

Brackett Independent School District
Brackett Secondary Schools

2010-2011

Accountability Rating: Recognized



Mission Statement

The secondary schools at Brackett I.S.D. share the district's mission statement which is:

The mission of BISD, in partnership with parents and community, is to enable students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brackett High School

Information from latest AEIS reports.

Brackett High School Enrollment- 183

Brackett Junior High School Enrollment- 96

Brackett Educational Academy Enrollment- 10

Demographic Distribution

African American- 2.2 % Hispanic- 65.4% White- 32.4% Native American-0% Asian/Pacific Islander-0%

Economically Disadvantaged- 53.8% At-Risk- 53.8% Limited English Proficient- 7.1% Special Education- 13.7%

Career & Technology- 67.6% Gifted & Talented- 16.5%

Brackett Junior High School

Demographic Distribution

African American- 1 % Hispanic- 70.6% White- 26.5% Native American-1% Asian/Pacific Islander-1%

Economically Disadvantaged- 70.6% At-Risk- 63.7% Limited English Proficient- 3.9% Special Education- 8.8%

Career & Technology- 10.8% Gifted & Talented- 7.8%

Brackett Educational Academy

Demographic Distribution

African American- 0% Hispanic- 80% White- 20% Native American-0% Asian/Pacific Islander-0%

Economically Disadvantaged- 60% At-Risk- 70% Limited English Proficient- 0% Special Education- 13.7%

Career & Technology- 10 % Gifted & Talented- 0%

Demographics Strengths

The relatively small numbers of students in our school and citizens in our community allows educators to get to know the students and parents very well. We believe the ability of teachers to know more about students as individuals enables them to be better prepared to provide for their educational needs.

Demographics Needs

The high percentages of our students coming from homes of poverty contributes to the size of the at-risk student sub-population. Working with a student body where the majority of students are at-risk of not finishing school presents extra challenges that our district must continue to deal with. Many of our teachers are native to Brackettville or the area and understand the characteristics of our diverse student body and know that they must continue to face these challenges on a daily basis.

Student Achievement

Student Achievement Summary

Brackett High School received an "Academically Acceptable" rating from TEA for the 2009-2010 school year even though academic achievement rose significantly over the 2008-2009 school year in which the high school received a "Recognized" rating. The lowered rating was a result of an error in the data used to determine the rating. After the appeal process we expect the rating to be changed to "Recognized". Brackett Junior High School received a rating of "Recognized" by TEA and the Brackett Educational Academy received a rating of "Academically Acceptable".

Corrected data for Brackett High School (136901-001) that removes 3 TAKS exempt LEP students. (Will move HS from AA to REC if appeal is granted)
[Bracketed numbers are 2008-2009 results]

Performance results	Number Met Std	Number Taking	Pct Met Std	Number Met Std w/TPM	Number Taking	Pct Met Std w/TPM	***
Mathematics							
x All Students	101	109	93 [83]	105	109	96 [92]	EX
x White	35	36	97 [95]	36	36	100 [97]	EX
x Hispanic	63	70	90 [76]	66	70	94 [89]	EX
x Econ Disadv	50	56	89 [73]	52	56	93 [86]	Correct data would change measure from RE to EX

Science

x All Students	61	69	88 [81]	64	69	93 [89]	Correct data would change measure from RE to EX
x Hispanic	32	40	80 [74]	35	40	88 [84]	RE (36/40=90)
x Econ Disadv	27	34	79 [69]	29	34	85 [80]	Correct data would change measure from AA to RE (31/34=91)

Social Studies

x All Students	66	68	97 [91]	68	68	100 [91]	EX
x All Hispanic	37	39	95 [86]	39	39	100 [91]	EX
x Econ Disadv	31	33	94 [83]	33	33	100 [89]	EX

Reading/ELA

x All Students	99	104	95 [94]	102	104	98 [97]	EX
x Hispanic	63	66	95 [93]	65	66	98 [96]	EX
x Econ Disadv	50	51	98 [91]	52	54	96 [96]	EX

14 measures- 12 Exemplary 2 Rec (8088,7985) (Exemplary > 90%, Recognized > 80%, Acceptable > 70 & ELA & Soc. St., 60% Math, 55% Science) (can only use 1 exception to move from REC to EX) (All percentages increased in both the absolute standard column and the TPM column except for TPM ELA- Eco.Dis. which remained the same at 96%)

Data shown on 2010 Campus Accountability Data Tables for Brackett Junior High School High School (136901-041) [Last years data in brackets]

