

**Shepherd Independent School District**  
**Shepherd Intermediate School**  
**2016-2017 Campus Improvement Plan**

# **Mission Statement**

Through the shared responsibilities of educators, students, parents and community, Shepherd Independent School District empowers all students with skills needed to be successful in a competitive and ever changing society.

# **Vision**

Inspiring Success Through Passion and P.R.I.D.E.

# **Value Statement**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Comprehensive Needs Assessment: A formal needs assessment was completed for the 2015-2016 school year. The assessment incorporated data from the following sources: AEIS Report, TAIS Report, PBMAS Report, HQ Report, Staff Surveys, Student Surveys, Parental Involvement Surveys, Minutes from Committee Meetings, 425 Discipline Reports, TELPAS Reports, PDAS Reports, Administrative Walk-through Reports, Sign-in Sheets, STAR Chart, and Benchmark Reports.

Throughout the year, committees made up of campus principals, teachers paraprofessionals, parents and community members were formed to look at each individual area. Our Campus Leadership committee compiled a Comprehensive Needs Assessment based on program data and input from members.

Programs utilized this year and recommended for next year include, AR, Aimsweb, Reading A-Z, Brain Pop and Brain Pop Jr, and Moby Max. Other educational materials that are equally as rigor as the STAAR test will be purchased for classroom teachers. V Math and IStation will be added as interventio tools.

Writing will be an are of focus campus wide. Training will be provided to teachers through out the year to improve the writing process at each grade level.

## Demographics

### Demographics Summary

76% Economically Disadvantaged (318 students)

29% Hispanic

62% White

5% African American

At Risk 69%

Special Programs: GT 3% (13 students), Sped 7% (33 students), Dyslexia 5% (22 students), 504 6% (29 students) LEP 20% (85 students)

### Demographics Strengths

In STAAR Reading ,Math and Science african american students surpassed the average of all students who passed STAAR. Economically Disadvantaged students passed at approximately 5% lower than all the students. With intense focused instruction that percentage can be raised.

Sixty seven or 48% of English Language Learners met or exceeded progress on STAAR. Fifty nine percent of african americans and 62% of white students met or exceeded progress.

Fifteen percent of african american students met level III advanced in Reading and 18% met advanced level III in Writing. Placing advanced is an indicator of college readiness.

### Demographics Needs

Although the STAAR results showed student growth for most groups, the students are not meeting standard at the state's expectancy level. Shepherd Intermediate will continue to focus on improving instruction and providing interventions for all students who are performing below grade level. Teachers will continue professional development learn strategies that engage learners, differentiate, and strenghten reading and writing instruction.

RTI time will be built in the schedule so that students who are struggling will receive daily instruction specific to their needs.

## Student Achievement

### Student Achievement Summary

STAAR Results:

3rd Grade Math 60% ADV. 8%

5th Math 56% March 48% May ADV. 8%

3rd Grade Reading 50% ADV. 6%

5th Reading 53% March 16% May ADV. 10%

4th Grade Math 53% ADV. 6%

5th Science 67% ADV. 7%

4th Grade Reading 55% ADV 7%

4th Grade Writing 48% ADV. 2%

Shepherd Intermediate did not meet Index I.

### Student Achievement Strengths

5th Grade Science passing rate was 61% in 2015. That passing rate increased to 67% in 2016.

4th Grade passing scores in Reading, Math and Writing improved slightly.

	2015	2016
Math	33%	53%
Reading	49%	55%
Writing	41%	48%

### Student Achievement Needs

Shepherd Intermediate has a high number of economically disadvantaged students. Students are not meeting standards in Reading, Writing or Math. Title monies will be used to purchase materials to better prepare students for the STAAR tests. Instruction will be targeted to meet student's weaknesses and to accelerate learning.

## **School Culture and Climate**

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

The parent survey for Shepherd Intermediate was posted on the school website. There was a technical error and the parent feedback was not recorded. However informal feedback from parents indicates a need for communication from School to home needs to improve. Presently the Intermediate uses the school website, Facebook, parent notes and monthly calendars to communicate with parents. Parents requested that school messenger messages be sent as reminders of upcoming events.

### **School Culture and Climate Strengths**

The turn over rate at Shepherd Intermediate decreased slightly this year.

