

Katy Independent School District
Shafer Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Shafer Elementary Mission Statement

- Kindness and loyalty are what we are about,
- Nobility and justice day in and day out.
- Integrity develops in our hearts,
- Growing family and the community is where it all starts.
- Honoring learning along the way,
- To respect one another each and every day.
- Shafer inspires all students to shine bright,
- with education and character reaching new heights!

Vision

Be the Legacy

Comprehensive Needs Assessment

Demographics

Demographics Summary

Shafer Elementary has a student enrollment of 1,205 for the 2018-2019 school year. Our demographics have not changed significantly over the past year, but we have grown slightly in enrollment since the school opened six years ago. Our enrollment has a diverse ethnic population. We have grades K - 5 at Shafer and also have two Life Skills classes. The average size class in grades K - 4 is 20 - 21 students per class, and in 5th grade we have approx 25 students per classroom. Our community values education and most families are college educated and have professional occupations. Our school is built on the Shafer Knightly Virtues which are our guiding principles for our character education program. We teach the knightly virtues of kindness, honor, integrity, loyalty, courage, and respect to our students and remind them that these are our guiding principles and that as Shafer Knights we need to demonstrate these everyday.

Enrollment Data:

Ethnic Diversity: White - 36.3%; Asian - 31%; Hispanic - 20.25%; African/American - 9.37%

School Program Data:

At-Risk - 37%; Economicall Disadvantaged - 8.9%; ESL - 20.89%; GT - 10.5%; Special Ed 8.1%

Demographics Strengths

Our Demographic Strengths

Our community is very diverse but highly educated and most community members are college educated and have professional jobs. Parents and community members value education for their children and are very respectful towards all educational staff. This carries over to our students who are respectful and kind to others. Our diversity allows us to have an international focus which helps our students understand the importance of respecting all nationalities differences and commonalities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recognize that we do have an Economic Disadvantaged population (8.9%) and an At-Risk population (37%) that needs attention and that their needs should be addressed. **Root Cause:** We sometimes forget that we have students on our campus that have needs that other students may not have. We need to identify strategies and structures that will help these students in both academic , social and home environment needs.

Problem Statement 2: Since we have a high diversity at Shafer many of our students are ESL students. These students need to have high quality ESL and grade level teachers that are committed to each students language aquisition. **Root Cause:** Most of these students come from highly successful families but we forget these young students struggle understanding our language and culture.

Student Academic Achievement

Student Academic Achievement Summary

- **During the 2017 - 2018 school year Shafer Elementary's STAAR scores were the following:**

3rd Grade STAAR Score

- Reading STAAR - 96 Approaches; 70% Meets; 53% Mastered; 4% Did Not Meet
- Math STAAR - 96% Approaches; 81% Meets; 56% Mastered; 4% Did Not Meet

3rd Grade Special Programs - The following programs all met the following percentages of the Approaches level.

- Reading - ESL - 95%; Economically Disadvantaged - 93%; Special Ed - 67%; At-Risk - 92%; GT - 100%
- Math - ESL - 96%; Economically Disadvantaged - 86%; Special Ed - 53%; AT-Risk - 92%; GT - 100%

Our 3rd grade students did very well in their passing rate.

We would like for our mastered scores in reading and math to increase to 60% for the next 2018-2019 STAAR test.

4th Grade STAAR Scores

- 4th Grade Reading STAAR - 93% Approaches; 78% Meets; 55% Mastered ; 7% Did Not Meet
- 4th Grade Math STAAR - 97% Approaches; 77% Meets; 51% Mastered; 3% Did Not Meet
- Writing STAAR - 91% Approaches; 69% Meets; 30% Mastered; 9% Did Not Meet
- **4th Grade Special Programs - The following programs all met the percentage of the Approaches level:**
- Reading - ESL - 86%; Economically Disadvantaged - 89%; Special Education -83%; GT 100%
- Math - ESL - 100%; Economically Disadvantaged - 94%; Special Education - 75%; At-Risk - 85%; GT - 100%
- Writing - ESL - 93%; Economically Disadvantaged - 83%; Special Education - 67%; AT-Risk - 63%; GT - 100%

Our 4th Grade students did well in the areas of reading, math and writing ; however, our goal for next year would be to increase our Mastered scores in both Reading and Math to to 65%. For Writing STAAR during the 2018-2019 school year we would like these scores to increase in the areas of Approaches to 95% and Mastered to 45%.

