



KENNEDALE ISD

Committed to Excellence

**JAMES A. ARTHUR INTERMEDIATE
CAMPUS IMPROVEMENT PLAN
2019 - 2020**

Mission Statement

We, the faculty, students, and parents of James A. Arthur Intermediate School, believe all students can and will learn. High standards have been set for all of our students. By providing the students with quality education and a positive learning environment, the students will excel academically and socially. Through cooperative effort of school and home, the student will be provided with a comprehensive knowledge base, critical thinking skills, and the ability to make wise decisions.

Vision

James A. Arthur will build capacity in the school while focusing on continual growth, development, and the improvement of our community through the use of professional learning communities and continual improvement.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: STUDENT ACHIEVEMENT: The staff at James A. Arthur Intermediate will provide quality Tier 1 instruction and purposeful intervention to ensure academic mastery for all students in Math and Reading.	16
Goal 2: COLLABORATIVE COMMUNITY: JAA will partner with families and community to strengthen the educational process.	23
Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.	25
Site-Based Decision Making Committee	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at JAA have remained stable.

- Continue to recruit staff members with experience that meet the needs of the campus
- 88% of Teachers are ESL certified

Demographics Strengths

STRENGTHS

- 1:1 Chromebooks
- Technology-rich instruction
- Classroom projectors and document cameras
-

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance dropped for the 2018-2019 school year. **Root Cause:** Lack of incentives and information on the importance of school attendance.

Student Achievement

Student Achievement Summary

STAAR scores increased in all grade levels and subjects.

NEEDS

- 2018 Science scores below State average
- We are in need of targeted support in Reading and Math for our students who are White, Asian and Economically Disadvantaged

GOALS:

- Build in additional daily intervention time for the 2019-2020 school year
- Students will begin monitoring their own TEKS data in Reading, Math & Science
- Continue to use Fundamental 5 teaching strategies

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Not all students are reading on grade level. **Root Cause:** Mobility rate

School Culture and Climate

School Culture and Climate Summary

STRENGTHS

- Students feel comfortable talking to Teachers, Counselor and Principals according to survey data.
- Teachers and staff generally happy and feel respected and supported according to survey data.
- Administrative team according to survey data.

WEAKNESSES

- Increase student involvement
- Procedures for communication, discipline and managing staff
- Maintenance of facilities
- Relevant professional development

GOALS

- Incorporate a weekly Genius Hour for staff to share talents outside of school with students. Students interests have been surveyed.
- Develop a daily communication sheet for student to share with parents.

School Culture and Climate Strengths

STRENGTHS

- Students feel comfortable talking to Teachers, Counselor and Principals according to survey data.
- Teachers and staff generally happy and feel respected and supported according to survey data.
- Administrative team according to survey data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students report wanting more extra-curricular activities. **Root Cause:** A variety of extra-curricular activities are not offered.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STRENGTHS

- 87% of teachers reported they think their team works well together
- 88% of Teachers are ESL certified
- Recognizing teachers for their outstanding contributions (Monday Message, WOW awards, employee of the month)
-

NEEDS

- Increase the number of Male teachers on staff
- Consider hiring staff members that match the demographics of the campus

GOALS

- Continue to recruit staff members with experience that meet the needs of the campus
- Provide specific training to support teachers in the content area they teach

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

STRENGTHS

- Double-blocking ELAR to increase small group instruction and provide daily intervention.
- Tier III Enrichment classes for: Daily 50 minute intervention in Math and Reading, Education Galaxy and AR classes and twice weekly Math and ELAR pull-out intervention.
- Regularly scheduled Student Study Teams (Kid Talk) to discuss student progress concerns and identify intervention needs.
- Rigorous curriculum-based assessments every six weeks for Math, ELAR and 5th grade Science and data reflection worksheets to determine strengths and weaknesses.

WEAKNESSES

- Double-block Math classes to allow time for rigorous instruction, spiral review and in class intervention daily.
- Increase collaboration across grade levels within ELAR/Math to institute common expectations of ‘showing work’. Teaching strategies, instructional vocabulary, graphic organizers and mnemonic devices.
- More structured Kid Talk (RTI meetings)-equitable time per teacher/pod, grade level/pod spreadsheet accessible to teachers, similar to CEIS report, schedule separate data talks.

GOALS

- Establishing vertical planning time to create cohesive instructional practices across the campus.
- Using the pod system will allow teachers to focus in depth on fewer students, plan better differentiated lessons, design cross-curricular activities that benefit the students' development, and build relationships as a team to increase student productivity.
- Scheduling Kid Talks by pod and submitting specific student criteria at meetings will improve the effectiveness of the student study team process.
- Creating a pod/grade level spreadsheet that includes student's tier/program, time seen by interventionist and successful/unsuccessful interventions provided will allow teachers and support staff to be more informed on each student's needs within the classroom

Curriculum, Instruction, and Assessment Strengths

STRENGTHS

- Double-blocking ELAR to increase small group instruction and provide daily intervention.
- Tier III Enrichment classes for: Daily 50 minute intervention in Math and Reading, Education Galaxy and AR classes and twice weekly Math and ELAR

pull-out intervention.