### **School Culture and Climate Needs**

Communication with parents and guardians needs to improve. Student Weekly Folders will be purchased to improve parent/ teacher communication. The folder will include weekly student work, behavior notes and notices of upcoming events.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All the teachers at Shepherd Intermediate meet the "highly qualified" standards set by the state. The school website is used to advertise employment opportunities. Principals and central office staff attend job fairs to recruit new teachers. Shepherd Intermediate added 4 new teachers this year.

Shepherd ISD historically has had a high turn over rate. This year one teacher retired, one resigned to enter a fulltime internship for Speech pathology, one moved to the primary school and one teacher left the district for a higher paying teaching position closer to her home. All other staff was retained.

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

The Shepherd ISD school board approved a pay scale increase this spring which will make Shepherd ISD more competitive when recruiting new teachers. The district and campus administration provides professional development to all teachers. Teachers receive classroom and lesson planning support through the math and reading instructional specialists. All first year teachers are supported through a mentor teacher.

### **Staff Quality, Recruitment, and Retention Needs**

The district uses fundamental five principles as a foundation to improve staff effectiveness in the classroom. Lead4ward training is provided to the administrative team. Shepherd Intermediate will continue to support teachers and equip them to be successful in the classroom by providing professional development opportunities through out the year.

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

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

TEKS Resource system is the curriculum that the district has adopted. CBAs are given every 9 weeks to assess student progress, mastery of the teks and lesson effectiveness. Teachers plan mini lessons and reteaches to review readiness standards that were not mastered. Each grade level has a 45 minute RTI time where students are placed in small groups and given a prescribed intervention based on their needs.

Aimsweb is administered 3 times a year to assess math and reading fluency.

Consultants are brought in from the region center to support teachers with formative assessments, writing and guided reading.

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

The RTI block has been an effective way to support students and to build their academic skills. Students who are not showing mastery of the curriculum are provided with interventions specific to their needs. Trained staff members work with the students in small groups and monitor their progress. Student growth was an area of strength this year as a result of this process. Many students met or exceeded STARR progress measure.

### **Curriculum, Instruction, and Assessment Needs**

Writing is the greatest area of need on our campus. All grade levels will receive training on how to improve writing across the curriculum this year. An outside consultant has been contracted to train teachers on how to effectively implement a writing program. Reading and Math will also be addressed through professional development.

## **Family and Community Involvement**

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

Shepherd Intermediate hosted three Family Fun Nights this year ( Family Fun Game Night, Family Fun Reading Night and Nachos and Numbers.) Other events that were hosted were a Multicultural celebration and GT showcase, Grandparent's Day breakfast, Veteran's Day program, and Title I Meeting. Parent volunteers are actively involved and help teachers by making copies, activities, and laminating. A parent survey was posted on the school website but due to technical difficulties no information was received.

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

Families responded positively to the school events that were hosted. Participation in the academic nights was high. Students participated and invited their parents, siblings and grandparents. Homework passes and jean passes were used to reward those who participated. SIS also participates in:

Backpack Buddies Program, Donorschoose.org, Shepherd Blue and White Christmas, San Jacinto County Fair Art Contest

Community little league basketball teams use the facilities

### **Family and Community Involvement Needs**

Shepherd Intermediate will participate with the primary campus in the Latino Family Project. This project is designed to involve hispanic parents and support them as they make reading part of their family tradition. The school will continue to recruit parent volunteers and encourage involvement in their children's education.

## **School Context and Organization**

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

The district supports the campus by providing funds, materials and administrative support. Central office staff is available to support the campus at all times. Visits ,walk throughs and meetings are held regularly to provide leadership and guidance to staff members. Due to feedback provided to the district, campuses will now all implement the "CHAMPS" program. "Champs" is designed to improve student behavior and teacher effectiveness in the classroom.

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

Teachers and instructional coaches are given the opportunity to make instructional decisions on CBAs, interventions, programs, campus and student activities. Professional development is provided to all teachers.

### **School Context and Organization Needs**

Conversations about ways to improve instruction and student achievement must continue to keep student achievement as the focus of our campus. Teacher attendance rates must improve for consistent quality instruction to be a daily occurrence.

# **Technology**

## **Technology Summary**

Shepherd Intermediate has three computer labs. They are all utilized for tier II RTI . Programs like Moby Max and Istation are used to reinforce learning . Two of the computer labs are used in the afternoon as part of the specials rotation. All classrooms have computers or chromebooks for student use. Math teachers have a smart board in their classroom. All teachers have docement cameras and projectors. The library has additional technology that can be checked out.

