

**Temple Independent School District**  
**Fred W. Edwards Accelerated High School**  
**2017-2018 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fred W. Edwards provides special instructional and personal development programs for students who are identified as at-risk and in danger of dropping out or have already dropped out. Edwards Academy, a non-traditional alternative accredited high school campus serves as a “Response to Intervention” (RTI) for Temple ISD Temple High School and other eligible students who are behind in credits and require credit recovery and/or acceleration to earn graduate status.

- 89% of students are at-risk of dropping out or have already dropped out.
- Edwards full-time student: Age 14 to age 19
- Evening Academy/Project Diploma: 4:00 p.m. – 6:00 p.m.
- Student Program for students 14 to age 22 who cannot attend 4+ hours a day
- We plan on expanding flexible schedules for students.

### 2017-18 Fall Data

#### CountPercent

#### Total Enrollment

Grade 9	25	21.9
Grade 10	33	28.94
Grade 11	33	28.94
Grade 12	23	20.17

#### Ethnic Distribution

White	28	28
Hispanic/Latino	44	44
Black/African American	28	28
Asian	0	0
Am. Indian/Alaska	0	0
Native Hawaiian	0	0

At Risk Students	86	75
Eco Disadvantaged	96	84
Regular	103	90

Spec. Education	11	9.6
LEP	6	5.2

### **Student Enrollment By Program**

Special Education	11	9.6
Career & Technical Education	18	19.35
Bilingual Education	0	0
ESL Education	6	5.2

Graduates average represent 26% of 2016/2017 Temple ISD High School Graduating Senior Class [ 133 of 506 = 24 %]

Completers avg. 50% per year. (students needing 1 or more successful completion of State Assessments) When these students enrolled at Edwards Academy, they average 10.5 credits and had experienced multiple failures in their high school career.

### **Staff Demographics**

Edwards Academy has 6 full-time certified teachers: 2 Caucasian teachers, 3 African American teachers and 1 Hispanic teacher (4 male teachers and 2 female teachers). Teachers receive the following types of support:

- District Staff Development
- District New Teacher Mentor Program
- Campus Staff Development
- Campus Professional Learning Community
- Campus Staff Meetings / Huddles
- Cultural Relevant Pedagogy
- Region 12 Training & other External Training (Teacher Choice)
- Coaching Instrument/Data Walks – Complete two documented walkthroughs per week, per teacher
- T-TESS – Formal observations / Spring Summative
- Teachers new to TISD mentoring program
- Increase Admin/Teacher meeting frequency

### **Staff, Quality and Recruitment Strengths**

- Staff Quality, Recruitment, and Retention Strengths
- Every teacher on campus is a Highly Qualified Teacher.
- All teachers teach multiple levels of curriculum. All teachers have multiple state certifications. All teachers are knowledgeable in, and practice,

- Cultural Relevant Pedagogy teaching and instructional strategies.
- New Teacher Mentor Program
- Teachers and Administration staff are expanding certifications to meet the need of a diverse population.
- Teachers and Administration staff are continually adjusting for equity and to meet student needs.

## **Demographics Strengths**

Systemic process for intake/exit

Credit certification process

Fred W. Edwards Accelerated High School Generated by Plan4Learning.com on August 8, 2017 by Staff of nurturing diverse certified teachers and highly accessible administrators to ensure every student's success

Small campus with closely knit learning community

Balance between males and females increasing

Graduation class size at steady pace, recapturing 26-30% of TISD at-risk students earning graduation status

School enrollment increasing

Non-traditional credit earning options

Hybrid Learning Model (On-line Computer-Based Curriculum/Direct Teach/Project-Based Learning

Accelerated course-completion

Opportunity to graduate earlier than expected

Opportunity to “catch up” on credits toward graduation

Small-size classes with traditional instruction

Individual tutorial assistance for EOC/ TAKS

End of course classes

Blocked EOC prep classes for English I and English II

On-site Teen Parenting Program

Post-secondary & Financial Aid Planning

### **Mentoring Programs**

Evening Academy/ Project Diploma: 4:00 p.m. – 6:00 p.m.

Student Program for students ages 14 to age 22 who can not attend 4+ hours a day

### **Staff, Quality and Recruitment Strengths**

- Staff Quality, Recruitment, and Retention Strengths
- Every teacher on campus is a Highly Qualified Teacher.
- All teachers teach multiple levels of curriculum. All teachers have multiple state certifications. All teachers are knowledgeable in, and practice,
- Cultural Relevant Pedagogy teaching and instructional strategies.
- Teachers and Administration staff are expanding certifications to meet the need of a diverse population.
- Teachers and Administration staff are continually adjusting for equity and to meet student needs.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

**Problem Statement 2:** Edwards Academy student/teacher ratio does not represent the diverse population. **Root Cause:** We accept students based upon his/her individual needs.

