

**Poolville Independent School District**  
**Poolville Junior High**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

The mission of Poolville Junior High School is to empower all stakeholders to maximize their full potential by instilling a culture of learning and G. R. I. T.

**Growth-mindset**

**Respect for Self and Others**

**Integrity**

**Tenacity**

## Vision

PJHS a place of excellence where students can achieve full potential in their personal and academic development.

## Intent and Beneficiaries of Federal Funds

The district receives federal monies from Title I Part A, Title II Part A, , Title III Part A, and REAP in relationship to the NCLB Amendment to the Elementary and Secondary School Act of 1965. All district monies related to these Titles whether spent directly by the district or allocated to an appropriate campus for expenditure will be utilized to directly support the intended purposes(s) and program beneficiaries as listed below:

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# Comprehensive Needs Assessment

Revised/Approved: October 03, 2019

## Demographics

### Demographics Summary

Poolville Junior High data is based on 2017-2018 Texas Academic Performance Reports (TAPR):

Poolville Junior High serves grades 6th-8th, with a 2018 enrollment of 94 students.

Ethnic Distribution: 0.0% African American, 19.1% Hispanic, 79.8% white, 1.1% American Indian, 0.0% Asian and 0.0% Two or More Races. 48.9% of students were Economically Disadvantaged, 62.8% of students met criteria as At-Risk, 9.6% of students were English Learners, 10.6% of students were identified as Gifted and Talented, and 11.7% of students met eligibility for Special Education Services.

### Demographics Strengths

# Student Academic Achievement

## Student Academic Achievement Summary

**2019 Accountability Rating** - Poolville JH was rated “C” with an overall score of 71.

**Student Achievement** measures whether students have met grade-level expectations as measured by the STAAR test. The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade level (73).

**School Progress** measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance).

The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (59).

Relative Performance indicates how much progress Poolville JH students are making relative to students at similar schools (70).

Since the Relative Performance score was higher than the Academic Growth score it was used to calculate the School Progress Score (70).

The School Progress score for Poolville JH was scaled at 70 (Academic Growth - 59; Relative Performance - 70).

**Closing the Gaps** scores speak to how well different groups of students are performing. The score is calculated based upon four categories: grade level performance (Meets grade level on STAAR); Academic Growth/Graduation Rate; English Language Proficiency; and Student Achievement (College, Career, and Military Readiness).

**Academic Achievement** - Five student groups met minimum size criteria for Academic Achievement in ELA/Reading. One of the groups met the target. Five student groups met the minimum size criteria for Academic Achievement in Math. Four of the groups met the target.

**Academic Growth** - Five student groups met minimum size criteria for Growth in ELA/Reading. None of the student groups met the target. Five student groups met the minimum size criteria for growth in Math. One of the groups met the target.

**Student Success** - Eight student groups met the minimum size criteria. None of the groups met the target (STAAR performance).

The Closing the Gaps score for Poolville JH was scaled at 66.

Poolville JH did not earn a distinction designation.

Identified as Targeted Support

**2018 Accountability Rating** - Poolville JH was rated as “Met Standard” with an overall score of 82.

**Student Achievement** measures whether students have met grade-level expectations as measured by the STAAR test. The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade level (77).

**School Progress** measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance).

The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (83) .

Relative Performance indicates how much progress Poolville JH students are making relative to students at similar schools (72).

Since the Academic Growth score was higher than the Relative Performance score it was used to calculate the School Progress Score (83).

The School Progress score for Poolville JH was scaled at 83 (Academic Growth - 83; Relative Performance - 72).

**Closing the Gaps** scores speak to how well different groups of students are performing. The score is calculated based upon four categories: grade level performance (Meets grade level on STAAR); Academic Growth/Graduation Rate; English Language Proficiency; and Student Achievement (College, Career, and Military Readiness).

Academic Achievement - Five student groups met minimum size criteria for Academic Achievement in ELA/Reading. Two of the groups met the target. Five student groups met the minimum size criteria for Academic Achievement in Math. Two of the groups met the target.

Academic Growth - Five student groups met minimum size criteria for Growth in ELA/Reading. Four of the student groups met the target. Five student groups met the minimum size criteria for growth in Math. Five of the groups met the target.

Student Success - Eight student groups met the minimum size criteria; Three of the groups met the target (STAAR performance).

The Closing the Gaps score for Poolville JH was scaled at 80.

Poolville JH earned a distinction designation for Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

Identified as Additional Targeted Support.

## **Student Academic Achievement Strengths**

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data



- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- 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
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: November 14, 2019

## Goal 1: Poolville Junior High will ensure that all students receive a high-quality education and will improve student performance for all student groups.

