Little Cypress-Mauriceville CISD

Mauriceville Middle School

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mauriceville Middle School is a 6-8 campus located on the North end of Orange County in Southeast Texas. The campus is located in a rural community with the school being the center of community activities. Campus enrollment has slowly increased despite Tropical Storm Imelda.

MMS has an approximate enrollment of 275 students for the 2019-20 school year. The student population is 86% White, 10% Hispanic, 2% multi-race, and 1% African American. We have 41(15%) Special Education students, 47 (17.2%) 504 students, approximately 62% economically disadvantaged and 3(1%) LEP students.

MMS attendance has stayed steady around 95% over the past three years and our class size average is 24 students per class.

All teachers at MMS are of high quality in their area of instruction. The T-TESS program has been implemented to guide and evaluate teachers.

Demographics Strengths

After reviewing and enhancing the program, MMS continues it's PBIS behavioral program. This program focuses on the importance of positive attitude and behavior, respectfulness, integrity, dependability and engagement in activities. These character traits are important in the development of productive citizens regardless of demographic differences.

Student needs at MMS vary widely despite demographic differences. Curricular and extracurricular lessons and activities along with schoolwide events are prepared to address student needs and providing them opportunities to experience different cultural backgrounds.

Teachers have been trained on meeting the needs of our students from poverty. This will continue to be a focus for professional development.

Teachers are supported in their efforts to implement all programs. Curriculum and behavioral interventions are based on District and Campus goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance Rates **Root Cause**: The change in attendance laws several years ago has left little legal consequences for excessive absences.

Student Academic Achievement

Student Academic Achievement Summary

In Domain 1, overall academic acheivement, our campus gained three points to earn a C with a score of 75. The other three domains dipped slightly (-2.3 points) to each earn a C rating. Our campus was designated a targeted improvement school because the Relative Performance, the non-used indicator on Domain 2, was scored at a D.

Student data is disaggregated through: Curriculum Based Assessments, Unit Assessments, STAAR data to identify students in need of additional support. Scores are evaluated by objective to identify specific strengths and weaknesses on the campus as well as in individual classrooms. This information is analyzed to be aware of their students' strengths and weaknesses. In addition, teachers coordinate at PLCs and RTI meetings to ensure that weaknesses are addressed with the goal of promoting student success.

The RtI process is implemented once a variety of data is disaggregated, and a student shows a need of additional interventions. Individual student data is reviewed and tracked to ensure success. Data is reviewed to determine which interventions are successful and which ones need to be changed.

Panther Math and Panther Reading classes were assigned to students in need of additional math or reading intervention.

A failure report is completed each six weeks to disaggregate report card information and determine how students are performing in the classroom. Each six weeks this information is reviewed by the Intervention Assistance Team to ensure that students are being successful.

Student needs are monitored in order to provide adequate supports for students with genuine disabilities that impede learning. We need to continually improve our process for identifying and supporting students with dyslexia, learning and emotional difficulties.

Student Academic Achievement Strengths

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our campus received a D in Relative Performance when compared with other schools of our reported economic strata. **Root Cause**: Underreporting of low socioeconomic status for families.

School Processes & Programs

School Processes & Programs Summary

MMS uses the TEKS Resource System as our guaranteed and viable curriculum. Unit assessments are used to determine mastery, scanned into Eduphoria Aware, and disaggregated according to student sub-populations and unit objectives. Information is reviewed and discussed in PLC groups in order to determine areas of greatest need and to adjust instruction as necessary.

Students are monitored according to assessment data to determine appropriate interventions. Students who have been unsuccessful on STAAR exams are placed in remediation courses to help them achieve mastery of the standards. MMS has implemented academic tutorial referrals to ensure that students have academic success.

MMS administrators work to maintain a staff of educators that are qualified and meet the requirements in their area of instruction. Job postings through the district website are monitored for these types of applicants. Teachers receive training supportive of Board goals. Teacher evaluations are conducted using the T-TESS system. All teachers serve on campus committees providing campus input.

New teachers are provided a campus mentor to support them as they begin teaching for the first time or transition from another school. Administrators and mentors work closely with these new teachers to provide support in classroom management and highly effective instructional methods.

