HARLETON EL

Campus Improvement Plan
2026/2027

It's a great day to be a WILDCAT!

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Harleton ISD

Superintendent

Jay Ratcliff

Board of Trustees

Jacob Muehlstein

Chance Ebarb

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Brian Fitzgerald

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HARLETON EL

Mission

High levels of learning everday, in every classroom, for every Wildcat.

Vision

HES is a family of learners.

Nondiscrimination Notice
HARLETON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Harleton EL Site Based Decision Making Committee

Name	Position
Newman, Wendy	Community Member
Hearron, Shannon	District Nurse
Davis, Samantha	Paraprofessional
Walker, Meagan	Principal
Lowry, Rena	Assistant Principal
Miller, Kaitlyn	Parent
Evers, Craig	School Staff
Coleman, Cheyenne	Parent
Scott, Katelyn	Parent
Allen, Chelsea	Teacher
Goyne, Shelby	Teacher
Stepherson, Betty	Community Member
Petkus, Shana	Paraprofessional
Sims, Amanda	SPED rep
Jones, Marla	Business Representative
Wilson, Brandy	Business Representative
Eberhart, Misty	Head Start/Early Childhood rep
Wright, Lisa	GT rep
Rodriguez, Julissa	ESL/Bilingual Rep
Beck, DJ	Coach

HARLETON EL

Goal 1. (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.

Objective 1. Harleton Elementary will utilize continuous data-monitoring cycles to identify student learning gaps and deliver timely, evidence-based interventions within a Multi-Tiered System of Supports (MTSS) framework to maximize academic growth and close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate and analyze teacher and student survey data as part of the Comprehensive Needs Assessment (CNA) to identify root causes and establish targeted campus improvement objectives. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,3.1,3.4)	Campus Site-based Teams, Principal(s)	Spring		Criteria: Survey Records & Data Reports, CNA Documentation & Meeting Artifacts, Updated Campus Improvement Plan (CIP), Formative/Summative Review Criteria
2. Systematically analyze multi-tiered student performance data—including BOY, MOY, and EOY diagnostics (mCLASS, iReady), DMAC, STAAR, benchmarks, Special Education, RTI, and fluency reports—to evaluate instructional efficacy and continuously revise the Campus Improvement Plan (CIP) to meet evolving campus needs. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.3,5.4)	Core Subject Teachers, Principal(s)	BOY, MOY, & EOY	(S)Instructional Materials Allotment (IMA)	Criteria: SBDM & Data Meeting Records, Diagnostic & Benchmark Data Reports, Intervention & Special Program Documentation, Formative & Summative CIP Reviews
3. Continuously evaluate and align instructional materials, textbooks, and supplemental programs to ensure full TEKS coverage, fidelity to district curriculum pacing (SWAG), and the integration of higher-level thinking strategies across all core subject areas. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1)	Campus Site-based Teams, Core Subject Teachers, Principal(s)	school year	(S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: Meeting Agendas & Minutes, Lesson Plans & Curriculum Maps, Classroom Observations & Walkthroughs, Assessment & Achievement Data
4. Grade-level teams will analyze weekly performance data to realign Tier II small-group intervention rosters and deliver differentiated enrichment opportunities for Tier I learners. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.3,5.4)	Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)	school year		Criteria: Weekly Team Meeting Summaries & Agendas, RTI & Intervention Logs, Tier I Enrichment Records, Formative Progress Monitoring Data
5. Maintain a comprehensive K–5 English as a Second Language (ESL) program that	Core Subject Teachers, Principal(s)	school year	(F)Title III Bilingual / ESL	Criteria: Staff Certification Records, Instructional Logs &