**Problem Statement 3:** In past years, Edwards' attendance rate ebbs and flows. **Root Cause:** No consistent campus plan for tracking student absences and truancy.

**Problem Statement 4:** The number of identified homeless students is underidentified. **Root Cause:** No proactive plan for identifying and coding our homeless students.

## Student Academic Achievement

### Student Academic Achievement Summary

Throughout the school year students will be targeted through means of RtI, small group pull-out, and double blocked core classes to provide intense remediation and tutorials to all students, struggling learners and those who were behind. The Academy will spend time next year focusing on a process to involve academic assessments, both formative and summative, to assess teaching and learning and to modify instruction based on student performance. Test data analyzed through the year to improve instruction.

Campus Index 1 Met	Index 2 Met	Index 3 Met	Index 4 Met	Overall Met Standard
Edwards 49 Yes	N/A	Yes 29	Yes 36	Yes

### Student Academic Achievement Strengths

As a non-traditional accredited high school, Fred W. Edwards Academy is another route to graduation for those students who are not successful in a traditional high school setting.

Students are allowed to work at their own pace using online, computer-based curriculum supplemented with offline projects and assignments to ensure that all Texas Performance Standards are met and that the curriculum is rigorous and relevant. Students are able to catch up academically and/or move ahead at an accelerated pace. Students develop marketable skills in preparation for college and/or the workplace through service and community projects.

Career Cruising

Personal Graduation Plans

Individual Academic Plans

Targeted EOC Test Prep Individualized Student Schedules

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.

**Problem Statement 2:** District SPED Writing scores dropped by 5%. **Root Cause:** SPED students were not as much of a focus for teachers during remediation planning.

**Problem Statement 3:** EOC English I and II scores dropped and few students passed during the summer testing.. **Root Cause:** Remediation and tutoring plans were not focused on individual students' specific low TEKS.

**Problem Statement 4:** EOC Biology scores dropped by 10%, including CTE, SPED and ELLs.

**Problem Statement 5:** Special Education students do not meet state academic expectations on STAAR. **Root Cause:** Staff and students were assuming that the students would be exempted so few would try their best to pass.

**Problem Statement 6:** Difficulty tracking ELL students for participation in EOC's. **Root Cause:** We were not involved in the original LPAC process.

## **School Processes & Programs**

### **School Processes & Programs Summary**

#### **Curriculum, Instruction, and Assessment Summary**

As a non-traditional accredited high school, Fred W. Edwards Academy is another route to graduation for those students who are not successful in a traditional high school setting.

Students are allowed to work at their own pace using online, computer-based curriculum, supplemented by offline projects and assignments to ensure that all Texas Performance Standards are met and that the curriculum is rigorous and relevant. Students are able to catch up academically and/or move ahead at an accelerated pace. Students develop marketable skills in preparation for college and/or the workplace through service and community projects.

#### **School Context and Organization Summary**

Fred W. Edwards provides a special instructional program for students who are identified as at-risk using one or more of the 13 criteria set by the state.

EA serves as RTI for THS students not meeting grade level expectations which includes the Project Diploma program for students ages 18-22, who previously dropped out and returned to high school seeking their high school diploma.

Current waiting list for Edwards averages 67 THS students. This list grows daily. As students graduate and/or complete high school course requirements, additional applicants are screened for acceptance into the Academy.

Edwards Academy currently has:

- An average of 200 students per school year
- Averages Approximately 135 graduates per year and 15 completers per year (avg. of 33% of TISD H.S. graduating class)
- 108 seats are available on a daily basis
- 8 Chromebooks have been added to help with tutoring during normal hours
- 6 certified teachers are serving 4 core subject areas, Special Education, ELL, and electives that include all grade levels

#### **Technology Summary**

Fred W. Edwards Academy is fully emerged as a campus that provides a hybrid learning model curriculum and instruction through an on-line, computer-based curriculum, Edgenuity.



Campus is supported by technology and all students are assigned to a computer daily.

All students must comply with computer use agreements.

## **School Processes & Programs Strengths**

### **Curriculum, Instruction, and Assessment Strengths**

With blended learning and portfolios that are graded by a rubric, instruction is delivered through small group- based interventions which targeted student academic weaknesses. Students are assessed through the online platform and benchmark student assessment, based upon state standards.

Edgenuity courses have been realigned. Students must complete 100% unless as a committee, they decide to award credit to a student who has successfully met standards on an EOC assessment. The student must have completed 60% of the course with a passing grade of 70.

