

College Station Independent School District

Annual Campus Improvement Plan for
Rock Prairie Elementary
2019-2020



Board Approval Date: 9-17-2019

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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[District Improvement Plan Acronyms & Definitions Sheet](#)

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	A school of just over 600 students in 2018-19, Rock Prairie is a diverse campus. Multiple cultures and languages are represented. The demographics of the campus are very close to the district "averages" in most categories.	With such great diversity comes a diversity of unique needs- from language development, differentiation, extension, remediation, and inclusion. The campus must continue to strive to meet all of these needs.	As with RP, the district must continue to strive to meet the needs of its population- and be proactive about doing so. Staying ahead of changes can be beneficial to all in the community.
Student Achievement	The campus trend of being near or above state and district averages continued in 18-19, and improvement was made in the overall passing rate on nearly every assessment.	As in the last three to four years, the lowest campus area is in writing. A new curriculum and new materials will be introduced in 19-20, and the campus will continue to look at writing instruction campus-wide. Reading in Fourth Grade is also a concern, even though the scores were higher year-to-year. Finally, many subgroups of students passed at a much lower rate than campus peers. We must ensure that the new curriculum is equitable in input, if not in test performance.	Focus on Stages one and two of the curriculum in planning sessions and utilize MAP to assist in monitoring student growth.
Curriculum and Instruction Documents	The expectations for student success has always been a strength for RP. Each student, no matter the background, is held to high standards and expected to reach them. Supports are in place to help, but the idea that EVERY child should reach for goals is prevalent throughout the campus.	In 2018-19, the new district curriculum format was introduced. RP utilized the new documents in planning sessions from the beginning of the year. This year, the assessment portion of the curriculum is being introduced slowly. RP will need to re-orient the staff on this, and encourage group planning and discussion.	Participate in district professional learning on performance assessments and the Understanding by Design alignment methodology; Implement district curriculum according to district expectations
Culture and Climate	Rock Prairie enjoys a strong culture of family, support for all, and high expectations. The staff holds all		

	stakeholders in high regard and holds them to standards that help foster growth beyond what could typically be expected.		
Staff Quality and Retention	The Rock Prairie staff is an experienced group- a majority of the staff have at least 5 years of teaching experience. Many have advanced degrees, and some have administrative certifications.	The staff has seen some turnover- with a new elementary campus opening in 19-20, some staff members had to be replaced. The campus has already done so, and will focus on the task of welcoming the new staff and helping them adjust to a new campus.	Provide mentor support for new staff; Implement Results Coaching
Technology	RP has the flexibility of a separate computer lab with 30 desktop computers available to any class, and does so frequently. A campus science lab was opened in 18-19, and will be housed in a different classroom this year.	Each year, the campus receives new hardware and new applications to integrate into day-to-day instruction. With the new MAP assessments coming to the district, RP will need to focus on completing these with as little effect on instruction due to the testing as possible. The computer lab needs to have a new smart display installed to help with its functionality.	The district wishes to have a technological system that is current, secure, and easy to use. The technology available should be flexible in its uses, and allow for the maximum benefit to teachers and students as a learning tool.
Family/Community Involvement	RP has always enjoyed a high level of community support: from PTO, to volunteers, to simply being present. This has allowed the school community to remain strong and positive.	As with many schools, RP has seen "personal" involvement dwindle some recently- fewer families can join the campus on a daily basis. The school and PTO must look for ways to encourage participation in creative ways to help remove the barriers for the community. We must continue to value and cultivate the community around the school.	

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- District Benchmark Assessments
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Accountability Report
- Special Education
- TAPR
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- TELPAS
- Counselor Input on Mental Health
- GT Identification
- Demographics
- New Teacher Survey
- Early Head Start, Head Start, and PreKindergarten
- Professional Development
- Curriculum Documents
- Teacher Retention
- Rtl

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Provide customized support for teachers of all experience levels					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide mentor support for all first- and second-year teachers on the campus.	Sanders Marshall Dittmar	Lead 4ward mentor document Training of administrators	Meet 12 hrs each semester between mentor and mentee	First- and second- year teacher	Unknown at this time				
Build capacity in all staff through Results Coaching conducted by Instructional Coach	Durand Sanders Marshall	Time Results Coaching Training	July 2019-May 2020	All Professional Staff	Participation rate Staff feedback (survey) T-TESS				
Train all teachers on the CSISD Revised RtI process	Durand Sanders Dittmar Stasney	Time ERTI	Sept. 2019-May 2020	All teaching staff	Training attendance Progress monitoring data				
Train all professional staff on the T-TESS process and conduct evaluations using T-TESS	Durand Sanders	Time Talent Ed	Aug. 2019-May 2020	All Professional Staff	T-TESS evals Sign-In Sheets				

