Leonard Independent School District

Leonard High School

2022-2023 Campus Improvement Plan

Mission Statement

The Leonard Independent School District will partner with parents and the community to create life-long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe and respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams.

At LISD, we are investing in the future of our students.

Vision

To prepare LISD students to be active, productive citizens by developing these skills throughout their educational experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Leonard High School is a rural high school with approximately 264 students at the start of the 2022-2023 school year. Leonard ISD is located in Northeast Texas in Fannin County. The campus employs 30 certified staff and 4 support staff. Our campus demographic is 22% Hispanic, .4% American Indian, .4% Black/African American, 68% White, and 10% of our population are considered two or more races. Leonard High School has a 56% male enrollment and 44% female enrollment.

Leonard High School currently serves a diverse population of students including:

Title I students: 1%

Special Education Students: 12%

Gifted and Talented students: 10%

LEP students: 8%

ESL Students: 8%

Economically Disadvantaged students: 37%

At Risk students: 42%

Homeless students: 1%

We work hard to build future community leaders that learn to give back and value their community and take pride in their hometown. Leonard High school is a central fixture in the town of Leonard.

Demographics Strengths

We currently have 45 students enrolled in our dual credit program through Grayson College, which is a strong indicator of post-secondary education interests. There are currently 217 of our 264 students enrolled in a CTE course. This is a strong indicator of future success and career preparedness. These opportunities give students the ability to explore different avenues for future endeavors. Leonard High School also offers our students several options for extra-curricular involvement through different clubs, organizations, and UIL sports.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LHS needs to be able to serve the differentiated needs of students that receive Special Education services. **Root Cause:** Staff has not received enough professional development in both content, billing, IDEA, and general dynamics included in servicing special education students.

Problem Statement 2: Overall student attendance is down across grade levels and different socioeconomic statuses. **Root Cause:** The lack of adjustment to normal routines due to the interruption in learning and attendance caused by the Covid 19 pandemic.

Student Learning

Student Learning Summary

Leonard High School received a B under the TEA Accountability rating for the 2021-2022 school year, which is an improvement from the previous score of a C. All schools in Texas must meet standards in three domains of accountability including: STAAR scores, CCMR, and graduation rates.

The 2021-2022 STAAR EOC scores are as follows, with the 2020-2021 score in parentheses and the state scores are in red:

Algebra I: Approaches 78% (73%) 74%

Biology: Approaches 89% (84%) 82%

English I: Approaches 61% (70%) 63%

English II: Approaches 81% (62%) 71%

US History: Approaches 92% (77%) 89%

Student Learning Strengths

All STAAR Scores were consistent with Texas state averages with a minor drop in English I scores. Our English II scores improved by 20% and were well above the state average. There was a large increase in the Algebra I, Biology, and US History tests as well, and the number of students that Mastered the tests in all subjects came up from previous years.

In the College, Career, Military Readiness (CCMR) component of Accountability, LHS contributed significantly more than in previous years. Leonard High School had 84 Industry Based Certifications, 25 graduates with dual credit hours from Grayson College, 3 students enlisted in the US Navy, and 33 students who completed the TSI criteria through a college prep course.

Leonard High School's graduation rate for the 2021-2022 school year was 100%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students struggle with written assignments and written expression. **Root Cause:** Teachers are still trying to fill gaps caused by the Covid 19 Pandemic as well as gaps in writing across content areas.

School Processes & Programs

School Processes & Programs Summary

Leonard High School utilizes several resources to expand students' learning. Our core teachers use the TEKS resource system, which has proven to be a huge asset for alignment. Staff also use Eduphoria as the primary data system. LHS offers Edgenuity for credit recovery as well as utilizing Edgenuity's courses for EOC remediation and additional social emotional learning. Sirius online English remediation test prep is used to help elevate our English I and II scores while also filling gaps that some students may have. The Science department uses STEM Scopes as a supplement to the TEKS resource system as well.

Leonard High School technology is one of our strongest assets. All of our students are one-to-one with Chromebooks. Each classroom including the CTE Ag building has a Newline board for streamlined learning in the classroom. Our teachers are all using Google Classroom as a primary online hub for their students.

LHS uses district call-outs for information and reminders as well as social media and school email. The district has recently added Alertus messaging system that will automatically alert staff of any type of threat or warning. Leonard High School has several extra-curricular clubs, honor society, leadership organizations, student groups, and UIL team sports that do not discriminate on the basis of race, sex, gender, or background.