- Regularly scheduled Student Study Teams (Kid Talk) to discuss student progress concerns and identify intervention needs.
- Rigorous curriculum-based assessments every six weeks for Math, ELAR and 5th grade Science and data reflection worksheets to determine strengths and weaknesses.

Parent and Community Engagement

Parent and Community Engagement Summary

•STRENGTHS

- Unique experiences for students-Veterans' Day, Camp Grady Spruce, Character Trait lunches

and musical

- Strong involvement with local Rush Creek and Fielder Road churches (Food bags, campus projects)

•

•NEEDS

- The need for curriculum nights to inform parents of academic expectations and communication methods
- Better individual parent communication
- Consider the 20% of students that do not have internet access at home.

•

•GOALS

- Offer more specific information at curriculum nights
- Teacher should use the same mode of communication.
- Send Parent Portal information should be sent to parent directly-not through student.
- Develop a daily communication sheet that is sent to and from school.

Parent and Community Engagement Strengths

STRENGTHS

- Unique experiences for students-Veterans' day, Camp Grady Spruce, Character Trait lunches and musical
- Strong involvement with local Rush Creek and Field Road churches

School Context and Organization

School Context and Organization Summary

STRENGTHS

- Intervention time is built into the master schedule
- Providing staff members with multiple school committees to serve on and show leadership
- Teachers/Interventionist record data every 6 weeks on a google spreadsheet containing grades, positive parent communication, progress monitoring data and curriculum assessment scores
- The Care Team meets with a different grade level every Friday

NEEDS

- Intervention time for Math
- 26% of the staff feel the campus schedule is not effective

GOALS

- Change the master schedule to allow for teachers to work in pods
- Create a new RTI worksheet for teachers to complete and bring to Care Team
- Provide more planned intervention time to meet the needs of students in Reading and Math
- Build in time during the day for intervention, assemblies, house system and genius hour

Technology

Technology Summary

STRENGTHS

- 1:1 Chromebooks
- Technology-rich instruction
- Classroom projectors and document cameras

WEAKNESSES

- More specific, personalized teacher technology training
- Chromebooks can be distracting to students if they do not stay on classroom task
- Internet connectivity is still weak at times

GOALS

- Ensure there is a good balance between books and Chromebooks-limited Chromebook access to three days a week.
- On-going teacher training on programs and equipment.

Technology Strengths

STRENGTHS

- 1:1 Chromebooks
- Technology-rich instruction
- Classroom projectors and document cameras

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 03, 2019

Goal 1: STUDENT ACHIEVEMENT: The staff at James A. Arthur Intermediate will provide quality Tier 1 instruction and purposeful intervention to ensure academic mastery for all students in Math and Reading.

Performance Objective 1: Increase the 2019-2020 Reading and Math STAAR Meets and Masters performance by 10% in all student groups.

Evaluation Data Source(s) 1: 2020 STAAR Reading and Math results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) JAA will provide students daily intervention activities, based on data, to close gaps or extend learning based on current performance.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists	Students will close learning gaps and show marked progress.			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Students will manage and monitor their own data in Reading, Math and Science.</p>	2.4, 2.5, 2.6	Teachers, Administrators	Students will take responsibility for their own learning by monitoring progress and choosing activity from set options designed by the teacher.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) Provide professional development in literacy strategies to promote independence.</p>	2.4, 2.5, 2.6	Administration	Teachers will develop engaging lessons which help student acquire new information.			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Reading and Math Interventionist will provide additional instructional support in and out of the classroom.</p>	2.4, 2.5, 2.6	Administration	Students will close learning gaps and show marked progress.			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Develop an Accelerated Reader program with a rewarded system determined by the students.</p>	2.4, 2.5, 2.6	Administration, Teachers	Students will read more words and develop stronger reading skills.			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 6) Using the standard walk-through form, the campus Administrators will monitor the implementation of identified strategies.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Campus Administration	Teacher will focus on the instructional strategies used in the classroom and begin to develop others.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Targeted Support Strategy ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 7) Continue to use research based instructional strategies such as Fundamental 5.	2.4, 2.5, 2.6	Administration	Strengthen Tier 1 instruction.			

Goal 1: STUDENT ACHIEVEMENT: The staff at James A. Arthur Intermediate will provide quality Tier 1 instruction and purposeful intervention to ensure academic mastery for all students in Math and Reading.

Performance Objective 2: Increase the White subgroup's 2019-2020 Meets and Masters on the Reading and Math STAAR by 10%.

