

Plano Independent School District

Plano East Senior High School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 3, 2023

Mission Statement

Winning with class!

Propelled by learning

Eastside Pride!

Stengthened by diversity

High Achieving

Vision

Winning with class!

Stengthened by diversity

Propelled by learning

Eastside Pride!

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Comprehensive Needs Assessment

Revised/Approved: September 1, 2023

Demographics

Demographics Summary

Plano East has the following demographic composition:

African American - 11%

Asian - 32%

Hispanic - 29%

White - 25%

Two or More- 4%

SpEd - 9.1%

EB/ELL - 11%

504 - 6%

Free and reduced - 30%

IB academy - 20%

Health Sciences Academy - 4%

Demographics Strengths

Plano East is a rich blend of ethnicities and cultures that come together to create an inclusive community where students broadly accept people different from themselves. Additionally, we have a staff that champions our diverse student population and believes this to be our greatest asset.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Hispanic student population continues to struggle with attendance and classroom achievement by comparison with other sub-population groups at East.

Root Cause: * There is a strong correlation between our Hispanic students and our free/reduced student population.

School Processes & Programs

School Processes & Programs Summary

Plano East has large extra/co-curricular programs in band, choir, orchestra, dance, theatre, cheer, athletics, and debate. Additionally, we have a variety of curricular (50+) and non-curricular clubs (30+).

School Processes & Programs Strengths

Plano East offers large, inclusive extra/co-curricular programs that provide opportunities for students to grow their talents and enjoy a sense of community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our lowest rate of participation in our extra/co-curricular programs comes from our Hispanic population. **Root Cause:** There is a strong correlation between our Hispanic students and our free/reduced student population. Many students work part-time jobs to help support their family. Additionally, many of our Emergent Bilingual students are coming to school after having significant disruptions to their learning in their home countries.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data

- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 baseline to 2024.





1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: 9-12 READING LANGUAGE ARTS

The percent of students that score Meets grade level or above on STAAR English I and II will increase from 64% in 2022 to 65% by June 2024. The Special Education student group performance will increase from 8% in 2022 to 14% by June 2024. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 39% by 2024.

Evaluation Data Sources: 2024 STAAR EOC English I & II

Strategy 1 Details	Reviews		
Strategy 1: Utilize Adult Temps and substitutes for accelerated instruction, and help with EOC Remediation. 2 Adult Temps will be compensated \$25 per hour (\$28 including Budget Expenses) = \$2,912 Staff Responsible for Monitoring: Principal and Assistant Principal (Support Admin for English), and Associate Principal TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the new HB1416 or a teacher conducting an activity directly mitigating and/or responding to student learning loss. Strategy's Expected Result/Impact: Additional Collaborative Team time that is dedicated to the PLC process. This will have a positive impact on Tier 1 instruction and strengthening our understanding of the Collaborative Team Framework. Staff Responsible for Monitoring: Principal, Associate Principal, Office Manager TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Provide relevant campus professional learning opportunities tied to our Model of Instruction and campus vision. These will be called our 'Lunch and Learn Series' and will be offered the first Tuesday of each month. Strategy's Expected Result/Impact: Staff will be able to apply the learning towards their instructional practices Staff Responsible for Monitoring: Principal, Associate Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: 9-12 MATHEMATICS

The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 36% in 2022 to 39% by June 2024. The Special Education student group performance will increase from 17% in 2022 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 17% in 2022 to 22% by 2024.

Evaluation Data Sources: 2024 STAAR/EOC Algebra I

Strategy 1 Details	Reviews		
Strategy 1: Utilize Adult Temps and substitutes for accelerated instruction, and help with EOC Remediation. 2 Adult Temps will be compensated \$25 per hour (\$28 including Budget Expenses) = \$2,912 Strategy's Expected Result/Impact: Raise the percentage of students at the Approaches and Meets categories Staff Responsible for Monitoring: Principal and Assistant Principal (Support Admin for English), and Associate Principal TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the new HB1416 or a teacher conducting an activity directly mitigating and/or responding to student learning loss. Strategy's Expected Result/Impact: Additional Collaborative Team time that is dedicated to the PLC process. This will have a positive impact on Tier 1 instruction and strengthening our understanding of the Collaborative Team Framework. Staff Responsible for Monitoring: Principal and Assistant Principal (Support Admin for Math), and Associate Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
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Performance Objective 3: 9-12 SCIENCE

The percent of students that score Meets grade level or above on STAAR/EOC Biology I will increase from 80% in 2022 to 82% by June 2024. The Special Education student group performance will increase from 0% in 2022 to 7% by June 2024. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 51% by 2024.