School Processes & Programs Strengths

LHS has a variety of resources to pull from that enhance our curriculum from the TEKS resource system. Through consistency across content areas in our high school, we are able to offer students a place for growth and learning as well as alignment that will create the greatest window for academic success.

Our technology provides our students and staff with capabilities for learning in and out of the classroom as well as the ability to expand and grow as students and teachers by learning and exploring new things. School safety is still a top priority that is taken seriously, with students practicing drills monthly as well as meetings with staff groups, and professional development for continued safety protocols.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There was a lack of professional communication between campus administrator and faculty, as well as a lack of communication with the community about high school activities, plans, and accomplishments. **Root Cause:** Social media platforms were not being utilized for information to the community. There was no communication to staff about upcoming student events or activities.

Perceptions

Perceptions Summary

LHS staff morale is up from previous years. Staff feels supported and engaged in the overall day to day operations of the school environment. Students are performing well and there is a more consistent enforcement of student handbook and policy. LHS provides students with a plethora of student organizations and participation in groups, clubs, and organizations has increased across the board. Communication with parents and community members has improved this year which has helped increase community involvement.

Perceptions Strengths

All students have a device for classwork and homework that is checked out to them at the beginning of the year. There has been a positive shift in the use of technology throughout the high school with both students and staff which has opened avenues for new ways of learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not use email regularly as a secondary form of communication for communication, school announcements, and other pertinent information. **Root Cause:** Students do not know how to filter important emails from spam, and they do not make a habit of checking emails everyday.

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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Leonard High School will receive an "A" in each domain of the Texas Accountability System.

Performance Objective 1: By the end of the school year, Leonard High School will increase students performing at "Approaches", "Meets", and "Masters" on EOC tests by 10%.

High Priority

Evaluation Data Sources: Campus Assessments/EOC Results/TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Students that previously did not meet approaches on a state assessment will have targeted intervention during the school day.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The number of students approaching grade level on each EOC will increase. **Staff Responsible for Monitoring:** Campus Administrator, Classroom Teachers, Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Special Education staff will work with students according to the least restrictive environments to support student success.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: There will be a 10% increase in the number of Special Education students performing at approaches on the state testing. **Staff Responsible for Monitoring:** Special Education teacher, Special Education staff, Campus Administration, **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use more targeted instruction that aligns with new STAAR EOC item types for more depth of complexity within concepts.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be more prepared and will score higher on the newly designed EOC tests for the 2022-2023 school year. **Staff Responsible for Monitoring:** Teachers, Testing Coordinator, Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Leonard High School will receive an "A" in each domain of the Texas Accountability System.

Performance Objective 2: At the end of the school year, Leonard High School will have a 100% graduation rate.

    HB3 Goal

    Evaluation Data Sources: Graduation Data

Strategy 1 Details	Reviews			
Strategy 1: LHS will implement a new credit recovery program, Edgenuity, for students that are at risk of failure or drop-out.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: To decrease the drop-out or failure rate and get 100% graduation rate.
     Staff Responsible for Monitoring: Campus Administrator, Counselor, Administrator, Registrar
 	
     Title I:
 2.6
     - ESF Levers:
 Lever 5: Effective Instruction
     - Results Driven Accountability				

Strategy 2 Details	Reviews			
Strategy 2: Attendance rates will be monitored and students that are at risk of denied credit due to absences will have the opportunity to attend Saturday school. School will offer attendance incentives for those with perfect attendance.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: To decrease the drop-out rate and increase attendance across grade levels.
     Staff Responsible for Monitoring: Campus principal, attendance clerk, counselor
 	
     Title I:
 2.5, 2.6
     - ESF Levers:
 Lever 3: Positive School Culture				

	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: Leonard High School will receive an "A" in each domain of the Texas Accountability System.

Performance Objective 3: By May, Leonard High School will utilize multiple programs and resources to help prepare students to be college and career ready.

