White Settlement Independent School District

Blue Haze Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Value Statement

We believe:

• Students are our top priority.

• Every student has value and purpose.

• Our students deserve a passionate teacher in every classroom every day.

• A safe, secure and enriched environment enhances learning.

• Learning is a shared responsibility that requires active involvement by students, staff, families and the community.

• Continuous professional growth is essential for student success.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:
(1) the date(s) that the CNA was reviewed and revised for the current school year,
(2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
(3) areas examined, and
(4) list of multiple data sources analyzed.

Demographics

Summary

Situated in a suburban neighborhood combined with new housing developments and several apartment complexes, Blue Haze Elementary serves approximately 560 students who reside in the city of Fort Worth, West of Loop 820.

The demographic make-up of Blue Haze is: White - 51%, Hispanic - 30%, African American 9%, Two or More Races - 7%, Asian Pacific Islander 2%, American Indian 1%. At Blue Haze, 15% of our students are being served by Special Education programs including push-in support, speech therapy, and a Behavior Intervention Class. Approximately 9% of our students are English Language Learners and receive content-based support. Our Economically Disadvantaged population is 63%. Our overall attendance average is 93%.

Strengths

Blue Haze Elementary continues to grow and become more diverse, and works hard to involve all of our great families. Students have the opportunity to learn to work closely with people who are different from them. We work hard to develop programs that allow us to differentiate and meet the needs of all students on campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Changing student populations have seen an increase in students with Social-Emotional, Academic, and Behavior Needs.	There is a lack of frequent and clear communication of expectations as students and families join the campus community

★ = Priority

Student Learning

Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, scope, module, unit assessments, CBAs selected textbook publisher assessments, and TELPAS. In addition, special education students are evaluated using a variety of assessment instruments based on individual needs (IEP). Blue Haze Elementary current rating is a D.

Strengths

Blue Haze had a few areas of improvement over our 2026 scores. Most of the growth occurred in the 5th grade area of Math, RLA, and Science. Tier 1 instruction coordinated with BEAR BLOCK helped contribute to these increases in 5th grade. We also realized cohort improvements.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a significant gap in where "all" students are achieving and where some sub-population (White, Special Ed, African American, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.	There is a lack of consistency in the implementation of behavior management and curriculum implementation with development when I arrived in November of 2026.
2 ★	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.
3 ★	The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.	There is a lack of explicit supports for students that are achieving higher.

★ = Priority

School Processes & Programs

Summary

BHE teachers have received an increased amount of professional development throughout the last year, particularly in engagement strategies, classroom management, and Tier 1 Instruction. Several teachers have dramatically increased student engagement as a result of the PD, and we have also implemented daily Morning Meetings to support social-emotional learning.

Blue Haze is a large school, but works hard to build community amongst students and teachers through support of each other and taking care of one another. Staff meetings, luncheons, and working together to earn Bear Bucks helps to build a positive campus culture. An emphasis on Growth has changed the conversation with both students and teachers as we all work to become better than we were yesterday. Most staff and parents feel that Blue Haze is a safe, engaging learning environment.

Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

WSISD provides lots of opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, and other professional development opportunities allow us to develop our young teachers.

BHE is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Grade level PLC's are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom, during small group sessions and in tutorials. MTSS Meetings are attended by grade level and administration each nine weeks to discuss needed interventions for students. Tutors will be hired to assist with the small group instruction on a daily basis.

BHE has created an instructional schedule that allows for better utilization of personnel. It also has a built in Intervention time that is dedicated to grouping our students based on their current needs so the instruction can be intentional and specific. Before and after school tutorials are provided each week by grade level teacher, and students that need extra intervention are invited to stay for the added instructional time. Campus and Grade Level PLC meetings occur weekly to discuss student needs and progress. This information is the driving force behind our daily instructional practices.

Blue Haze Elementary has a strong parental support system. We have a strong volunteer program. The volunteers assist in the classroom, copy needed materials, and make instructional materials. Creating awareness about the variety of programs and opportunities available at BHE and at the district level allows parents and families to be involved in student learning and success. We host evening events throughout the school year including Family Reading Night and Open House. The PTA is an integral part of our school and provides services, activities and monetary funds for the campus.