### **School Context and Organization Strengths**

- Lack sufficient amount of credits for grade levels, and are behind on credits towards graduation year
- Have experienced personal, family, or other issues which have hindered academic success and/or attendance in the traditional school setting
- Have demonstrated frustration with school and expresses a desire for positive change
- Have a job or adult responsibilities (e.g., teen parent) that require a flexible schedule
- Any student who may require an alternate setting for learning (smaller environment)
- Ability to make decisions about student enrollment and transition back to THS or Project Diploma
- Ability to determine student schedules
- Ability to discuss full issues at PLCs and faculty meetings

### **Technology Strengths**

- We have increased to 114 computers (Desktops, Chromebooks, and iPads)
- Computer-based computer curriculum, Edgenuity, fully supports and is aligned with district technology resources
- Computer-based curriculum, Edgenuity, which fully supports, issues timely updates, and integrates with district technology resources
- Updated technology – Impero software
- Student-computer ratio
- Teachers use technology in curriculum instruction and assessment

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The Professional Learning Community (PLC) process across the district is not focused.

**Problem Statement 2:** Technology and face-to-face learning are not tightly integrated in the student's learning experience. **Root Cause:** Rubric work was not geared in the direction of face-to-face learning.

**Problem Statement 3:** Edwards Academy does not have typical structured PLC's and planning periods. **Root Cause:** Not enough teachers to constitute a department.

**Problem Statement 4:** We must send our teachers off campus in order to collaborate and plan with their content area. **Root Cause:** Not enough teachers to constitute a department.

## **Perceptions**

### **Perceptions Summary**

#### **School Culture and Climate Summary**

Fred W. Edwards Academy's culture and climate are in a constant state of inventiveness due to the revolving door of student influx.

Overall, Edwards Academy is celebrated for creating a nurturing school climate and culture of excellence and high expectations that has garnered respect, engaged partnerships with parents, business, and the community. A seat at Edwards Academy is highly sought after by students and parents. There is a minimum of 108 self-initiated student applications submitted annually, while the remaining 100 student applications are referrals by Temple High School counselors, diagnosticians, and administrators. Students and staff feel safe. With improved academic and behavior successes experienced by Edwards Academy, there are many positive foundations to build a strong culture and make further improvements to the climate of the campus. Academic support by way of improved curriculum and instruction, particularly the alignment of computer-based instruction and newly developed rubrics and enrollment processes, implementation with fidelity and communication will be the keys to overall improvement. Change made to the enrollment process screens applicants to ensure the most vulnerable students have an opportunity to enroll in the Academy. Our goal is continuous improvement, capitalizing on community resources and involvement as a leading component.

Edwards Academy has received support from across the district, including our community, local businesses, elected officials, and civic leaders This enables the staff to develop a strong school climate and a building of culture and excellence.

#### **Family and Community Involvement Summary**

Fred W. Edwards Academy's family and community has a strong foundation to build on, and is evolving as the campus continues to develop. Our school welcomes new partners, while maintaining and strengthening ties with current partners and families. Communication is the key to building family and community partnerships.

Family, community, and parent opportunity for involvement at Edwards Academy is an organized, ongoing review; and improvement of the Title I, Part A program includes a school-wide plan for the development of the parent involvement policy and parent compact. Parents, families and the community have opportunities to participate in the campus SBDM and district DEIC.

### **Perceptions Strengths**

## School Culture and Climate Strengths

Graduates represent approximately 33% of Temple ISD High School Graduating Senior Class. When students enroll at Edwards Academy, they average 11 credits and have experienced multiple failures in their high school career.

Levels of Intervention include but are not limited to:

- Staff of nurturing certified teachers and highly accessible administrators to ensure every student's success
- Small campus with closely knit learning community
- Non-traditional credit earning options
- Hybrid Learning Model (On-line Computer-Based Curriculum, Rubrics, Direct Teach, Project-Based Learning)
- Accelerated course-completion
- Opportunity to graduate earlier than expected Opportunity to "catch up" on credits toward graduation
- Small-size classes with traditional instruction
- Individual tutorial assistance for EOC/ TAKS
- Individual Learning Plans
- **Individual Education Plans**
- On-site Teen Parenting Program
- Post-secondary & Financial Aid Planning
- District-wide CHAMPS program / PBIS
- Campus Foundation Team monitoring truancy, discipline, and consequences trends at the campus
- Instructional coaches and campus/district level staff development opportunities
- Campus School Counselor
- Implementing the program No Place For Hate
- Coaching/teaching mentors and Professional Learning Communities (PLCs)
- Academic/Attendance/Behavioral RtI training and resources for staff
- Campus Support Programs: ACE, Community in Schools (CIS), Adopt-a-School partnerships
- Community Partnerships
- Campus Safety Drills
- Mentoring Programs
- Girl Empowerment
- Boys to Men
- One-on-One Mentors
- City of Temple - Community Service
- Bell County Juvenile Programs
- 61st MMB-Adopt-a-School