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
emphasizes front-loaded vocabulary acquisition and targeted writing instruction, supported by a bilingual assistant and translation technology. Ensure all reading teachers serving Emergent Bilingual students maintain active ESL certification to maximize language proficiency and academic growth. (Title I SW Elements: 2.5,2.6) (Target Group: ESL) (Strategic Priorities: 1,2) (ESF: 2.1,5.1,5.4)				Schedules, Language Proficiency & Diagnostic Progress Reports, Technology Equipment Logs
6. Educators will continuously track performance metrics for economically disadvantaged learners, implementing timely instructional interventions and progress monitoring to accelerate growth and close achievement gaps. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: ECD) (Strategic Priorities: 2,4) (ESF: 1.2,5.3,5.4)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	school year		Criteria: Subpopulation Growth & Performance Data, RTI & MTSS Progress Monitoring Logs, Student Growth Documentation, Data Meeting Minutes
7. Provide specialized reading intervention and dyslexia services using certified educators and evidence-based programs. Ensure the dyslexia instructor maintains active certification in the Reading By Design program and that all interventionists hold valid Texas teaching credentials to maximize literacy outcomes for struggling readers. (A portion interventionist salaries are providing through Title I funds). (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,ECD,AtRisk,Dys) (Strategic Priorities: 1,2,4) (ESF: 2.1,4.1,5.1,5.4)	Classroom Teachers, Core Subject Teachers, Dyslexia specialist, Principal(s)	school year	(F)Title I	Criteria: Staff Certification & Credential Records, Dyslexia & Intervention Rosters and Schedules, Specialized Progress Monitoring Data, Summative Literacy Outcomes
8. Expand rigors and academic extension across all grade levels by embedding depth and complexity into Tier I classroom activities and providing targeted GT services, fostering advanced problem-solving, creativity, and	Classroom Teachers, Core Subject Teachers, Director of Student Services, Principal(s), Teacher(s)	school year	(S)GT Funds	Criteria: GT Roster & Service Documentation, Lesson Plans & SWAG Alignment, Classroom Observations & Walkthrough Logs, Student Work Samples &

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
critical thinking skills. (Title I SW Elements: 2.4,2.5) (Target Group: All,GT,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 3.1,4.1,5.1)				Projects, Performance & Growth Metrics
9. Systematically evaluate student progress every six weeks through collaborative data sessions with administrators, instructional staff, and interventionists, utilizing interim assessment metrics to refine Tier I, II, and III instruction and close achievement gaps. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,5.3,5.4)	Assistant Principal(s), Campus Office Staff, Classroom Teachers, Principal	Each 6 weeks		Criteria: Six-Week Data Meeting Agendas & Minutes, DMAC & Interim Data Reports, Student Growth & Assessment Metrics

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Objective 2. Harleton Elementary will support educators in using evidence-based assessment strategies and data analysis to accurately identify and address student learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Leverage Title I fund consolidation (Titles II-A, II-D, V) to deliver accelerated curriculum strategies, extend instructional learning time, and provide structured intervention—including StarLab, WIN Lab, and daily 50-minute tutorials—for at-risk and low-achieving students. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.4)	Principal(s)	Each six weeks	(F)Title I	Criteria: Federal Funding Consolidation Records, Master Schedule & Daily Tutorial Rosters, Lab Usage & Curriculum Logs, Tutorial Progress Monitoring Data, Summative Academic Performance Metrics
2. Monitor campus attendance trends and execute responsive intervention strategies—including parent phone calls, attendance conferences, and student incentive programs—to minimize tardiness and increase overall daily attendance. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.4)	Campus Office Staff, Director of Student Services, Principal(s)	Weekly		Criteria: Attendance & Tardy Reports, Parent Communication & Conference Logs
3. Interventionists will continuously evaluate student assessment data and work products to tailor intervention strategies, correct specific skill deficiencies, and communicate progress and instructional adjustments to classroom teachers. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,ECD,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 1.1,5.1,5.3,5.4)	Asst. Principal of Student Services, Classroom Teachers, Dyslexia specialist, Principal(s)	school year		Criteria: Intervention Progress Monitoring Logs, Student Artifacts & Observational Records, Interventionist-Teacher Communication Records
4. Implement HB 1416-compliant accelerated tutorials via StarLab and WIN Lab, leveraging i-Ready diagnostic assessments (BOY, MOY, EOY) to provide data-driven intervention for eligible students. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk,4th,5th) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.3,5.4)	Classroom Teachers, Principal(s)	school year	(S)Instructional Materials Allotment (IMA)	Criteria: HB 1416 Compliance Roster & Hour Tracking Logs, i-Ready Diagnostic & Growth Reports, i-Ready Usage & Mastery Analytics, StarLab & WIN Lab Attendance & Schedule Records, Accelerated Instruction Plans (AIP) & Progress Reviews

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide certified teacher-led reading remediation and Project Read instruction targeting specific phonics and phonemic awareness gaps to accelerate early literacy development. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 1,2,4) (ESF: 2.1,4.1,5.1,5.4)	Principal(s), Teacher(s)	All year		Criteria: Teacher Certification & Staffing Records, Diagnostic & Progress Monitoring Data, Program Implementation & Lesson Artifact, Summative Early Literacy Growth Metrics
6. Prioritize early literacy mastery in PK–2nd grade and foster strong school-home collaboration through proactive parent communication, frequent reading progress updates, and structured home-support activities. (Title I SW Elements: 2.4,2.5,2.6,3.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3.4,4.1,5.1,5.4)	Assistant Principal(s), Classroom Teachers, Core Subject Teachers, Principal	yearly		Criteria: Rigby fluency records, PK–2 Literacy Progress Monitoring & Benchmark Data, Parent Communication Logs & Progress Updates, Home-Support Resource Distribution Records