Performance results	Number Met Std	Number Taking	Pct Met Std	Number Met Std w/TPM	Number Taking	Pct Met Std w/TPM	***
Mathematics							
x All Students	76	91	84 [80]	86	91	95 [89]	EX
x Hispanic	51	61	84 [74]	57	61	93 [85]	EX
x Econ Disadv	49	62	79 [74]	57	62	92 [86]	RE
Science							
x All Students	34	47	72 [80]	43	47	91[80]	RE
x Econ Disadv	23	34	68 [76]	30	34	88 [76]	RE
Social Studies							
x All Students	40	45	89 [89]	45	45	100 [99]	EX
x Econ Disadv	27	32	84 [86]	32	32	100 [99]	EX
Reading/ELA							
x All Students	85	91	93 [93]	91	91	100 [99]	EX
x Hispanic	56	61	92[90]	61	61	100 [99]	EX
x Econ Disadv	57	62	92 [90]	62	62	100 [99]	EX
Writing							
All Students	44	45	98 [98]	44	45	98 [98]	EX
Hispanic	32	33	97 [99]	32	33	97 [96]	EX

The students at the Brackett Educational Academy passed 8 of 13 tests in the spring of 2010 to receive an "Academically Acceptable" rating from TEA.

Student Achievement Strengths

The data shows that gains in student achievement from the 2008-2009 school year to the 2009-2010 school year were significant in almost all areas.

The results of the spring High School 2010 TAKS tests showed that of 14 measures used to determine accountability ratings 12 were at the "Exemplary" level and 2 were at the "Recognized" level. Of 12 used at the Junior High 9 were at the "Exemplary" level and 3 were at the "Recognized" level.

The most significant gains shown in the percentages meeting standards were:

HS Math All +10, HS Math Hispanic +14, HS Math Eco. Disadv. +16, HS Science All +7, HS Science Hispanic +6, HS Science Eco. Dis. +10, HS Soc. St. All +6, HS Soc. St. Hispanic +89, HS Soc. St. Eco. Disadv. +11, JH Math Hispanic +10.

Most areas that did not show significant increases were at a very high level in the previous school year, i.e. HS Reading All 94 in spring of 2009 and 95 in 2010 and JH Reading All which scored 93 both school years.

Analysis groups reaching the 90% level when not factoring in the Texas Projection Measure are:

HS Mathematics All 93%, HS Mathematics White 97%, HS Mathematics Hispanic 90%

HS Social Studies All 97%, HS Social Studies Hispanic 95%, HS Social Studies Eco. Disadv. 94%

HS Reading/ELA All 95%, HS Reading/ELA Hispanic 95%, HS Reading/ELA Eco. Disadv. 98%

JH Reading/ELA All 93%, JH Reading/ELA Hispanic 92%, JH Reading/ELA Eco. Disadv. 92%

JH Writing All 98%, JH Writing Hispanic 97%

Another significant strength is that the overall data shows few and fairly small achievement gaps in the achievement levels of the 7-12 students in the various sub-populations.

Student Achievement Needs

Analysis groups not reaching the 90% level when not factoring in the Texas Projection Measure are:

Mathematics- HS Eco. Disadv. 89%

HS Science All 88%, HS Science Hispanic 80%, HS Science Eco. Disadv. 79%

JH Mathematics All 84, JH Mathematics Hispanic 84, JH Mathematics Eco. Disadv. 79%

JH Science All 72%, JH Science Eco. Disadv. 68%

JH Social Studies All 89%, JH Social Studies Eco. Disadv. 84%

The area of science at both the HS and JH levels while at relatively high levels compared to statewide and area school percentages and reaching "Recognized" levels when factoring in the Texas Projection Measure are the lowest scores in the secondary schools. The schools did lose a very skilled and veteran science teacher in the middle of the 2009-2010 school year who was not replaced until the start of the 2010-2011 school year. While members of the science department did a very good job filling in, losing a very good teacher mid-year was not a positive development. The departing teacher has been replaced with a very promising teacher who will be primarily teaching at the junior high level.

We are working toward developing a more effective pyramid of interventions for struggling students. Staff development in differentiated teaching and learning and the introduction of proven intervention programs in the areas of math and reading promise to help us serve students achieving at levels below their abilities.

Comprehensive Needs Assessment Data Documentation

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

- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Benchmark assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Campus leadership and/or department meetings
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Class size

Goals

Goal 1: ALL SECONDARY CAMPUSES: Student achievement levels in grades 7-12 will continue to increase.

