Goose Creek Consolidated Independent School District

Goose Creek Memorial High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

The mission of GCMHS is to create a learning community that meets the individual needs, interests, and abilities of our students by building a positive learning environment promoting academic excellence and providing for the development of life-long learners and self-reliant citizens in a changing global environment.

Vision

Goose Creek Memorial High School will provide college and career readiness opportunities to all students within a safe and supportive professional learning community committed to building school culture through relationships and school pride.

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Comprehensive Needs Assessment

Needs Assessment Overview

Goose Creek Memorial High School is one of 28 campuses in Goose Creek Independent School District. Goose Creek Memorial High School opened its doors in 2008 and serves predominantly middle class families. Goose Creek Memorial High School serves approximately 2100 students in grades 9th to 12th. Five years ago, 1179 students were served by the campus, which in an increase of 78%. Goose Creek Memorial High School offers the Global Business Academy where our focus is to provide students the opportunity to acquire career certifications, gain practical work experience and learn in the context of a particular career or subject.

The student population is 20 % African-American, 28% Anglo, 3% Asian, 47 % Hispanic, 43% male and 57% female with a low socioeconomic status of 46%. The staff population is 7% African-American, 77.3 % Anglo, .8% Asian, 14.6% Hispanic, 37% male and 63% female with an average of 9.4 years of experience.T

The overall mobility rate for the campus is approximately 19.4%, with a drop-out rate of .9%. The average daily attendance rate for students is 94% . The average daily attendance rate for staff is 94% . There is a total of 6,840 discipline referrals this year, which is a decrease of 3% from last year.

Goose Creek Memorial High School serves 55 English Language Learner students, 121 students in the Gifted and Talented program (42% males, 58% females, and .8% LEP), 71 students identified for 504 services, 83/45.8% of RtI Tier I students, 75/41.4% of Tier II students, 23/12.7% of Tier III students, and 213 students served though special education services.

Demographics

Demographics Summary

- Economically disadvantaged 868 / 44.1%
- Enrollment is increasing. Student mobility rate last year was 18.5%. A mentor student is assigned to show them around.
- Our migrant population is 1% of our student population. Drop out rate 1.3% and completion rate 90.8%.
- At risk population has increased by 9.5%
- Special Ed population: 163 total students
- ESL Support: 70+
- Staff Demographics: 9.6% AA, 14.5% Hispanic, 74% White, .7% Asian

Demographics Strengths

- Attendance rate at State Average.
- ESL students are supported by Sheltered Instruction Teams where they receive their linguistic accommodations. 9 out of the 16 teachers have their ESL certification. The faculty was trained in ESL strategies

Demographics Needs

- Teacher training on students in Poverty.
- Be sensitive to staff demographics and work on having them reflect student populations

Student Achievement

Student Achievement Summary

- According to the 2014-2015 Texas Academic Performance Report, special education students scored lower than the campus average for every test except for English I. Special education students are assigned a responsible teacher in an effort to provide classroom support. This is also helpful to the teachers. The overall achievement for students in special education tends to be lower than that of their general education counterparts. In order to help support these students, we have courses that offer smaller learning environments or provide an additional teacher to help bridge the achievement gap. We also have case managers that work with each student and act as an advocate for their academic needs. All of the teachers involved in special education are provided with specialized training that deals with the co-teach environment and implementation of students' IEPs.
- Student intervention support is conducted through after school tutorials, lunch tutorials, AP Review Session at Rice University, teacher training, STAAR Blitz, and teacher pull-outs during planning periods.
- Students that are identified and placed in RtI are typically identified by teachers, but parents and counselors also maintain an active role in identifying those students. The RTI process and implementation is effective, as there are three tiers in which a student my fall in. Most teachers understand the campuses RTI process. Through an effective RTI system, fewer kids would be referred to any program, as teachers would be implementing good teaching strategies and adapt their teaching towards the needs of their students.
- Algebra 1 EOC Scores--- 71% passing
- ELA #1 and #2---64% passing
- Biology EOC---91%
- Social Studies EOC Scores--94%

Student Achievement Strengths

- ARD and LPAC committee decisions concerning state assessments are fair and appropriate for students in these special programs. Each committee reviews past and present student achievement levels as part of their decision making process for which state assessment and to determine appropriate interventions.
- US History EOC scores are usually at or above state average
- Students are involved in UIL Academic competitions
- Fine Arts programs earn Division 1 Ratings
- Index 4 Percent meeting Final Level II in two or more subjects is above district average

Student Achievement Needs

- The campus does not currently have a system to address reteaching for students who are absent. Rather, it is up to the teachers to reteach.
- Students have multiple opportunities and tools to help with learning in the classroom, however, teachers need the necessary training to develop skills for teaching through technology. There is a need to close the achievement gap between sub populations training on how to provide instruction to a classroom of diverse learners with varying levels of academic achievement.
- Index 2 - Percentage met or exceeding Progress in all subjects is lower than than district average, meaning the campus needs initiatives that target intervention before remediation.