**Performance Objective 1:** Implement a well-rounded program of instruction to meet the academic needs of all students.

**Evaluation Data Source(s) 1:** The Domain 1 scaled score for Poolville JH will increase from 73 to 78 by August, 2020 as measured by the Texas Accountability Rating System.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide curriculum, scope & sequence, and formative assessments aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels for teachers to utilize.	2.4, 2.5, 2.6	Principal	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.	0%			
2) Provide training to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.	2.4, 2.5, 2.6	Principal	Principals and teachers will develop and implement a plan for professional development based upon identified needs in content areas; increase in number of students meeting grade level expectations in all grades and content areas	0%			
3) Provide high-quality, ongoing training to facilitate teachers' use of research-based instructional practices that provide opportunities for all students to meet the challenging state academic standards.	2.4, 2.5, 2.6	Principal	Principal will develop and implement a plan for PD based upon identified needs in instructional practices	0%			
4) Continuously improve the quality of instruction through PLCs, support of new and/or inexperienced teachers, and by providing a supportive workplace climate that enhances staff morale.	2.4, 2.5, 2.6	Principal	Instructional personnel will be supported by administration; students will be taught by highly effective educators.	0%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide high-quality, ongoing training to facilitate teachers' use and effectiveness of instructional technology for student progress monitoring and data-driven instruction.	2.4, 2.5, 2.6	Principal	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.				
6) Demonstrate a positive and professional attitude towards all students to promote high expectations for student behavior and develop character and values such as responsibility, respect, trustworthiness, caring, fairness, and citizenship.	2.4, 2.5, 2.6	All school staff	Students will be encouraged and challenged to meet their full potential in a safe and disciplined environment				
7) Provide specialized support for high-achieving students including a rigorous, diverse curriculum as well as enrichment programs to meet the unique needs of students identified as Gifted & Talented.	2.4, 2.5, 2.6	Principal	Increase in student performance for students identified as Gifted & Talented; increased student engagement and attendance				
8) Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals; develop a discipline management plan including strategies for addressing bullying and peer conflict.	2.4, 2.5, 2.6	Principal	Reduction in the use of discipline practices that remove students from the classroom; increase in student performance for all student groups				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							






**Goal 1:** Poolville Junior High will ensure that all students receive a high-quality education and will improve student performance for all student groups.

**Performance Objective 2:** Students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

**Evaluation Data Source(s) 2:** The Domain 2 School Progress Academic Growth scaled score for Poolville JH will improve from 59 to 61 by August, 2020 as measured by the Texas Accountability Rating System.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish strong data-driven instruction practices to help teachers focus on student progress, improve the quality and frequency of use of lesson plans and formative assessments, and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration.	2.4, 2.5, 2.6	Principal	Student gains in literacy and math; increase in student performance in all content areas	0%			
2) Utilize SLO process and conduct frequent classroom observations to monitor implementation and effectiveness of curriculum and instruction, especially differentiated student instruction, to ensure that all students' needs are being met.	2.4, 2.5, 2.6	Principal	Instructional coaching for new or inexperienced teachers; improved SLO ratings	0%			
3) Promote PK-12 vertical alignment and implementation of research-based instructional practices in reading and math to improve the quality of teaching and learning for all students via PLCs, content-specific professional development, and campus-campus coordination.	2.4, 2.5, 2.6	Principals	Increase in number of students meeting progress measure expectations in Reading and Math	0%			
4) Offer enrichment classes and activities that enhance students' educational experiences and engagement in school; encourage student participation in extra-curricular activities and enrichment programs in an effort to address the needs of students beyond core academics.	2.4, 2.5, 2.6	Principal	Students will have access to programs, activities, and courses as part of a well-rounded education	0%			
5) Provide students opportunities to explore a variety of careers and skills related to a specific pathway or across multiple pathways, helping them identify a career or field that interests them.	2.4, 2.5, 2.6	Principal & Counselor	Students will be exposed to college and career options and learn skills to plan for and succeed in high school and beyond.	0%			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Facilitate effective transitions for students from elementary to JH, from JH to HS, and for students new to Poolville, students in foster care, and/or students experiencing homelessness.	2.4, 2.5, 2.6	Principal & Counselor	Students will successfully move from one school to another and maintain social and academic status, leading to improved student performance for all student groups.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


## Goal 2: Poolville Junior High will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

**Performance Objective 1:** Staff will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

**Evaluation Data Source(s) 1:** The Domain 3 Closing the Gaps scaled score for Poolville JH will improve from 66 to 70 August, 2020 as measured by the Texas Accountability Rating System.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize multiple formative assessments to check for understanding. Staff will be provided time to disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and state assessments, using dmac and lead4ward resources.	2.4, 2.5, 2.6	Principal	Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups				
2) Provide differentiated instruction and targeted interventions in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.	2.4, 2.5, 2.6	Principal	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.				
3) Implement a pyramid of intervention (RtI services) for identified students; provide teachers with training to incorporate supplemental instructional supports and differentiated student instruction.	2.4, 2.5, 2.6	Principal	Student gains in literacy and math; increase in student performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide additional classroom assistance and supplemental instructional support to improve student achievement and close instructional gaps. Instructional interventionists will supplement classroom instruction with pull-out instruction, intervention, and/or remediation.	2.4, 2.5, 2.6	Principal	Student gains in literacy and math; increase in student performance	0%			
							








