

**Celina Independent School District**  
**Celina Junior High**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Exemplary**



## **Mission Statement**

*The mission of Celina Junior High is to empower students to build knowledge and confidence while striving for excellence by working together with parents and community to create a positive learning experience.*

## **Vision**

*Paving the way for the future.*

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Breakdown by Ethnicity

- African American 3.9%
  - Hispanic 21.4%
  - White 66.7%
  - American Indian 2.1%
  - Asian .8%
  - Two or more races 5.2%
- 
- Special Programs
  - Bil/ESL 1% (4)
  - GT 9.6% (37)
  - SPED 8.5% (33)

We believe that our numbers accurately represent the needs of our student population. We are not over or under-represented in our special programs.

### Demographics Strengths

- Continue to review sub-groups of students identified as special education with an emphasis on Hispanic students in special education.
- Address increase of Hispanic population and minority groups.
- Address the needs of At-Risk students on the Jr. High campus we have 101 students that qualifying as At-Risk

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Address the needs of ESL and At-Risk population within the campus. **Root Cause:** Noted increase of ESL and At-Risk student population due to exponential growth.

## Student Achievement

### Student Achievement Summary

We are consistently well above the state standard!

We achieved academic achievement in reading, math, science, social studies!!

Top 25% progress!

Top 25% closing performance gaps!

Overall, we have increased 7% in the “mastery” category.

### Student Achievement Strengths

1. Positive Impact: For the 7th and 8th grade, ESL pullout program percentages have improved 22% from 2016-2017. Although the performance scores are low for SPED, they have shown GREAT improvement in all content areas in the approaching grade level or above category.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Data shows generally lower performances in SPED in Math, Writing, and Social Studies. **Root Cause:** SPED student in lower grades must attend on level core instruction, not resource instruction.

**Problem Statement 2:** The data reflects that we are struggling to reach and maintain high writing scores. **Root Cause:** Sub population struggles the most with 7th grade writing.

## School Culture and Climate

### School Culture and Climate Summary

Students are treated fairly by the other children in school. More than half of the students feel they are treated fairly by the adults in the building. More than half of the students surveyed feel that teachers really care about them.

### School Culture and Climate Strengths

Students are happy with teachers and the feedback they receive. 6th Grade Center (6GC) and CJH students like their school campus building. Students feel they have a voice about what goes on in school.

Employees at 6GC and CJH were ranked the highest in the district for morale on campus. Teachers communicate with one another in an atmosphere of trust. PLC time has helped to build the atmosphere of trust on the campus while the PBIS team has helped to build a positive atmosphere. Virtually all teachers agree that working under a positive leader has had a big impact on school culture. All staff including teachers, aides, instructional support, counselors, administrators and auxiliary staff all agree that the morale is high this school year.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Problem statement: While 45% feel they do not feel bullied, 47% do feel like they are teased or picked on. The positive side of this is that they are able to distinguish between the two, but more needs to be done about the teasing. **Root Cause:** Need for structured time for teachers and students to share their voice and concerns.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Teachers and paraprofessionals are highly qualified according to state and federal guidelines. The Highly Qualified status of Campus staff reflected in the annual Highly Qualified Report to TEA. Historically, the retention rate of the school is high. Therefore, recruitment needs are small. When a teaching position is vacant, recruitment is done through the Region 10 Teacher Job Network.

### Staff Quality, Recruitment, and Retention Strengths

6GC and CJH retained 100% of teachers from the previous school year.

Added three new teachers due to new campus configuration and course offering.

New teachers to Celina ISD are required to attend a 3-day new hire training in August.

All beginning teachers 1-3 years of experience are required to participate in regular scheduled/ongoing training throughout the school year.

- The campus is staffed with highly qualified teachers.
- Low student to teacher ratios.
- High teacher retention rate.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Provide Ed Camp considering staff interest and needs based on other successful programs. **Root Cause:** Teachers want to maintain their flexibility to learn what is needed in their classroom as well as have the time to develop a lesson integrating learned concepts.

**Problem Statement 2:** Provide a formalized mentorship and induction program for teachers new to campus to familiarize new teachers with campus norms, points of contact, and classroom expectations. **Root Cause:** New teachers come from different campus backgrounds and are not acquainted with procedures, norms, and expectations of their new campus.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Campus curriculum, for all courses, is derived from the Texas Essential Knowledge and Skills (TEKS). Core content courses employ the TEKS Resource System to ensure vertical and horizontal alignment of instruction and assessment in each content area. The TEKS Resource System is also utilized for assessment and provides data for instructional staff.

### Curriculum, Instruction, and Assessment Strengths

- PLC planning has had a positive impact on instruction and assessment.
- New classes have been added including STEM I & II, Theatre, Spanish, GT/advanced course, career investigation
- Writing across the curriculum is being used to promote higher order thinking skills
- ACE time provided to students for homework help and reteaching.
- Teachers are provided (1) 1/2 days each nine weeks for planning.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Vertical alignment meeting that is extended to all levels. **Root Cause:** Planning for alignment with grades above and below our campus.