School Culture and Climate

School Culture and Climate Summary

- What support systems are in place for students who are new to campus? We use freshmen orientation to get students more acquainted with the programs and teachers on our campus. We also use Communities in School to support students new to the campus.
- What are staff patterns with referrals? 9th grade- 865 referrals, 10th grade- 778 referrals, 11th grade-533 referrals, 12th grade- 221 referrals
- Most discipline infractions deal with tardy, truancy, and failure to follow rules
- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working? Olweus Program delivered during LOTE classes: mini lessons with activities. This is the first year we are implementing this program. Communities in Schools supports the counselors.
- We have effective procedures in place to promote safety. All students and staff are expected to wear ID badges and we perform safety drills at least once a month
- We have a Teacher of the Month and Pats on the Back for or star staff members. These honors are voted on by the staff.

School Culture and Climate Strengths

- Dedicated teachers who want to make an impact and help their students.
- Teachers are attending professional development trainings
- Teachers that are teaching high needs students are qualified and trained. (ESL, SpEd)
- New teachers are given opportunities to shadow other teachers, visit classrooms of master teachers, and attend necessary trainings to help with things such as classroom management.
- School Pride and Family is present on campus. Staff always comes together in times of crisis to support students and staff during difficult times.

School Culture and Climate Needs

- Teachers would like to see more team building activities on campus
- Communication has improved but could be even better. There is a need for publishing timelines so that everyone is aware of what is going on campus
- More advertisement of career and college opportunities around campus and provided to parents and students is needed

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- **Are all teachers and instructional paraprofessionals highly qualified?** Yes
- **What systems are in place to support new teachers?** Buddies and Mentors for teachers. Also, new teachers are allowed to shadow master teachers and visit classrooms of master teachers to gain insight and ideas to go back to implement in their own classes.
- **What professional development and resources are needed? How are these needs identified?** Classroom management and Technology use in the classroom (integration). These needs are identified through observations, walkthroughs, and teacher surveys.
- **What professional development is available? In what format? How often? What follow-up support is available?** Online classes, conference, back to school trainings. Team leaders and AP follow-up.
- **How will the strengths of the most effective teachers be shared with others?** Currently this is shared through PLC meetings.
- **What structures are in place to ensure that teachers and others implement what they learn?** Campus Administration monitor through walkthroughs is teachers are using the strategies learned.
- **What support is available for teachers whose student performance is below district and/or state standards?** Content specialists are expected to coach teachers in need of help and district specialist will assist on campus as needed.

Staff Quality, Recruitment, and Retention Strengths

- All teachers are HQ/fully certified in content area in which they teach
- District attends job fairs and gives all new teachers a mentor and teachers new to our campus a buddy teacher

Staff Quality, Recruitment, and Retention Needs

- Need more checkpoints through the year to check on new teachers
- There is a need to alleviate some of the multiple preps/workloads of some teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- **Data:** Many teachers look at student performance in the grade book and adjust curriculum accordingly or reteach/retest if necessary. CBA data is used sometimes. Several other teachers mentioned that there is no time in the curriculum to go back and reteach items that were not mastered. The English department looks at STAAR data to discuss ways to improve student deficiencies. Assignments/Lessons are then tailored to improve these identified deficiencies. Additionally, some teachers individually collect data on classroom specific standards (AP objectives, SAT/ACT goals, student turn-in rates).
- **Planning:** Most planning is done individually since there is no time allotted in the schedule for common planning unless you are an EOC tested area. EOC tested Friday PLC days for a half day are used for PLC.
- **How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?** Differentiation and Scaffolds: Teachers are allowed to determine when and how they will differentiate based on the dynamic of their classes. Differentiation: Some teachers use Kahoot, Tarsia, labs, Kagan activities and other resources to differentiate in the classroom. All teachers are required to create to H.O.T. (High Order Thinking) questions per lesson. Teachers plan for classes using DOK to ensure the rigor and quality of common formative and summative assessments. Department meetings includes discussion based around best practices as well as teacher-led instructional ideas.
- **Technology:** Some teachers use the Promethean board, iPads, higher order questioning strategies, and some manipulatives/foldables (if the section permits)
- **How are the readiness, supporting, and process standards addressed?** All standards are addressed in planning meetings and teachers create lessons based on readiness standards. Each lesson is expected to include the use of a process standard. During team meetings, teachers unpack TEKS so that instruction is aligned with the TEK.
- **What is the expectation when progress is not occurring**? Each department or team has created their own Reteach/Reassess policy. Teachers use data for common assessments to determine where reteach is needed.

Curriculum, Instruction, and Assessment Strengths

- EOC areas are given the necessary time to plan effectively with common planning
- Teachers share ideas and will share students if it is determined that a student can better learn from a neighboring teacher
- Campus Administration believes in sending teachers to necessary professional development opportunities to increase instructional capacity
- Most curriculum is district created so it makes it convenient for teachers.