Communication with parents:

- Opportunity for electronic access to District-wide Student Handbook
- Opportunity for District-wide enrollment
- Skyward Parent Portal to access school-wide and student information
- Career Cruising
- Provide Parent/Student Handbook
- Fred W. Edwards Accelerated High School Generated by Plan4Learning.com 17 of 48 September 13, 2017 3:44 pm
- Provide Edwards Academy orientation and enrollment forms
- Provide Edwards Academy Student Portfolio
- Campus and central office phone lines will be accessible to visitors and parents
- Expand Guidance curriculum and department
- Hold Parent/Teacher Conferences
- Utilize counseling department to make community contacts and develop meaningful programs
- Parent/teacher conferences are done at school, via phone calls, letters, and home visits
- Receive six-week progress reports
- Web based activity calendars to parents Provide Parent's Survey Weekly Communication 3 to 1
- Campus and Teacher websites updated regularly on school activities
- Provide invitations for Guests/Parent campus visits
- Report news via District Communications office to report to the local newspapers, television

### **Family and Community Involvement Strengths**

- Parent/Student Handbook
- Edwards Academy orientation and enrollment forms
- Edwards Academy Student Portfolio
- Campus and central office phone lines will be accessible to visitors and parents
- Guidance curriculum and department
- Parent Teacher Conferences
- Utilization of administrative office and counseling department to make community contacts and develop meaningful programs
- Parent/teacher conferences at school, via phone calls, letters, and home visits
- Nine-week Progress reports
- Web-based activity calendars to parents
- Surveys Teacher/Parent Weekly Communication: 3 positives to 1 negative ratio
- Campus and Teacher websites updated regularly on school activities
- Parents as mentors and volunteers on campus
- Weekly invitations for campus visits
- Report news via District Communications office to report to the local newspapers and television (Edwards Academy Power Hour – Boys-to-Men & Girl Empowerment Sessions)

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Difficult to maintain a constant climate. **Root Cause:** The student graduation/turnover rate is a constant throughout the year.

**Problem Statement 2:** Edwards' graduates were not thinking about post high school education or training. **Root Cause:** The perception of some is that Fred Edwards Academy is a discipline campus where all the "bad kids" go.

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **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
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Class size averages by grade and subject

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Study of best practices
- Action research results
- Other additional data





# Goals














**Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.**

**Performance Objective 1:** Each TISD campus will meet or exceed state standards for the Texas Accountability System.

**Evaluation Data Source(s) 1:** State testing results/report.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop district level "Blended Learning" implementation plan (See Education Elements Scope of Work).		Assistant Superintendent of Curriculum & Instruction, Elementary and Secondary Executive Directors, Technology Director, Blended Learning Council, Campus Principal	Student agency and relationships with staff will be increased through the implementation of Blended Learning. 1. Final draft of Blended Learning Vision 2. Development of District Blended Learning Design Expectation 3. Determination of District Focus Areas. 4. Development of design expectations for schools 5. Training plans for teachers 6. Training plans for coaches 7. Training plans for principals. 8. Multi-year Blended Learning Road map developed				
				Problem Statements: School Processes & Programs 2			
2) Contract with Solution Tree to design and deliver six installments of PLC training. Each installment will cover the primary processes outlined for PLCs: Content Focus, Data Analysis, Common Assessments and Interventions - with two additional sessions on Leadership and Monitoring Interventions. Session participants will include each and every member of each campus leadership team.		Assistant Superintendent of Curriculum & Instruction, Campus Principal	1. Build leadership capacity to effectively lead a PLC. 2. Understand collaborative leadership and be able to identify and utilize strategies for changing the culture to one that focuses on learning. 3. Increase understanding in creating clear expectations and monitoring what matters. 4. Participate in strategies that will assist in supporting and coaching the work of a PLC. 5. Develop and utilize PLC protocols to facilitate increased student achievement and effective teacher planning.				
				Problem Statements: School Processes & Programs 1			

