

# College Station Independent School District

Oakwood Intermediate School  
Annual Campus Improvement Plan  
2021-2022



---

Board Approval Date: TBD

## **Mission Statement**

Success Each Life, Each Day, Each Hour

## **Vision**

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

## **CSISD Board Beliefs and Commitments**

**We believe the purpose of education is to develop productive citizens.**

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

**We believe educators and students can be lifelong learners, who are excited to engage in learning together.**

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

**We believe relationships and communication are driving forces in education.**

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

**We believe critical thinking, real world problem-solving and engaged learning are crucial to learner’s success now and in the future.**

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

**We believe the skillful use of technology can enhance learning experiences.**

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

### **CSISD Board Goals**

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students’ school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

### **Table of Contents**

<b>Mission, Vision Board Commitments.....</b>	<b>2</b>
<b>Board Goals.....</b>	<b>3</b>
<b>Executive Comprehensive Needs Assessment Summary.....</b>	<b>5</b>

<b>Data used for Comprehensive Needs Assessment.....</b>	<b>10</b>
<b>Goals and Specific Results.....</b>	<b>11</b>
<b>Goal 1, Specific Result 1.1.....</b>	<b>11</b>
<b>Goal 2, Specific Result 2.1.....</b>	<b>12</b>
<b>Goal 2, Specific Result 2.2.....</b>	<b>13</b>
<b>Goal 3, Specific Result 3.3.....</b>	<b>14</b>
<b>District Professional Development Plan.....</b>	<b>15</b>
<b>Appendix A: Federal and State Requirements.....</b>	<b>16</b>
<b>Appendix B: District Educational Improvement Council Members 2020-2021.....</b>	<b>21</b>
<a href="#"><u>District Improvement Plan Acronyms &amp; Definitions Sheet</u></a>	

**Executive Comprehensive Needs Assessment Summary**

<p><b>Areas Examined</b></p>	<p><b>Summary of Strengths</b> (What Strengths were identified?)</p>	<p><b>Summary of Needs</b> (What needs were identified?)</p>	<p><b>Priorities</b> (What are the priorities for the district?)</p>
<p><b>Demographics</b></p>	<p>Oakwood Intermediate will continue to qualify as a Title I campus with over 50% of our students qualifying for free or reduced lunch. With approximately 720 students, our faculty and staff demographics continue to closely mirror our student demographics, within 4% for Hispanic and within 3% for African-American. Our student diversity is approximately 37% being White, 32% being Hispanic , 21% being African-American, 6% being American Indian and 4% being Asian.</p>	<p>Our focus on student literacy will remain as the levels of fluency continue to fluctuate and gaps left from the pandemic need to be addressed. This is not only impacting academics in ELA classes but across all curricula due to the need for literacy skills to succeed in every type of academic assessment and classroom environment.</p>	<p>We shall continue to focus on literacy strategies across all content areas to improve our reading, writing, note-taking and vocabulary levels. Maintain our commitment to Schoolwide AVID literacy strategies.</p> <p>We shall continue to focus and enhance our efforts on Small Group Instruction and differentiated instruction.</p> <p>We shall continue transition support for students new to our building in an effort to help them become acclimated to our campus culture more quickly.</p> <p>We shall continue our efforts to have more students involved in fine arts programs, AVID, and teacher sponsored clubs.</p> <p>While our gifted and talented program has grown, we will continue our efforts to identify students from economically disadvantaged backgrounds that can excel in the program.</p> <p>We shall continue our efforts to support all students by providing them with access to a viable, rigorous curriculum in all subject areas.</p> <p>Our priorities for demographics this year is to address closing the achievement gaps with our students from poverty and the ethnic groups of AA and H. One priority includes establishing a strong, calibrated MTSS</p>