Curriculum, Instruction, and Assessment Needs

- Non EOC teachers need a common planning period
- More usage of the information gained from data analysis.
- More interventions to prevent the need for remediation
- Trailer classes to reduce the number of students needing credit recovery (odyssey, edgenuity)
- Better modes to Reteach and Reassess
- Common formative and summative assessments campus wide
- More differentiation with SpEd and ESL students

Family and Community Involvement

Family and Community Involvement Summary

- **Does the campus focus on a home/school connection to educate and engage parents in understanding how to support their children? How?**
  - *Fall*--Freshman Orientation with a parent meeting for transitioning to high school
  - College Night and Career Fair—introduce parents and students to postsecondary opportunities; also showcase district offerings in the career pathways
  - *Spring*--Incoming 9th grade parent meeting for course selection and information on graduation plans. Also the school's TEA report card was shared.
  - Project Grad—meetings regularly in the evening throughout the school year
  - district sponsored student portal for grades & teacher email
  - Lee College presentation for parents to educate them on the dual credit program—Parent College 101
  - FAFSA Night for the district—to educate students and parents on the financial aid process
  - IRIS alerts—call outs for absences, information, etc.
- **How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?**
  - Project Grad
  - Volunteer in the concession stands for sporting events
  - Booster Clubs
  - Chick-fil-A Nights fundraisers
  - Business Partnerships include:
  - Chevron Phillips – Business Academy and host STEM for girls interested in engineering
  - Beacon Federal Credit Union – opened branch of Credit Union in school – students have opportunity to work – sponsored financial workshop for students to learn about budgeting and importance of having good credit.
- **What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?**
  - Parents feel welcome. Our feedback is we have had few complaints.
  - Based on some phone calls, parents have expressed that they would like more communication from teachers regarding their students.
- **What are teachers' expectations for parental involvement?**
  - Teachers expect that the parents access the parent portal to check the students' grades, absences, etc. They expect the parents to contact them if they have concerns.
- **How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?**
  - We utilize the Baytown Sun to communicate information and activities.
  - The district's website contains a myriad of resources for parents, i.e., forms, information, local policies, etc.
- **Are communications translated into languages other than English when needed?**
  - Communications are translated into Spanish.
- **What types of community partnerships exist? How are they recruited?**
  - Yes, we have a partnership with the Global Business Academy & Chevron / Phillips
  - Covestro came to present to the Business Academy students.
  - Lee College—dual credit
  - Beacon Credit Union – presentations on financial success/planning for the future
- **Do parents and community members participate in the site-based planning committee? How are they selected?**
  - Yes, we a parent and community business representation serving on the ILT committee. Positions are nominated by ILT committee
- **Does the campus or district structure make it easy for parent and the community to be heard and be part of solutions to identified problems?**
  - Yes – Principal has an open door policy as well as the Academic Dean. Feedback from Booster Club members of various organizations on campus are used to address concerns that are brought to the attention of administration.

Family and Community Involvement Strengths

- Parents have a voice and are offered ample time to be involved in the school community
- We have a partnership with the Global Business Academy & Chevron / Phillips
- Covestro came to present to the Business Academy students.
- Lee College—dual credit parent meetings
- Project Grad
- Volunteer in the concession stands for sporting events
- Booster Clubs
- Chick-fil-A Nights fundraisers

Family and Community Involvement Needs

- More communication from teacher to parents concerning grades

School Context and Organization

School Context and Organization Summary

- Teachers not real knowledgeable of the campus and district goals
- Performance strategies are reviewed with staff
- Students should be held accountable more
- EOC tested areas are given a common planning time during the school day
- Teachers would like more voice in the decision making processed throughout the school.
- There's opportunities to volunteer for committees
- Department heads work diligently to help teachers
- Instruction is interrupted by school business

School Context and Organization Strengths

- Department Heads work diligently to help teachers
- There is a proper chain of command with admin
- Department heads give information to department teachers

School Context and Organization Needs

- Teachers would like better communication and organization with district and campus initiatives
- Classes are too long
- Counselors would prefer being separated by alpha and not grade level

Technology

Technology Summary

- **What are district and/or campus expectations for the use of technology?**
  - Daily integration in all subject areas
  - Cross-curriculum
  - Teacher websites
- **How is technology used to support instruction and learning?**
  - Active engagement
  - Group participation
  - Feedback
  - Differentiated instruction
  - Distributing information and documents
  - Connection to real-world
- **How are instructional materials available online evaluated for appropriateness and accuracy?**
  - Teacher instructional materials are not evaluated online for appropriateness and accuracy by the district. Teacher judgement is used when putting instructional materials on a teacher website for students.
- **What technology is available? Is it available for all students?**
  - iPad, Promethean Board, Document Camera, Laptops, Desktops, Apps, Online Textbooks/Resources
  - iPads are available to all high school students if they choose to receive one. Desktops are available for use in the library during certain times for students. Every classroom has a Promethean Board, Document Camera, and laptop for teachers to use for instruction.
- **What technology support is available for students? Teachers?**
  - Students: The Technology Management Systems and Educational Technology departments have trainings for iPads on their website. Students are also allowed to schedule an appointment with our Campus Technology Specialist if they need help with iPads.
  - Teachers: The Technology Management Systems and Educational Technology departments have trainings for iPads and other technology on their website. Campus Technology Specialists will meet with teachers if they have issues with their school technology.
- **Is technology available for student use before and after school? For parents?**
  - Students have access to their school issued iPad and there are certain Library hours that students may use the computers.
  - There is no technology available for parent use unless parents use the student's iPad at home.
- **What training is available for teachers? Others?**
  - Educational Technology offers specialized training classes for teachers in Eduphoria. Educational Technology has 3 specialists that will come to your campus for trainings on how to implement the technology into the class and lessons. There are also lessons and videos on how to use the school technology. Weekly emails are sent out to the staff from the Educational Technology department highlighting a specific program or device with ways to enhance use or ideas to integrate into lessons.
  - Teachers and staff are the only ones allowed to access these trainings from Educational Technology and Technology Management Systems in Eduphoria.
- **What plans are being made to for technology upgrades in 1-5 years?**
  - Technology was just upgraded in the past 2 years. There is a GCCISD Technology Plan for 2014-2017.
- **What barriers reduce the use of technology?**
  - Students can opt-out of receiving an iPad. They will not have access to technology in a class without that iPad. – Class sets should be made available instead of 1:1
  - Upgrades are not made immediately to keep up with the evolving technology.
  - The funds are not available to make new purchases or to continue to update the equipment already available.
  - Students don't always bring iPads to school or they are not fully charged for use. – Class sets should be made available instead of 1:1

