Learning: Modeling life-long learning for continuous intellectual growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campbell Elementary is a campus with high expectations that focuses on each student's needs. Our student demographics are as follows:

- 62.5% White
- 16.5% Hispanic
- 10.7 % Asian
- 6% Black/African American
- 3.7% Two or More Races
- 9.1% Economically Disadvantaged
- 5.2% Emergent Bilingual
- 12.2% Special Ed Indicator
- 28% GT

Student Retention Rate 2021-2022 (all grades)

- 1.16%

Staff Demographics:

- 87% White
- 10% Hispanic
- 3% African American

Staff Retention:

- 94% (From 2019 -2020 to 2020-2021)

Attendance Rate: (21-22)

- 96.5% Student Attendance Rate

Mobility Rate

- 3.6%

Demographics Strengths

Campbell Elementary Student Strengths:

Subject	Demographic	Strength	Success
Math	Third Grade	50.7% Mastery	The goal was 30%, and they surpassed expectations.
Math	Third Grade Sped	22.22 % Mastery	The students surpassed expectations.
Reading	Third Grade	68% Mastery and 97% Approaches	The students surpassed expectations.
Math	Fourth Grade	74% Mastery	The goal was 30%, and they surpassed expectations.
Reading	Fourth Grade Emergent Bilingual	100% Meets and 50% Mastery	The students surpassed expectations.
Science	Fifth Grade Special Education	75% Approaches	The students surpassed expectations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 71% of 5th graders at Campbell Elementary scored meets on the Science STAAR Test. This score is not comparable to 5th grade reading and math performance. This issue needs to be addressed by May 2023 by increasing hands-on instruction in the science lab that fosters cooperative learning using higher level academic vocabulary and questioning in order to show growth on the 2023 science STAAR. **Root Cause:** *Students are still working on filling the gaps from limited exposure to hands on science activities due to virtual instruction. *Students had limited conversations about academic science terminology because of socially distancing guidelines.

Student Learning

GRA Data:

Grade Level	Below Grade Level	On Grade Level	Above Grade Level
Kindergarten	16%	38%	46%
1st Grade	7%	13%	80%
2nd Grade	5%	18%	77%

STAAR Data: (Approaches / Meets / Masters)

Grade Level	Math	Reading	Science
3rd	94 / 76 / 51	97 / 93 / 68	-
4th	99 / 92 / 74	97 / 95 / 63	-
5th	95 / 85 / 66	95 / 92 / 70	94 / 71 / 45

Student Learning Strengths

- On the 3rd grade reading STAAR assessment, 97% of our students scored at the Approaches level.
- On the 4th grade math STAAR assessment, 74% of our students scored at the Mastery level.
- On the 5th grade math STAAR assessment, 66% of our students scored at the Mastery level.

- On the GRA, 85% of the students in grade Kinder are at or above grade level reading expectations.
- On the GRA, 93% of the students in grade 1 are at or above grade level reading expectations.
- On the GRA, 95% of the students in grade 2 are at or above grade level reading expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 16% of our kindergarten students at Campbell Elementary did not meet the expected reading level on the GRA assessment. This issue needs to be addressed by May 2023 by including the research-based phonics program called Really Great Reading and training staff in the in the Science of Reading to address early reading skills so that students increase their reading level on the GRA. **Root Cause:** *Students have a limited mastery to the sight words that will move them to the next level and need more explicit instruction.

School Processes & Programs

School Processes & Programs Summary

Instructional / Curricular:

- Balanced Literacy / Guided Reading & Writing
- Guided Math
- Thinking Maps
- Science Lab
- Software: Learning Farm, Prodigy, Bean Stack, Stem Scopes, ST Math (Kinder)
- ESL: Sheltered Instruction
- MTSS: Explicit and systematic instruction based on multi sources of data
- Sped: LLI & iReady
- Dyslexia: HD Word, Phonics Blast, Phonics Boost
- The Science of Reading

Personnel (Recruitment / Support / Retain):

- All Core Team Members attended the LCISD job fair
- Sound structural support (Vertical Teams, Team Leaders, Core Team, Coaches)
- Utilize Campus Climate Survey to Address continuous improvement
- Collaborative efforts to develop a sound Staff development plan

Organization:

- A-Team Leadership Team (Includes administrators & Coaches)
- Team Leaders
- Core Team Members specific to content areas
- Vertical Teams
- PLC's
- Special Pops Committee
- SBDM