Evaluation Data Sources: 2024 STAAR/EOC Biology

Strategy 1 Details	Reviews		
Strategy 1: Utilize Adult Temps and substitutes for accelerated instruction, and help with EOC Remediation. A Adult Temps will be compensated \$25 per hour (\$28 including Budget Expenses) = \$1,460 Strategy's Expected Result/Impact: Raise the percentage of students at the Approaches and Meets categories Staff Responsible for Monitoring: Principal and Assistant Principal (Support Admin for Science), and Associate Principal ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the new HB1416 or a teacher conducting an activity directly mitigating and/or responding to student learning loss. Strategy's Expected Result/Impact: Additional Collaborative Team time that is dedicated to the PLC process. This will have a positive impact on Tier 1 instruction and strengthening our understanding of the Collaborative Team Framework. Staff Responsible for Monitoring: Principal and Assistant Principal (Support Admin for Biology), and Associate Principal ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: PESH will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

Evaluation Data Sources: PESH will increase the four-year graduation rate for all students from 95% for the class of 2021 to 96% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will maintain the four-year graduation rate for African American students at the long term goal of 98%.

PESH will increase the four-year graduation rate for Hispanic students from 90.6% for the class of 2021 to 91.4% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will increase the four-year graduation rate for White students from 96.6% to 97.6% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will increase the four-year graduation rate for Asian students from 97.4% to 98% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will increase the four-year graduation rate for Two or More Races students from 93.3% to 94.3% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will increase the four-year graduation rate for Economically Disadvantaged students from 93.6% to 94.6% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will increase the four-year graduation rate for Emergent Bilingual students (current and monitored) from 88.3% to 89.3% or higher for the class of 2024-2027 with the long term goal to be at 98%.

PESH will increase the four-year graduation rate for current Special Education students from 83% for the class of 2021 to 85.8% or higher for the class of 2024-2027 with the long term goal to be at 98%.

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Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

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Performance Objective 2: SAT (11th Grade)

The percentage of 11th grade students who meet the CCR Standard on SAT Math will increase from 45% in 2023 to 56% by 2024. The percentage of 11th grade students who meet the CCR Standard on SAT Evidence-Based Reading and Writing will increase from 57% in 2023 to 71% by 2024.

Evaluation Data Sources: a. Comparison of last year's results on TSIA, SAT, and ACT from this year's performance.

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Performance Objective 3: We will increase the number of IB students who score a 4 or higher on their standard level and higher level exams from the previous school year.

Evaluation Data Sources: a. Comparison of last year's IB exam performance information with this year's exam performance data.

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Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

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Performance Objective 4: 2. We will increase the number of AP exams scores of 3 or higher from the previous school year. We will strongly encourage more participation in AP testing with our AP students this year. Finally, we will be increasing the time allocated for exam preparation as the exam dates draw nigh.

540 Students were CCMR Met and scored a 3 or higher on an AP exam

Evaluation Data Sources: a. Last year's AP exam performance data compared to this school year's exam performance.

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Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

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Performance Objective 5: 3. We will increase the number of industry based certification tests passed from the previous school year

High Priority

Evaluation Data Sources: a. Comparison of last year's industry based certification attempts and passing rate compared to this year's attempts and passing rate.

1709 students enrolled in an IBC course
 474 IBC's taken 24.7%
 350 passed/earned 73.8% passing rate

Strategy 1 Details		Reviews		
Strategy 1: All Campus Administrators and Counselors will utilize the MTSS framework to work with students in identifying who qualifies and needs support to take/pass an IBC. We will have monthly CCMR meetings to review updated statistics. Strategy's Expected Result/Impact: Identify additional students, their needs, and what supports to provide. Staff Responsible for Monitoring: Principal, Associate Principal, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 6: We will increase the number of students who meet the TSI reading criteria through TSIA, SAT, ACT, or passing the ELA college prep course.

Evaluation Data Sources: a. Comparison of last year's results on TSIA, SAT, and ACT from this year's performance.

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Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 7: 5. We will increase the number of students who meet the TSI math criteria through TSIA, ACT, SAT or passing the math college prep course.

Evaluation Data Sources: a. Comparison of last year's results on TSIA, SAT, and ACT from this year's performance.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	David Jones	Principal
Administrator	Sheela Daniels	Associate Principal
Administrator	Robert Eppler	Associate Principal
Administrator	Diana Bell	Assistant Principal
Administrator	Stacey Flake	Assistant Principal
Administrator	Mona Abdelfattah	Assistant Principal
Classroom Teacher	Larell Bissett	English Department Head
Classroom Teacher	Cynthia Tomotaki	Math Department Chair
Classroom Teacher	Dusty Vincer	Science Department Chair
Classroom Teacher	Joseph Russell	American Studies
Classroom Teacher	Rhett Carter	Social Studies Department Chair
Classroom Teacher	Margaret Pappion	LOTE Department Chair
Classroom Teacher	Daniel Knight	Fine Arts Department Chair
Classroom Teacher	Malia Hudson	CTE Department Chair
Non-classroom Professional	Andrea Doerr	Librarian
Classroom Teacher	Summer Simmons	AVID Coordinator
Classroom Teacher	Blythe Barajas	ESL Department Chair
Non-classroom Professional	Amy Johnson	504 Coordinator/Academic Specialist
District-level Professional	Karen Stanton	IB Coordinator
Non-classroom Professional	Danielle Martin	Campus Testing Coordinator
Parent	Giselle Devilier	Parent
Parent	Kristin Ekstein	Parent
Non-classroom Professional	Jennifer Spring	Lead Counselor
Non-classroom Professional	Anthony Benedetto	Athletic Director
Non-classroom Professional	Paula Figuly	SPED Department Chair