- Many students don't have internet access at home and can't use the iPad out of school.

Technology Strengths

- 1 to 1 campus/district
- Opportunities for training and growth
- Many tech resources available including a tech specialist

Technology Needs

- Teachers instructional materials are not reviewed
- Many teachers still do not know how to implement all the technology in their lessons
- IPADS are not always used for instructional purposes

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating 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 End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Through rigorous instruction and timely interventions GCM will increase our Level II performance to the following: Algebra I 85 %, Biology 94% , English I 70%, English II 70% and US History 97%

Summative Evaluation: 2016-2017 EOC Score Data
Action Plan has been developed to address the system safeguards, specifically for ESL and Special Ed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Offer one parent meeting per semester involving data and success strategies (study skills, test-taking skills, etc.).	Principal, Counselor, Assistant Principal, Content Specialist,	STAAR Results			
2) Hold grade level assemblies (at least once a semester) where our goals and expectations are communicated to the students.	Teachers, Assistant Principal, Counselor	Documented on school calendar			
3) Distribute/make available Eduphoria Aware data to core teachers for use when advising and discussing with students. Train & Review all teachers in interpreting and using the data to improve instruction.	Content Specialist, Academic Dean	Sign in Sheets			
4) Students who failed a STAAR test, but passed the class, will be placed in the next course and also in a class that will focus on remediation, reteaching, and supplementation of the previous EOC curriculum to improve missed skills in Biology, Algebra I, English I and II, and US History.	Counselor, Academic Dean, Teachers, Content Specialist	Student schedules			
5) Analyze CBA and benchmark performance per department and per level, which includes the discussion of strengths, areas needing improvement, and instructional/curricular adjustments. Analyze grade distributes and failure rates of all teachers at faculty and term meetings.	Content Specialist, Teachers, Academic Dean	Meeting agendas			
6) GCM will provide STAAR pull outs for students after school at-risk of failing Algebra I, Biology, English I or English II,or US History STAAR test. The students will participate in a camp designed to re-teach key strategies and concepts.	Content Specialist, Academic Dean, Teachers	STAAR scores increased			
7) Implement after school tutorial program for all core content areas weekly by subject area beginning in the fall.	Academic Dean, Teachers, Content Specialist, Counselor	Tutorial schedule and sign-in sheets			

8) GCM will develop and implement a comprehensive intervention program (pull-outs, STAAR courses, writing development causes, etc.) for students failing to meet the Level II EOC proficiency standards in all EOC tested areas.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Tutorial rosters			
9) Campus staff will utilize available data to assess the current curriculum and instructional programs to determine best practices for students attending GCM. Curriculum and instructional needs will be adapted as required to meet the students needs. Student data utilized in meetings and discussions will be based on specific student populations/groups, and will be disaggregated to pinpoint the areas of greatest need for intervention. Data wall meetings will be held to aid teachers to see individual classroom and student needs.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Meeting minutes and agendas			
10) Counselors will monitor the failure report on TEAMS every three weeks and conference with students who are failing or are in danger of failing courses, for the 6-weeks, semester, or year, and may be in need of additional interventions. Teachers will focus classroom strategies and encourage student success with phone calls home, grade updates etc. All teachers will aim for less than 15% failure rate each grading period.	Counselor, Teachers	An improvement in the number of students passing their courses each six week period, semester, and year.			
11) The counselors and assistant principal will meet each grading period with the content teachers to discuss student concerns and to participate in parent conferences as needed.	Assistant Principal, Counselor, Teachers	An increased number of students earning credits.			
12) Administration will place a focus creating a diverse team of teachers to reflect the demographics of our student body	Assistant Principals, Academic Dean, Principal, Teachers	Staff demographics match the demographics of the student body(on going)			
✔ = Accomplished ⬕ = Considerable ⬕ = Some Progress ◯ = No Progress ✗ = Discontinue					

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: GCM staff will close the achievement gap within 5% between all sub-populations with special attention to our two lowest sub groups AA and Hispanic.

Summative Evaluation: 2016-2017 STAAR Data, CBA Data
Action Plan has been developed to address the system safeguards, specifically for ESL and Special Ed.

