

# Ryan High School



Campus Improvement Plan 2017-18

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## Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

**Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

**Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

**Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

## Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

# Mission, Vision, and Values

## District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

## School Mission

Ryan High School will provide its diverse student population with a knowledge base that will make them productive citizens in the community and will prepare them for life after high school.

The entire school, faculty, and staff will work together to produce individuals who are aware, concerned, knowledgeable, and responsible. RHS will foster citizenship, promote literacy, and cultivate personal fulfillment in its student body in a safe and healthy school climate.

## School Vision

The vision of Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the workforce, or the military.

## School Values

**WIG 1:** Ryan High School will facilitate and increase the academic achievement and four year completion for all students while maintaining a focus on subgroup and at-risk populations.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Employ early intervention strategies by counselors, APs, Diagnosticians & teachers for any students exhibiting at risk behaviors	Admin. Faculty Central Services C&I Accountability summary,	13,876 SCE (Night School, Sat. School, Tutorials)		Number of Disciplinary Referrals, Decrease in Truant Students, Bonus Round Data,	Accountability Summary Completion Data, Repeaters Repor  TEA Accountability Report  College Readiness Report (TEA)	October-May
Maintain continuous communication between staff and parents regarding students' Progress	Grade Reports, PGP's, AWARE, RTI, Assessments, Attendance Record, Discipline Referrals, f	43,000 SCE (Ac. Liaison)		Teacher Tutorials STAAR /EOC results Improvement levels in Reading from ESL, and	PTSA Newsletter School Wires Phone and e-mail HAC	October-May
Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes.	Internal and outside sourcing for ACT/SAT prep PSAT classes in master schedule			SAT/ACT report  National Merit Report  AP Distinguished and Commended report	Master Schedule class enrollment numbers.  University records of dual credit students	October-May
Offer Affordable SAT & ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective	Continue campus SAT/ACT Prep classes			Attendance records of campus-based sessions.  PSAT class enrollment	SAT/ACT student individual reports  SAT/PSAT/ACT campus reports	October-May

**WIG 1:** Ryan High School will facilitate and increase the academic achievement and four year completion for all students while maintaining a focus on subgroup and at-risk populations.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
to sophomores. Added ESL /ELA teaching unit to meet the needs of ELL population for Reading and Writing initiatives	Offer ACT trial Tests for 9th ESL Admin. Campus Admin. Campus teacher	60,000		Classroom observations, Workshops, Materials Master Schedule ESL Dept. work with campus	Observations of academic support for students enrolled in these classes	Aug.- May

**WIG 2:** By the end of the 2017-2018 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct “marketing” of clubs/organizations to student body (and specifically to target population)	Naviance Website Webpages Facebook Sponsors Counselor Teachers Coaches			Direct contact with students Rosters of clubs and sports Participation	Measurable increase in organization/club Membership  Athletics and Fine Arts participation numbers	October-May
Review of new faculty member interests/skill sets to identify new ideas for clubs and/or potential faculty sponsors. Utilize Gallup <b>Strengths Finder</b> Training to strengthen teacher skill sets. Addition of <b>Strengths Academy to HS 101 programs</b>	Principal and Associate Principal Teachers, Students Parents Central Admin.			Meeting held Communication Gallup workshops Campus presentations	New clubs former and/or new sponsors identified	--Sept--- May
Solicitation of outside sources of funding/sponsorship for previously identified student-interest clubs	Administrators Faculty Parent volunteers			Meetings held Follow-up strategies for developing new/alternative activities for students (if necessary)	Board presentations at end of 3rd quarter  Faculty input during end-of-year meetings	October-May
Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents	Trey Peden  Ronnie Watkins			Attendance at quarterly meetings for parents.  Open House 8th Grade Night	Parent feedback, Parent Surveys Q/A sessions	Nov.-May







## Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

### Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

Standards-based curriculum
Class Materials
Technology
Differentiation Plan
Horizontal and Vertical Zone alignment
District benchmarks and campus-designed assessments

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
All subject passing rate on EOC assessments is 77%	Improvements in passing rates for both economically disadvantaged and English Language Learners
Improvement in the overall reading levels of currently 262 ELL students	Addition of the staff added this year to increase reading fluency in the ESL student body, and continued support of the Reading Improvement classes currently in place
ESL Academic Support  Increase in the number of AP students and number of AP Exams taken	ESL staffing to meet the needs of ESL students in all subject areas.  Continued to offer workshops and training opportunities for our AP staff

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education Funding  
Continued work with Academic Liaison  
Staffing of ESL Academic Support Lab  
Continued EOC tutorials  
Night School  
Continued training for AP students for SAT/ACT



## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

### Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

## Data Sources Reviewed

*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt*

### List the actual data sources reviewed below...

Enrollment
Attendance
Ethnicity
Gender
Mobility/Stability
Leaver Report
Special population participation
College Dual Credit/AP Enrollment

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Continued improvement in STAAR/EOC performance 48.3% of students are economically disadvantaged 13% mobility rate (roughly 300 students leaving per year)	15% of 9th grade non-proficient on 8th grade STAAR (Needing Reading strategies for improvement)  Implementation of cross-curricular writing strategies to increase overall literacy improvement

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education  
Academic Liaison  
Attendance Liaison



## Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

### Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

Parent Volunteer Information
Parent Evaluation Sheets
Mobility Data
Community Service Agencies