## **Technology Strengths**

The third computer lab is available for teachers to use in the afternoons with their class. The library has computers that students can use for research or for AR testing. The smart boards have been a good resource for engaging students in the math classrooms. Additional computers were bought for the ESL classrooms this year. The intent is to use them as a center so that teachers can pull small groups more frequently.

## **Technology Needs**

Shepherd Intermediate needs to purchase more smart boards. Our goal is to hava a smart board in every classroom. Another goal is to continue buying laptops and chromebooks so that every student has an opprtunity to use it regularly.

# Comprehensive Needs Assessment Data Documentation






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

# Goals

**Goal 1: SIS will ensure that improving instruction is the focus on campus to raise student achievement levels.**

**Performance Objective 1:** By May 2017, 70% of all students participating in Reading, Math, Writing, and Science STAAR assessments will meet or exceed expectations.






**Summative Evaluation:** 2016 STAAR Data, 2016 Accountability Summary, System Safeguards, Aimsweb, and TELPAS Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) SIS will increase teacher professional development opportunities from monthly meetings to weekly PLCs focused on Improving teacher effectiveness.</p>	1	Principal. Asst. Principal Instructional coaches, teachers	CBA's STAAR Tests Sign in Sheets			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** SIS will ensure that improving instruction is the focus on campus to raise student achievement levels.

**Performance Objective 2:** All students in special programs will meet or exceed state expectations on all state tests.

**Summative Evaluation:** STAAR, TELPAS, System Safeguards report.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>1) CHAMPS will be implemented campus-wide to improve classroom management by explaining behavioral expectations.</p>	2	Principals, Teachers, Campus Staff	CHAMPS posters, Walkthroughs, Discipline Reports			
Funding Sources: 211 - Title I, Part A						
<p>2) Gifted and Talented teachers will teach identified students within the regular education classroom through differentiation and pull out identified students for advanced academic lessons.</p>	2, 10	GT Teachers Principals	Class Rosters, teacher schedule, lesson plans, classroom observations			
Funding Sources: SCE						
<p><b>State System Safeguard Strategy</b></p> <p>3) Provide training for all ESL teachers in ELPS strategies and vocabulary development.</p>	2, 3, 9	Teachers, Principals, Region VI, ESL Coordinator,	Sign In Sheet, Workshop certificates, lesson plans			
Funding Sources: 211 - Title I, Part A						
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						



**Goal 1:** SIS will ensure that improving instruction is the focus on campus to raise student achievement levels.

**Performance Objective 3:** Administration will take an active role in daily classroom interactions promoting goal setting for teachers and students.


**Summative Evaluation:** STAAR ,CBAs, Accountability Summary, System Safeguards, TELPAS, and Guided Reading levels

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Administrators will conduct classroom walk throughs.	2	Principals	Walk through data			
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Generate Eduphoria,Aimsweb,RTI Reports to monitor student academic progress regularly.	2, 9	Principals, Counselor Instructional Coaches Teachers	Eduphoria, RTI, Aimsweb Reports, failure reports			
3) Generate instructional targets and goals through CBA data talks and STAAR results.	2, 9	Principals Instructional Coaches Teachers	Eduphoria reports, AIMSweb, CBA and STAAR results			
Funding Sources: 211 - Title I, Part A						
						

**Goal 1:** SIS will ensure that improving instruction is the focus on campus to raise student achievement levels.

**Performance Objective 4:** All classroom teachers will integrate technology to enhance instruction.






**Summative Evaluation:** STAAR, Accountability Summary, Surveys, Walk-through Data, Budget Sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Purchase computers, smartboards for student use for 2016-2017.	1, 5, 8	Principals, Asst. Superintendent, Technology department	Budget sheets			
Funding Sources: 211 - Title I, Part A						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Technology Integration is recommended to engage learners through: AR, Reading A-Z, Brain Pop, Brain Pop Jr., Moby Max, Istation, V Math and Mentoring Minds.	2, 9	Teachers Principals Instructional Coaches	report cards, progress monitoring reports, lesson plans			
Funding Sources: 211 - Title I, Part A						
3) Provide technology training for new programs or equipment	3, 4	Principals, Asst. Superintendent, Technology Instructional Specialists	Professional Development Certificates, Sign-in Sheets			
Funding Sources: 255 - Title II, Part A						
						

**Goal 2: SIS will recruit, hire and retain highly qualified staff. SIS will support teachers and employees to improve their skills and student achievement.**