Strategy Description	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative Reviews**		
			Nov	**Feb**	**June**
1) GCM will hold monthly meetings for faculty and staff where campus data and information will be disseminated to all campus level stakeholders disaggregated by race/ethnicity.	Principal, Academic Dean, Assistant Principal, Teachers	Information will be provided via PowerPoint, handouts and email. sign in sheet for all faculty/staff in attendance.			
2) GCM faculty and staff will conduct data talks, disseminate information by ethnicity and continue to collaboratively plan with the C&I, Bilingual/ESL, Special Education and CTE Departments to develop strategies to identify and remediate gaps for all students.	Academic Dean, Content Specialist, Teachers	Meeting agendas			
3) Develop and implement a comprehensive intervention program for all students failing to meet the Level II EOC Proficiency standards on any EOC Benchmark Test. Students will be identified and grouped according to deficiencies to allow for targeting interventions prior to the EOC test administration. Parents will be notified of tutorial/remediation options: students will be reminded of tutorials and encouraged to attend.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Increase in the number of students achieving Level II Proficiency or higher on EOC tests in the December Retest.			
4) Implement a plan to train classroom teachers in the use of IEPs and accommodations. The plan should include an initial training, updated through the year, and a follow up based on teachers in need of additional assistance.	Testing Coordinator, Special Ed Teacher, Department Chair	Sign in sheets			
5) Continued implementation of the "co-teach" model with inclusion and regular education teachers. Ongoing training will take place with involved faculty before the start of school, and throughout the school year.	Assistant Principal, Teachers, Department Chair	Sign-in sheet			
6) Provide time and opportunity to content specialists for regular coaching visits with staff and improved implementation of instructional strategies for all students.	Content Specialist, Academic Dean, Principal	Documentation of visits			
7) Conduct coaching sessions with staff to support classroom instruction and have teachers demonstrate learned strategies during PLC.This includes expectations and monitoring of sub groups.	Content Specialist, Academic Dean, Principal	Documentation of visits			

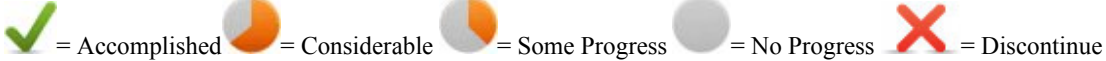| 8) Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations	Principal, Academic Dean, Assistant Principals, Content Specialists,Teachers	Decrease in the achievement gap among different subpopulations.			
	✔ = Accomplished ◐ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue				

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 3: Will increase the Level III passing rate by 10% for GCM students in every sub-group all STAAR/EOC state assessments and improve to Quartile I in ELA and Math for greater than expected progress.

Summative Evaluation: 2016-2017 STAAR Data, CBA Data
Action Plan has been developed to address the system safeguards, specifically for ESL and Special Ed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Utilize innovative technology to assist students in the learning process, including the use of Promethean boards, IPADS and laptops and have teachers that use the technologies run workshops for teachers who are interested.	Content Specialist, Technology Integration Specialist	Training provided for technology equipment: use of equipment measured by lesson plans, walkthroughs, and equipment checkouts from the library.			
2) Train level leaders in the process of data disaggregation, collaborative planning and data discussions and teachers will include their use of data within their lesson plans (1 per EOC subject Alg. Bio. US History, ELA 1, ELA 2)	Academic Dean, Content Specialist, admin	A minimum of 4 meetings/trainings with level leaders and content specialists during the school year; feedback from level leaders and content specialists on level meetings.			
3) Each core department implements a quarterly meeting focused on vertical teaming/discussions of PAP and AP alignment. Advanced Academic Performance scores, commended scores, and department data as it relates to advanced academic and/or commended performance.	Academic Dean, Content Specialist	Department minutes from each meeting; the goal is to increase commended scores at least 5% in each student group per department.			
4) Teachers will disaggregate and discuss benchmark, CBA, and STAAR data as it relates to advanced academic/Level III performance (per CBA and benchmark exams or STAAR tests); PAP and AP teachers will use the advanced academic/Level III mark as the standard for their courses.	Academic Dean, Content Specialist	Meeting minutes from each meeting; Level III data; the goal is to outperform the district average in the Level III category on benchmark, CBA and STAAR tests.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 2: Goose Creek Memorial will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Implement and utilize GC core curriculum that is aligned to the Texas Essential Knowledge and Skills Readiness and supporting standards to provide rigorous instruction to all students using common assessments

Summative Evaluation: Weekly submission of detailed lesson plans and Common tests through Euphoria

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Ensure the implementation of the Framework of Non-Negotiables, tied directly to the TEKS, but providing training for all Math, Science, ELL, and Social Studies Teachers, with a focus on African American, Hispanic, Special Education, and LEP students.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Data collected from classroom walk-throughs (Euphoria), meeting sign-in sheets, staff development handouts, CIP Review.			
2) SPED teachers/inclusion teachers will develop a follow-up plan to meet with teachers during designated grading intervals (progress reports or report cards) in order to address IEP's and accommodations/modifications with teachers who need additional assistance in implementation. The SPED department will meet at least once a quarter to assess the status of IEP's and accommodations/modifications at GCM. The SPED teacher will check in with general ed. teacher at every progress report, regardless of grade in class.	Testing Coordinator, Special Ed Teacher	Minutes of meetings and sign in sheets from SPED meetings. Documentation on progress of IEP, Accommodations, and/or Modifications implementation.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue					

Goal 2: Goose Creek Memorial will provide a well balanced and appropriate curriculum to all students.