Administrative:

- Campus Follows the 4 C's (Commitment, Curriculum, Continuous Improvement, Communication)
- Lamar CISD Leadership Definition
- Promise to Parents
- Weekly Communication utilizing Paw Prints via Skylert

School Processes & Programs Strengths

The 4 C's are utilized with fidelity at Campbell. All staff clearly know our focus that builds our culture. Data driven decisions that focus on students drives our path.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As per data obtained from the Social / Emotional Wellness Screener in May 2022, 26% of grade 3-5 students reported experiencing stress. **Root Cause:** *Post Covid fatigue resulted in students stress. *Peer / parent pressure *Academic performance such as feeling behind from virtual education. *Social/ emotional gaps from social distancing.

Perceptions

Perceptions Summary

Mission Statement

Campbell Elementary is fully committed to the academic, social, and emotional success of all students as they journey to become life-long learners.

Value Statements

Character Development: Foster an atmosphere of responsibility and respect for the development of character in our children.

Academics: Valuing achievement in all academic and community endeavors so all students can reach their potential.

Communication: Opening channels of communication to enhance the building of relationships.

Continuous Improvement: Integrating "best practices" through collaboration in our PLC's.

High Standards: Monitoring student outcomes by analyzing reliable and valid assessments from clear focused objectives for each student.

Safe Schools: Devising and maintaining a safe school environment.

Life-long Learning: Modeling life-long learning for continuous intellectual growth.

Perceptions Strengths

The staff follows the 4 C's: Commitment / Communication / Curriculum / Continuous Improvement which is in direct correlation to our Mission Statement and Values.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on our the campus climate survey data 31% of our parents reported that they were unware of the Standard Response Protocol. This issue needs to be addressed by October 2022 by focusing on the communicating the Standard Response Protocol in various ways. **Root Cause:** *Parents are inundated with information and don't always read the information that is shared. *Information should be shared in multiple languages and in simpler terms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: By the end of the 2022-2023 school year, 88% of the students will score Meets, and 63% of the students will score Mastery as measured by STAAR Reading and 90% of the students will obtain on grade level or above grade level status by the end of the year on the GRA reading assessment in grades K-2.

Performance Objective 1: Each quarterly review, ensure all K-2 ELA content teachers implement Really Great Reading Phonics programs to enhance reading instruction for all students so that 90% of the students are at or above grade level in reading on the GRA.

HB3 Goal

Evaluation Data Sources: *Guided Reading Walk-Through Documentation
*Lesson Plans
*TELPAS Data
*GRA Data each 9 Weeks
*CLI Engage data (Kinder)

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Coach and Reading Interventionist will provide K-2 collaborative sessions during monthly vertical team meetings and PLC's to improve the teachers tier 1 instruction as it relates to phonics.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Deeper understanding of phonics / phonemic awareness instructional strategies resulting in growth on the GRA **Staff Responsible for Monitoring:** Instructional Coach and Reading Interventionist	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Parents of students identified as Emergent Bilingual will be invited to attend a Fall Open House session targeting the improvement of language as it relates to literacy skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved linguistic ability resulting in growth on the GRA **Staff Responsible for Monitoring:** EB Specialist **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-119-25-0 - $600	100%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Teachers will provide and document individualized linguistic accommodations such as visuals, sentence stems, anchor charts, leveled, texts, etc. for Emergent Bilingual students.
    Strategy's Expected Result/Impact: Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills
    Staff Responsible for Monitoring: EB Specialist
	Formative		

	Nov	Feb	June
	30%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Using the MAP and GRA assessments to identify Tier II and Tier III students, the reading classroom teacher, reading tutorial teacher, and Instructional Coach will provide weekly targeted small group instruction during Camp Campbell.
    Strategy's Expected Result/Impact: Improve literacy skills resulting in growth as documented on the MAP and GRA assessments.
    Staff Responsible for Monitoring: Reading Teachers, Instructional Coach and In-school Reading Tutorial Teacher
	Formative		

	Nov	Feb	June
	30%		

Strategy 5 Details	Formative Reviews		

Strategy 5: Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.
    Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.
    Staff Responsible for Monitoring: Special Education Team
	Formative		

	Nov	Feb	June
	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: By the end of the 2022-2023 school year, 88% of the students will score Meets, and 63% of the students will score Mastery as measured by STAAR Reading and 90% of the students will obtain on grade level or above grade level status by the end of the year on the GRA reading assessment in grades K-2.