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which**

**emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
E-Mails and School Messenger communication Home Access Center for grades and attendance Remind 101 Teacher e-mail communication PTSA involvement	One stop place for Senior Information Continued updates on Home Access Center More information on scholarship availability

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Continued updates to parent communication and added areas of scholarship availability offered to students
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## School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

### Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

## Data Sources Reviewed

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

### List the actual data sources reviewed below...

Master Schedule
Duty Rosters
Leadership Meetings
Administrative Meetings
Counseling and Support Services
School Map and Physical Environment
Supervision Structure

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Large percentage of teachers with over 15 years of experience 60% of parents surveyed felt confident with support offered from administration	45% of staff interviewed felt the need for strategies for continued engagement are needed  Continue to work with students for accountability

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Continued work in the area of student accountability. Continue to surround students with quality teachers with wide range of experience. In-lieu support
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## School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

### Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

## Data Sources Reviewed

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

### List the actual data sources reviewed below...

Surveys
Questionnaires
Focus Groups
PTSA
Interviews
Accountability Survey
TEA Accountability
Open House/Parent meetings

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Administrative support Counselor programs Passionate teachers Variety of educational choices Technology in Library Safety	Continued presence in hallways and in classrooms  Recognition of the work being done by teachers and sponsors of student organizations

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Continued programs to address the needs of all student populations and staffing to meet those needs State Compensatory Funding
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## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey*

### List the actual data sources reviewed below...

SBEC  
Para and Staff Qualifications  
Staff Mobility/ Stability report from HR  
T-TESS data  
Graduation , Completion, Dropout rates

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Above state averages in years experience Above state average with Masters and Doctorate degrees	Improvement in teacher attendance rate Incentive programs for teacher rewards Incentives for extra duty service

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education
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## Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

### Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

## Data Sources Reviewed

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt*

### List the actual data sources reviewed below...

State Assessment Data

TELPAS

SAT/ACT PSAT Results

Graduation Completion Plan, Leaver Report, Diploma Types

Advanced Courses and Dual Enrollment

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
<p>LEP passing rates Algebra 70%, Biology 57% ,US History 80%</p> <p>Distinguished Recognition by TEA in English, Science, Postsecondary Readiness</p> <p>STAAR EOC Algebra 1 passing rate 85%            STAAR EOC English 1 passing rate 68%            STAAR EOC Biology passing rate 88%            STAAR EOC US History passing rate 92%            STAAR EOC English II passing rate 67%</p> <p>AP tests= 380 tests 218 students            Four recognition expected for National Merit            AP Scholars =24            8 AP Scholars w Honors            2 AP Scholars w Distinction</p>	<p>Improvement in LEP Eng. 1 and Eng. 2</p> <p>Improvement in attendance to gain Recognition in Social Studies and Mathematics</p> <p>Continued support and use of State Compensatory Funding to add to the tutorial and Night School Programs in addition to Saturday School funding.</p>

### Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<p>Community resources for food and extended day school            State Compensatory Education funding</p>
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## Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

### Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

## Data Sources Reviewed

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. - Author Unknown*

### List the actual data sources reviewed below...

Technology Hardware and Software

BrightBytes survey

Professional Development and Teacher Needs Assessment

Administrative support from Central Services Technology

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Student levels of comfort with technology use Improvement of student online skills Problem solving with the use of technology Teacher confidence in the availability of technology	Continued additions with Chromebook initiatives  Continued trainings of various platforms and formats available  Development of more online learning venues

**Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education
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## Summary of Priority Needs

### Demographics...

Continued use of State Compensatory Education funds to work with Academic Liaison and Attendance Liaison for At-Risk student population

### Student Achievement...

Continue work on extended time work with students for state assessment and academic readiness. Use of community resources for food and other needed items to help with these programs.

### School Culture and Climate...

Continued recognition programs for both students and staff throughout the year. Adopt a School to request additional items to promote teacher and student morale throughout the year. PTSA involvement as well.

### Staff Quality, Recruitment and Retention...

Continue to look at programs and ways to incentivize strong teacher attendance and recognition programs and continue to recruit experienced, talented teachers from a variety of pools.

### Curriculum, Instruction, and Assessment...

Continue work in Professional Learning Communities to strengthen the work being done vertically and horizontally with core content. Work on increasing number of testing participants in ACT/SAT, and continue work with ELL with reading and writing comprehension, and offer ESL Academic Support tutorials after school throughout the year.

### Family and Community Involvement...

Continue to work with parents about school curriculum and student involvement opportunities. Hold parent meetings throughout the year to discuss pertinent information about the school.

### **School Context and Organization...**

Continue work in the areas of student accountability. Continue to surround students with quality teachers with wide ranges of experience.

### **Technology...**

Continue with upgrades to technology at the campus level, and offer as many technological advances as possible to our students.



## CLT Members

Teacher	Virginia Keeling
Teacher	Raiford Malone
Teacher	Randall Hare
Teacher	Mary Durbin
Teacher	Azalaea Yuoh
Teacher	Robert Lamon
Teacher	Kim Lahart
Campus-Based Nonteaching Professional	Karen Guenther
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Dr. Robert Stewart
Parent Rep	Christena Bladel
Parent Rep	
Community Rep	Justin Ray- Jostens
Community Rep	
Business Rep	
Business Rep	

## CLT Meeting Date(s), Time(s), and Location(s)

9-19	4:15	Conf. Room
10-17	4:15	Conf. Room
1-16	4:15	Conf. Room
2-20	4:15	Conf. Room
3-20	4:15	Conf. Room