**Problem Statement 2:** Evaluate individual student data and trends. **Root Cause:** Make data on incoming students available to teachers during the summer planning period before school starts.

## Family and Community Involvement

### Family and Community Involvement Summary

Historically, the Campus has communicated with students' families and the community through traditional means (e.g., notices sent home with students, letters mailed to homes, information posted on the district website, parent portal) however, the campus and district have increased communications through other means of technology such as Remind, district and campus Facebook pages, Google Classroom, and club specific Instagram and Twitter accounts.

Also, the community is very involved in all athletic and extra-curricular events and supports the various activities through participation in multiple booster clubs and community groups focused on CISD support, including Bobcat Moms, Quarterback Club, CARE, PTA Band Boosters, etc.

### Family and Community Involvement Strengths

- Multiple Clubs and organizations for community involvement provided on campus.
- CARE, PTA, Band Booster Parents, Bobcat Moms, Quarterback Club, parent meetings, grandparents' lunch, student show-case, athletic programs, intro to athletics, food drive, Jackets and Jeans, Grace Bridge, 180 Degrees, Discover DC, Chamber of Commerce, local churches, Project Graduation, FCA, Toys for Tots, Blue Santa, Hurricane Harvey relief support, prayer club, French Club, Mission Possible, welcome back to school Flipgrid, archery, Bobcat Bloggers, Botcat Robotics, CJH announcements on YouTube
- Families who speak languages other than English predominantly speak Spanish. These families benefit from ESL and GED classes for adults, the CISD webpage's ability to be translated into ten different languages, and services of the district's ESL Director/parent liaison.
- Activities: Grade-level field trips, GT field trips, PBIS field trips, guest speakers, band contests, Principals' 100, career exploration and exposure, continue with iPad initiative, Chromebook Initiative, academic planning

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Improve and/or streamline communication with community and families. **Root Cause:** There are too many means of communication which lead to miscommunication and missed communication as well as confusion.



## School Context and Organization

### School Context and Organization Summary

This school year added IXL learning program for students that need intervention that will assist in addressing individuals educational gaps.

For students who are performing poorly, we provide accelerated math and reading instruction, ACE tutoring, writing lab interventions, access to the study lab for all students, and assign SPED students to work with SPED teachers during ACE time. We also track students on a weekly basis that are consistently unsuccessful in multiple classes.

Teachers create all student assessments that are used to evaluate individual students and the program as a whole. Teachers are directed to the district to use Euphoria and TEKS resource as the source for the assessments. The district also addresses the time frame for TEKS checks and evaluations. Most teachers use common assessment.

### School Context and Organization Strengths

- Time devoted to subjects in which students perform poorly.
- 6th-8th Grade: AMI, ARI, ACE tutorials, study lab, reading strategies, PLC grade levels meet weekly to discuss common assessments using the TEKS Resource System question bank. Group also decides on retest options/opportunities based on assessment data.
- PLC has opened a line of communication between grade level departments - allowing for vertical alignment and assessment discussions. Data discussions need to be more pertinent to be more beneficial to all teachers involved.
- RTI system in place this year has been more effective in identifying students that need intervention and tracking students.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Weekly grade level meetings would be beneficial to discuss student situations and any other relevant information **Root Cause:** Master schedule does not allow for grade level meetings within school day.

**Problem Statement 2:** 6th Grade: Needs study lab personnel for tracking, AMI/ARI classes built into the master schedule with small teacher-student ratio **Root Cause:** 6th Grade: Need additional staff to oversee study lab.

# Technology

## Technology Summary

District and campus expectations if for everyone to use technology to continue moving towards full integration in the classroom, not just replication of paperwork.

Online instructional materials are evaluated for appropriateness and accuracy by individual teacher discretion allowing autonomy and creativity for their class. There is no standard vetting process. Requested apps have final approval from instructional technology staff.

Student's have access to wifi on the entrance to the building. If a desktop machine is needed a before school appointment can be made at the JH,

Sixth Grade Center has recently opened the lab before school for students who have a pass since their Chromebooks are not passed out until 1st period.

Technology upgrades will include new devices in two years. The device selected will depend on the result of the decision matrix currently being evaluated. The five-year goal as a district is to extend 1:1 down following the current 6th-grade center model.

## Technology Strengths

- Access
- Availability
- Utilization by staff and students
- Expectations of use by all administration
- PLC has increased learning and staff engagement good general foundation for students and teachers
- Increasing multimedia skills
- Dedicated support with Mrs. Morgan on campus

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** All teachers must include specific Digital Citizenship vocabulary and instruction each time devices are used in the classroom. **Root Cause:** Teachers lack consistent and continuous implementation of Digital Citizenship vocabulary across curriculum.