5th Grade STAAR Scores

- 5th Grade Reading STAAR - 93% Approaches; 78% Meets; 55% Mastered; 7% Did Not Meet
- 5th Grade Math STAAR - 100% Approaches; 92% Meets; 65% Mastered; 0% Did Not Meet
- 5th Grade Science STAAR - 93% Approaches; 66% Meets; 34% Mastered; 7% Did Not Meet

5th Grade Special Programs - The following programs all met the percentages at the Approaches level:

- Reading - ESL -75%; Economically Disadvantaged - 83%; Special Education - 42%; At-Risk - 74%; GT - 100%
- Math - ESL - 100%; Economically Disadvantaged - 100%; Special Education - 92%; AT-Risk - 98%; GT - 100%
- Science - ESL- 63%; Economically Disadvantaged - 83%; Special Education - 67%; At-Risk - 73%; GT - 100%

Our 5th Grade students did very well in the percentage of passing. Our goal for the 2018 -2019 year is to increase our mastered levels by 10% for reading, math and science . (Reading - 65%; Math - 75% and Science 44%)

Student Academic Achievement Strengths

We had many successful scores throughout the STAAR tests. The following strengths were noted:

Strengths in 3rd Grade:

- In 3rd Grade both Reading and Math scored Approaches at 96%.
- Students who met Mastered were over 50% in both math and reading (Math - 56%; Reading 53%)
- 96% of our ESL population met the Approached level in math.

Strengths in 4th Grade:

- In Math our 4th Grade students scored 97% Approaches and 51% met the Mastered Level.

Strengths in 5th Grade:

- In Math 100% of our 5th grade students scored at the Approaches level and 65% scored at the Mastered level.
- 90% of our 5th grade students made progress measures on their math test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our 4th Grade STAAR Math scores will continue to improve in the 2018 - 2019 school year in the Mastered level from 51% to 60%.

Root Cause: Although 97% of our students met the Approached level we believe with reviewing data and working with students in small group learning we will be able to extend their knowledge in targeted areas we will be able to achieve a higher percentage of students mastering these math concepts.

Problem Statement 2: Our 4th Grade Writing scores will continue to improve in the passing rate from 90% to 95% and the number of students mastering will increase from 30% to 40%. **Root Cause:** Our teachers were in the beginning phase of using writers workshop strategies. We know that during the 2018-2019 school year our teachers lessons will improve and be more targeted to allow students to have a clear picture of the writing process.

Problem Statement 3: Our 5th Grade Reading scores will continue to improve in the Approaches level from 95% to 98% and the number of students in the Mastered level will increase from 55% to 60%. **Root Cause:** Of the 10 students who did not reach the Approaches level, a significant number of these students were male, Special Ed, At-Risk and/or Economically Disadvantaged. Next year we hope to correlate our data on these students to their specific needs and address it aggressively through sustained intervention.

Problem Statement 4: Our 5th Grade Science scores will continue to improve in the Approaches level from 93% to 95% and in the Mastered level from 34% to 50%. **Root Cause:** We believe our science lessons were not at the depth needed to fully cover many of the Science TEKS. This year our Math Science IC and Lab Facilitator will work 5th grade math/science teachers to fully align the 5th Grade Science TEKS with indepth science lessons.

School Processes & Programs

School Processes & Programs Summary

- The curriculum used at Shafer Elementary is directly tied to the Texas Essential Knowledge and Skills.
- Instruction is developed to scaffold student learning based on where students currently are and building to the depth of the TEKS. Assessment is both formative and summative and on-going.
- We work diligently to recruit, support and retain excellent teachers.
- Our Lead Mentor has monthly "coffee talks" where new teachers can learn about Shafer expectations and answer questions or concerns to help our new staff.
- We have a very positive and "can do" family culture among our staff.
- Teachers regularly collaborate with their grade level content teams and Instructional Coaches to discuss best practices, strategies and to make sure they are aligned. We want to ensure that all students are receiving the highest level of instruction.
- Katy ISD curriculum is aligned with state and national standards and is known to be rigorous and prepare students for their next grade level instruction.
- We provide time for the staff to meet informally and develop personal relationships with other staff members.
- We try to meet regularly for faculty meetings to celebrate great things going on at the campus and to learn new ways to teach and help students.