Performance Objective 1: Using data from the spring 2011 TAKS administration the number of 7-12 students that meet or exceed the state passing level on all sections of the TAKS test will increase by 2.5% over the 2009-2010 school year.

Summative Evaluation: 2011 Campus Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Teachers will provide TEKS based instruction in the classroom and work with their colleagues to identify students in need of additional help that will be provided in class and in outside of school preparation sessions.	Principals and Department Head	Lesson Plans, Teacher Evaluations, identification of students in need of intervention				
Administrators will receive training in instructional leadership and school reform for campus principals.	Superintendent and Principals	Attendance at Educational Service Center training, leadership, and assessment conferences.				

Performance Objective 2: Using data from the spring 2011 TAKS administration the total number of students that reach the commended level on all tests will increase by 3%.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
After school preparation and/or activities that targets high level students capable of reaching the commended level on the TAKS tests. .		Sign-in sheets or work turned in showing high level students completing activities designed to increase scores to commended levels.				

Goal 2: ALL SECONDARY CAMPUSES: Administrators and teachers will be prepared for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to insure our students maintain the high levels of success we are accustomed to.

Performance Objective 1: Administrators and teachers will receive staff development targeted at changes in the state assessment program and attend the state assessment conference to prepare for the future.

Summative Evaluation: Attendance at state assessment conferences and workshops dealing with STAAR and EOC exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Information will be gathered and disseminated to all regarding the changes in the assessment program.	Principals	Attendance at staff development and conferences targeting state assessments.				

Performance Objective 2: Information regarding assessment changes will be provided to all faculty members and discussed at faculty meetings and campus leadership team meetings as it becomes available.

Summative Evaluation:

Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will offer a safe and drug-free environment for students, staff and patrons.


Performance Objective 1: Incorporate presentations by motivational speakers, community members, and law enforcement agencies to 7-12 students on topics related to gangs/drugs, goals in life, education, and self-esteem.

Summative Evaluation: Scheduling of events

Goal 4: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 7-12

Performance Objective 1: 94 percent of all 7-12 students will meet or exceed the state passing level on Reading/ELA/and Writing TAKS with all subgroups above 90 percent.

Summative Evaluation: 2011 Accountability Data Tables will show Exemplary ratings for all analysis groups used to determine ratings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Offer after school TAKS preparation sessions for 7-12 ELA/Reading students prior to spring testing.	Principals and Department Head	Sign-in sheets				
Utilize Study Island instructional software and online benchmarks for all students and Reading Plus program for targeted at-risk students.	Principals and Department Head	Program reports showing students time engaged in the programs and resulting academic growth.				
Offer after school TAKS preparation classes for ELA/Reading students from January to TAKS testing March 2010.	Principals and Department Heads	Sign-in sheets for both teachers and students. Participation in D.A.T.E. grant.				
Utilize Reading Plus program in the RTI process for below grade level readers.	Principals and Department Heads	Program reports showing adequate time and progress.				
						

Performance Objective 2: The number of students taking TAKS Reading /ELA reaching the commended level will increase by 3%.

Summative Evaluation: 2011 Accountability Data Tables






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Utilize all strategies for increasing percentage meeting state standards except for use of Reading Plus.	Principals and Department Heads					

Goal 5: INCREASE STUDENT ACHIEVEMENT IN MATH 7-12

Performance Objective 1: 90 percent of all 9-12 students will meet or exceed the state passing level on Math TAKS with all subgroups at or above 80 percent. 85 percent of all 7-8 students will meet or exceed the state passing level on Math TAKS with all subgroups at or above 80 percent.

Summative Evaluation: 2011 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Department leader will disseminate information in monthly meetings; help align mathematics curriculum and courses, and mentor new teachers in the department throughout the year.	Principals	Sign-in sheets and topics covered at department meetings.				
Provide TAKS review/remediation classes for 11th & 12th grade students who are at-risk of failing or who failed the previous mathematics TAKS exam.	Principals and Department Head	Sign-in sheets at TAKS preparation sessions.				
Utilize the instructional programs; Success Maker, Study Island, Ascend Math, and Skills Tutor as a screening and intervention tools for at-risk students in the area of math for 7th-9th grade students	Principals and Department Heads	Program reports showing engagement and progress.				
Provide Study Island web based TAKS practice for all 7th and 12th grade students in every TAKS tested subject as reinforcement and practice. for Available at both school and home sites.	Principals and	Program reports.				
Provide TAKS review/remediation classes for 11th & 12th grade students who are at-risk of failing or who failed the previous mathematics TAKS exam.	Principals and Department Heads	Sign-in sheets and curriculum documentation				

 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished

Performance Objective 2: The number of students taking the TAKS Math exams reaching the commended levels will increase by 3%.

