Teague Independent School District

Teague Elementary 2023-2024 Improvement Plan

Mission Statement

The mission of the Teague Elementary School is to educate to the fullest extent possible all children attending our school. We will strive to do this through the quality of instruction, equity for all students, and accountability and improvement of our instruction. All students will develop essential academic skills and knowledge based on which to build life-long learning. Citizenship, economic responsibilities, and an appreciation of our American heritage, including its multicultural richness, are important factors in the education of our children.

Vision

Teaching Intentionally to Greatness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Teague Elementary School is a Pre-K - 4th grade Title I campus in Teague ISD located in Teague, TX. Teague ISD serves the city of Teague and is largely a rural school district. Student enrollment is approximately 486 students for grades Pre-K through 4. The district student groups are as follows: White - 50%, Hispanic - 35%, African American - 11%, Two-or-more races - 4%. At 94.3%, the attendance rate is slightly lower than the state average. TISD student groups include 14% English Language Learners (ELLs) and 15% Special Education. Additionally, 65% are economically disadvantaged and 39% are identified as atrisk. TES continues to place priority on employing a high-quality, talented staff. The turnover rate among our staff is low because people have traditionally loved to work at TES and in the community of Teague.

Demographics Strengths

1. The majority of the teachers at TES are veteran teachers both in TISD, as well as in their careers.

2. Students and teachers at TES are very supportive of new students to the campus regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The African-American student subgroup population had the lowest percentage achieve the masters category on STAAR. **Root Cause:** This subgroup has a small student population and therefore each student is more heavily weighted.

Student Learning

Student Learning Summary

TES strives to increase student achievement at all levels of performance in all subject areas. We will continue to have a strong focus on reading and math across the campus. We will continue to implement best practices for teaching and learning across the campus, as well as offer professional development opportunities for staff. By improving instruction for all students across the campus (grades PK-4), we are creating opportunities for growth and increasing student achievement. We have implemented multiple long-term systems and processes to help improve the quality of instruction for all students. With the redesign of the STAAR test, we are putting an extra emphasis in the area of writing and ensuring our Tier 1 instruction correlates with the new items types the students will be expected to master. The impact of continuing to focus on reading and math instruction will be an increase in STAAR performance at each level of performance for the upcoming school year as well.

Student Learning Strengths

STAAR scores for each grade level, content area and achievement level were above the state average.

Test		DNM	Approaches	Meets	Masters
3rd ELAR		20%	80%	62%	33%
	State	23%	77%	51%	20%
3rd Math		13%	87%	67%	25%
	State	28%	72%	44%	19%
4th ELAR		16%	84%	56%	23%
	State	22%	78%	47%	21%
4th Math		16%	84%	56%	23%
	State	30%	70%	47%	22%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In comparison to last year's STAAR performance, we took a slight dip in 3rd and 4th Reading at the Approaches and Meets level on STAAR.
Root Cause: The new redesign of the STAAR incorporates more writing aspects and we previously had shifted emphasis to comprehension skills.

Problem Statement 2 (Prioritized): Foundational skills of literacy and numeracy are priorities.   **Root Cause:** Foundational skills have not been a focus nor maintained across grade levels, creating gaps in learning for many students.

Problem Statement 3 (Prioritized): Instructional staff needs professional development in instructional strategies and instructional technology.   **Root Cause:** New technology has been placed on campuses and staff need training to more effectively use the technology within classroom instruction.

School Processes & Programs

School Processes & Programs Summary

TEA has delayed the release of the accountability ratings. Based on projected calculations strictly on STAAR performance, our campus could potentially be receiving an "A" rating.

Our goal for Student Achievement is a score of 90 or higher, which exceeds the goal of 80 from last year. We met and exceeded the goal last year and were awarded a score of 90. Our scores in the approaches, meets, and masters categories have continued to increase over the last few years. This is due to an increase in overall Tier 1 instruction as well as a system and process in place for intentional intervention with all students, including the high performing students. In 2023-2024, students at TES will strive to reach 90% at the approaches level, 70% in meets, and 40% in masters.

School Processes & Programs Strengths

1. Effective classroom routines and instructional strategies.

2. Data-driven instruction.

3. School culture and instructional leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More students need to score in the areas of meets and masters on the STAAR tests. **Root Cause:** The focus has been on Tier 1 instruction and intervention for the previous few school years.