**Performance Objective 1:** All teachers and paraprofessionals will be highly qualified.


**Summative Evaluation:** Highly Qualified Report, Personnel Folders

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Continue providing high quality professional development weekly during PLCs	4	Personnel Director, Curriculum Director, Principals, Instructional Coaches	Sign In Sheets, Teacher Certifications			
Funding Sources: 255 - Title II, Part A						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Continue Colleagues Observing Colleagues as a way to build collaboration and team work	7, 8	Principals, Teachers, instructional coaches	Minutes of meetings, Observation/reflection data			
3) Provide training to improve writing in 3rd- 5th grade across all subjects	3, 4	Principals, Teachers, instructional coaches	Minutes of meetings, sign in sheets, certificates, classroom observations			
Funding Sources: 255 - Title II, Part A						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 4) Training will continue to be provided training in the areas of Writing, Guided Reading, Differentiated Instruction, Vocabulary development, TEKS Resource System, ELPS and ESL Instructional Strategies	2, 3, 4, 9	Principals Director of Curriculum, Instructional Coaches	Certificate of Completion, Sign-in Sheets, Personnel Folders			
Funding Sources: 255 - Title II, Part A						
5) Administrators will utilize instructional coaches to support teachers through the lesson planning process and to support teachers in the classroom through observing and modeling lessons.	3, 4, 7	Administration Instructional Coaches	Sign in sheets Reflection Logs			
Funding Sources: 211 - Title I, Part A						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: SIS will encourage parental involvement at all campuses. SIS will maintain community trust and support by providing parental involvement opportunities on campus.**

**Performance Objective 1:** SIS will increase parent and community involvement and extracurricular activities that are provided during the 2016-17 school year


**Summative Evaluation:** Parent Surveys, Parent Involvement Activity Sign In Sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) At least three parent nights will be scheduled on the campus during the year with a focus on academics along with a "Meet the Teacher" night, and Open house.	6, 7	Principals, Teachers, Paraprofessionals	Parent Sign-in sheets, Campus Activity Calendars			
	Funding Sources: 211 - Title I, Part A					
2) Parent Newsletters and calendars distributed in English and Spanish.	6	Principals Counselor Teachers	Copies of calendars and letters sent home			
	Funding Sources: 211 - Title I, Part A					
3) Parents/community will be encouraged to attend extra-curricular activities at the campus Including Title I meeting, and school/compact meeting	6	Principals, Teachers, Paraprofessionals	Parent Sign In Sheets, Newspaper Notices, Website Postings			
	Funding Sources: 211 - Title I, Part A					
4) Improve communication between home and school through the campus and teacher websites, Facebook, School/parent compacts, flyers and take home folders	6	Principals, Teachers	Sign-in logs, school/parent compact Website postings			
	Funding Sources: 211 - Title I, Part A					
						

**Goal 4: SIS will provide a safe and secure learning environment. SIS will maintain a safe and orderly environment that promotes student learning.**

**Performance Objective 1:** SIS will utilize security devices and personal identification systems (School Check-In).


**Summative Evaluation:** Security System Reports, School Check-In Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Campus Security Cameras and Systems will be utilized	10	Superintendent, District Technology Coordinator, Principals, Teachers	Security System Reports			
				Funding Sources: SCE		
2) Scanning of Drivers License will be done using School Check-In System	10	Principals, Office Staff	School Check-In Reports			
				Funding Sources: SCE		
3) Staff will be required to wear district ID badges during the school day and/or school events	10	Principals, SIDS Staff Students	ID Badges, Discipline Records, Safety Audit Records, Walkthrough Safety Walk Records			
				Funding Sources: SCE		
						

**Goal 4:** SIS will provide a safe and secure learning environment. SIS will maintain a safe and orderly environment that promotes student learning.

**Performance Objective 2:** SIS will implement programs to facilitate a decrease in discipline incidents and maintain the incident level to remain below the state average.