Strengths

There are several initiatives that are strengths of Blue Haze processes and programs:

- Teacher/Employee of the Month Program to recognize Staff excellence
- Teachers communicate daily with parents via take-home folders/behavior calendars.
- Teachers meet once weekly during conference for grade level PLCs.
- Teachers meet at least once weekly during conference for Team Lesson Collaboration.
- Teachers recognize students who demonstrate GRIT or exceptional positive behavior by rewarding them with "points" through the PBIS Rewards App.
- Administration sends out weekly newsletter to staff each week
- House Parties, Bear Cave Time are awarded to individuals and groups of students

- District Instructional Walks are scheduled to monitor classroom instruction and provide feedback
- Grade levels send out electronic weekly newsletters to parents.
- A renewed emphasis on common behavior expectations allows for consistency. Student behaviors are documented through the PBIS Rewards App.

Blue Haze has a strong PTA that organizes volunteers that help make "magic" happen at BHE. PTA also sponsors several events that help Blue Haze staff promote family involvement in their child's learning.

Perceptions

Summary

The Blue Haze staff is committed to loving kids, being passionate about learning, and to taking care of one another. We believe taking care of each other extends to our students, their families, and the community. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

Students at Blue Haze focus on having GRIT. GRIT stands for Gumption, Resilience, Integrity, and Tenacity.

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved.

Strengths

We are becoming more collaborative and feeling safe in regards to transparency in teaching, strategies, sharing data, inviting visitors into classrooms. We are focusing on being sucessful and productive teams and not just existing as groups.

We placed a new emphasis on Community Partnerships and have started a program called Blue Haze HEROs. This year 4 local businesses donated $4,000 to our school which allowed us to purchase Dismissal Tags and House Shirts for all of our students.

We are sharing our successes with parents and community on social media, increasing our transparency.

Teachers send home weekly newsletters and strategies.

Administration emails home weekly to make families aware of upcoming events and address any issues.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.	There is a lack of simplified check ins with the parents to address what parents and students need outside of school.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.	There is a lack of simplified check ins with the parents to address what parents and students need outside of school.
2 ★	There is a significant gap in where "all" students are achieving and where some sub-population (White, Special Ed, African American, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.	There is a lack of consistency in the implementation of behavior management and curriculum implementation with development when I arrived in November of 2026.
3 ★	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.
4 ★	The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.	There is a lack of explicit supports for students that are achieving higher.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Dyslexia data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation

- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1 ☑ High Priority

Teachers will utilize strategies and techniques acquired through research based trainings during classroom instruction. The strategies will be documented in lesson plans and discussed during PLC Meetings weekly. Fidelity will be monitored through lesson plan review, school and district walk-throughs, assessment data, and leadership team members participation at PLC Meetings.

Evaluation Data Source: TTESS, walkthroughs, Assessment scores, student progress data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Additional Targeted Support Strategy

Review PLC Agendas and check for lesson internalization weekly

Strategy's Expected Result/Impact: PLC Agendas will reflect strategies and techniques learned through research-based trainings. Lesson internalization and presentation will include strategies we've discussed during PLC Meetings

Staff Responsible for Monitoring: Classroom teachers
Campus administrators

Problem Statements: Student Learning 2

Funding Sources: General fund WSISD General Fund,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Continue/Modify

October	December	February	April

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Performance Objective 2 ☑ High Priority

Improve "Closing the Gaps" performance for all students, but especially in each sub-population (African American, Hispanic, Economically Disadvantaged Two or More Races and White students. We will improve our "Closing the Gaps" percentage for each sub-population by 4% in each applicable group.

Evaluation Data Source: Benchmarks, CBAs, STAAR Scores, DRA

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Targeted instruction through Bear Block Grouping and specific progress measuring for sub populations.

Strategy's Expected Result/Impact: Student's will perform better on STAAR and achieve growth measure specifically targeting areas of "Meets" and "Masters".