**Problem Statement 2:** Teachers consistently and effectively using the 4Cs (communication, creativity, collaboration, critical thinking) **Root Cause:** Lack of formalized lesson plan template and strategy.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Student failure and/or retention rates

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Priorities


## Priority 1: Community

**Strategic Objective 1:** Expand opportunities for involvement of all families.

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

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events

**Strategic Measures 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide a student showcase once per semester.	Campus Principals and lead teachers	Increase in parental awareness and participation.				
2) Increase participation of Grandparent Lunch.	Campus Principals, Secretaries, district food services.	Expand to 6th grade campus and increase overall participation.				
3) Improve collaboration between campus and PTA.	Campus Administrators PTA board members	Increased interaction between staff and PTA and volunteer opportunities.				
						

**Priority 1: Community**

**Strategic Objective 2:** Implement career exploration programs in partnership with the community.

**Evaluation Data Source(s) 2:** % of students involved in mentorships, internships, apprenticeships and shadowing

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Host a career day event.	Campus principals, counselor, and lead teachers.	Increased student awareness of career and post-secondary education opportunities.				
2) Tech apps will include career investigation.	Campus principals and tech apps teachers.	Students are better prepared to make career and post-secondary education decisions.				
						

**Priority 1: Community**


**Strategic Objective 3:** Build relationships between the district and community organizations.

**Evaluation Data Source(s) 3:**

# of district personnel on city educational committees

# of community organization volunteers at campuses

**Strategic Measures 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide opportunities for community members to contribute to Makerspace initiative.	Campus principals, Instructional Technologist, campus librarian	Improve relationship between community and campuses. Students receive a informal apprenticeship from community professionals related to Makerspace projects.				
						

## Priority 2: Excellence

**Strategic Objective 1:** Develop high quality educators dedicated to continuous improvement.

### Evaluation Data Source(s) 1:


% increase of professional development opportunities

% of educator retention

% of teachers participating in PLCs

% of improvement in student growth index

### Strategic Measures 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) New teacher mentorship initiative.	Campus principals, lead teachers	Better acclimate new teachers to traditions and strategies used by campus.				
2) Develop master schedule to allow for both grade-level and vertical planning.	Campus principals	Improve staff collaboration to allow staff to address individual student needs.				
3) Structure PLC time for individualized professional development, including time to plan implementation.	Campus principals, lead teachers, and teachers.	Students will benefit from best-practice methods that will increase student engagement and growth.				
						



**Priority 2: Excellence**


**Strategic Objective 2:** Promote extra-curricular activities and events to maximize student education, development and wellness.

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

% increase of participation in extracurricular activities

# increased of extra-curricular activities offered

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue Bobcat Bloggers and extend to 7th Grade.	Campus principals and English teacher(s)	Students experience opportunities for personal development.				
2) Provide club/activities during ACE period.	Campus	Increase number and participation of extra-curricular activities.				
3) Use CoCo BEST Robotics competition to incorporate other extra-curricular classes/clubs into a common goal of creating a business.	Campus principal, STEM teacher	Full campus contribution to a common theme, utilizing students' individual talents and potential to a common goal.				
						


**Priority 2: Excellence**

**Strategic Objective 3:** Provide CTE opportunities and support for all students to ensure student success.

**Evaluation Data Source(s) 3:**

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

**Strategic Measures 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Incorporate digital citizenship across curriculum using infographics covering strategies and vocabulary.  6CG: Tech apps will include digital citizenship curriculum.	Campus principals and teachers	Students become more aware of their role in proper digital citizenship.				
2) Develop career investigation unit in Tech Apps.	Campus principals and tech app teachers.	Number of CTE courses increase.  Student graduation increases in order to achieve career goals.				
						

**Priority 2: Excellence**

**Strategic Objective 4:** Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

**Evaluation Data Source(s) 4:**  
 # of systems and supports implemented  
 % of students indicating preparedness

**Strategic Measures 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Maximize student use of G Suite to manage activities and increase productivity.	Campus principals and teacher.	Students acquire soft skills necessary to manage time well and meet deadlines.				

### Priority 3: Innovation

**Strategic Objective 1:** Expand technological opportunities.

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

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

**Strategic Measures 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue with technology training and implementation through PLCs and Professional Development days.	Campus principals and Instructional Technology Specialist (ITS).	Provide new and updated technologies and increase fluency for tech integration in classroom environment.				
2) Identify students to participate as Makerspace student leaders.	Campus principals and ITS.	Provide a course for students to participate and lead other students through Makerspace tools and activities.				