Performance Objective 2: Utilize regular academic assessments (formative & summative) to analyze student performance, make decisions about overall instructional programs (including curriculum deficiencies), and provide input on how to improve instruction and assessments in the tested curriculum.

Summative Evaluation: Data talk Reports (Quad Meeting reports)

Strategy Description	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative Reviews**		
			Nov	**Feb**	**June**
1) Utilize a content specialist and Assistant Principals to coach teachers in effective instructional practices, backwards planning. Teachers will use and get trained on Eduphoria test making.	Principal, Academic Dean, Content Specialist, Assistant Principal	An increase in the number of 9th, 10th, and 11th grade students passing STAAR. Increased passing rates during 6 weeks grading periods for all content areas.			
2) Teachers will use regular common formative assessments(every 2-3 weeks.) and common summative assessments (CBA's, Benchmarks, and common assessments 1-2 per semester) to determine student weaknesses and deficiencies in curriculum and teacher instruction. The resulting data will be utilized to drive instructional practices and adapt curriculum to student needs.	Content Specialist, Teachers	Increased alignment to the TEKS, increased student success on the EOC Exams.			
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 2: Goose Creek Memorial will provide a well balanced and appropriate curriculum to all students.

Performance Objective 3: Consistently utilize instructional strategies and technology applications that promote motivation, critical thinking and differentiated instruction for all students in the classroom.

Summative Evaluation: weekly submission of lesson plans and walk throughs

Strategy Description	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative Reviews**		
			Nov	**Feb**	**June**
1) Train all teachers in the use of SIOP strategies (ongoing).	admin	Completion of 6 hour SIOP training.			
2) Train a core group of teachers on the following; engaging reluctant learners, instructional strategies for student success, critical thinking and motivational strategies, use technology as an educational tool. (Instructional Coaches)	Academic Dean, Content Specialist, Teachers	Teacher attendance at the staff development sessions: individual documentation of strategies in lesson plans, walkthroughs.			
3) Continue to utilize a SIOP team of core content teachers in all grade levels (ELA, Math, Science, and Social Studies) who will be responsible for monitoring student progress and providing recommendations for student support as needed.	Academic Dean, Teachers,; Principal, ELA Coordinator	Meeting agenda and minutes, sign-in rosters. Plans for increased student achievement.			
4) Schedule ELLs in classrooms with teachers trained in Sheltered Instruction Observation Protocol (SIOP) methodology and ESL Certified 50%.	Academic Dean, Counselor, Teachers, ELA Coordinator, Assistant Principal	All ELLs scheduled into an appropriate classroom that supports their specific curricular and instructional needs.			
5) Campus SIOP teams will meet with the GCCISD ESL specialists at least two times per grading period to plan and review curriculum and instruction practices that best serves the needs of English Language Learners (ELL's) and addresses student deficiencies and failures.	Academic Dean, Teachers, ELA Coordinator, Assistant Principal	Two meetings per grading period. Meeting agenda and minutes, sign-in rosters			
6) All ELP content area teachers will display the TEKS objectives, and content with embedded ELPS objectives in COS and LOS and language objectives in their classrooms.	Teachers, Academic Dean, Principal, Assistant Principal	Teachers will have TEKS and language objectives displayed in classrooms			
7) GCM will implement and utilize the English Language Proficiency Standards (ELPS) to ensure quality instruction is provided to all ELLs, which will include providing linguistic accommodations and extended learning time for ELLs in a manner that is commensurate with their specific language proficiency.	Teachers, Instructional Aide, ELA Coordinator, Assistant Principal	Increased number of ELLs passing academic courses, and improved student achievement on TELPAS, LAT, and STAAR.			
✔ = Accomplished 🕐 = Considerable 🕐 = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 2: Goose Creek Memorial will provide a well balanced and appropriate curriculum to all students.

Performance Objective 4: GCM will continue to implement structures in order to actively monitor classroom instruction and student progress.

Summative Evaluation: Data Talks, Walk thrus, lesson plans, PLC

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walk through program requiring five observations each week.	Academic Dean, Principal, Assistant Principal	Charts from walkthrough data, presentations to faculty regarding walkthroughs			
2) All teachers will follow the GCCISD grading policy.	Academic Dean, Principal, Assistant Principal	Grading period reports indicating few/none instances of neglect (fewer than 5% of teachers out of compliance).			
3) Counselors and teachers will help increase the passing rates by monitoring failing grades and student absences. Counselors will meet with struggling students individually and coordinate an action plan for student success.	Principal, Counselor, Assistant Principal, Academic Dean	Reduction in the number of students failing one or more classes, increase in the passing and attendance rates, counselors portfolios			
4) EOC tested areas will evaluate common assessment data in level meetings at least once a grading period. teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps and future goals.	Academic Dean, Content Specialist, admin; Assistant Principal, Principal	Student group scores, increase in identified strategies or focus, increase in scores, meaningful action plans based on data.			
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Goal 3: Goose Creek Memorial, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Improve GCM student attendance rate to 96% in order to achieve Quartile I in Distinction Designation.