Summative Evaluation: 2011 AEIS report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Include activities in the Pre-AP mathematics program (Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Algebra II; Pre-AP Pre-Calculus) to increase the percentage of students reaching commended levels on state assessments.	Principals and Department Head	Increased numbers of students reaching commended levels on benchmark exams.				

Goal 6: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 7-12

Performance Objective 1: More than 90 percent of all 9-12 students will meet or exceed the state passing level on Social Studies TAKS with all subgroups at or above 90 percent. 90 percent of all 7-8 students will meet or exceed the state passing level on Social Studies TAKS with all subgroups at or above 85 percent.

Summative Evaluation: Number and frequency of meetings documented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Department leader will train, disseminate information, and align courses and curriculum for social studies. Mentor teachers throughout the year.	Principal and Department Head	Sign-in sheets at department meetings.				
Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence; and departmental training and sharing of TAKS practice materials.	Principals and Department Head	Sign-in sheets at department meetings.				

Performance Objective 2: The numbers of students taking TAKS Social Studies exams reaching the commended levels will increase by 3 percent.

Summative Evaluation: 2011 AEIS reports.

Performance Objective 3: All social studies teachers grade 3-12 will have the opportunity to meet at least once each semester to work on scope and sequence.

Summative Evaluation: Sign-in sheet with minutes of meeting.

Performance Objective 4: Increase available library books dealing with social studies at all levels that have Accelerated Reader tests.

Summative Evaluation: Circulation Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Social Studies teachers will meet with librarian in January to make recommendations.	District Librarian and Department Heads	Sign-in sheets of meeting and purchase of new books.				

Goal 7: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 7-12

Performance Objective 1: 87 percent of all 9-12 students will meet or exceed the state passing level on Science TAKS with all subgroups at or above 80 percent. 80 percent of all 7-8 students will meet or exceed the state passing level on Math TAKS with all subgroups at or above 75 percent.

Summative Evaluation: Campus Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Hold outside of school TAKS preparation sessions for a minimum of 8 weeks prior to the spring TAKS administration.	Principal and Department Heads	Sign-in sheets.				

Performance Objective 2: The number of students reaching the commended level will increase by 3% over the previous year.

Summative Evaluation: Taks results.

Goal 8: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)

Performance Objective 1: Students will explore pans of study through KUDER or Achieve Texas.

Summative Evaluation: Documented time when students are working in Kuder and Achieve Texas through program reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
CTE teachers and counselor will work with students in Kuder and Achieve Texas programs.	Principal and Counselor	Students will begin to develop more concrete ideas about career choices.				

Performance Objective 2: Increase career certification opportunities in each of the three CTE areas.

Summative Evaluation: Perkins reports completed in summer of 2011 will show students taking certification exams in each of the three areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Students will receive preparation instruction for new certifications being offered and will take certification exams.	CTE Director and Principal	Students passing various certification exams.				

Performance Objective 3: Increase community involvement

Summative Evaluation: Advisory group meetings documented with discussion notes from each meeting.

Goal 9: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

Performance Objective 1: All teachers will receive 30 hours of GT training and receive GT certification All teachers will receive yearly recertification of 6 hours continuing education Certificates and hours on file in Central office

Summative Evaluation: Certificates and hours on file in Central office

State Compensatory

Budget for Brackett Secondary Schools:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Brackett Secondary Schools:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Title I

Schoolwide Program Plan

The secondary schools of Brackett I.S.D. will utilize Title I funds to aid in increasing the effectiveness of the entire educational program on all secondary campuses. A needs assessment will be used to identify and commit to specific goals and strategies that address those needs. A plan will be developed and an annual review of the effectiveness of the schoolwide program will be conducted and revisions to the plan will be made as necessary.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1: Comprehensive Needs Assessment

Brackett Secondary Schools will create during the 2010-2011 school year a Title 1 team. This team will work on creating a comprehensive needs assessment using campus performance data, Title I team planning and data disaggregation, attendance reports, discipline reports, survey results, etc. to develop a comprehensive needs assessment.

2: Schoolwide Reform Strategies

2: Schoolwide Reform Strategies

Brackett Secondary Schools teachers will participate in and receive training in best practices in instruction and implement research based best practices to increase student performance. Students will engage in career planning. Response to Intervention activities will continue to be a focus for a schoolwide improvement effort. Title I training will be conducted and communication will carry over to all faculty and staff as well as parents.