Evaluation Data Source(s) 2: 2020 STAAR results:

Reading Academic Achievement 53% to 63% (60%)




Math Academic Achievement 58% to 62% (59%)

Math Academic Growth 71% to 76% (74%)

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Reading and Math Interventionist will provide additional instructional support in and out of the classroom.</p>	2.4, 2.5, 2.6	Administration	Students will show marked growth on Academic Achievement and Academic Growth targets.			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning 2) Create a new POD master schedule so teachers can have extended teaching time and build relationships with students.</p>	2.4, 2.5, 2.6	Administration	Students will show marked growth on Academic Achievement and Academic Growth targets.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Daily intervention time is built into the master schedule.	2.4, 2.5, 2.6	Administration	Students will close learning gaps and show academic growth.			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: STUDENT ACHIEVEMENT: The staff at James A. Arthur Intermediate will provide quality Tier 1 instruction and purposeful intervention to ensure academic mastery for all students in Math and Reading.

Performance Objective 3: Increase the economically disadvantaged subgroup's 2019-2020 Academic Growth target on the Reading and Math STAAR by 10%.

Evaluation Data Source(s) 3: 2020 STAAR results:

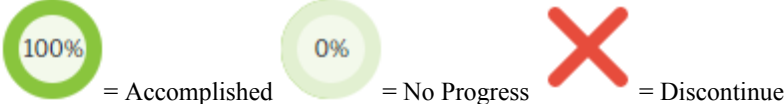
Reading 61% to 66% (64%)

Math 66% to 70% (68%)

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Reading and Math Interventionist will provide additional instructional support in and out of the classroom.</p>	2.4, 2.5, 2.6	Administration	Students will show marked growth on Academic Growth targets.			
<p>Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Schedule Care Team meetings so that all the teachers that make up the pod can attend and discuss student progress.</p>	2.4, 2.5, 2.6	Administration	Teachers will gain a better understanding of students' needs.			

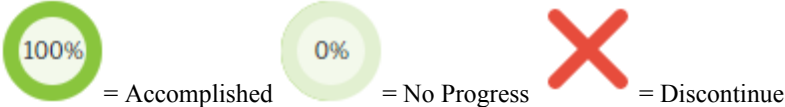
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Daily intervention time is built into the master schedule.	2.4, 2.5, 2.6	Administration	Students will close learning gaps and show academic growth.			
						

Goal 2: COLLABORATIVE COMMUNITY: JAA will partner with families and community to strengthen the educational process.

Performance Objective 1: JAA staff will host up to 5 family and community activities to develop strong, trusting relationships.

Evaluation Data Source(s) 1: Campus calendar, sign-in sheets

Summative Evaluation 1:

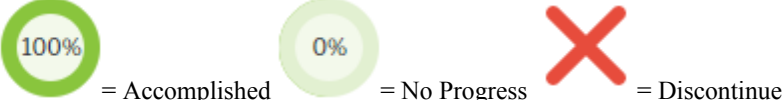
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) JAA will host bi-annual open house events.	3.1, 3.2	Administration	JAA staff members will build relationships with families and community members which lead to successful school programming.			
ESF Levers Lever 3: Positive School Culture 2) JAA will implement daily parent communication calendars for parents to stay informed of campus based activities and to communicate between home and school.	3.1	Teachers, Administration	Parents will have an opportunity to see upcoming school events and communicate with their child's teacher daily.			
						

Goal 2: COLLABORATIVE COMMUNITY: JAA will partner with families and community to strengthen the educational process.

Performance Objective 2: JAA will work closely with community groups, such as churches, to receive campus and student support monthly.

Evaluation Data Source(s) 2: Survey data

Summative Evaluation 2:

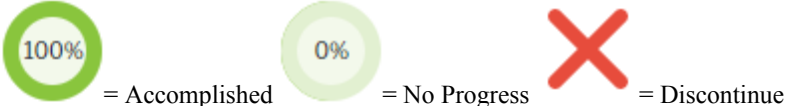
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) A local church will bring weekend food bags for selected students.	2.5, 2.6	Administration, Counselor	Students' basic need being met.			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) A local church will come to JAA and help teachers and administrators with projects around the campus.	2.6	Administration, Counselor	Survey data			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) JAA administration will encourage all staff and community members to join the Parent Teacher Organization.	2.5, 2.6, 3.1, 3.2	Administration, Counselor	Increased parent and teacher participation.			
						

Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.

Performance Objective 1: JAA will implement a campus-wide kindness initiative with 100% teacher participation.