Summative Evaluation: 2016-2017 Attendance Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) CIS, Social Workers, Counselors, Teachers, and Assistant Principals will work together to develop a system of contacting parents, and documenting students who fall into the "chronically absent" category (excessive absences) missing 5 days of school, unexcused.. Home visits will be conducted by campus staff to locate students who fall into interventions. District truancy officers to be involved as staff identifies students.	Principal, Academic Dean, Counselor, Assistant Principal, Teachers, Communities In School, Social Worker	Documentation of contacts from each grade-level office; increase in attendance rate; decrease in failure rate. Decrease in the number of students requiring attendance recovery.			
2) Provide tangible incentives for students achieving perfect attendance each six weeks grading period, each semester, and throughout the school year.	Principal, Assistant Principal, Counselor	List of students achieving perfect attendance; increased attendance rate; increased perfect attendance.			
3) Provide a variety of credit recovery opportunities for students at risk of not graduation, including Odyssey class, attendance recovery, and creative scheduling to meet the needs of at risk students. 2nd semester senior intervention program.	Academic Dean, Counselor	Graduation rate, credit and attendance data, home visits, conferences.			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue					

Goal 3: Goose Creek Memorial, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: All staff will integrate College and Career Readiness Standards into curriculum, instruction and assessments.

Summative Evaluation: AVID strategies, Lesson planning

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Regular campus- wide reminders that addresses the importance of a high Grade Point Average (GPA) and success at school.	Counselor	Assemblies and speakers.			
2) Complete a survey online at the beginning of school to assess club/organization offerings at GCM. Club fair and Fish Camp.	Counselor	Completion of survey and collection/compiling of data. Data will be shared with the school faculty.			
3) Increase the number of students taking and completing rigorous coursework at GCM, including Pre-AP and AP courses as well as Dual Credit courses through Lee College and CTE technical credits.	Principal, Academic Dean, Content Specialist, Teachers	Increased enrollment in advanced academic courses.			
4) Increase number of students scoring 3 or higher on respective AP exams, or earning Dual enrollment course credit through Lee College, in order to achieve Quartile I in Distinction Designation. Student review session at Rice if possible.	Principal, Academic Dean, Content Specialist, Teachers	Increased student success on AP exams, Increased student success on Dual Enrollment courses.			
5) GCM AVID teachers will attend AVID for professional development purposes and to network with other AVID professionals.	Academic Dean, Teachers	Attendance at AVID conference			
6) AVID opportunities and instructional strategies will be presented to students throughout the year.	Teachers	Lessons Plans			
7) The GCM AVID committee will meet regularly to develop strategies that may be implemented campus-wide to enhance classroom instruction and encourage student to continue their education beyond high school, present to teachers through PK,	Teachers	Sign-In Sheet from meetings. Minutes of meetings			
8) As a component of the GCM instructional program, all GCM teachers will be introduced and receive information and expectations regarding the Texas College and Career Readiness Standards.	Teachers, Counselor, College and Career Counselor	Lesson Plans			
9) Counselors will utilize Naviance to develop student graduation plans and help students develop long-term plans for college and career success.	Counselor, College and Career Counselor	An increased number of students graduating from GCM who meet the Texas College and Career Readiness Standards and Guidelines.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 3: Goose Creek Memorial, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 3: Provide workshops for students and parents emphasizing the importance of higher education (including college night, a college and career awareness program, and access to the GCM College/Career Center).

Summative Evaluation: Regular parent meetings College Career and Lee College Dual Credit meetings, College night attendance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) A meeting addressing college/career preparation will be offered to parents at least once during the school year.	Academic Dean, Counselor, Assistant Principal, College and Career Counselor, admin	Completion of meeting, Parent Sigh-In Sheets			
2) We will offer a Career Fair/Career and Technology Education (CTE) Fair so students will be able to explore career opportunities available through CTE course offerings.	Academic Dean, Teachers, CTE Specialists	Completion of CTE Fair			
3) Offer a College Fair, where students are able to visit with representatives from numerous colleges and universities during one evening, hosted by GCCISD.	Principal, Academic Dean, Assistant Principal, Counselor, Teachers, College and Career Counselor, admin	Completion of College Fair			
4) Provide counseling opportunities through the GCM College and Career Center.	Principal, Academic Dean, Counselor, College and Career Counselor	Log of students utilizing the College and Career Center			
5) Counselors will meet with students throughout the year to create, update and maintain their Personal Graduation Plans (TEAMS) and Naviance 4-year Plans.	Counselor, College and Career Counselor	Personal Graduation Plans and Naviance 4-Year Plans completed and entered in their respective database.			
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Goal 4: Goose Creek Memorial will provide and maintain a safe, organized, and positive learning environment by providing consistent and efficient communication to all staff members.

Performance Objective 1: Utilizing the GCCISD Board Policy, the GCCISD Student Code of Conduct, and GCM campus guidelines, faculty, students, and staff will maintain current Positive Behavior Interventions and Supports which address classroom and campus management and discipline issues in a positive an systemic manner.

Summative Evaluation: Discipline Reports(Campus)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) GCM administrative staff will review discipline data each six weeks grading period to identify trends in student behavior, as well as develop interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations.	Assistant Principal, Teachers, Principal	Decrease in number of discipline referrals			
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Goal 4: Goose Creek Memorial will provide and maintain a safe, organized, and positive learning environment by providing consistent and efficient communication to all staff members.