MMS has clearly established expectations for behavior and academic performance. The PBIS program assists students with appropriate behavior in varying situations. PBIS also has a reward component for students demonstrating appropriate/exemplary behavior traits. Students are given opportunities to report incidents of bullying, and campus personnel are trained to address the bullying behavior. The Anonymous Alerts program was added to allow students and parents to report incidents of bullying, harassment, and conduct violations to administrators anonymously via text and email.

The new building construction will provide even greater safety and security by providing more secure and limited access to the campus.

Teachers utilize computer labs, laptop carts, and Bring Your Own Technology devices to increase student achievement. Programs/electives such as iStation, Science Starters, 21st Century Skills/Career Investigations, Robotics, and History Alive allow students to access the curriculum in innovative ways. A teacher has been designated as a Technology Champion and works with teachers to find new ways to implement Technology Applications TEKS into their curriculum.

Teachers use technology resources such as Remind, websites, Facebook and Twitter to keep students and parents informed about class activities.

Students and staff have Microsoft 365 accounts to allow for productivity and collaboration between students and staff whether at school or at

home. All students and staff have been trained to use Microsoft 365.

MMS also has a Multi-media class.

School Processes & Programs Strengths

Students receive instruction in line with state expectations for each grade, and are better prepared for STAAR test. Instruction is rigorous, and requires more fluidity in knowledge of content and problem solving. Project based learning is being explored and implemented with more regularity. Benchmark tests were combined in order to reduce the number of testing days for students.

Successful implementation of curriculum and behavioral interventions which are based on District and Campus goals, along with the implementation of PBIS for students we are striving to make this the most positive educational experience for our students and staff. Teachers are supported in efforts to implement all programs.

Campus Improvement Plan has been updated and utilized as a working document by which campus performance is evaluated each quarter, and changes can be made as necessary. CIC helps to approve, review, conduct surveys, and communicate information to inform staff.

Teachers maintain current, informative classroom websites. Campus information and tools are available on the MMS site, and teachers have received training on how to access and use these resources. Useful 21st century skills are introduced and modeled for educators and students. Electives are in place to help mold and retain technology skills that are on the landscape and will allow them to be prepared with continuation of their educational career

Personalized learning plans require more than technology, a shift in culture is required to prioritize the needs of the individual student. Plans should include: curriculum, pedagogy, hardware and software, ongoing professional development, and support. Personal technology plans must also include re-evaluation. Our goals for personalized learning focus on students, allow students to solve problems and address real world situations, increase their decision-making skills, receive quick feedback, give students the freedom to work at their own pace, access reliable digital resources to enhance learning.

Our vision for students is based on alignment with the International Society for Technology Education (ISTE) standards for students.

Empowered Learner – students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizens – students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, and ethical.

Knowledge Constructor – students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts,

and make meaningful learning experiences for themselves and others.

Innovative Designer – Students use a variety of technologies within a design process to identify and solve problems by creating new, useful and/or imaginative solutions.

Computational Thinker – Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creator and Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator – Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

LCMCISD has a variety of digital resources available to students and staff. These include:

Discovery Education – collection of K-12 content and instructional resources. Access to digital resources, digital instructional strategies, and access to a worldwide professional learning community.

Edgenuity-Offers standards-aligned video-based curriculum for middle and high school blended learning environments.

Hoonuit-which provides online training for a variety of topics geared toward increasing student proficiency.

Istation-An online learning platform that delivers student driven lessons to differentiate instruction and personalize learning for reading and math.

Learning.com-provides online access to Technology Applications curriculum including digital citizenship, keyboarding, and computer skills as well as a variety of other topics to increase communication and project-based learning.

Microsoft Office 365 – provides tools for a collaborative classroom. Includes Microsoft Word, PowerPoint, Excel, OneNote, and Teams. These products bring conversations, content, and applications together to allow teachers to create collaborative classrooms, connect in personal learning communities, and communicate with school staff.

Microsoft Imagine Academy-allows students to use digital curriculum to complete industry-standard technology certifications before graduation.

Moodle-an online learning management system to deliver instruction and course materials.

Rocket21 – career exploration for 8th grade students.