Conduct Pro-Ethica scenarios throughout the year with the entire staff	IST Team	Time Teacher Feedback Forms ProEthica System	Sept. 2019- May 2020	All Professional Staff	Teacher Feedback forms				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide training for all teaching staff on Phase 1 and Phase 2 of the CSISD curriculum documents	Durand Sanders Interventionists	Trainings Planning Time Curric. Docs	Aug 19-May 20	All teaching staff	Sign-in sheets Evidence of assessment use in the fall and spring				
Weekly planning meetings will focus on transfer goals, enduring understandings and essential questions	Durand Sanders Interventionists Grade level Teams	Curr. Docs Time	Aug. 2019- May 2020	All teaching staff	Lesson plans from each teacher				
Train staff in the use of the MAP assessment program	Durand Sanders Interventionists	Training Time Technology for assessment	Aug. 2019- May 2020	All instructional staff	Completed assessments				
Train teachers on the Inquiry-Based Science instructional model	Durand Sanders Williams	Training Time	Aug. 2019- May 2020	All science teachers	Lessons designed using the approach				

Use writing samples from all grade levels to calibrate writing expectations campus-wide	Durand Sanders Dittmar Marshall	Samples Training Time New ELA Textbook materials	Aug. 2019- May 2020	ELA Teachers	Student Samples Vertical planning time				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Multi-Tier instruction					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide staff development on the workshop model and student engagement	Durand Sanders IC Interventionists	Assessment Data LLI Kits AVMR,	Aug. 2019- May 2020	All staff	T-TESS Data Student assessment data (MAP, reading levels, benchmark data)				
Continue campus writing review to look at consistent strengths and needs	Durand Sanders Interventionists ELA Teachers	ELA Curriculum Student writing assessments	Aug. 2019- May 2020	ELA Staff	T-TESS Data, Curriculum Docs, Lesson Plans				
Student Intervention Team will meet monthly (at a minimum) to assist teachers with intervention plans for students in need of assistance	Durand Sanders Specialists	SIT Schedule	Sept. 2019- May 2020	All Professional Staff	SIT agendas, intervention data, student data				
Instructional Support Team will meet monthly to look at school-wide data and needs	IST Team	Time Student Data MAP Data	Sept. 2019- May 2020	IST Team	Agendas, Student assessment data				

Student data sessions will be held every nine weeks to discuss each student on campus	Durand Sanders IC Interventionist	Student Data Time MAP Data	Each nine weeks	All Students	Student data charts, intervention plans				
Support staff in the creation of targeted, measurable interventions	Durand Sanders Interventionist	Interventions Time Flexibility in scheduling	Sept. 2019-May 2020	All Students in need of intervention	Student Growth as measured through interventions				

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

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to support and enhance teaching and learning.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase use of resources that provide timely feedback on student work	Durand Sanders Kissel	Schoology- Assignments, assignments, and discussions, Nearpod (integrated feedback options), other digital learning resources authorized by CSISD for student/teacher use.	Aug. 2019- May 2020	All	Usage reports from Schoology; Usage reports from Nearpod, Walkthroughs; Lesson plans				
Provide teachers with more blended learning resources for teaching and learning	Durand Sanders Kissel	Schoology, Nearpod, Google Suite Applications, other digital learning resources authorized by CSISD for student/teacher use, Curriculum documents.	Aug. 2019- May 2020	All	Lesson plans; Walkthroughs; T-TESS evaluations, usage reports from digital resources				
Create and implement digital formative and summative assessments	Durand Sanders Kissel	Schoology- Assignments, assignments, and discussions, Schoology AMP, Nearpod, other digital learning resources authorized by CSISD	Aug. 2019- May 2020	All	Schoology AMP reports; Schoology test banks, Schoology assessment usage reports, Nearpod assessment reports				

		for student/teacher use.							
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Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options within the district.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue and expand options for students to participate in self-selected experiences (clubs and activities)	Durand Sanders Stephens	Time Funds for club materials	Sep 19-May 20	All students, staff volunteers	Club attendance				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Train the staff in Restorative Practices and create processes to use it on the campus	Durand Sanders Chamberlain	Training Time	Aug. 2019- May 2020	All staff	Training sign-in sheets Class meetings				
Continue nine-weeks recognitions and add weekly "shout-outs" for students and staff	Durand Sanders Chamberlain	Time	Sept. 2019- Aug. 2020	All staff	Ceremonies, number of students recognized, parent feedback				
Review and revise common area expectations and procedures including school safety	Safety Team Durand Sanders	Handbook policy Safety Backpacks CHAMPS signage	Aug. 2019- May 2020	All Students	Referral Data, Drill data				
Conduct a systematic social-emotional program for all students through lessons in the classroom	Chamberlain Classroom Teachers	Social-Emotional Curriculum Class time	Sept. 2019- May 2020	All Students	Teacher feedback Referral Data Recognition data				
Integrate Health TEKS into PE, Counselor, and Science instruction	Durand Sanders Chamberlain Browne Science Teachers	Class Time Curriculum	Sept. 2019-May 2020	All students	Lesson Plans				