School Processes & Programs Strengths

The following are School Processes and Program Strengths

- High teacher recruitment and retention
- Positive family culture among staff
- Teams meet regularly with their content teammates to develop lesson plans, assessments and to collaborate on classroom instructional strategies that are successful.
- Each grade level also has their Extended Learning Time which is used to address students learning gaps with targeted intervention.
- Each team meets for Professional Development Rotations which allows for teams to learn and collaborate together.
- FPSE is a school that values collaborative practices, both with various partners in education and within our school community and grade level teams.
- Shafer Elementary has worked to build their technology products and use over the last few years. Our goal in the future is to have one to one technology devices.
- All classrooms are set up with a Smart board, document camera and desktop computer.
- 6 iPads are currently available for every class
- Technology is available for student use at home for over 90% of our students.
- KISD has set-up wi-fi and safe usage criteria for technology use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We believe that our Extended Learning Time in both math and reading needs to be more structured and clearly outlined to target specific instructional structures so that students needs in TEKS are achieved. **Root Cause:** Teachers will occasionally use ELT class as time to "catch up" on missed work or do not have a specific structure to pull effective ELT groups.

Perceptions

Perceptions Summary

The FPSE administration and faculty have worked to create an environment where our community and parents feel mutually supported by each other. Our goal is to provide a school that is involved with the community and meets their needs.

Although our students have usually had very successful student learning outcomes, we are now understanding that all students can achieve growth and show progress with a targeted instructional program.

Our PTA is a large part of our community and wholeheartedly believes in supporting and creating opportunities for students and staff members to grow academically and professionally.

FPSE is continually looking for ways to strengthen our campus with a safe and orderly working and learning environment.

Perceptions Strengths

We believe in involving our parents in every aspect of their child's education. This coincides with the philosophy that we partnership with every parent in their child's education and emotional help.

The following activities/procedures were conducted during the 2016-2017 school year and found to be successful.

1. Meet the Teacher Night was provided for our community and parents. The PTA set up FPSE Spirit Wear sales and welcomed our new comers in joining the strong Shafer community and introduced volunteer opportunities. The Scouts, as well as other community members passed out information. Teachers and staff welcomed our families and students and began building positive relationships.
2. Kindergarten Orientation was offered in the Spring and Fall for incoming kindergarten students in hopes that this would provide an easy transition from home to school.
3. Parent Curriculum Orientations were provided to discuss grade level expectations and curriculum.
4. Campus Advisory Team Meetings (CAT) were scheduled to share with our community our strengths and weaknesses and get their input.
5. Many activities occurred during the year to involve our community: Watchdog Dad activities, Specials Team programs/presentations, Veteran's program, annual FPSE Book Character Parade, Parent Round Table meetings, and author visits to address both primary and intermediate grade levels. Also during the year we teamed up with the PTA to assist with annual events such as the carnival and multi-cultural night, as well as other events. Our PTA also hosted

WOW (Workers on Wednesdays) days to assist with cutting, laminating, copying, etc.

6. Character education and grade level character virtues as well as providing Love and Logic training for parents.
7. Continue to complete all emergency drills and implement our campus emergency plans.
8. Continue working on implementing Community Circles in the classrooms to build relationships within the classrooms
9. Raptor system and monitoring school access by our front office staff
10. Targeted guidance lessons towards specific areas of need. Administration and staff understand the importance of having a positive attitude towards students and colleagues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our community has always viewed Shafer as having a very successful instructional program; however, student growth was never measured. Our goal is to have our students show growth in reading and math as measured by progress measures on the STAAR test. **Root Cause:** Believing that successful grades and passing scores are good enough.