3: Instruction by highly qualified professional teachers

3: Instruction by highly qualified professional teachers

The Brackett Secondary School's administration works hard to ensure that 100% of teaching staff and paraprofessionals are highly qualified according to NCLB standards. Paraprofessionals receive training to meet HQ status. All teachers receive ongoing professional development opportunities. An increase in the use of interactive white boards and other technology based programs will help teachers reach the 21st century learner by increasing student engagement.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals will be provided to help educators better serve students in our district. All professional development training opportunities are aligned with the campus and district improvement plans. A secondary leadership team has been established that meets twice per week during the school day. All faculty and staff benefit from ongoing professional development opportunities.

5: Strategies to attract highly qualified teachers

5: Strategies to attract highly qualified teachers

Brackett ISD has an online application process and participates in college job fairs to attract highly-qualified personnel as needed. Brackett ISD provides each classroom teacher with a \$500 budget to purchase classroom supplies and instructional material. Each classroom teacher is provided with a laptop computer. Almost all classroom teachers in core areas have either Smart Board or Mobi Board technology. Brackett ISD pays above state base and also pays district teachers for progress toward and the holding of a Masters Degree.

6: Strategies to increase parental involvement

6: Strategies to increase parental involvement

Meetings to inform parents about scheduling, curriculum, financial aid for juniors and seniors, and career and technology offerings are held to inform the parents. Individual parent conferences are held on a regular basis.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Not applicable however:

7: Plans for assisting students in the transition from intermediate school programs to junior high school programs and from junior high school to high school programs.

Brackett Secondary Schools plans activities to help students to transition from 6th grade at the intermediate campus to 7th grade at the Junior High campus. We will host a 6th grade orientation in May and plan to have 6th graders come to the Junior High school building in May and meet the teachers and be given information that will help them as they move up. Meetings will be held with parents of transitioning students to give them information designed to help their children.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Core academic departments will administer formative assessments, six week assessments, and benchmark assessment to monitor learning and identify students needing intervention and enrichment. The district has in the past used AEIS-IT to disseminate and study assessment data but will change to Region 20 supported Eduphoria during the 2010-2011 school year

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

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Diagnostic assessments will be used to determine a population of students needing early intervention. Common assessments will determine students needing direct instruction for intervention. Benchmark results will be used to track/monitor student progress toward goals.

10: Coordination and integration of federal, state and local services and programs

10: Coordination and integration of federal, state and local services and programs

Brackett Secondary Schools will utilize Title I funds, SSIG funds, and local funds together to provide instruction and interventions that are research-based to help students succeed at the highest levels possible. Response to Intervention, special education services and programs, regular education instruction, gifted and talented instructional activities, pre-advanced placement opportunities, and other advanced extra-curricular opportunities will afford students the opportunity to achieve and excel through a balanced and coordinated program designed help all students reach their fullest potential.

2010-2011 Campus Improvement Committee

Committee Role	Name	Position	Signature
Business Representative	Stan Metcalf	Realtor/Newspaper Publisher	
Classroom Teacher	Chica Hernandez	JH Math Teacher	
Classroom Teacher	Yolanda Rueda	HS CTE Teacher	
Classroom Teacher	Bonnie Brotherton	JH ELA/Reading Teacher	
Classroom Teacher	Greg Voyles	Athletic Director	
Classroom Teacher	Liz Frerich	HS/JH ELA/Reading Teacher	
Classroom Teacher	Ralph Almanza	HS Science Teacher	
Classroom Teacher	Dusty Brotherton	HS/JH Health & Speech Teacher	
Classroom Teacher	Eileen Allen	Math Teacher	
Classroom Teacher	Rhonda Marquardt	HS/JH Social Studies Teacher	
Classroom Teacher	Scott Swilley	HS/JH Social Studies Teacher	
Classroom Teacher	Julie Bruce	Math Teacher	
Classroom Teacher	David Edwards	HS CTE Teacher	
Community Representative	Gloria Jimenez	Community Representative/Retired Educator	
Community Representative	Diana Gutierrez	Community Representative	
District-level Professional	Melanie Jones	SPED Dir.	
District-level Professional	Susan Davis	District Librarian	
Non-classroom Professional	Louisa Stone	Counselor	
Parent	Jennifer Harris	Parent	
Parent	Monica Castillo	Parent	

Parent	Roberto Hernandez	Parent	
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