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Continue the 9-12 balanced literacy initiative including: 1) using district reading/ writing strategies 2) monitoring data and 3) providing small group instruction in reading and writing, 4) Ongoing staff development with instructional coach.</p>	2, 4, 8	Executive Director of Secondary Education; Instructional Coaches; Secondary Campus Principal	<p>Students will improve in Reading and writing which will lead to growth and/or meeting standards on EOC's.</p> <p>Evidence will be gathered/shown using classroom walkthroughs, lesson plans, student data, staff development records, and PLC agendas.</p>				
<p><b>Critical Success Factors</b> CSF 3</p> <p>4) Provide ongoing training for test administrators to ensure successful testing.</p>	3	Director of Accountability, Assessment and PEIMS, Campus Principals	<p>We will prevent testing irregularities.</p> <p>Documentation of training, tracking of any irregularities and reason(s) for any irregularities will be maintained as the data source.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide ongoing training for teachers through PLC processes and monthly professional assignments utilizing ASCD (PD in Focus).</p>		Campus Principal, Assistant principal and lead teacher.	<p>The result will be preventing testing irregularities as well as providing a secure testing site.</p> <p>Evidence will be the discussion(s) in PLC, the PLC agenda and ASCD report.</p>				
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The Professional Learning Community (PLC) process across the district is not focused.
<b>Problem Statement 2:</b> Technology and face-to-face learning are not tightly integrated in the student's learning experience. <b>Root Cause 2:</b> Rubric work was not geared in the direction of face-to-face learning.

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.













**Performance Objective 2:** TISD will improve each district accountability measure: Index 1 from 63% to 65%, Index 2 from 40% to 42%, Index 3 from 33% to 35%, and Index 4 from 63% to 64%, as indicated in the state accountability system.

Fred Edwards Academy will improve each accountability measure: Index 1 from 44% to 46%, Index 2 Not Rated, Index 3 from 26% to 28%, and Index 4 from 50% to 52%, as indicated in the state accountability system for alternative schools. The current ratings are Index 1-35%, Index 2- 5th percentile, Index 3- 11 %, Index 4- Both Components 33% and graduation/dropout rate component only- 45%

**Evaluation Data Source(s) 2:** State testing results/report.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>PBMAS</b> 1) Implement a balanced literacy plan for grades 6-12 to include focus on the reading/ writing workshop model and usage of a literature studies approach in each unit of study, monthly progress monitoring of student growth, walk-throughs, and data analysis.		Executive Director of Secondary Education, Campus Principal	Improve achievement of students on state assessments and the implementation of the reading/ writing workshop model in secondary ELAR classrooms.				
	Problem Statements: Student Academic Achievement 1, 3						
<b>PBMAS</b> 2) Implement the usage of interactive vocabulary and content area literacy strategies in secondary science and social studies classrooms to include a focus on interactive word walls, sheltered instruction strategies, and progress monitoring of student achievement.		Executive Director of Secondary Education, Campus Principal	The result will be improving the achievement scores on Biology and U.S. History EOC assessments, specifically CTE, SPED, and ELL students.				
	Problem Statements: Student Academic Achievement 4						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 4  3) We will continue EOC Prep courses for all state required assessments: including the addition of Biology to provide targeted instruction on state standards to improve student mastery of state required assessments.		Principal Assistant Principal Instructional Coach	The result/impact will be an increase in student passing rates and growth performance of EOC testing. Evidence will be gathered using the following:  Walk-throughs Observations PLC Meeting Data Meetings Teacher Data Books Student Notebooks Minutes from All Meetings				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 4</p> <p>4) We will continue EOC Prep courses for all state required assessments: including the addition of Biology to provide targeted instruction on state standards to improve student mastery of state required assessments.</p>		Principal Assistant Principal Instructional Coach	<p>The result/impact will be an increase in student passing rates and growth performance of EOC testing. Evidence will be gathered using the following:</p> <p>Walk-throughs Observations PLC Meeting Data Meetings Teacher Data Books Student Notebooks Minutes from All Meetings</p>				
<p><b>Critical Success Factors</b> CSF 4</p> <p>5) Provide online remedial support to students through virtual tutor (VT) to support acquisition of foundation skills.</p>		Principal Assistant Principal Teacher Instructional Coach	<p>The result/impact will be an increase in student passing rates and growth performance of EOC testing. Evidence will be gathered using the following:</p> <p>Walk-throughs Teacher Interviews Lesson Plans Review Edgenuity session logs</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Offer Saturday sessions to support small group instruction for students unable to attend school during the week. The sessions will be focused on specific standards to insure mastery.</p>		Principal Assistant Principal Teacher	<p>The result will be to provide additional support for all students but give an extra focus on completes. The impact will be an increase in student passing rates and growth performance of EOC testing. Evidence will be gathered using the following:</p> <p>Calendar Sign in log Lesson Plan</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.</p>
<p><b>Problem Statement 3:</b> EOC English I and II scores dropped and few students passed during the summer testing.. <b>Root Cause 3:</b> Remediation and tutoring plans were not focused on individual students' specific low TEKS.</p>
<p><b>Problem Statement 4:</b> EOC Biology scores dropped by 10%, including CTE, SPED and ELLs.</p>

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 3:** TISD will increase the graduation rate from 88.5% to 91.0% or above. Fred Edwards Academy will increase the campus graduation rate to 92%.