HARLETON EL

Goal 2. (School Safety) Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Objective 1. Harleton Elementary will maintain a safe learning environment for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all campus facilities and key instructional areas have accessible "Stop the Bleed" emergency response kits, and ensure all school personnel complete certified training on proper emergency trauma response protocols. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,3.1,3.3)	Principal(s)	Fall		Criteria: Campus Facility Safety Audit & Kit Inventory Logs, Annual Safety & Crisis Drill Logs
2. Practice, document, and review routine safety drills with campus staff to ensure full compliance with emergency protocols and maintain a safe, prepared learning environment. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3.1,3.2)	Core Subject Teachers, Custodial Staff, Principal(s)	school year		Criteria: District & State Safety Drill Logs, Drill Observation & Debrief Notes, Staff Drill Reflection & Feedback Records
3. Inspect and monitor playground equipment, fencing, and security gates regularly to ensure all outdoor play facilities remain safe, secure, and fully operational. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,3.1)	Custodial Staff, Directors, Principal(s)	daily		Criteria: Maintenance Work Orders & Repair Records, Incident & Student Injury Reports, District & Third-Party Facility Audit Reports, Playground Supervision & Security Protocols
4. Maintain campus security and visitor management by utilizing the Raptor system for visitor screening, mandating visible visitor passes across all campus zones, and empowering staff to monitor and respond to unbadged individuals. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,3.1,3.2)	Campus Office Staff, Directors, Teacher(s)	school year		Criteria: Raptor System Visitor Logs & Screening Reports, Staff Access Protocol Training Records, Front Office Access & Entry Protocol Documentation:
5. Secure all exterior doors during school hours and conduct weekly campus safety team inspections to ensure compliance, proper lock function, and continuous perimeter protection. (Title I SW Elements: 2.2,2.4) (Target Group:	Asst. Principal of Student Services, Directors, Principal, Teacher(s)	daily/weekly		Criteria: Weekly Door Audit Logs, Maintenance & Lock Repair Work Orders, Unannounced Safety Audit Reports, Door Propping Violations & Incident Records,

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Objective 1. Harleton Elementary will maintain a safe learning environment for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 1,4) (ESF: 1.2,3.1,3.2)				Staff Access Protocol Verification Sign-Offs
6. Enhance facility access security and transitional supervision by equipping designated exterior doors at the Intermediate building and PE walkway with video intercom buzzer systems, reinforcing single-point entry protocols and intruder prevention measures. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,3.1)	Directors, Principal, Technology Staff	School year	(S)Local Funds	Criteria: Access Control & Camera Functionality Checks, Hardware Installation & Vendor Completion Sign-Offs

HARLETON EL

Goal 3. (Community Partnerships) Harleton Elementary will maintain positive and productive partnerships with parents and our community to facilitate the success of all students.

Objective 1. Strengthen ongoing communication and collaborative partnerships with parents and community organizations to drive student growth and campus engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents with timely, accessible information regarding state and local academic standards (TEKS), assessment programs (STAAR, TELPAS, local benchmarks), specialized programs (dyslexia characteristics and referral processes, modifications, and accommodations), and digital learning resources available for school and home use. (Title I SW Elements: 2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.4,5.4)	Core Subject Teachers, Curriculum/Special Programs Director, Directors, Harrison Co Special Ed Coop, Principal(s)	school year		Criteria: Parent Information Session Documentation, Multi-Channel Communication Artifacts, Digital Resource Usage & Access Metrics, Parent Engagement & Communication Surveys
2. Provide flexible, accessible opportunities for parent-teacher conferences while implementing a unified, streamlined campus communication platform across all grade levels to foster consistent family engagement. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,3.4)	Classroom Teachers, Principal(s)	school year		Criteria: Parent-Teacher Conference Documentation & Participation Logs, Communication Platform Adoption & Engagement Analytics, Standardized Schoolwide Communication Protocols, Parent & Staff Feedback Surveys
3. Invite all parents to attend an annual planning meeting for the Title I School-wide Program and Parent Family Engagement events. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.4)	Assistant Principal(s), Curriculum/Special Programs Director, Principal	May	(F)Title I - $350	Criteria: Title I Annual Meeting Compliance Packet, Parent and Family Engagement (PFE) Event Records, Jointly Developed PFE Governance Documents, Annual Title I Program & PFE Evaluation Survey
4. Principal and Family Service Worker will provide monthly training opportunities for Head Start parents regarding the importance of educational involvement, literacy training and child development. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: ECD,PRE K) (Strategic Priorities: 2,4) (ESF: 3.4)	Principal(s), Region 7 ESC	school year		Criteria: Parent Survey Schedule of parent involvement activities Parent Requests