Perceptions

Perceptions Summary

Parents, guardians, and community members are welcomed on campus and are encouraged to participate in their children's education and in the school community. Community members, TES staff, and parents are active participants in the Campus Site-Based Decision-Making Committee (SBDM). In addition, parents and community members provide opinions and suggestions through open meetings, surveys, and face-to-face conversations. TES strives to engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships, and meaningful communication. Multiple events are being held on the campus to encourage parent and community participation, such as awards programs, theatrical events, musical programs, Grandparents' Day celebrations, Picnic with Parents, Donuts with Grown Ups, Veterans Day programs, and many other events and celebrations. Teague Elementary School aims to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. School safety is paramount to the efficacy of the campus. Creating an atmosphere of open communication with employees, students, parents and the community is essential. TES utilizes tools such as

district publications, Facebook, Remind, and websites containing vital and timely information. School Messenger, a messaging system is used to inform parents of student attendance, grades, events, and programs happening on campus. Skyward Family Access is also available for parents and students to access to keep track of grades and attendance. Surveys are also sent to parents and students to gather feedback.

Perceptions Strengths

- Programs support student health and safety.
- Several initiatives on the TES campus support student well-being, engagement, and resiliency.
- Communication with parents, students, and the community is very abundant.
- Parents are welcome in the schools and to participate in ongoing conversations about needs and concerns.
- Schools also partner with outside agencies such as the local fire department and police departments to offer educational programs to students. Community values are recognized and entrusted within the schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication must continue to be abundant at all levels using multiple media platforms.   **Root Cause:** In the past, communication has not been strong with parents.

Priority Problem Statements

Problem Statement 1: The African-American student subgroup population had the lowest percentage achieve the masters category on STAAR.

Root Cause 1: This subgroup has a small student population and therefore each student is more heavily weighted. **Problem Statement 1 Areas**:

Demographics

Problem Statement 2: In comparison to last year's STAAR performance, we took a slight dip in 3rd and 4th Reading at the Approaches and Meets level on STAAR. **Root Cause 2**: The new redesign of the STAAR incorporates more writing aspects and we previously had shifted emphasis to comprehension skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Foundational skills of literacy and numeracy are priorities.

Root Cause 3: Foundational skills have not been a focus nor maintained across grade levels, creating gaps in learning for many students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Instructional staff needs professional development in instructional strategies and instructional technology.

Root Cause 4: New technology has been placed on campuses and staff need training to more effectively use the technology within classroom instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: More students need to score in the areas of meets and masters on the STAAR tests.
Root Cause 5: The focus has been on Tier 1 instruction and intervention for the previous few school years.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Communication must continue to be abundant at all levels using multiple media platforms. **Root Cause 6**: In the past, communication has not been strong with parents.
Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

* District goals
* Campus goals
* HB3 Reading and math goals for PreK-3
* Campus/District improvement plans (current and prior years)
* Planning and decision making committee(s) meeting data
* State and federal planning requirements

Accountability Data

* Texas Academic Performance Report (TAPR) data
* Effective Schools Framework data
* RDA data

Student Data: Assessments

* State and federally required assessment information
* STAAR released test questions
* Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
* Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results Student failure and/or retention rates
* Local diagnostic reading assessment data
* Local benchmark or common assessments data
* Prekindergarten Self-Assessment Tool
* Texas approved PreK - 2nd grade assessment data
  Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
Special education/non-special education population including discipline, progress and participation data Section 504 data
Homeless data
Gifted and talented data
Dyslexia data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

* Attendance data
* Discipline records
* Student surveys and/or other feedback
* Class size averages by grade and subject
* School safety data
* Enrollment trends

Employee Data

* Professional learning communities (PLC) data
* Staff surveys and/or other feedback
* Teacher/Student Ratio
* Campus leadership data
* Campus department and/or faculty meeting discussions and data
* Professional development needs assessment data

Parent/Community Data

* Parent surveys and/or other feedback
* Parent engagement rate
* Community surveys and/or other feedback

Support Systems and Other Data

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

This plan was developed in coordination with other Federal, State, and local services, resources, and programs.

Goals

Goal 1: Effective instructional practices will be evidenced by campus calendars, instructional walk-throughs, and coaching notes. Teachers will continue to be supported by the administration as they continue the learning process to better their lesson differentiation and focus on active student engagement throughout lessons. The desired annual outcome is increased student performance at the meets and masters levels of STAAR in all populations and an increase in Tier 1 instruction effectiveness and student engagement. By the end of the 23-24 school year, active student engagement and high-yield instructional strategies will be evidenced in instructional walk-throughs at a rate of 90%.

Performance Objective 1: Teachers will use high-yield instructional strategies during WIN (What I Need) time. These strategies will be used not only in Tier 1 instruction but also during small group instruction and intervention. Increasing student engagement and using high-yield strategies will increase the amount of learning and student engagement.