Conduct training with Chris Field on working with students from impoverished backgrounds	Durand Sanders Crouch Downing	Staff Time	Aug. 2019, follow-up meetings	All staff	Training sign-in				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special programming.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue to design and implement a more inclusive Special Education Program	Durand Sanders Sped Staff	Schedule Flexibility	Aug. 2019- May 2020	Sped students	Student data (benchmark scores, reading levels, etc)				
Ensure that students identified with Dyslexia are provided adequate support in the classroom	Durand Sanders O'Neill	504 meetings Online Training Face-to-Face Training	Aug. 2019- May 2020	Students served through the Dyslexia program	Student Data				
Encourage teachers to nominate under-served populations for the G/T program	Stephens	G/T Training	Before Jan 2020	All students	Nominations that are more inclusive				
Conduct training in the integration of the ELPS standards throughout the curriculum	Sanders Knowles	Training time ELPS documents	Sept. 2019- May 2020	All ELL students	Lesson Plans Sign-In Sheets				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family involvement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Host orientation and Meet the Teacher nights before school begins	All Staff	Time	Aug. 2019	All Students	Attendance of events				
Hold various academic-themed family nights to inform parents about teaching and learning at RP	Durand Sanders IC Interventionists Teacher leaders		One in Fall 2019, One in Spring 2020	Any family that wishes to attend	Sign-Ins, Survey results				
Campus staff will be involved in PTO functions (Book Fairs, Boosterthon, etc)	Professional Staff Staff Volunteers	Staff Time	Sept. 2019- May 2020	All Students	Staff Attendance				
Use various communication tools to inform the school community about RP Newsletter, both at a student and campus level	All Staff	Schoology School Website School Messenger Facebook E-Newsletters	Aug. 2019- May 2020	All Students	Parent feedback, website and messenger data reports				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilizing district resources as a tool to teach staff on important processes	Durand Sanders Kissel IC	Schoology Hoonuit Nearpod	Aug. 2019- May 2020	All staff	Usage of digital resources, Schoology quiz results				
Conduct facility-wide inventory of furniture, technology, and facility maintenance	Durand Sanders Knight Kissel	Time	June 2019- May 2020	Whole campus	Online inventory				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Your Campus Professional Learning Plan 2019-2020

Professional development to address individual needs:

- Hoonuit
-

Schoology and other tech resources/apps

Mandated Trainings

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to develop and refine a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.
Revise the CSISD Community-Based Accountability System to align with data and community feedback	TPAC Support; Local Data Sources	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
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

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit

at the beginning of the year.			
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
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 CISD Board an annual report of their activities for the year	N/A	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.	N/A	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Hoonuit, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

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

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
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 Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	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
<p>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.</p>	<p>Campus counselors, printing, substitutes for counselors</p>	<p>Director of Student Services, Campus counselors, Campus administration</p>	<p>Plans in place for 8th graders, meetings scheduled</p>
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2018-2019

Grades Pre-K – Grade 4

Elaine Everett	CHE
Sandra Hay	PC
Beverly Shimek	RP
Catherine Eckhardt	SK
Rebecca Griffey	SWV
Stephanie Weaver	FR
D’Ann Johnson	CV
Charla Anderson	GP
Venette Bradham	SC

Grades 5-6

Lauren Guest	OW
Mandy Schwanke	CG

Grades 7-8

Wendy Miles	AMCMS
Danny Morchat	AMCMS
Claire Hall	CSMS

Grades 9-12

Jackie Shoemake	AMCHS	Chair
Sheridan Clinkscates	CSHS	

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

Julia Mishler	WMS
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Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Catherine Anderson	Parent, Grades Pre-K – 4 (GP) Head Start
Darin Paine	Parent, Grades Pre-K – 4 (GP)
Candida Sanders (Candy)	Parent, Grades Pre-K – 4 (GP) Head Start
Kim Rutledge	Parent, Grades 5-8 (CSMS/CG)
Shawn Henderson	Parent, Grades 5-8 (AMCMS/OW)
Stephanie Gray	Parent, Grades 9-12 (AMCHS)
John Crockett or Ashok Naidu	Parent, Grades 9-12 (CSHS)
Miranda Walichowski	Parent-At-Large
Abbie Walsh	Parent-At-Large
Cheletia Johnson	Community Member
Debi Stoll	Community Member
Andy Wilson	Business Member
Jason Orgies	Business Member
Jerelyn	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Lindsey Fuentes	Executive Director for Special Services and Accountability
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Kelly Kovacs	Director for Instruction and Leadership Development
Karen Ferguson	Director for Career Technology
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts & Social Studies
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math