Evaluation Data Source(s) 1: Climate surveys

Summative Evaluation 1:

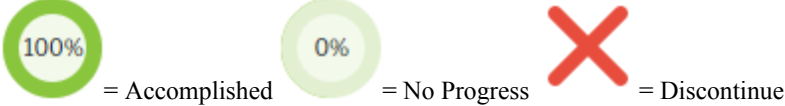
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 3: Positive School Culture 1) Students will receive a kindness paw when they are caught being kind. The act of kindness will be read over the morning announcements.	2.5, 2.6	Administration, Teachers, Counselor	Students will experience and recognize examples of kindness.			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Teachers' name will be put in a drawing to win a jeans pass for writing kindness paws.	2.5, 2.6	Administration, Counselor	Teachers will be focused on looking for opportunities to reward students for kindness.			
						

Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.

Performance Objective 2: JAA will implement a Ron Clark Academy style setting to implement a house system with weekly meetings.

Evaluation Data Source(s) 2: Climate surveys, master schedule

Summative Evaluation 2:

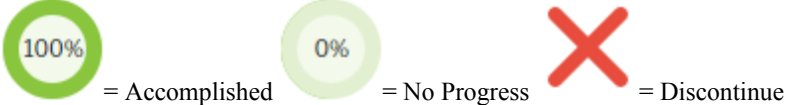
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 3: Positive School Culture 1) Students will be divided into 8 houses all representing a character trait.	2.5, 2.6	Administration, Teachers, Counselor, House Committee	Students will develop a sense of belonging at school.			
ESF Levers Lever 3: Positive School Culture 2) Devote weekly time during the school day for house meetings and activities.	2.5, 2.6	Administration, Teachers, Counselor, House Committee	Students will develop a sense of belonging at school.			
						

Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.

Performance Objective 3: Students will be recognized monthly for showing specific character traits.

Evaluation Data Source(s) 3: Climate survey

Summative Evaluation 3:

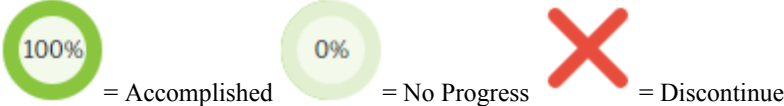
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 3: Positive School Culture 1) Teacher will nominate students each month who demonstrate specific character trait to be recognized.	2.5, 2.6	Climate survey	Students will develop social skills based on character trait instruction.			
						

Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.

Performance Objective 4: The JAA PBIS Committee will establish a school-wide program and all students and staff will participate.

Evaluation Data Source(s) 4: Climate surveys, discipline records

Summative Evaluation 4:

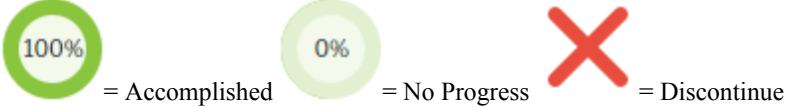
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 3: Positive School Culture 1) Teachers will be given materials to teach the expectations of behavior in the hallway, restroom, cafeteria and playground.	2.5, 2.6	Administration, PBIS campus committee	The number of discipline referrals is reduced.			
ESF Levers Lever 3: Positive School Culture 2) The PBIS committee will provided teachers with Wildcat Cash to reward students for following the expectations.	2.5, 2.6	Administration, PBIS Committee	Students will be rewarded for meeting expectations and the number of discipline referrals is reduced.			
						

Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.

Performance Objective 5: JAA will provide nontraditional classes on topics based on student interest with 100% participation.

Evaluation Data Source(s) 5: Attendance data, student product

Summative Evaluation 5:

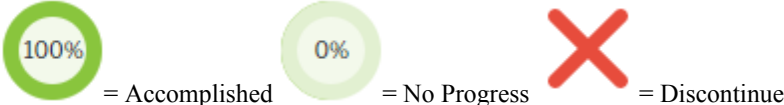
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Students interest will be surveyed and then placed in opportunities to explore the topic.	2.5, 2.6	Administration	Students will want to attend school and stay all day to participate in Genius Hour.			
						

Goal 3: SAFE AND NURTURING ENVIRONMENT: JAA will provide a nurturing and culturally sensitive educational environment.

Performance Objective 6: All staff members will participate in cultural sensitivity training.

Evaluation Data Source(s) 6: Parent surveys

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) All staff members will attend Harvest Respect training.	2.6, 3.1	Administration	Staff members will build stronger relationships with all parents and community members.			
						

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Adelita Baker	
Classroom Teacher	Kim Hamblin	
Classroom Teacher	Viola McLaughlin	
Community Representative	Dorothy Ongera	
Administrator	Trisha Poore	
Parent	Tamika Sargent	
Administrator	Cari Clark	Principal
Classroom Teacher	Vanessa Hanlon	5th Grade ELAR Teacher
Classroom Teacher	John Johnson	6th Grade Math Teacher
Classroom Teacher	Janet Farid	5th Grade Math Teacher
Classroom Teacher	David Boubel	Interventionist