 Evaluation Data Sources: College entrance exam data: SAT, ACT, TSI, ASVAB, TAPR, and TEA's CCMR tracker

Strategy 1 Details	Reviews			
Strategy 1: Students will have a varied access to CTE pathways and programs that will help students learn about different opportunities for secondary outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have access to a variety of learning programs through CTE course offerings. **Staff Responsible for Monitoring:** Counselor, Teachers, Campus Administrator **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Leonard High School will increase the number of Industry Based Certifications (IBCs) offered through our CTE courses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More students will receive Industry Based Certifications before High School graduation. **Staff Responsible for Monitoring:** CTE Teachers/ Counselor/ Campus Administrator **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Leonard High School students will be offered the different tests such as the: PSAT, Pre-ACT, School Day ACT, ASVAB, TSI and different IBCs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will show more success on these tests when taken for college/career needs with the practice and preparation offered through LHS. **Staff Responsible for Monitoring:** Counselor, staff, Campus Administration. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Leonard High School will offer Seniors a College Preparatory Math and College Preparatory English Language Arts class through College Bridge in conjunction with TEA that can give them a TSI exemption to over 36 state colleges and universities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Seniors will be prepared for the TSIA exam for any college or university or will receive the exemption through the College Bridge program. **Staff Responsible for Monitoring:** Counselor, Teacher, Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Teachers at Leonard High School will provide high -quality instruction that is aligned to the state standards, and they will integrate technology and allow students to be college and career ready.

Performance Objective 1: All teachers will be highly effective and certified in the area they teach or meet the District of Innovation guidelines.

HB3 Goal

Evaluation Data Sources: Teacher certifications

Strategy 1 Details			Reviews			
Strategy 1: Teachers will have training in the best practices and strategies based upon research for high quality teaching.			Formative			Summative
Strategy's Expected Result/Impact: Teachers will receive the most up to date teaching strategies for their content area.			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction						

Strategy 2 Details			Reviews			
Strategy 2: Leonard will be competitive with teacher pay scales and retention bonuses for new and returning teachers.			Formative			Summative
Strategy's Expected Result/Impact: The district will gain highly-qualified and effective staff and teachers.			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Central Administration **Title I:** 2.5 - TEA Priorities: Recruit, support, retain teachers and principals -						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 2: Teachers at Leonard High School will provide high -quality instruction that is aligned to the state standards, and they will integrate technology and allow students to be college and career ready.

Performance Objective 2: For the 2022-2023 school year, all core-content teachers will utilize the TEKS Resource System for curriculum at the High School Campus.

  Evaluation Data Sources: Lesson Plans, Walk-Throughs, T-Tess Data, Google Classroom

Strategy 1 Details	Reviews			
Strategy 1: Each six weeks, teachers in EOC tested areas will use local assessments to filter data that will drive instruction that is directly related to student outcomes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will perform higher on EOCs. **Staff Responsible for Monitoring:** Principal, EOC Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Teachers at Leonard High School will provide high -quality instruction that is aligned to the state standards, and they will integrate technology and allow students to be college and career ready.

Performance Objective 3: Leonard High School will utilize technology to deliver effective differentiated, and integrative instruction to the students.

    Evaluation Data Sources: Local assessments, student progress, T-Tess, EOC scores

Strategy 1 Details	Reviews			
Strategy 1: All teachers will use Google classroom to deliver high-quality instruction and data driven material to students in a timely and effective manner.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will have constant access to their classroom materials and assignments and become familiar with online platforms.
    Staff Responsible for Monitoring: Teachers, Technology staff, Principal
 	
    Title I:
2.4, 2.5
    - **TEA Priorities:**
Connect high school to career and college
    - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: All students in Leonard High School will be educated in learning environments that are safe, positive, drug free, and conducive to learning.

Performance Objective 1: Staff will use the Student Code of Conduct and the Student Handbook to promote positive discipline outcomes and to provide a helpful and safe learning environment at LHS.

Evaluation Data Sources: PEIMS, Principal Notes, Counselor Notes, Police Department Notes

Strategy 1 Details	Reviews			
Strategy 1: Students, parents, and staff will be made aware of the use of the StopIt program and how to use it. This is an anonymous online program that allows for information reporting.	Formative			Summative
Strategy's Expected Result/Impact: Incidents of bullying or violence will decrease by 10% from previous year.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will monitor student attendance with monthly reports and incentives to encourage a high attendance rate.	Formative			Summative
Strategy's Expected Result/Impact: High attendance rate	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principal, Attendance clerk, Counselor **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: All students that are in a Physical Education or an Athletics class will participate in the Fitnessgram.	Formative			Summative
Strategy's Expected Result/Impact: Students will understand their own fitness level.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Coaches, PE Teacher, Campus Principal **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details		Reviews		
Strategy 4: Staff will receive training about social and emotional learning needs of students and programs to help students with those needs.		Formative		Summative
Strategy's Expected Result/Impact: Staff will be better equipped at monitoring student's SEL needs. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: All students in Leonard High School will be educated in learning environments that are safe, positive, drug free, and conducive to learning.