Scientific Minds-Online tools for teaching grades 3-12 science.

Electronic Textbooks-online curriculum resources for K-12 students.

The District has a Technology Plan that is updated annually, and input is received from a variety of stakeholders. Our plans include support for professional development, student success, infrastructure planning, installation, and management, and reliable and accessible delivery of digital resources for student success. We have a program in which teachers from each campus, "Technology Champions" share technology integration ideas, support educators in the use of technology into the curriculum, provide just-in-time, and small group training on a regular basis. Teachers also have a variety of online resources available to support blended learning activities for students and their own professional development. We also have Professional Development time allocated for teachers annually so that they can increase their skills and learn more about ways to integrate technology into the classroom curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all students are able to take advantage of tutorials and remediation programs **Root Cause**: Scheduling conflicts during the school year with tutorials and poor participation during summer remediation.

Perceptions

Perceptions Summary

MMS begins the year with Meet the Teacher to start the family school relationship. We encourage our parents to join PTO to become more involved with the school. We have also started using PTO as our organization to plan and raise money for 8th grade banquet. This has increased the parental involvement in PTO and banquet. We also use technology (website, remind, school messenger, email, twitter, Instagram, Facebook and YouTube) to communicate with parents in a quicker fashion.

The staff of Mauriceville Middle School report that the mission and vision are known by all faculty and staff. A past survey revealed that over 94% reported that our goals are clear, measurable, and achievable. Our staff believes all students can learn and we have implemented tutorial time in the morning to facilitate this belief. We recite our Panther Honor Code daily to reinforce honesty and a strong work ethic.

Panther Honor Code

As members of the Panther Community – whether as students, faculty or staff – we aspire to equity and excellence for all.

Panther Pride is Positive, Respectful, Showing Integrity, Dependable and Engaged. Be the Change. Panther Pride.

We have many clubs and organizations on campus that students can participate in to enjoy school more. The following organizations are available; Athletics, Student Council, Panthers in Prayer, National Junior Honor Society, UIL academic teams, Band, Multi Media group, Peer Mediators, Twirling and Cheer. We use PBIS as our discipline system at MMS. Our students also participate in a Bullying survey and take an anti-bullying pledge. Anonymous Alert reporting app is available to report bullying or concerns.

School spirit is also promoted with announcements of upcoming games, school pep-rallies, and home coming parade. MMS has worked on district unity by joining field trips with LCJH and cheerleaders to area nursing homes, the 8th grade high school tours and attending Meet the Bears together. MMS/LCJH often plan similar activities during specific weeks; such as, Red Ribbon Week and Homecoming events. This summer MMS and LCJH will have the opportunity to have an 8th grade trip together.

Perceptions Strengths

A campus calendar and newsletter is sent home every month with events and campus information to increase parent participation. Our MMS multi-media class updates all this information on the campus website and post news videos. School Messenger is also used to send important information to parents. Social media is also an area to share information with the community. MMS has a Facebook page and a Twitter account. Of course, emails, phone calls and personal meetings are also available as sources of campus information.

MMS Failure rate is usually under 1%.

Despite the Harvey flood and continued reconstruction, MMS students and staff have embraced the school year in a positive, hardworking manner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents are not connected via social media to stay up to date on events at MMS. **Root Cause**: These parents may have a lack of awareness of MMS social media presence or the resources to access these sources of information.

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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Recruit highly qualified professionals for all academic areas. with an emphasis on strategies to retain effective employees.

Performance Objective 1: 100% of professional and paraprofessional staff will meet certification requirements by May 2019.

Evaluation Data Source(s) 1: Reports will reflect that 100% of MMS teachers and staff meet the certification status.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Implement activities to enhance the recruitment, induction and retention of teachers and paraprofessionals who meet certification requirements.	Principal and Directors	100% of professionals and paraprofessionals will meet certification requirements	30%	5%		→
2) Provide newly hired teachers and paraprofessionals with a structured mentor program, including built in time for planning and collaboration.	Principal	Assignment of mentor	30%	5%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Recruit highly qualified professionals for all academic areas. with an emphasis on strategies to retain effective employees.