			program.
<p><b>Student Achievement</b></p>	<p>The STAAR data from the 2021 assessments will give us some data to focus on efforts on closing the gaps for our students. We will continue to also depend on the MAP assessment data throughout the 2021-2022 school year to monitor progress toward improving student achievement.</p>	<p>In the 2019-2020 school year, we were targeted for performance with our AA student group.</p> <p>Measures of Academic Progress (MAP) data indicate that there are groups of our MAP Assessment and mastery checks will be utilized throughout the year. STAAR results from 2021 will also focus our efforts to closing the achievement gaps within each grade level, subject area and demographic/student group. We have a focus specifically on those from poverty, and the ethnic groups of AA and H which are not growing at the rate they should in their learning.</p>	<p>We shall maintain our focus on improving Tier I instruction in the classroom. We will utilize our strand specific MAP data to identify our small differentiated instruction groups.</p> <p>We shall utilize our ESL Specialist and SPED Dept. to direct our focus to each student's individual needs.</p> <p>We shall continue to utilize Title I funds to provide our students with new supplies to prepare them for success. In addition, we will maintain our campus backpack program in conjunction with the BV Food Bank.</p> <p>Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. The MTSS Implementation Specialist will coordinate with teacher and data management software to promote effectiveness in progress monitoring and efficiency in PLC meetings.</p> <p>The addition of the MTSS Implementation Specialist will support the needs of both grade levels in all Core Curricula. This Specialist will lead data talks and training for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all students have the opportunity to grow to their full potential in the 2021-2022 school year.</p>

<p><b>Curriculum and Instruction</b></p>	<p>We have implemented the new curricula provided by the district and are seeing improvements school-wide. The addition of Schoology and our new laptops have had a tremendous positive impact. Our access to dependable technology on campus has allowed us to access Schoology and its components more regularly. In return, this has provided our teachers and students with more working knowledge of digital learning platforms.</p>	<p>Throughout the entire 2021-2022 school year, MTSS monitoring and implementation need to be consistent for ELAR and Math. We need consistency with teachers providing small group differentiated instruction for Reading and Math school-wide. We need to continue to train teachers on the use of data to drive instruction.</p>	<p>To create more individualized plans for students based upon specific data received from MAP assessments and to continue to build capacity in using our LMS (Schoology) throughout the school and continue to build the capacity of staff in using instructional technology. We must also introduce the CSISD Instructional Framework and provide our staff time to develop their own initiatives within that framework in subject area PLCs.</p>
<p><b>Culture and Climate</b></p>	<p>We have one of the most demographically balanced campuses in CSISD. Our student culture is that of inclusion, acceptance, and mutual respect. Our faculty demographic closely mirrors that of our students. In considering the culture and climate of our schools and the classrooms we consider discipline data, academic achievement data and school-wide surveys. Despite the social and emotional trauma for students from the pandemic our total disciplinary referrals went down by 18% from the last complete year of school in 2018-2019. Our Administrative team continues to foster growth in the faculty and staff so they may reach higher roles in their chosen paths as educators.</p>	<p>Our Panorama survey indicated a need for greater engagement and greater sense of belonging for our students. We continually strive to improve our discipline incident data within each demographic group. We want to improve our surveyed data results to enhance our excellent school culture.</p>	<p>We will continue to use Panorama Survey, discipline data, academic achievement data and our own student survey data to monitor and respond to input on climate and culture.</p>