Performance Objective 2: For the 2022-2023 school year, Leonard High School will maintain a low number of incidents involving violence, tobacco (e-cigarettes), alcohol, and drugs.

    Evaluation Data Sources: PEIMS, Discipline Reports, StopIt Reports

Strategy 1 Details		Reviews			
Strategy 1: LHS will continue to have random drug testing in place that follows the school handbook and LISD board policy.		**Formative**			**Summative**

Strategy's Expected Result/Impact: We will maintain a low number of positive tests.
    Staff Responsible for Monitoring: District level administration, Campus administration
 	
    Title I:
    2.5, 2.6
    - **ESF Levers:**
    Lever 3: Positive School Culture
		Nov	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: LHS will have activities related to Red Ribbon Week to promote a drug free and bully free campus.		**Formative**			**Summative**

Strategy's Expected Result/Impact: LHS will have a low number of discipline referrals.
    Staff Responsible for Monitoring: Principal , Counselor
 	
    ESF Levers:
    Lever 3: Positive School Culture
		Nov	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: The TeleBehavioral partnership through Children's Health will be utilized for students that need mental health support through counseling.		**Formative**			**Summative**

Strategy's Expected Result/Impact: There will be more mental health counseling opportunities for students.
    Staff Responsible for Monitoring: campus principal, counselor
 	
    ESF Levers:
    Lever 3: Positive School Culture
		Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: All students in Leonard High School will be educated in learning environments that are safe, positive, drug free, and conducive to learning.

Performance Objective 3: All visitors will follow campus procedures for entering the campus and/or checking students out of school.

    Evaluation Data Sources: Positive proof reports

Strategy 1 Details			Reviews			
Strategy 1: LHS will utilize the Positive Proof System to check in and out visitors.			Formative			Summative
Strategy's Expected Result/Impact: Campus will have 100% compliance. **Staff Responsible for Monitoring:** Office staff, Principal. **ESF Levers:** Lever 3: Positive School Culture			Nov	Jan	Mar	June
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 3: All students in Leonard High School will be educated in learning environments that are safe, positive, drug free, and conducive to learning.

Performance Objective 4: Leonard High School will comply with safety drills that are required by the state of Texas.

    Evaluation Data Sources: Drill documentation

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: A campus safety drill calendar will be created for all mandatory drills.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be 100% compliance. **Staff Responsible for Monitoring:** Principal, Teachers, Counselors, Staff **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Parents and Community members will be partners in the education of students at Leonard High School.

Performance Objective 1: Leonard High School will work to improve community and parent involvement with the school.

    Evaluation Data Sources: Sign in sheets, meeting minutes, program documentation

Strategy 1 Details			Reviews			
Strategy 1: Leonard High School Site Based Decision Making Committee will have parents and members of the community involved in decisions for the high school. Meetings will be held at convenient times for parent and community members.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: We will have input from all members at SBDMC meetings. **Staff Responsible for Monitoring:** Campus Administration.						

Strategy 2 Details			Reviews			
Strategy 2: Staff will utilize communication tools to promote highlights and communication with stakeholders.			Formative			Summative
Strategy's Expected Result/Impact: There will be more positive communication with stakeholders. **Staff Responsible for Monitoring:** Principal, Counselor, Staff			Nov	Jan	Mar	June
ESF Levers: Lever 3: Positive School Culture						

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Josh Recer	Principal
Non-classroom Professional	Kacie Littrell	High School Counselor
Classroom Teacher	Erin McGill	Classroom Teacher
Classroom Teacher	Sarah Fielden	Classroom Teacher
Classroom Teacher	Meghan Hornberger	Classroom teacher
Classroom Teacher	Greg Connelly	Classroom Teacher
Classroom Teacher	James Fielden	Classroom Teacher
Classroom Teacher	Brian Lewis	Classroom Teacher
District-level Professional	Coylene Moreland	PEIMS Coordinator
Non-classroom Professional	Pam McCarley	Librarian
Classroom Teacher	Matthew Bush	Classroom Teacher
Community Representative	Barbara Flanagan	Community Representative
Community Representative	Brenda Wrenn	Community Representative
Parent	Amanda Richardson	Parent
Parent	Holly Hancock	Parent
Business Representative	Shelbi Murphy	Business Representative
Business Representative	Robert Moreland	Business Representative
Paraprofessional	Carla Murandu	Paraprofessional