Performance Objective 2: Train all staff and faculty on how to recognize signs of bullying, teen violence, and campus or home based abuse through Olweus.

Summative Evaluation: Olweus training

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) GCM staff will receive an overview training to assist in helping teachers to recognize signs of bullying, teen violence, and campus or home based abuse.	Counselor, Assistant Principal, Teachers	Training Agendas			
2) Through programs such as Olweus and No Place for Hate students and staff will be informed on how to recognize signs of bullying, teen violence, and campus or home based abuse, and how to report this information to appropriate campus personnel so that these incidents may be investigated accordingly.	Counselor, Teachers, Assistant Principal, Director of Guidance and Counseling	Advisory Lesson Plans			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 4: Goose Creek Memorial will provide and maintain a safe, organized, and positive learning environment by providing consistent and efficient communication to all staff members.

Performance Objective 3: GCM Administration and teachers will provide agendas and written minutes for all faculty meetings and PLCs conducted throughout the school year.

Summative Evaluation: Team Agendas and Minutes submitted to all team members and placed in PLC Binder.
Admin. conducted PLC agendas and minutes submitted to Academic Dean's secretary.

Strategy Description	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative Reviews**		
			Nov	**Feb**	**June**
1) Agendas provided should indicate subjects/topic that will be discussed in order to encourage faculty/staff to bring ideas/materials needed for a productive discussion	Administration, Level Leaders, Content Specialists, Assistant Principals	PLC Binder Checks- dates agendas and minutes are emailed to staff.			
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Goal 5: Goose Creek Memorial will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: Recruit and retain Highly Qualified personnel.

Summative Evaluation: Faculty turnover rate, Provide Mentor program for all new teachers, End of the year survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) GCM Administrative staff will attend job fairs(when applicable) and recruit early from pool of Highly Qualified teachers in core academic subject areas.	Principal, Academic Dean, Assistant Principal	Job Fair Recruiting Schedule			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.	Principal, Academic Dean	NCLB Audit			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Principal, Academic Dean	Meeting minutes			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 6: Goose Creek Memorial will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Implement communication measures (IRIS calls, quarterly newsletters, website, parent emails) that provide information to parents and students regarding campus data, announcements, progress and grading reports, tutorials and additional help available to students.

Summative Evaluation: Teacher/ Parent Survey,

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Email and post online a quarterly GCM newsletter to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, HB5 Grad Plan explanations, and upcoming dates that relate to the goal.	Principal, Webmaster, Academic Dean	Emails will be sent to parents and newsletter will be posted.			
2) GCM will communicate to parents and students the opportunities and tools for success available such as ACT,SAT, and TSI testing, dual credit courses, Naviance, College Board, tutorials, Night School, and credit recovery.	Principal, Academic Dean, Webmaster, Counselors	Information will be provided via email and letters.			
3) Send out frequent School Messenger calls regarding the following: upcoming campus or district dates, testing information (Semester and Final Exams, STAAR, PSAT, etc.), progress reports, report cards, special events, and other items of importance.	Principal, Academic Dean, Testing Coordinator, Counselor, Teachers, Assistant Principal,; Content Specialist	Completion of School Messenger calls on the items listed; parent survey at the end of the year asking about GCM communication.			
4) Parent meetings for each grade level will be offered to parents during the 1st semester for grades 9,10,11 and 12; and additional parent meetings for all grade levels will be offered during the 2nd semester.	Principal, Academic Dean, Counselor, Assistant Principal	Completion of parent meeting for each grade, Parent Sign-In Sheets			
5) A parent event will be offered to incoming 9th grade parents before the start of school to address current campus, district and State requirements for meeting College and Career Readiness Standards.	Principal, Counselor, Academic Dean, Teachers,; Content Specialist	Completion of meeting and sign in sheets.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 7: Goose Creek Memorial will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: GCM teachers will utilize school issued iPads with appropriate APPs, classroom technology including: promethean boards, document cameras, online textbooks and resources, and updated mobile laptop carts to implement subject specific technology TEKS, support and enhance instruction and learning, and provide greater learning opportunities in connection to real-world applications.

Summative Evaluation: Technology reports on App/Software usage, Teacher trainings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) All teachers will have access to technology in the classroom for both instruction and assessment.	Principal, Assistant Principal, Academic Dean, Teachers	Lesson Plans			
✔ = Accomplished ◕ = Considerable ◓ = Some Progress ⬤ = No Progress ✗ = Discontinue					

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Joshua Painter	
Administrator	Christie Speights	
Classroom Teacher	Sally Black	
Classroom Teacher	Sue Cannariato	
Classroom Teacher	Morgan Caraway	
Classroom Teacher	Jeanie Carmody	
Classroom Teacher	Reuben Chance	
Classroom Teacher	Mariela ChenBarboza	
Classroom Teacher	Shirley ClaytonFiscus	
Classroom Teacher	Angie Johnson	
Classroom Teacher	Manuela Langlois	
Classroom Teacher	Joey Longorio	
Classroom Teacher	Mark Lowrie	
Classroom Teacher	Shonna Prentice	
Classroom Teacher	Stephanie Schrull	
Classroom Teacher	Amy Townley	
Counselor	Stacie RitchieHinde	
Parent	Shelly Ambrose	