High Priority HB3 Goal

Evaluation Data Sources: WIN logs, PLC agendas, sign-in sheets, and instructional walk-through documentation

Strategy 1 Details	Reviews			
Strategy 1: Continue aligning instructional materials and instruction to TEKS Resource System (the district-approved curriculum).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in alignment and closing of student learning gaps. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Professional development using contractors, in-person training (i.e. Leach Literacy and Reagan Tunstall Guided Math), webinars and Region 12 - Title 1, Part A	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Staff will be provided with professional development in order to improve instruction and instructional strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher knowledge and strategies for student engagement. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:**	**Nov**	**Jan**	**Mar**	**June**

Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Funding Sources: Professional development - Title 1, Part A

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

Goal 2: The ultimate desired annual outcome will be evidenced by the STAAR test for tested grade levels and common-based assessments for non-tested grade levels. We will continue the work of data meetings after each unit assessment. This data will help drive instruction in multiple ways including whole group, small group, and individual students depending on what the data reveals. Teachers will use data to drive their instructional practices, pacing, re-teaching, strategies, activities, etc. Providing specific, targeted intervention and enrichment using the data is also key to student and campus success. The desired annual outcome is increased student performance at all levels of STAAR in all populations.

Performance Objective 1: By the end of the 23-24 school year, 90% of instructional staff will turn in completed and appropriately documented intervention and enrichment logs.

> **High Priority HB3 Goal**

> **Evaluation Data Sources:** intervention and enrichment logs, PLC agendas, sign-in sheets, and instructional coaching opportunities

Strategy 1 Details	Reviews			
Strategy 1: TES will incorporate more activities within their instruction and assessments that directly reflect the new STAAR item types. The open ended questions that require the structured writing piece will be addressed and practiced beginning earlier within the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More students will be able to achieve the Approaches, Meets and Masters category on the Reading STAAR Assessment. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: The ultimate desired annual outcome will be evidenced by the STAAR test for tested grade levels and common-based assessments for non-tested grade levels. We will continue the work of data meetings after each unit assessment. This data will help drive instruction in multiple ways including whole group, small group, and individual students depending on what the data reveals. Teachers will use data to drive their instructional practices, pacing, re-teaching, strategies, activities, etc. Providing specific, targeted intervention and enrichment using the data is also key to student and campus success. The desired annual outcome is increased student performance at all levels of STAAR in all populations.

Performance Objective 2: Provide professional development specifically addressing literacy, numeracy, and high-yield instructional strategies.

> **High Priority HB3 Goal**

> **Evaluation Data Sources:** Professional development records, staff meeting agendas

Strategy 1 Details	Reviews			

Strategy 1: Leach Literacy, Reagan Tunstall Guided Math, Weston Kieschnick and multiple other professional development opportunities will be provided to the teachers with a focus on literacy, numeracy and high-yield instructional strategies.
 	
    Strategy's Expected Result/Impact: Utilizing high-yield instructional strategies with fidelity will accelerate growth and close learning gaps.
    Staff Responsible for Monitoring: Campus Administration
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
    Funding Sources: Professional development using contractors (Leach Literacy and Reagan Tunstall), in-person training, webinars, and Region 12. - Title 1, Part A
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

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

Goal 3: TES will provide high-quality instruction to all students to promote academic excellence for all students.

Performance Objective 1: District-approved curriculum will be provided to instructional staff, including professional development opportunities to help teachers implement the curriculum appropriately and effectively.

  High Priority HB3 Goal

  Evaluation Data Sources: Instructional Coaching records, Professional development records (Leach Literacy and Reagan Tunstall Guided Math), PLC agendas, sign-in sheets, and curriculum documents

Strategy 1 Details	Reviews			

Strategy 1: Provide instructional staff with the learning and materials needed to effectively implement the curriculum.
    Strategy's Expected Result/Impact: Provide students with multiple learning opportunities and close gaps. **Staff Responsible for Monitoring:** Campus Administration and Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Funding Sources: Professional development using contractors, in-person training, webinars, and Region 12 - Title 1, Part A
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

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

Goal 4: TES will continue to identify, evaluate, and create intentional plans to increase literacy and numeracy, including having all students meeting and/or mastering state standards in reading and mathematics.

Performance Objective 1: TES will increase the early identification of struggling students in order to provide intentional intervention.

   High Priority HB3 Goal

   Evaluation Data Sources: intervention documentation, grades, PLC agendas

Strategy 1 Details	Reviews			
Strategy 1: Students in grades PK-4 will be assessed monthly for reading and numeracy levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness and intervention with students in need. **Staff Responsible for Monitoring:** Campus Administration and Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional development using contractors (Leach Literacy and Reagan Tunstall Guided Math), in-person training, webinars, and Region 12; Math and Reading Intervention provided by teacher's aides; After-school tutoring funds for materials and supplemental pay - Title 1, Part A, Reading Program and Math Programs - Lexia and MobyMax - Title 1, Part A	**Nov**	**Jan**	**Mar**	**June**

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

Goal 5: TES will provide safe and challenging learning environments for all students.