**Evaluation Data Source(s) 3:** PBMAS report/District Data

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Complete Personal Graduation Plans (PGP) for each student to meet state requirements at each secondary campus.</p>	6, 9, 10	Director of Counseling, Secondary Administration, Secondary Campus Counselors	The result will be an increase in the campus graduation rate. Evidence of PGP meeting schedules developed, 100% of qualifying students have PGP in place.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) Implement teacher mentoring program to support student responsibility of monitoring progress of credits. Students will set goals for course completion.</p>		Principal Assistant Principal Lead Teacher Teachers	The impact will be 1) an increase in teacher retention 2) improve teacher effectiveness, and 3) build stronger relationships and rapport between teachers and students. Evidence will be:  Students will sign meeting log Staff will check student progress weekly.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Staff will consistently monitor student progress in all Edgenuity classes and provide assistance as needed. Student progress will be reported to administrators on a weekly basis.</p>		Teachers Lead Teacher Assistant Principal Principal	The impact will be students will earn more credits and successfully meet their course completion goals. Evidence will be:  Completed credit slips PLC Agenda				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Campus mentor/staff member will meet with student periodically to review post-secondary plan.</p>		Principal Assistant Principal Counselor Lead Teacher Teacher Mentor	The impact will be to increase the number of students graduating with their cohort if not sooner. Ensure that students follow a graduation plan. Evidence will be:  Student Transcript Course completion sheet Student goal sheet Tracking of cohort				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 4:** TISD will maintain a dropout rate in grades 7 through 12 at 1.5% or less.

**Evaluation Data Source(s) 4:** PBMAS report/District Data

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>PBMAS</b></p> <p>1) Implement secondary ELL data monitoring plan.</p>		Director of Bilingual/ESL, Campus Principal	Maintain or decrease dropout rate. Review ESped				
Problem Statements: Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Strengthen instructional interventions and processes on all campuses by: (1) Monitoring the effectiveness of Tier 2 interventions; (2) Providing training and support in small group instruction for core academic areas;( 3) Monitoring training and support of RtI processes; (4) Supporting EOC prep courses.</p>	2, 8, 9	Executive Directors of Secondary and Elementary Education; Campus Principals; Instructional Coaches; Coordinator of Student Interventions	The results will be to improve teacher effectiveness and delivery of curriculum. Evidence will be gathered by:  Monitor usage and documentation of interventions through RtI reports; documentation of targeted staff development; documentation of ongoing training and support for teachers; Increased student achievement on STAAR/ EOC scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Identify students in need of assistance for academic or behavioral reasons through campus interventions meetings. Provide one on one support through campus mentors.</p>		Principal Assistant Principal Teacher Selected Mentors	The result will be to prevent student distractions/barriers. Data will be gathered using:  Minor Offense Report Discipline Report Red/Yellow/Green Report Staff observations Implement class expectations Parent/student conferences				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Design a mentor program by identifying local partners, participating in community out reach opportunities, and connecting with colleges and career planning programs to support post secondary success of Edwards students.</p>		CTE Director Principal Assistant Principal All Campus Staff	The result will be to increase student enrollment in post secondary institutions. Evidence will be:  Mentor Log Mentee Application Tracking students after graduation Review event calendar				





= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

### Performance Objective 4 Problem Statements:

#### Student Academic Achievement

**Problem Statement 3:** EOC English I and II scores dropped and few students passed during the summer testing.. **Root Cause 3:** Remediation and tutoring plans were not focused on individual students' specific low TEKS.

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 5:** TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and Title I, as indicated by no staging for PBMAS.

**Evaluation Data Source(s) 5:** State testing data/ PBMAS report.

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.</p>		Director of Special Education, Coordinator of Special Education, Campus Principal	Provide training to campus administration to support monitoring service delivery. Improve consistency of service delivery and documentation of supports provided. Identify areas of strength and areas for improvement.				
Problem Statements: Student Academic Achievement 5							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Strengthen secondary ELL and Economically Disadvantage monitoring processes through data meetings and individual student plans.</p>	1, 9, 10	Director of B/ESL; Secondary Campus Principals; ESL Teachers	Result will be to increase teacher effectiveness in teaching curriculum to ESL students. Evidence will be gathered by comparing the longitudinal data.  Data reports including: CBA's, benchmarks and documentation of quarterly campus meetings				
<p><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>3) Monitor data submissions of course credits and test results on transcripts and ensure transfer students data is accurate. Provide ongoing training for staff and registrar.</p>	1, 6, 10	Counselor Registrar Principal	Review Transcript Review Transfer information Meet with PEIMS staff				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>4) Apply and participate in CREST program with the Texas School Counseling Association.</p>		Director of Counseling, Campus Principals, Campus Counselors	Evidence of CREST application submitted at 100% of campuses; presentation of CREST applications November 1				

5) Increase student participation in all EOC's, with a focus on ELL students.		Campus Principal Assistant Principal Counselor Testing Coordinator	The result will be to increase the participation rates by using the following strategies: Special transportation Letters Website Calling parents Administer it at home or jail Calling parents and/or students to remind about makeup testing days Schedule/sequence of courses taken				
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Performance Objective 5 Problem Statements:**

**Student Academic Achievement**







**Problem Statement 5:** Special Education students do not meet state academic expectations on STAAR. **Root Cause 5:** Staff and students were assuming that the students would be exempted so few would try their best to pass.