**Goal 2:** Poolville Junior High will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

**Performance Objective 2:** Staff will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

**Evaluation Data Source(s) 2:** 100% of evaluated student groups will meet achievement and growth targets in Reading and Math (Domain 3 - Closing the Gaps targets.)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement attendance policies, processes, and procedures with fidelity to consistently execute notification and follow up processes to improve and maintain student attendance.	2.4, 2.5, 2.6	Principal & Office Staff	Improved student performance as a result of fewer absences				
2) Coordinate with local law enforcement as needed for alcohol, drug and violence prevention programs, bullying and harassment prevention; and/or truancy issues to keep students in school.	2.4, 2.5, 2.6	Principal & SRO	Increase in student performance for students identified as at-risk; increase in student attendance				
3) Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term; Offer extended learning time opportunities before or after school and during the summer	2.4, 2.5, 2.6	Principal & Counselor	Increase in student performance for students identified as at-risk				
4) Educate students with disabilities in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and provide instructional accommodations and supports based upon each student's IEP.	2.4, 2.5, 2.6	Principal & Special Education staff	Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.				
5) Provide instruction for students identified as Limited English Proficient through the ESL program	2.4, 2.5, 2.6	Principal	Increase in English Learner student performance in all grades and content areas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide instructional accommodations and supports to students eligible under 504 according to each student's 504 plan.	2.4, 2.5, 2.6	Principal & Counselor	Increase in student performance for students eligible for 504 in all grades and content areas.				
7) Provide students identified as at risk for developing reading difficulties and students with dyslexia an accelerated reading instruction program.	2.4, 2.5, 2.6	Principal	Increase in student performance for students identified as at risk for developing reading difficulties and students with dyslexia in all grades and content areas.				
8) Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.	2.4, 2.5, 2.6	Principal & Office Staff	Students will be provided with immediate enrollment, transportation, additional academic support, and services as appropriate.				
9) Train staff on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.	2.4, 2.5, 2.6	Principal	Students will be referred for services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed, in a more timely manner.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

### Goal 3: Poolville Junior High will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

**Performance Objective 1:** Poolville JH will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

**Evaluation Data Source(s) 1:** Attain 80% approval on Parent Surveys

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap	2.4, 2.5, 2.6	Principal	Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.	0%			
2) Parents will be provided with parent and family engagement opportunities and will receive information regarding resources and activities to support student learning at home. Parents will receive ongoing communication regarding student progress, school programs, and volunteer activities.	2.4, 2.5, 2.6, 3.1, 3.2	Principal & Teachers	Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops	0%			
3) Provide informational sessions to provide parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.	2.4, 2.5, 2.6, 3.1, 3.2	Principal & Teachers	More effective family engagement that supports student achievement	0%			
4) Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	3.1, 3.2	Principal	Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.	0%			
5) Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	2.4, 2.5, 2.6, 3.1, 3.2	Principal & Teachers	Parents will receive timely and relevant data on attendance, behavior, and academic progress and performance of their child.	0%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 3:** Poolville Junior High will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

**Performance Objective 2:** Poolville JH will follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in district, business representatives, and community members

**Evaluation Data Source(s) 2:** Annual review and revision of the CIP; annual Board approval of goals and objectives

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct an annual Comprehensive Needs Assessment (with students, parents and other members of the community) for the entire school as part of the continuous improvement planning process.	2.4, 2.5, 2.6, 3.1, 3.2	Principal & committee	Stakeholder feedback will inform planning process; improved student performance	0%			
2) Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	2.4, 2.5, 2.6, 3.1, 3.2	Principal & committee	Efficient allocation and use financial resources while improving the quality of education provided to students.	0%			
3) Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	2.4, 2.5, 2.6	Principal & committee	Resource allocation is driven by programs and campus needs; Improved student performance;	0%			
4) The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	2.4, 2.5, 2.6	Principal	CIP will delineate instructional methods for addressing needs of student groups not achieving full potential as well as methods for addressing needs of students for special programs	0%			
5) Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	School-Parent compacts and Parental Involvement Programs will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policies, and School-Parent Compacts	0%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Identify strategies to lower barriers to participation by parents in campus and district decision-making. Provide parents and families with multiple avenues to give feedback: surveys and evaluations, communication with the principals, attendance at school activities and parent meetings.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Increase in number of parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning	0%			

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jamie Dunnam	Principal
Non-classroom Professional	Doug Martella	IT Director
District-level Professional	Cathy Pennington	Director of Special Programs
Community Representative	Anthony Sheridan	SRO
Parent	Katie Baumgartner	Parent
Classroom Teacher	Tara McEntire	Teacher