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Objective 1. Strengthen ongoing communication and collaborative partnerships with parents and community organizations to drive student growth and campus engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Host an annual, high-impact family engagement event specifically tailored for Emergent Bilingual families and non-native English speakers to foster a welcoming campus environment, eliminate language barriers, and connect families with essential school and community resources that drive student academic success. (Title I SW Elements: 2.3,2.4,2.6,3.1,3.2) (Target Group: H,BI,ESL,Migrant,EB,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Curriculum/Special Programs Director, Librarian/Media Service, Principal	Yearly		Criteria: Event Planning & Multi-Lingual Communication Records, Attendance & Demographic Logs,Interpreter & Translation Support Verification, Community Partner & Resource Distribution Records, Parent Feedback & Surveys

HARLETON EL

Goal 4. (Teacher Support and Retention) Harleton Elementary school will attract, develop and retain world class educators committed to serving each student.

Objective 1. On-going staff development will assure that all students receive quality instruction from highly-qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit and hire fully certified educators with diverse backgrounds and instructional experiences for all campus openings to maintain high standards of teaching and learning. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,2.1)	Principal(s)	school year		Criteria: 100% Fully Certified Staffing Records, Standardized Interview & Selection Artifacts
2. Invest in ongoing, research-based professional learning aligned to subject-area standards, equipping educators with advanced pedagogical strategies to sustain staff excellence and drive student achievement. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2.1,4.1,5.2)	Principal(s)	school year		Criteria: Professional Development Logs & Attendance Verification, PD Certificates
3. Pair all new teachers with dedicated mentor teachers and conduct weekly team check-ins to deliver instructional modeling, lesson preparation support, and ongoing coaching. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,2.1,5.2)	Classroom Teachers, Principal(s)	school year		Criteria: Weekly Team Check-In & Coaching Logs, Instructional Modeling & Peer Observation Artifacts
4. Utilize qualified paraprofessionals to provide direct 1:1 and small-group instructional support for At-Risk, Special Education, and general education students to support academic growth across core content areas. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 2.1,5.1,5.4)	Classroom Teachers, Teacher(s)	All year		Criteria: Paraprofessional Master Schedules & Assignment Logs, Student Intervention Rosters & Frequency Tracking
5. Establish a continuous feedback mechanism to monitor staff workload, satisfaction, and support levels, using direct teacher input to set measurable goals for long-term faculty retention. (Title I SW Elements: 1.1,2.1,2.2,2.4) (Target Group: M,F)	Principal	Yearly		Criteria: Staff Climate & Satisfaction Survey Analytics, Annual Teacher Retention & Mobility Data

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Goal 4. (Teacher Support and Retention) Harleton Elementary school will attract, develop and retain world class educators committed to serving each student.

Objective 1. On-going staff development will assure that all students receive quality instruction from highly-qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 1,4) (ESF: 1.1,1.2,2.1)				

HARLETON EL

Goal 5. (Equity Plan and Board Goals) Harleton Elementary will strive to meet goals that have been set forth in the HISD Equity Plan and the HB 3 Board Goals.

Objective 1. (Objective 1) Implement targeted academic support strategies to significantly reduce and close the achievement gap between Economically Disadvantaged students and their non-economically disadvantaged peers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eliminate academic performance disparities by providing targeted interventions, differentiated instructional support, and equitable resource allocation to accelerate reading and math growth for Economically Disadvantaged, Emergent Bilingual, and Special Education student populations to match or exceed overall campus averages. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 5.1,5.3,5.4)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	school year		Criteria: Disaggregated STAAR & TELPAS Performance Data, Interim & Universal Screener Gap-Closure Analytics
2. Expand identification protocols and outreach strategies to ensure proportional representation of historically underrepresented student populations in Gifted and Talented (GT), high-ability enrichment clusters, and advanced academic opportunities. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All,GT) (Strategic Priorities: 2,4) (ESF: 1.2,3.4)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	school year		Criteria: GT & Advanced Program Demographic Audits, Universal Screener Participation Records, Nomination & Referral Disaggregation Data

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Goal 5. (Equity Plan and Board Goals) Harleton Elementary will strive to meet goals that have been set forth in the HISD Equity Plan and the HB 3 Board Goals.