Performance Objective 2: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of our MTSS Reading interventions for students who demonstrate deficiencies and/or who are identified At - Risk or Special Ed so that at least 85% of all students achieve a Meets level on STAAR Reading.

Evaluation Data Sources: *Campbell Goals Form
*Curriculum Check Points
*GRA / Running Records
*MAP Reading Assessment Grades 3-5
*Benchmark Testing
*2023 STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize GRA and Running Records data in their Literacy Binders to target skills and monitor student growth during Reading Workshop.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The GRA and running records will provide formative data to determine targeted instruction for individual student progress and close the gap for students identified in sub pop categories. **Staff Responsible for Monitoring:** Instructional Coach	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide and document individualized linguistic accommodations, such as visuals, sentence stems, anchor charts, leveled text, etc. for Emergent Bilingual Students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills **Staff Responsible for Monitoring:** EB Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Leveled Texts - 199 PIC 25 State Bilingual/ESL - 1990-11-6329-00-119-25-0 - $600	30%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Using the MAP, Check Point Data, Benchmarks and GRA to identify Tier II and Tier III students, the reading classroom teacher, reading tutorial teacher and Instructional Coach will provide weekly targeted small group instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved literacy skills resulting in growth as documented on the MAP and GRA assessments **Staff Responsible for Monitoring:** Reading Teachers, Instructional Coach, In-School Reading Tutorial Teacher **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6119-00-119-24-0-B30 - $18,175	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Parents of students identified as Emergent Bilingual will be invited to attend a fall Open House session targeting the improvement of language as it relates to literacy skills.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved linguistic ability resulting in growth on the GRA and STAAR Reading Assessments **Staff Responsible for Monitoring:** EB Specialist	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students in 4th and 5th grade who failed STAAR Reading or of the students who did not take STAAR in the Spring of 2022 will receive 30 hours of accelerated instruction as per HB 4545.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2022. **Staff Responsible for Monitoring:** Instructional Coach Special Education Teacher	30%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth. **Staff Responsible for Monitoring:** Special Education Team	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: By the end of the 2022-2023 school year, 85% of the students will score Meets and 60% of the students will score Mastery as measured by STAAR Math grades 3-5.

Performance Objective 1: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of the Guided Math Program for students who demonstrate deficiencies and / or who are identified At-Risk so that at least 85% of all students achieve a Meets level on the STAAR Math assessment.

Evaluation Data Sources: *Campbell Goals Form
*Curriculum Check Points
*MAP Assessments Grades 3-5
*Benchmark Testing
*2023 Math STAAR Assessment

Strategy 1 Details	Formative Reviews		

Strategy 1: All math teachers in grades 3-5 will implement anecdotal notes during Guided Math to make informed instructional decisions targeting specific areas for student remediation and growth to build problem solving skills.
    Strategy's Expected Result/Impact: Consistent implementation of problem solving strategies will result in growth on the MAP and STAAR Math assessments
    Staff Responsible for Monitoring: 3-5 math teachers, In- school Math Tutorial Teacher
	Formative		

	Nov	**Feb**	**June**
	30%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: By the end of the 2022-2023 school year, 85% of the students will score Meets and 60% of the students will score Mastery as measured by STAAR Math grades 3-5.

Performance Objective 2: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of our MTSS math interventions for students who demonstrate deficiencies and / or who are identified At-Risk or Special Ed so that at least 85% of all students achieve a Meets level on STAAR Math.

Evaluation Data Sources: *Campbell Goals Form
*Curriculum Check Points
*Summative Assessments
*MAP Assessment Grade 3-5
*Benchmark Testing
*STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Using the MAP, Benchmarks and Math Summative Assessments to identify Tier II and Tier III students, the math classroom teacher, math tutorial teacher will provide weekly targeted, explicit and systematic instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve math problem solving skills resulting in growth as documented on the MAP and STAAR Math Assessments **Staff Responsible for Monitoring:** Math Teachers Math In-school Tutorial Teacher **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-119-24-0-B30 - $2,640	30%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Opportunities will be provided for math teachers in grades 3-5 to collaborate during monthly vertical team meetings and PLCs to improve the teachers Tier I instruction in Number Talks developing numeracy.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Effective utilization of Number Talks resulting in growth on STAAR Math **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	30%		