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Continue/Modify

October	December	February	April

Strategy 2 ☑ Additional Targeted Support Strategy

Utilize resources to help students catch up and fill in gaps. Students will use these resources throughout the year to improve their comprehension of skills and provide additional practice for certain skills.

Strategy's Expected Result/Impact: Student's will perform better on STAAR and achieve growth measure, specifically in the areas of "meets" and "masters".

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 2

Funding Sources: WSISD General Fund,

Formative Reviews

			Continue/Modify
October	**December**	**February**	**April**

Strategy 3 — Targeted Support Strategy

Teachers will utilize guided reading groups daily during literacy block to target and monitor reading instruction in all ELA classrooms with a focus on moving kids from one level to another. This will be measured through Campus and District Instructional Walk-throughs.

Strategy's Expected Result/Impact: iReady scores will reflect one year's growth for every student in reading for 1st - 2nd grade and students in 3rd - 5th grade will score in the "meets" and "masters" range on STAAR.

Staff Responsible for Monitoring: Classroom Teachers
Administrators
Interventionists

Problem Statements: Student Learning 2 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

			Continue/Modify
October	**December**	**February**	**April**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a significant gap in where "all" students are achieving and where some sub-population (White, Special Ed, African American, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.	There is a lack of consistency in the implementation of behavior management and curriculum implementation with development when I arrived in November of 2026.

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.
3	The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.	There is a lack of explicit supports for students that are achieving higher.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.	There is a lack of simplified check ins with the parents to address what parents and students need outside of school.

Performance Objective 3

100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading & Math by 4%.

Evaluation Data Source: Benchmarks, CBAs, STAAR Scores, DRA

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Student goal-setting and performance tracking. Students will be invested in their own growth by tracking their performance and setting goals before assessments.

Strategy's Expected Result/Impact: We will see at least a 4% increase across all student groups in Reading and Math

Staff Responsible for Monitoring: Teachers, Administrators

Problem Statements: Student Learning 2

Formative Reviews

Continue/Modify

October	December	February	April

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Goal 2

Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 1

High Priority

Implement campus activities that encourage parent involvement and improve Literacy skills amongst our students. We will see a 15% increase of parents who attend our literacy event in the Spring.

Evaluation Data Source: Attendance sign in sheets

Parent surveys

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Host campus events and provide information to inform and involve parents
*Meet the Teacher Night
*Late Night at the Book Fair & Title 1 Meeting
*Math Night
*Family Reading Night
*PTA meetings
*Parent Conferences
*Grade Level Performances
* Lunch Visitors

Strategy's Expected Result/Impact: Authentic family engagement will increase.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 2

Funding Sources: Title I Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Continue/Modify

October	December	February	April

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Performance Objective 2

Build and sustain a safe and healthy learning environment for students and staff. We will maintain a 95% agree/strongly agree Spring Survey result for questions related to a safe and healthy learning environment.

Evaluation Data Source: Record of students who receive Kid with Grit awards and decrease in discipline referrals, Staff Survey

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Daily Announcements, Student Awards, Believe Awards for Teachers, Campus Walks, Character Cave Lessons, Improve PBIS across the campus - utilize the PBIS Rewards App.

Strategy's Expected Result/Impact: Increase number of students who are recognized for Positive Behavior, Improved Discipline Data, Positive Staff and Parent Surveys

Staff Responsible for Monitoring: Teachers
Counselor
Administrators

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

October	December	February	April

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Goal 3

Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1 ✅ High Priority

Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.

Evaluation Data Source: Record of students with perfect attendance and decrease in student tardies

Strategy 1

Display signs, posts on social media, send parent letters and send ParentSquare messages that communicate the importance of being at school on time every day

Strategy's Expected Result/Impact: *PEIMS data regarding number of absences and tardies
*Number of students with perfect attendance

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 2

Funding Sources: WSISD General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Goal 4

Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1

High Priority

Teachers will participate in research-based training both within and outside district and apply learning to classroom instruction. Teachers will document at least 2 trainings they have attended during the school year into their T-TESS goal-setting self-reflection.

Evaluation Data Source: TTESS, Walk-throughs observations, Instructional Rounds, Student data/progress, Alignment Walks

Strategy 1

Teachers will participate in Grade Level PLC meetings every week to review student data, alignment and best practices and participate in other research-based trainings.