Performance Objective 2: Retain effective employees and maintain a 90% or better retention rate

    Evaluation Data Source(s) 2: End of year report will show 90% or better retention rate for the MMS campus

    Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Provide teacher appreciation luncheons/gifts and activities to boost morale and encourage employee retention	Principal. PBIS motivation committee.	90% or better retention rate	30%	45%	100%	100%
2) Provide a campus leadership team to give all employees an active voice in campus decisions	Principal and AP	90% or better retention rate	30%	45%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Work with all stakeholders to prepare students for success in all academic subject areas

Performance Objective 1: By May 2019, a minimum of 60% of all student subgroups and each student group, including special education students tested, will pass sections of the Reading, Writing, Mathematics, Science and Social Studies state assessments and each student group will show at least 5% growth over last year as measured by STAAR.

Evaluation Data Source(s) 1: Review STAAR student performance and unit assessment data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) All teachers will use forethought for lesson planning to ensure TEKS Resource System implementation	Principal and AP	Unit assessment, weekly lesson plan checklist	100%	100%	100%	
2) Eduphoria Aware will be used to evaluate teaching and reassessing Readiness, Supporting and Process Standards. The data will be used to determine strengths and weaknesses and guide instruction	Principal and AP	Lesson plans, T-TESS goals, Strive	30%	55%	100%	100%
3) ARI, AMI will address the needs of students not meeting passing standards. Math and reading probes, universal screening and unit assessments will be used to track student progress and determine tier placement	Principal and AP. ARI/AMI coordinators	Increased performance by our sub-populations in all areas of assessment	30%	35%	40%	→
4) Implement the use of academic referrals to reduce the number of failures and missing or incomplete assignments	AP	reduction in failure rates and need for academic referrals	30%	35%	45%	→
5) Provide professional development opportunities in areas of documented need	Principal	Registration and attendance at professional workshops	30%	30%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Work with all stakeholders to prepare students for success in all academic subject areas

Performance Objective 2: MMS will improve student performance to satisfactory or advanced performance levels as reflected in Index 2

    Evaluation Data Source(s) 2: Increase index 2 score

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Use TEKS Resource System pacing schedules and assessments to ensure a viable and rigorous curriculum for all students	Principal and AP	AWARE reports, walkthrough data	20%	35%	70%	→
2) Teachers will be trained in and use Project Based Learning strategies in order to differentiate instruction and provide relevant educational experiences to all students	Principal and AP	Prof.Dev. documentation, lesson plans	20%	100%	100%	100%
3) Increase attendance by having rewards each six weeks for perfect attendance. Students with poor attendance will have a mentor to encourage attendance	Principal, AP and attendance clerk	Increase attendance by .5%		80%	100%	100%
4) Utilize STAAR math and reading class for 8th grade students who have been unsuccessful in previous years	Principal, AP, AMI & ARI Coordinators, counselor	Improvement of STAAR scores of those students enrolled in a STAAR intervention class	30%			→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 3: Encourage participation and improve success in extracurricular programs and academics

Performance Objective 1: Beginning in September 2018, ensure that MMS UIL teams will be established in academics, literary, athletics and music

    Evaluation Data Source(s) 1: Documentation of results for each UIL event

    Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) UIL sponsors will prepare students by holding regular practices, securing study materials and participate in practice meets including virtual meet if available.	Principal and AP along with UIL coordinator	Success in academic meet(s)	20%	100%	100%	100%
2) Recognize students for participation and performance in UIL events. Announcements, celebration time and media releases will be made to celebrate these students.	Principal, AP, UIL coordinator, District PR personnel	documentation of announcements and releases		100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Encourage participation and improve success in extracurricular programs and academics

Performance Objective 2: Provide a technology rich learning environment aligned with state curriculum standards to empower students to be successful members of a global and digital workforce. Provide professional development to teachers and administrators to address needs identified by campus and district needs assessments and data analysis.

Evaluation Data Source(s) 2: Increased number of student-created products. Increased technology application test scores. Increase in usage of resources provided by the District based on utilization reports. Review of campus and district Star Chart data.