<p><b>Staff Quality and Retention</b></p>	<p>We have five new teachers beginning at OW this year. Our efforts to maximize teacher planning time throughout the year, each day exemplify why teachers feel valued here at OW.</p>	<p>Finding the best qualified teachers and paraprofessionals for the myriad of positions required at OW remains a difficult task that we maintain focus on while being proactive throughout the year.</p>	<p>We will maximize planning and learning time for teachers aligned to our Campus Improvement Goals. We will also provide optional ongoing training throughout the year for our teachers and target support for students based on needs. We will improve our teacher support base with the addition of the MTSS Implementation Specialist.</p>
<p><b>Technology</b></p>	<p>Our teachers have unfettered access to dependable and reliable technology in their classrooms. We have been able to greatly increase the number of dependable devices on campus through Title I funds. We will continue to work towards increasing our devices for academic teams. Schoology expectations are in place and teachers have built a comfort level using our LMS over the last few years.</p>	<p>Our teachers need more training over Schoology features, NearPod, MAP Reports, etc. In addition, our teachers need more flexibility with their own devices as they are meeting in various areas to plan and collaborate together.</p>	<p>Explore the possibility of utilizing Title I funds to provide two more laptop carts to better utilize the resources such as Schoology, MAP and other web-based platforms within our district.</p>
<p><b>Family/Community Involvement</b></p>	<p>We continue to have strong family and community involvement. Our Parent Teacher Organization is extremely supportive and generous with their resources. Our Learning Management System (Schoology) was highly used throughout this year to communicate with parents and students. The pandemic strengthened our online communication within the school's community.</p>	<p>Partnerships need to be expanded to support student service between our school and the community. The pandemic kept us from having the school's biggest annual community event, Fall Fest. Our Fine Arts programs were also prevented from hosting performances of their biggest annual events that are open to our school community to attend. This year we will need to regain these events to share with our community.</p>	<p>Our teachers will continue to utilize the features in Schoology that support parent involvement in their classroom learning and in our school-wide events. We will regain the open house events hosted by our Fine Arts classes and the School-Wide events such as Fall Fest, Schedule pick-up/Wildcat Walk, Meet the Teacher and others. We will partner with the City of College Station to adopt Holik Street as our own for community beautification. We will strengthen relationships between the school, students, and families. We will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.</p>



**Data Used for District Comprehensive Needs Assessment**

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

- STAAR
- PBMAS Report
- Failure Rates
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Special Education Data
- Curriculum Documents
- CSISD Portrait of a Learner
- Schoology Participation Data
- District Benchmark Assessments(SS, Sci)
- TAPR
- CSISD Vision
- PEIMS Discipline
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development Feedback
- Dyslexia Data
- School Survey Data
- CSISD Parent Survey
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- Rtl Data
- GT Demographics and Performance
- MAP Data
- New Teacher Survey
- T-TESS
- CSISD Strategic Plan
- 504 Data

<b>Goal: 1</b>				<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>					
<b>Specific Result 1.1</b>				<b>Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Introduce the CSISD Framework for Success (learning innovation framework)	Administration Team	Strategic Plan, Campus resources	June 2021 - June 2022	All	Campus professional development results, Campus instructional focuses; walkthrough data				Title II Funds
Continually train campus leadership on the CSISD Framework for success	Administration Team	Strategic Plan	June 2021 - June 2022	All	Campus instructional focuses; walkthrough data				Title II Funds
Based on various data points, we have identified Small Group Instruction (SGI) as our instructional focus and plan for enhanced implementation	Administration Team, Faculty and Staff	Campus Instructional Implementation Plan	June 2021 - June 2022	All	Campus instructional focus; walkthrough data				Campus funds & Title I funds
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.1</b>				<b>Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                      #2                      #3</b>			<b>Supported by State or Federal Funds</b>
All faculty and staff will be trained on the use of a selected MTSS data management software	Administration Team	Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets, MAP data				Title II Funds \$20,950, Campus funds & Title I funds
Clearly define the Campus Multi-Tiered System of Support process that will be utilized with the data management software and document it in an MTSS Handbook	Administration Team, MTSS Coordinator; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021-July 2021	At-risk students	MTSS Handbook				Title I
Continue to train and monitor teachers for small group instruction for Tier II intervention time	Administration Team, MTSS Coordinator	Training, District and Campus resources	June 2021-July 2021	All	Campus professional development results, Campus instructional focuses; walkthrough data, MAP data				
Communicate expectations for use of MTSS software & the role of the new MTSS Coordinator	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-risk					