Strategy 3 Details	Formative Reviews		
Strategy 3: IEP's will be monitored and updated every nine weeks in Success Ed.	Formative		
Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth. **Staff Responsible for Monitoring:** Special Education Team	Nov	Feb	June
	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Students in 4th and 5th grade who failed STAAR Math or of the students who did not take STAAR in the Spring of 2022 swill receive 30 hours of accelerated instruction as per HB 4545.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2022. **Staff Responsible for Monitoring:** Special Education Teacher	30%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: On the 2022-2023 5th grade Science STAAR test, students will achieve 72% at the Meets level, and 47% at the Mastery level.

Performance Objective 1: Science teachers will include hands-on STEM based activities in their lesson plans for science either in the lab or classroom to increase students' understanding of the Scientific Method and the application of academic vocabulary to achieve 72% Meets on the STAAR test.

High Priority

Evaluation Data Sources: *Campbell Goals Form
*Curriculum Check Points
*Summative Assessments
*MAP
*STAAR Science Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will use interactive science notebooks to utilize academic vocabulary and STEM data from hands-on activities.	**Formative**		
Strategy's Expected Result/Impact: Applied learning from hands-on activities will result in improved student scores on the MAP and Science STAAR Assessment	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 5th grade teachers will utilize Science Stem Scopes as an instructional tool two times per unit.	**Formative**		
Strategy's Expected Result/Impact: The interactive mode of learning will result in improved student scores on the MAP and Science STAAR Assessment.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach	30%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be provided the opportunity to attend spring tutorials to bridge understanding of hands-on concepts to paper based test items.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will demonstrate growth on the MAP assessment as well as growth from the district science benchmark to the Science STAAR Assessment. **Staff Responsible for Monitoring:** Instructional Coach	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: On the 2023 K-12 Insight School Climate Survey 75% of the parents that participate in the survey will indicate that they are aware of the Standard Response Protocol (SRP).

Performance Objective 1: The Campus Crisis Team will provide access to information to parents about our SRP to increase awareness of the SRP.

    Evaluation Data Sources: Campus Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: The Crisis Team will add a link to our campus SRP to the emails sent out with each safety drill to provide parents with additional information.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parents will be informed about the Standard Response Protocols implemented on our campus. **Staff Responsible for Monitoring:** Campus Crisis Team members **ESF Levers:** Lever 3: Positive School Culture	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: The Crisis Team will create Power Point slides about our SRP to present to parents at Parent Orientation on August 18, 2022.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased community awareness of SRP **Staff Responsible for Monitoring:** Campus Crisis Team members **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Campbell Elementary

Total SCE Funds: $6,303.00
Total FTEs Funded by SCE: 0.25
Brief Description of SCE Services and/or Programs

State Compensatory Funds will be utilized to support our reading in-school tutorial plan. The tutorial teacher will offer eight sessions in the fall and fifteen in the spring for the 2022-2023 school year.

Personnel for Campbell Elementary

Name	Position	FTE
Amy Shepard	Instructional Coach	0.25

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Joe Imrie	Assistant Principal
Administrator	Michelle Koerth	Principal
SBDM Standing Committee Member	Marilyn Stephens	Counselor
Classroom Teacher	Shelley Pickett	Classroom Teacher
Classroom Teacher	Claire Smith	Classroom Teacher
Classroom Teacher	Patty Martin	Classroom Teacher
Classroom Teacher	Antonia Perry	Classroom Teacher
Classroom Teacher	Jennifer McCord	Classroom Teacher
Classroom Teacher	Julie Downey	Classroom Teacher
Classroom Teacher	Debbie Holzhuter	Classroom Teacher
Classroom Teacher	Christine Bryan	Classroom Teacher
Business Representative	Heather Carroll	Business Member
Parent	Allison Ferguson	Parent Representative
Parent	Anne King	Parent Representative
District-level Professional	Cheryl Brimhall	ELAR District Coach
Parent	Ammie Blahuta	Parent
Parent	Alycia Boyce	Parent

Campus Funding Summary

<table>
<tr><th colspan="6">199 PIC 24 State Compensatory Ed (SCE) Accelerated</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>3</td><td>Instructional Coach</td><td>1990-11-6119-00-119-24-0-B30</td><td>$18,175.00</td></tr>
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