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 6:** TISD will hire only those teachers that have a valid Texas certification prior to their first day of instruction.

**Evaluation Data Source(s) 6:** State testing data/report.

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Only certified teachers will be presented to the School Board for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position.</p>	3	Assistant Superintendent of Human Resources, Campus Principal	<p>100% of TISD teachers will be certified.</p> <p>Edwards Academy will staff the campus with highly qualified teachers.</p>	✓	✓	✓	
Problem Statements: Demographics 1							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 7:** TISD will reduce the teacher attrition rate to below 20%.

**Evaluation Data Source(s) 7:** Report from TISD HR.

**Summative Evaluation 7:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Monitor campus assignments and loads to assure balanced class loads and student issues.		Assistant Superintendent of Human Services, Campus Principal	Balanced class loads				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> 2) Provide ongoing support for teachers new to campus and limit after school requirements.		Principal Assistant principal Lead Teacher	This will improve retention rates and increase teacher effectiveness.  Timed campus meetings TISD mentor documentation Highs and lows of the week				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> 3) Monitor master schedules to assure balance in class loads for first and second-year teachers (class size, behavior).		Assistant Superintendent of Human Resources; Assistant Superintendent of Student Services; Campus Principals	Master schedules; PEIMS data regarding class loads and discipline				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> 4) Develop and implement process on New Teacher Walkthroughs for Quick Evals.		Assistant Superintendent of Human Resources; Campus Principals	This will allow campus admin to provide teachers with timely feedback in order to provide guidance. This will be evidenced by using walkthrough documentation. Walkthrough documentation				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.**

**Performance Objective 1:** TISD will continue district-wide facilities improvements using bond funds.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop plans for transitioning the Edwards Academy and the Prep Center to a new facility.		Superintendent, Assistant Superintendents, Principal, Head Start Personnel	Larger facility which will allow more students to be served.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 2:** TISD will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus.		Assistant Superintendent of Student Services, Director of Health Services, Campus Principal	React to emergency situations in an effective manner.  Emergency situations at campuses are handled with CPR and AED protocols				
2) Monitor custodial services for quality and completion.		Assistant Superintendent for Finance and Operations, GCA, Campus Principal	Maintain a safe and clean environment which will improve overall campus appearance and moral.  90% satisfaction				
3) Monitor student participation in the breakfast and lunch programs.		Assistant Superintendent for Finance and Operations; Director of School Nutrition, Campus Principal	Students will receive nutritious meals which will improve learning and focus.  Maintain student participation at 2016-17 levels				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2:** Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 3:** TISD campuses will improve discipline at each campus and decrease ISS, OSS, and DAEP placements.

**Evaluation Data Source(s) 3:** District Data (Student Services data, primarily the Red/Yellow/Green report.)

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>PBMAS</b></p> <p>1) Monitor the effectiveness of district training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.</p>		Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Foundation Teams, Campus Principal	Reduction of ISS, OSS and DAEP placements				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Provide CHAMPS training to 100% of teachers.</p>	4	Coordinator of Student Intervention Services	Improve student behavior Eduphoria reports of teachers completing on-line refresher, New Teacher sign-in sheets, and New substitute training sign-in sheets				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Train new teachers in positive behavioral supports and interventions.</p>	2, 4	Coordinator of Student Intervention Services, Campus Principals, Assistant Principals	Build and maintain positive and meaningful teacher/student relationships. Certificates of Texas Behavior Support Initiative (TBSI) module completion				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Implement required counseling activities in line with state mandates to include individual graduation planning and support.</p>	2, 10	Director of Counseling, Campus Counselors	Calendar of activities, participation documentation, Documentation of non-direct service delivery				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Consistently enforce classroom rules, policies and procedures using district minor offense report process.</p>		Principal Assistant Principal Teachers	Compare 2017 discipline report to 2018 discipline report Review discipline report monthly Analyze specific discipline concerns				
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							











**Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.**

**Performance Objective 1:** TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

**Evaluation Data Source(s) 1:** District/campus data.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify attendance issues through RYG report and early interventions.		Assistant Superintendent of Student Services, Truancy Officers, Campus Principal	Increased attendance rate for RYG students				
2) Implement Restorative Discipline circles with top truancy students.		Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Campus Principal	Increased attendance rate of top truancy students				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> 3) Implement and enforce attendance plan.		Principal Secretary Assistant Principal Teachers PEIMS Staff	Improve student attendance and hold them accountable.  Student Sign-In Sheet Reviewing Attendance report from Skyward Review Student Call log				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 4 CSF 5</p> 4) Provide pregnancy related services (PRS) for students that are expecting to birth a child.		PRS administrator PREP Center Coordinator PREP Director Campus Principals (THS and Edwards Academy) PEIMS Coordinator	Improve student attendance and hold them accountable.  Sign up -log Submission of documentation (Required medical notes)				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 4</p> <p>5) Offer compensatory education home instruction (CHEI) to students that may not be able to attend school due to birthing a child or under the care of a recognized medical doctor.</p> <p>Note: If PRS are provided for students , then CEHI must be provided for students.</p>		<p>PRS administrator PREP Center Coordinator PREP Director Campus Principal</p>	<p>This will allow parenting students to stay up to date on their coursework and credits while allowing them to care for their newborn.</p> <p>Teacher Time sheets Documentation log Medical documentation</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 3:** Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 2:** TISD will achieve a teacher attendance average of 96%.

**Evaluation Data Source(s) 2:** District data/reports.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Recognize and award teacher attendance each grading period.		Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
2) Design incentives for teachers with outstanding attendance.		Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Teacher attendance will be promoted consistently at each campus by the campus administration. Teacher attendance will be tracked with special recognition each grading period and at the end of the year. Attendance recognition will include attendance awards each six weeks and staff meals .</p>		Assistant Superintendent of Human Resources; Campus Principals	<p>This will improve teacher effectiveness by maintaining a stable environment for students.</p> <p>Attendance tracking documentation; recognition documentation</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 3:** Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 3:** TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

**Evaluation Data Source(s) 3:** District/campus data and reports.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop coordinated procedures to promote use of Family Access.		Assistant Superintendent of Student Services, Director of Technology, PEIMS Coordinator, Campus Principal	Increased percentage of family enrolled in Family Access				
<b>Critical Success Factors</b> CSF 1 CSF 6 2) Parent orientation for each student to determine graduation plan.		Principal Assistant Principal Counselor Teacher Principal secretary	Parent Meetings Sign-in logs				
<b>Critical Success Factors</b> CSF 6 3) Teachers are required to contact 2 parents weekly to discuss student progress. Parent receives communication each grading period.		Principal Assistant Principal Teacher	Improve parent participation  Phone call logs Documentation in Skyward				
<b>Critical Success Factors</b> CSF 6 4) Mail testing information and upcoming events to parents. Post information on the campus website.		Principal Principal Secretary Lead Teacher	Maintain documents				
<b>Critical Success Factors</b> CSF 6 5) Continue parents day: complete financial aid report and register for TSI for college.		Principal Assistant principal Counselor Campus staff	Sign- in log TSI results				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Continue the 9-12 balanced literacy initiative including: 1) using district reading/ writing strategies 2) monitoring data and 3) providing small group instruction in reading and writing, 4) Ongoing staff development with instructional coach.
1	2	3	We will continue EOC Prep courses for all state required assessments: including the addition of Biology to provide targeted instruction on state standards to improve student mastery of state required assessments.
1	2	4	We will continue EOC Prep courses for all state required assessments: including the addition of Biology to provide targeted instruction on state standards to improve student mastery of state required assessments.
1	2	6	Offer Saturday sessions to support small group instruction for students unable to attend school during the week. The sessions will be focused on specific standards to insure mastery.
1	5	1	Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.
1	5	2	Strengthen secondary ELL and Economically Disadvantage monitoring processes through data meetings and individual student plans.
3	1	4	Provide pregnancy related services (PRS) for students that are expecting to birth a child.
3	1	5	Offer compensatory education home instruction (CHEI) to students that may not be able to attend school due to birthing a child or under the care of a recognized medical doctor. Note: If PRS are provided for students , then CEHI must be provided for students.

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Phillip Perry	Principal
Administrator	Lauren Pruitt	Assistant Principal/Counselor
Classroom Teacher	Shawnita Weston	Lead Teacher
Community Representative	Carmen Harris	Community Member and Receptionist
Non-classroom Professional	Susan Wilson	Head Start Director
Parent	Tamara Johnson	Parent
Classroom Teacher	Shelane Berry	Science Teacher
Classroom Teacher	Alan Tate	ELA Classroom Teacher
Parent	Frank Ankrom	Parent