Problem Statement 2: Due to media attention many of our parents believe that bullying occurs regularly in schools. They are not aware of the many programs we have to aggressively address all avenues of bullying. **Root Cause:** Much of this is due to TV and social media attention. Most families are not aware of the many programs we use daily to teach the importance of being kind and accepting of all students from all walks of life.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: July 24, 2017


Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Teachers in reading and math will review and track each students instructional data to determine areas of need. Teachers will use this data to create small instructional groups that will target individual students needs /growth. These small groups will be implemented during regular instruction and during Extended Learning Time (ELT).


Evaluation Data Source(s) 1: Administrators will attend planning sessions when data is reviewed .
Administrators will monitor twice a week small group instruction within the regular instructional day and in ELT groups.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Extended Learning Time will be structured to allow teachers to target specific needs (TEKS) of students. Students will be grouped according to remediation or extensions of TEKS as needed. Then placed in small groups that allow time to reteaching. Small groups will be monitored a minimum of three times a week.	2.4, 2.5, 2.6	Administrators and ICd's	Students formative data will reflect knowledge of remediation TEKS. Students scores will reflect growth in progress points on STAAR.				
2) Teachers will review data periodically to determine groups that need to be made/rearranged so that students gaps can continually be addressed. Once a student is successful in learning that TEKS they can be moved to another group to continue the process.		Classroom Teacher Administrators Math IC	Students scores in formative data information and through STAAR will demonstrate student's mastery of TEKS. Students scores will reflect growth in progress points on STAAR.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Shafer Elementary reading teachers in Grades K - 5 will attend a conferring workshop with Barb Golub. Attending this conference will increase our teachers skills in conferencing with students to encourage higher levels of thinking.

Evaluation Data Source(s) 2: All reading teachers will attend the training on November 9th. Teachers will implement strategies learned during the conferring workshop.

Summative Evaluation 2:



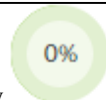

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) All reading teachers in grades K - 5 will work with Barb Golub to learn new techniques on how to confer with students on their reading and writing.		Monitoring will be done by Language Arts IC and Admin.	Teachers will be able to impact students learning by how to confer with students to deepen their knowledge in reading and writing skills.				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Students in 4th and 5th Grade will demonstrate yearly growth represented by a high percentage of students receiving progress measures in grades 4 and 5 on their 2018-2019 STAAR results.

Evaluation Data Source(s) 3: Students STAAR Progress Measures for the 2018-2019 STAAR scores.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Extended Learning Time will be structured to allow teachers to target specific needs (TEKS) of students . Students will be grouped according to whether they need remediation or need extensions of TEKS. Students will be placed in small groups that allow time to reteach and enrich. Small groups will be monitored a minimum of twice a week by administration.		Administrators and IC's will monitor ELT groups	Students formative data will reflect improvement on knowledge of targeted TEKS. Students scores will reflect growth of knowledge in math and reading as measured by growth measures.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: All Math/Science teacher will attend a training on "Interactive Word Walls" taught by Julie Jackson. This strategy will help teachers develop a more interaction and pictorial way to present both math and science concepts.

Evaluation Data Source(s) 4: Attendance by teachers on "Interactive Word Walls"


Summative Evaluation 4:

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Continue to implement and refine Shafer's PBIS strategies across the campus so students and staff have a common language and expectations in the classroom, hallway, restroom, cafeteria and dismissal. Teachers and admin will reward students with Silver Dollars. These Silver Dollars will be used as incentives for good behavior. Students will be able to trade their silver dollars for rewards and incentives. This will reduce the number of office referrals and behavior charts used to support students.

Evaluation Data Source(s) 1: Reduction in the use of behavior charts and office referrals for students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Last year we started using PBIS by developing school wide expectations. This year we would like to refine our incentives and rewards for students that followed classroom and school expectations. Silver Dollars will be created and handed out to classroom teachers to use. Silver Dollars will be of varying values. These Silver Dollars will be used to exchange for tangible and intangible rewards Ex, Lunch with the Principals, bring your favorite stuffed animal to class etc.		Classroom Teachers Assistant Principals	Better classroom behavior. Students will receive incentive and rewards for following classroom expectations.				
Funding Sources: 199 - General Fund - 50.00							
							

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Last year we implemented a new severe weather plan which allowed a more structured dismissal to ensure all students safety during inclement weather. This year we will review and adjust a few dismissal procedures to improve and ensure that all students get home safely and quickly during severe weather dismissal.