Implement and monitor for calibration across the campus through PLCs and MAP data	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.2</b>				<b>Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Establish a best practice focus on Small Group Instruction (SGI)/Differentiation based on instructional needs for at-risk students and target it for improvement monitored by MAP results and various data points	Administration Team, MTSS Coordinator	Training, District and Campus resources	August 2021-May 2022	At-risk	Walkthrough data analysis, Lesson Plans, Observation data, MAP data				Campus funds & Title I funds
Provide additional training for faculty and staff on MAP data disaggregation for continuous differentiation and improvement in student success	Administration Team, MTSS Coordinator, Interventionists, MAP Coordinator	MAP Training, District and Campus resources	August 2021-May 2022	All	Training sign-in sheets, PLC participation, Walkthrough data analysis, Lesson Plans, Observation data, MAP data				Campus funds & Title I funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal: 3</b>				<b>CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.</b>					
<b>Specific Result 3.3</b>				<b>Promote an engaging relationship between the school district and community</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                      #2                      #3</b>			<b>Supported by State or Federal Funds</b>
Fall Festival will provide a community outreach activity during the school year to engage parents and all community stakeholders.	Administration & PTO, Counselors, Enrichment Specialists, Faculty and Staff	School Funds, PTO donations, Title I funds	August 2021 - October 2021	All	Campus artifacts, reports of outreach activity and stakeholder attendance				Campus Funds
Oakwood Intermediate will adopt Holik Street and partner with the City of College Station as a community service project.	Campus Leadership, Faculty and Staff	Service Learning information	August 2021 - May 2022	All	Campus artifacts and reports of community service projects				Campus Funds

<p>With the addition of a half-time counselor, we will increase the number of counselor lessons throughout the year with topics ranging from digital citizenship, safety, depression/anxiety, character education, etc.</p>	<p>Admin, Counselors, Director of Student Services</p>	<p>Go Zen, Edgenuity, Nearpod, Training materials from district mental health professionals</p>	<p>September 2021 - April 2022</p>	<p>All</p>	<p>Campus reports, Panorama Data</p>				<p>Campus Funds</p>
---	--	---	------------------------------------	------------	--------------------------------------	--	--	--	---------------------

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

**CSISD Professional Learning Plan 2021-2022**

[Campus PD Plan](#)

Professional development to address individual needs:

- NTU Follow Up Options
- Success Team/SALI/Administrator Development
- Teacher Leadership
- Gifted and Talented
- MAP
- Mizuni

AVMR

Add+Vantage Math Recovery for K-6 math teachers?

Assessment for Learning

ELPs

National Association for Bilingual Education

Mental Health training for campus leadership teams

MTSS & Small Group Instruction/Differentiated Instruction

SEL core training (Conscious Discipline, Restorative Practices, Trauma Informed Practices, and Safe & Civil Schools) for Teachers

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

Schoology, MAP and other tech resources/apps

## **APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

### **Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

### **Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

### **Child Abuse and Sexual Abuse Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation



### Coordinated Health- SHAC Council

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

### Suicide Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

### Trauma-Informed Care

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

### Drug Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

## Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

## Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

**APPENDIX B: Oakwood Intermediate Campus Improvement Committee Members 2021-2022**

Josh Symank, Principal

Rocco Grande, AP

Mackenzie Zumwalt, Counselor

Lauren Guest, Literacy Specialist

Elizabeth Correa, ELA Teacher

Erin Bywater, ESL Teacher

Jessica Lochte, ELA Teacher

Khrys Carter, Math Teacher

Maria Salles, SPED Teacher

Marisa Ramirez, ELA Teacher

Marlisa Kennedy, Science Teacher

Sandy Ashcraft, Math Teacher

Mary Ireland, AVID Teacher

Stefanie Bean, Social Studies Teacher

John McMurtry, Community Member

Katie King, Parent