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Course offering will include a new technology class offered for one semester for every 8th grade student on campus.	Principal and AP	Master schedule. Walktrhough reports	100%	100%	100%	100%
2) Teachers will participate in available training to learn innovative instructional techniques	Principal and AP	Walkthrough reports. training certifications	45%	55%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Provide students and staff with appropriate facilities, resources and a safe, positive learning environment conducive to student success

Performance Objective 1: All students will be physically and emotionally safe on campus and at all school sponsored events

Evaluation Data Source(s) 1: Faculty and staff will be trained to identify students in crisis and intervene to create a campus culture of acceptance and emotional safety.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Evacuation drills, shelter in place drills, and other emergency procedures will be explained and practiced throughout the school year.	Principal, AP, Teachers, Staff	Documentation of completed training and drill schedules	100%	100%	100%	
2) Continue the random drug testing policy and drug dog on campus	Principal and AP	Drug testing documentation	75%			→
3) Bullying forms are available to give the students the opportunity to report incidents of bullying and provide a consistent, immediate response from school officials to the offense. Anonymous Alert will also be available. Campus bullying surveys will be completed and reviewed during each semester.	Principal, AP, Counselor	Completed forms and the reduced number of repeat offenses.	100%	100%	100%	100%
4) Staff will be trained to identify students who are exhibiting signs of maltreatment and/or abuse. Training will include review of policy and practices that are currently in place.	Principal and AP	sign-in forms and training certificates	100%	100%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Provide students and staff with appropriate facilities, resources and a safe, positive learning environment conducive to student success

Performance Objective 2: The classroom environment will be conducive to learning

Evaluation Data Source(s) 2: Discipline policies and procedures will be followed to ensure that all classrooms are orderly and present the best possible learning conditions.

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Staff will be provided opportunities to improve and support their classroom management techniques.	Principal and AP	T-Tess evaluation, walkthrough data. training certificates	90%	100%	100%	100%
2) Administrators will continue to attend workshops, training, conferences to maintain up to date knowledge and guidelines regarding discipline practices and the law.	Principal, AP, Counselor	Training certificates. Participation documentation	100%	100%	100%	100%
3) Administrators will meet with the appropriate PBIS data committee as well as other staff members to monitor student behavior and implement intervention strategies to deter the need for ISS/DAEP placement	Principal, AP, Counselor	meeting minutes. Reduction in ISS/DAEP placements	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: Provide students and staff with appropriate facilities, resources and a safe, positive learning environment conducive to student success

Performance Objective 3: Discipline data will be recorded in a consistent and timely manner

    Evaluation Data Source(s) 3: Data reviews will reflect an accurate PIEMS report

    Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	June
1) Record discipline events in a timely manner	Principal and AP	Discipline referral data will be entered within 24 hours of a referral	100%	100%	100%	100%
2) Discipline data will be recorded in the SWISS computer program thus allowing for a thorough review of the data	AP	focus on specific areas of concern in order to see improvement	60%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

State Compensatory

Personnel for Mauriceville Middle School:

Name	Position	Program	FTE
Betty Martin	Math Teacher/AMI Instructor	AMI	16.7%
Brooke Deets	Math Teacher/AMI	AMI	16.7%
Elise Fountain	History Teacher/ARI Instructor	ARI	33.3%
Emily Collier	Math Teacher/AMI/STAAR/Choir	AMI/STAAR Math	66.7%
Rhonda Brady	Math Teacher/AMI	AMI	33.3%
Sarah McDow	Math Teacher/AMI Instructor	AMI	16.7%
Summer Diamond	Reading Teacher/ARI Instructor/Multimedi	ARI/STAAR Reading	83.3%

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kimberly Cox	Principal
Administrator	Heidi Strandberg	AP
Classroom Teacher	Ronda Sunderland	Science Teacher
Classroom Teacher	Summer Diamond	ARI/Multimedia/STAAR Reading Teacher
Classroom Teacher	Melissa Davis	ELA/Applied ELA Teacher
Non-classroom Professional	Kristin Robinson	Librarian
Parent	Robin Milstead	Parent/PTO President
Community Representative	Amberly Craft	Community Member
Paraprofessional	Nelda Burton	paraprofessional
Business Representative	Joann Risinger	Owner of Joann's Nursery
District-level Professional	Stacey Brister	Superintendent-Elect