Performance Objective 1: TES will develop and maintain academically driven and functionally appropriate facilities and programs in regards to student safety, health, technology, and social-emotional growth.

Evaluation Data Sources: Campus notes and safety logs

Strategy 1 Details	Reviews			
Strategy 1: TES will address the needs of students and staff in regards to suicide prevention, conflict resolution, violence prevention, dyslexia, accelerated education, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure students' and staffs' safety and health needs are being met. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Integration of technology in instructional and administrative programs will be increased, evaluated, and updated as necessary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Technology in both instructional and administrative programs will be up-to-date and efficient. **Staff Responsible for Monitoring:** Campus Administration and Technology Director **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Technology supplies and materials, technology devices. Chromebook and iPad replacement at campus level. - Title 1, Part A				

Strategy 3 Details	Reviews			
Strategy 3: The district's freedom from bullying policy and procedures include detailed requirements for the prevention, identification, response to and reporting of bullying. The policy and procedures can be found in the school district's board policy FFI (Legal) and FFI (Local).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: TES will continue to monitor policy and procedures for providing a bully-free school district. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Counselor materials and Bullying tip line - Title 1, Part A				

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

Goal 6: TES will strive to implement programs for teacher retention and a positive school culture.

Performance Objective 1: Mentor teachers will be provided for staff new to the campus.

    Evaluation Data Sources: Budget reports, Mentor Teacher training notes, PLC agendas, Instructional coaching notes

Strategy 1 Details	Reviews			
Strategy 1: New teachers to TES will be provided with a mentor teacher in order to establish school performance requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention and excellence for new teachers. **Staff**	**Nov**	**Jan**	**Mar**	**June**
Responsible for Monitoring: Campus Administration and Mentor Teachers				
Title I: 2.5 - **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 **Funding Sources:** Professional development, teacher supplies and materials, mentor teacher stipends - Title 1, Part A				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 7: TES will increase parental and family engagement and amplify communication throughout the school year.

Performance Objective 1: TES will provide multiple outlets for parent and community communication efforts.

    Evaluation Data Sources: communication documentation, surveys, social media

Strategy 1 Details	Reviews			
Strategy 1: TES will provide multiple opportunities for parents, families, and the community to engage in student learning opportunities and celebrations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a more family and parent-friendly environment to celebrate and encourage students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration				
Title I: 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:**				

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Supplies and materials for parent/family functions - Title 1, Part A				

Strategy 2 Details		**Reviews**		
Strategy 2: TES will provide multiple communication outlets for parents, families, and the community to receive timely and effective communication.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase communication and collaboration with stakeholders. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

Goal 8: TES will have an intentional focus on writing and the written process across grade levels.

Performance Objective 1: TES will incorporate cross-curricular writing and begin implementing open-ended responses to address grammar and the structure of writing.

High Priority HB3 Goal

Evaluation Data Sources: Teacher Observation and Unit Assessments

Strategy 1 Details		**Reviews**		
Strategy 1: Local assessments will be updated to incorporate open-ended questions for teachers to collect and analyze data to improve instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will have more practice actively working through the writing process to increase achievement on the structure and grammar of their writing. **Staff Responsible for Monitoring:** Campus Administration and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

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

Campus Funding Summary

Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development using contractors, in-person training (i.e. Leach Literacy and Reagan Tunstall Guided Math), webinars and Region 12		$0.00
1	1	2	Professional development		$0.00
2	2	1	Professional development using contractors (Leach Literacy and Reagan Tunstall), in-person training, webinars, and Region 12.		$0.00
3	1	1	Professional development using contractors, in-person training, webinars, and Region 12		$0.00
4	1	1	Reading Program and Math Programs - Lexia and MobyMax		$0.00
4	1	1	Professional development using contractors (Leach Literacy and Reagan Tunstall Guided Math), in-person training, webinars, and Region 12; Math and Reading Intervention provided by teacher's aides; After-school tutoring funds for materials and supplemental pay		$0.00
5	1	2	Technology supplies and materials, technology devices. Chromebook and iPad replacement at campus level.		$0.00
5	1	3	Counselor materials and Bullying tip line		$0.00
6	1	1	Professional development, teacher supplies and materials, mentor teacher stipends		$0.00
7	1	1	Supplies and materials for parent/family functions		$0.00
				Sub-Total	$0.00

Crystal Adams	District
Stacee West	Administrator
Kathy Hull	Teacher
Michelle Isbell	Teacher
Mistie Broussard	Teacher
Megan Cockerham	Teacher
Andrea Myers	Teacher
Leslie Sims	Teacher
Ally Keenum	Paraprofessional
Melissa Satterwhite	Parent
Devin Jones	Parent
Allyson Romine	Parent
Amanda Brubaker	Parent
Toni McClenon	Community Member
Kathy McSwane	Business Representative
Kayse Turner	Business Representative