Strategy's Expected Result/Impact: *Assessment results that show mastery of concepts
*Proficient or exemplary walk through documentation

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Goal 5 The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1 ☑ High Priority

100% of BHE teachers are highly qualified and ESL certified.

Evaluation Data Source: Teacher certifications

Strategy 1

Utilize the Hiring system to identify qualified applicants.

Strategy's Expected Result/Impact: 100% of BHE teachers are highly qualified and ESL certified.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 2

Funding Sources: WSISD General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Performance Objective 2

Maintain a positive working climate and recognize staff members for achievement. Two staff members will be recognized every Month by Administration and three staff members will be recognized every month by their peers.

Evaluation Data Source: Staff survey

Strategy 1

Provide incentives, encouraging notes and public recognition for achievements to maintain a positive working environment.

Strategy's Expected Result/Impact: Positive notes
Staff survey

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 2

Funding Sources: WSISD General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.	There is a lack of repetition, reinforcement, and opportunity to build comprehension.

State Compensatory Education

State Compensatory

Budget for Blue Haze Elementary

Total SCE Funds: $517,258.00

Total FTEs Funded by SCE: 9.11

Brief Description of SCE Services and/or Programs

Personnel for Blue Haze Elementary

Name	Position	FTE
Alexandra Wiegman	Teacher	0.13
Alyssa Clark	Teacher	0.13
Amber Winkelman	Teacher	0.13
Ashlee Hamilton	Teacher	0.6
Aundria Hinton	Teacher	0.13
Bethany Bailey	Teacher	0.13
Billye Davis	Teacher	0.13
Carolyn Smith	Teacher	0.13
Denise Frankis	Teacher	0.13
Diana Cruz	Teacher	0.13
Emily Rainey	Teacher	0.13
Emily Williams	Teacher	0.13
Jacqueline Denny	Teacher	0.13
Jenifer Crawford	Teacher	0.13
Jennifer Partain	Teacher	0.13
Jennifer Veale	Teacher	0.13
Kaitlyn Ridgley	Teacher	0.13
Katrina Leonard	Teacher	0.13
Kelley Sanders	Teacher	0.13
Kelli Alexander	Teaching Assistant	1

Kurstin Draper	Teacher	0.13
Landry Rogers	Teacher	0.13
Lindsey Vinson	Teacher	0.13
Lorena Rosales	Teaching Assistant	1
Marisela Perez	Teacher	0.13
Melissa Tynes	Teacher	0.13
Nicole Pelton	Teaching Assistant	1
Rachel Melton	Teacher	0.13
Rosio Ramirez	Teaching Assistant	1
Shane Cutshall	Teacher	0.13
Shannon Lofton	Teacher	0.13
Vanessa Lester	Teacher	0.13
Yessenia Sanchez	Teaching Assistant	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Christi Eldredge	Instructional Coach	Title I	1

Committees

Committees

Campus Leadership Team

Members

First Name	Last Name	Position	Committee Role
John	Hebert	Principal	Administrator
Grubbs	Michelle	Assistant Principal	Assistant Principal
Lauren	Ball	Assistant Principal	Assistant Principal
Amber	Winkelman	Teacher	Teacher
Marisela	Perez	Teacher	Teacher
Amanda	Bryan	Librarian	Paraprofessional
Marissa	Perez	Art	Paraprofessional
Rebecca	Buchanan	Instructional Coach	Instructional Support
Heather	Szymanski	Counselor	Instructional Support
Regina	Munk	Parent	Parent
Shannon	Oglesby	Parent	Parent
Ehleshea	Anderson	Community Member	Community Member
Ricky	Anderson	Community Member	Community Member
Doug	Proctor	Business Member	Business Member

Funding Summary

Funding Summary

WSISD General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General fund	--	$0.00
1	2	2		--	$0.00
3	1	1		--	$0.00
5	1	1		--	$0.00
5	2	1		--	$0.00
				Sub-Total	$0.00

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$0.00
				Sub-Total	$0.00