Objective 2. (Objective 2) Harleton Elementary School will improve early literacy outcomes through systematic phonics instruction, targeted small-group reading groups, and frequent progress monitoring.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a systematic, evidence-based phonics curriculum across grades K–2, ensuring that 100% of primary teachers deliver daily explicit foundational skills instruction aligned with district scope and sequence and Texas Prekindergarten/TEKS standards. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1)	Assistant Principal(s), Classroom Teachers, Principal	Yearly		Criteria: Instructional Walkthrough, Curriculum Pacing & Lesson Plans, Universal Screener Foundational Literacy Metrics
2. Utilize daily flexible, data-driven small-group reading instruction and targeted Tier 2/3 MTSS interventions to ensure that at least 85% of K–2 students achieve benchmark status on end-of-year early literacy screeners. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 5.1,5.3,5.4)	Assistant Principal(s), Principal, Teacher(s)	Yearly		Criteria: Universal Early Literacy Screener Data (BOY / MOY / EOY), Progress Monitoring Records, Flexible Small-Group Rosters & Tiering Movement Logs, Classroom & Intervention Walkthroughs
3. Enhance home-school literacy partnerships by providing interactive literacy workshops, home decodable reading resources, and regular progress updates to empower families to support foundational reading skills at home. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4,4.1)	Assistant Principal(s), Classroom Teachers, Principal	Throughout school year		Criteria: Family Literacy Event Attendance & Participation Logs, Parent Progress Communication & Conference Records, Family Engagement Feedback & Impact Surveys
4. Provide a positive, encouraging reading intervention environment led by certified staff to deliver targeted literacy support and accelerate student reading achievement. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 1,2,4) (ESF: 2.1,3.1,3.3,5.4)	Dyslexia specialist, Teacher(s)	Throughout the school yea		Criteria: Certified Staffing & Scheduling, Intervention Progress Monitoring & Diagnostic Growth Reports, Intervention Climate Walkthroughs

Title I Schoolwide Program Components

- **Component 1**
  A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the st ate content and student performance standards.
- **Component 2**
  Schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of stud ent performance; use effective methods and instructional strategies based on scientifically based research; include strategies to addr ess the needs of all children; and are consistent with, and are designed to implement, the state and local improvement plans, if any.
- **Component 3 Instruction by highly qualified teachers**
- **Component 4 High-quality, ongoing professional development**
- **Component 5 Strategies to attract high-quality highly qualified teachers**
- **Component 6 Strategies to increase parent involvement**
- **Component 7 Plans for assisting preschool children in the transition from early childhood programs to local elementary schools**
- **Component 8 Measures to include teachers in the decisions regarding the use of academic assessments**
- **Component 9**
  Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance
- **Component 10**
  Coordination and integration occurs between federal, state, and local services and programs including NCLB, violence prevention, nu trition, housing, Head Start, adult education, vocational, technical education and job training programs

Stakeholder Name	Stakeholder Signature	Stakeholder Role(s)
Kaitlyn Miller	Kaitlyn Miller	Parent (not employed by district)
Cheyenne Coleman	Cheyenne Coleman	Parent (not employed by district)
Katelyn Scott		Parent (not employed by district)
Chelsea Alen	Chelsea Allen	Teacher
Shelby Goyne	Shelby Goyne	Teacher
DJ Beck		Teacher / Coach
Meagan Walker	Meagan Walker	Principal
Rena Lowry	Rena Lowry	Principal
Wendy Newman	Wendy Newman	Community member (not parent of current student)
Betty Stepherson		Community member (not parent of current student)
Shana Petkus	Shana Petkus	Paraprofessional
Samantha Davis		Paraprofessional
Craig Evers		School staff
Shannon Hearron	Shannon Hearron	Specialized instructional support personnel (counselor, nurse, SLP, LSSP, interventionist)
Amanda Sims	Amanda Sims	504/ Special Education rep: at least 1 person with the primary responsibility of educating students with disabilities (CE)
Marla Jones	Marla Jones	Business rep: business/rep not required to be located in district (CE)
Brandy Wilson	Brandy Wilson	Business rep: business/rep not required to be located in district (CE)
Misty Eberhart	Misty Eberhart	Head Start/Early Childhood Representative
Lisa Wright	Lisa Wright	GT Representative
Julissa Rodriguez		ESL/Bilingual Representative