**Summative Evaluation:** PEIMS 425 Report, Nurse reports, discipline reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Campus Programs to Prevent Bullying will be conducted	3, 10	Principals, Counselor, Teachers, Staff	School Check In System Reports, Campus Activity Calendars, Guidance Lesson Plans, budget sheets			
	Funding Sources: 211 - Title I, Part A					
2) Training and Implementation of CHAMPS (Safe and Civil Schools) program will be provided	3, 4	Principals, Teachers, Sped Director	Sign-in sheets, Meeting Agendas/Minutes, Walk-through documentation			
	Funding Sources: 211 - Title I, Part A					
3) Campus Safety Committee will debrief/review drills/practice of safety procedures	10	Principals, Safety Committee, Teachers	Drill Review Safety Logs/Records, Agendas, Sign-in sheets			
	Funding Sources: SCE					
4) Training will be provided for campus staff for safety procedures. Students will be trained on stranger danger procedures during awareness programs.	10	Principals, Campus Safety Committee, counselor	Sign-in Sheets, Meeting Agendas/ Minutes; Safety Review Logs			
5) Red Ribbon Week will be celebrated to promote drug prevention	10	Principals, Counselor, Teachers, Staff	School Check In System Reports, Campus Activity Calendars			
6) A Character Education and Guidance Program will be implemented for all students	1, 3	Principals, Counselor, Teachers, Staff	School Check In System Reports, Campus Activity Calendars, Counselor Guidance Lessons			
						

**Goal 5: SIS will provide and maintain quality facilities. SIS will maintain and improve the campus facility.**

**Performance Objective 1:** Planned facility updates will be monitored and completed.


**Summative Evaluation:** Requisitions, Budget Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Purchase additional furniture for new classrooms.		Principals	Budget sheets Inventories Construction Reports			
	Funding Sources: SCE					
2) Create a committee to research the cost of adding new playground equipment and awnings to the playground.		Assistant Principal Principal PE Teacher	Sign in sheet Bids Purchase orders			
						

**Goal 6: SIS will address the culture of low expectations. SIS will address the culture of low expectations for behavior, attendance, and academic performance.**

**Performance Objective 1:** Academic and Behavioral Expectations will be communicated to students daily.

**Summative Evaluation:** Lesson plans, discipline reports, grades

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) The implementation of Champs will assist teachers in setting behavioral expectations in the classroom and school.	3, 9	Principals Teachers Instructional Coaches	Lesson plans, discipline reports, classroom observations, walk throughs			
2) Students will be recognized for student growth (improvement), and academic achievement each 9 weeks.	3, 9	Principals, teachers, instructional coaches	grades, RTI documentation, CBA grades, Guided Reading levels, Moby Max reports, CEI reports			
Funding Sources: SCE						
3) Student attendance rates will be closely monitored and classes with perfect attendance will be rewarded with ice cream parties. Students with perfect attendance will be recognized each 9 weeks.		Registrar Principals Teachers	attendance rates, budget sheets			
Funding Sources: SCE						
						



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	CHAMPS will be implemented campus-wide to improve classroom management by explaining behavioral expectations.
1	2	3	Provide training for all ESL teachers in ELPS strategies and vocabulary development.
1	3	2	Generate Eduphoria,Aimsweb,RTI Reports to monitor student academic progress regularly.
1	4	2	Technology Integration is recommended to engage learners through: AR, Reading A-Z, Brain Pop, Brain Pop Jr., Moby Max, Istation, V Math and Mentoring Minds.
2	1	1	Continue providing high quality professional development weekly during PLCs
2	1	2	Continue Colleagues Observing Colleagues as a way to build collaboration and team work
2	1	4	Training will continue to be provided training in the areas of Writing,Guided Reading, Differentiated Instruction, Vocabulary development, TEKS Resource System, ELPS and ESL Instructional Strategies
4	2	1	Campus Programs to Prevent Bullying will be conducted

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	CHAMPS will be implemented campus-wide to improve classroom management by explaining behavioral expectations.
1	3	2	Generate Eduphoria,Aimsweb,RTI Reports to monitor student academic progress regularly.
1	4	2	Technology Integration is recommended to engage learners through: AR, Reading A-Z, Brain Pop, Brain Pop Jr., Moby Max, Istation, V Math and Mentoring Minds.
2	1	1	Continue providing high quality professional development weekly during PLCs
2	1	2	Continue Colleagues Observing Colleagues as a way to build collaboration and team work
2	1	4	Training will continue to be provided training in the areas of Writing,Guided Reading, Differentiated Instruction, Vocabulary development, TEKS Resource System, ELPS and ESL Instructional Strategies
4	2	1	Campus Programs to Prevent Bullying will be conducted

## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mary Williams	Principal
Administrator	Tammy Jordan	Assistant Principal
Classroom Teacher	Stephanie Cabiness	Teacher
Classroom Teacher	Vivian Horn	Teacher
Classroom Teacher	Amanda Price	Teacher
Non-classroom Professional	Pam Baker	Math Instructional Coach
Parent	Shelly Cutaia	Parent
Parent	William LaCoste	Business