**Priority 3: Innovation**

**Strategic Objective 2: Create collaborative learning spaces.**

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

% increase in implementation of flexible classrooms  
 # increase in teaming areas

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Develop campus Makerspace for PBL lessons and projects.	Campus principals, ITS, and teachers.	Students create authentic products related to PBLs.				
2) Allocate funds for flexible seating options in classroom and common areas.	Campus principals and teachers	Innovative teaming areas for student collaboration.				
3) Reorganize library space to allow for Makerspace.	Campus principals, district librarian and campus librarian	Dedicated collaborative learning space for student digital and textile products.				


**Priority 3: Innovation**

**Strategic Objective 3:** Develop each student to be a creative and critical thinker.

**Evaluation Data Source(s) 3:**

- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL

**Strategic Measures 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Each student will have the opportunity for at least one PBL per grade-level.	Campus principals and teachers	Increase participation of PBLs. Increase teachers trained in PBL.				
2) Develop a campus-wide 21st Century Skills Lesson Template.	Campus principals and lead teachers	Students will better indicate their own preparedness.				
3) Continue curriculum-wide writing initiative.	Campus principals and teachers	Produce students that are creative and critical writers.				
						

## Priority 4: Leadership

**Strategic Objective 1:** Diversify opportunities for students to develop leadership skills.

**Evaluation Data Source(s) 1:** % increase of students involved in leadership opportunities/activities on each campus

### Strategic Measures 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Identify students to participate as Makerspace student leaders.	Campus principals and ITS.	Provide a course for students to participate and lead other students through Makerspace tools and activities.				
2) 6GC students will serve as educational mentors to preK and K students.	Campus principals	Build leadership capacity in students				
3) GT field trips geared to leadership development.	Campus principals and campus GT Coordinators.	Increase leadership capacity in students and develop a sense of civic responsibilities.				
						

**Priority 4: Leadership**


**Strategic Objective 2:** Develop a plan to build educator capacity for leadership.

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

% of district employees participating in the plan

% increase of involvement in districts leadership academy

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide opportunities for teachers to lead vertical and grade-level PLCs.	Campus principals and lead teachers	Teachers will develop a capacity for leadership.				
2) Provide opportunities for teachers to lead in-district and out-of-district professional development.	Campus principals and lead teachers	Teachers develop research-based professional development and increase professional learning network.				
						



**Priority 4: Leadership**

**Strategic Objective 3:** Design a detailed plan to address organizational structures and adequately prepare for projected growth.

**Evaluation Data Source(s) 3:** % of detailed plan implemented

**Strategic Measures 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Assign rooms based on hierarchy of needs.	Campus principals	Master schedule				
2) Increase staff personnel based on student enrollment	Campus principals	Student enrollment				

## Priority 5: Stewardship

**Strategic Objective 1:** Provide equitable distribution of financial resources throughout the district.







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

# of top financial ratings and recognitions

% of financial resources spent on instruction and student activities

**Strategic Measures 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide professional development for teachers in grant writing.	Campus principals	Teachers approach grant writing with greater clarity and confidence.				
2) Departments give input for campus funds through budget process.	Campus principals, staff	Access to campus budget is objective and fair.				

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

**Priority 5: Stewardship**

**Strategic Objective 2:** Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

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

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Increase staff personnel based on student enrollment	Campus principals	Student enrollment				

**Priority 5: Stewardship**


**Strategic Objective 3:** Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

**Evaluation Data Source(s) 3:**

% of students and parents indicating satisfaction

# of supports provided based on counselor reports

**Strategic Measures 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) PBIS provides new student orientation.	Campus principals and PBIS committee	Builds positive community, relationships, and awareness of new student needs.  Educates new students to Celina culture.				
2) Incorporate district profile for ideal students at campus level.	Campus principals, PBIS, and lead teachers	Students understand and adopt character qualities expected in an ideal student.				
3) Extend and expand anti-bullying efforts both in the classroom and campus-wide.	Campus principals, teachers, counselor	Reduce bullying incidents and reports. Create safer learning environment.				
4) Extend and expand suicide prevention discuss and efforts.	Campus principals, teachers, counselor	Students stop regarding suicide as an option for dealing with problems and seeks council with a trained adult.				
5) Provide racial/cultural diversity training for staff.	Campus principals	Teachers will be able to appropriately identify, report, and handle issues that arise from racial/cultural diversity.				
						

## 2017-2018 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Russell McDaniel	Principal
Administrator	Kimber Kincaid	Principal
Assistant Principal	Misty Warrick	AP
Classroom Teacher	Joanna Bennett	Teacher
Classroom Teacher	Derek Joines	Teacher
Classroom Teacher	Walker Plagge	Teacher
Classroom Teacher	Kimberly Brinkerhoff	Teacher
Classroom Teacher	Julie Rippamonti	Teacher
Classroom Teacher	Candra Lemberg	Teacher
Classroom Teacher	Emily Anderjack	Teacher
District-level Professional	Myshele Morgan	IT