Evaluation Data Source(s) 2: A reduction in the phone calls during severe weather. We will also get teacher feedback on the success of the new severe weather plan.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Our safety manager will meet with teachers and the safety team to address needs in refinement of our safety plan.		Jennifer Liu - AP	Updated safety plan that addresses parent and teacher concerns.				


Goal 3: Shafer Elementary will educate our community and students on the importance of technology safety.

Performance Objective 1: Shafer Elementary and our Shafer PTA will sponsor an educational program to students and parents on ways to ensuring technology safety at home and at school.


Evaluation Data Source(s) 1: Katie Greer will provide two student programs K-2 and 3-5 during the school day on January 15th addressing technology safety. That evening she will provide a parent program that will helps parents understand the importance of technology safety.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Parents will attend the evening program where Katie Greer will give ideas and tips on how to help their child maintain internet safety		Administrators, PTA and parents	Parents will be able to structure and monitor a safer technology setting in their own home.				
2) Students in grades 3 - 5 will attend a program where Katie Greer will talk to students about the importance of internet safety. Students will be able to implement these strategies during the school day and at hom.		Teachers, parents and students	Students will gain a more thorough understanding of internet safety.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Shafer Elementary will allocate resources that maximize students learning. We will use allocated technology funds, to achieve this objective.

Evaluation Data Source(s) 1: We will purchase 60 Ipad devices this school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Principal funds, technology funds will be used to purchase 60 I Pads		Principal and Librarian	Students will have more access to technology in their everyday use.				
Funding Sources: 199 - General Fund - 8000.00, 199 - General Fund PTA Donation - 2000.00							

Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Shafer Elementary will schedule "Lunch and Learn" programs for parents to attend during the school lunch hours several times a year. Parents will be able to gain a better understanding of programs, curriculum and structures available at Shafer Elementary.

Evaluation Data Source(s) 1: A minimum of four "Lunch and Learn's" will be held during the 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) A minimum of 4 "Lunch and Learn's" will be held this year for our parents and community members. Topics might include: Understanding Special Ed programs, Roles of Our School Counselor, Dealing with Dyslexia, and other topics of interest.		Principal	Give our parents and community more information on topics of interest. Develop positive and trusting relationships with our community.				

Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Shafer Elementary will maximize community engagement to best benefits students achievement.

Evaluation Data Source(s) 2: School and PTA programs attendance during the 2018 - 2019 school year.

Summative Evaluation 2:

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Students will be made aware of the dangers of bullying, how they can recognize when bullying is occurring, how to help others that are bullied and where to turn to help when they feel that they are being bullied.

Evaluation Data Source(s) 1: Review of bullying lessons; group discussions and through counseling and discipline data.

Summative Evaluation 1:

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Shafer Elementary will exhibit behavior and attributes that contribute to an engaging and caring learning environment.

Evaluation Data Source(s) 2: Reduction of behavior incidents, improved social interactions between students.

Summative Evaluation 2:

State Compensatory

Personnel for Shafer Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Dowdy	Teacher	Academic Support	1
Keri Henry	Teacher	Academic Support	1
Lynette Spencer	Classroom paraprofessional	Special Ed	1
Rachel Elsner	Paraprofessional	Special Ed	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Melissa Salyer (Steger)	Principal
Administrator	Kathleen Walker	Assistant Principal
Administrator	Jennifer Liu	Assistant principal
Non-classroom Professional	Marcy Rose-Moehnke	ELA/Social Studies IC
Non-classroom Professional	Jaelyn O'Connell	Math/Science IC
Non-classroom Professional	Melissa Bartee	Counselor

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Printing of Silver Dollars		\$50.00
4	1	1	funds to purchase I Pads		\$8,000.00
Sub-Total					\$8,050.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	funds to purchase I Pads		\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$10,050.00