

Henrietta Independent School District
Henrietta High School
2018-2019 Campus Improvement Plan



Mission Statement

The Faculty and staff of Henrietta High School believe that all students can learn at a higher level tomorrow than they do today! We believe that our mission as a campus is to take them to that level of tomorrow and that our purpose is to educate all students by having high expectations for all students to grow. We are all trained for this task and we will do whatever it takes to make our kids successful academically, socially, and emotionally.

Vision

Our vision as a campus is to become "family" with each one of our students and their parents. By doing this we can see the day when ALL of our students want to learn at a level they never before anticipated. This vision will be fulfilled through our loving, caring, safe environment that we provide. We will also make sure at all times we are providing our students with every tool available to make their journey successful!

Value Statement

The following Core Belief statements represent the fundamental convictions, values, and character of Henrietta High School and will be reflected through behaviors and campus improvement efforts:

- * **WE Believe** every person is unique, has value, and deserves the opportunity to earn respect.
- * **WE BELIEVE** public schools are an essential part of the community and that the community plays a role in the education of its children.
- * **WE BELIEVE** in managing school resources in a manner that will foster equity, quality, and accountability.
- * **WE BELIEVE** in promoting community service, individual worth and respect for the diversities and contributions of others.
- * **WE BELIEVE** that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.

- * **WE BELIEVE** students will rise to meet high expectations and take responsibility for their own learning.
- * **WE BELIEVE** classroom lessons that authentically engage students will result in high levels of learning.
- * **WE BELIEVE** students benefit when provided a safe, nurturing, distraction-free learning environment.
- * **WE BELIEVE** education is the equalizer in our society and that HHS can and should provide a culture of hope for all children.
- * **WE BELIEVE** parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.	14
Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.	18
Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.	21
Goal 4: Henrietta ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success. .	22
Goal 5: In partnership with the HISD community, students will be provided a nurturing, safe, secure, and orderly environment.	23
2018-2019 Campus Improvement Team	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta High School is a 9-12 campus located 20 miles east of Wichita Falls, Texas. Our community is predominantly a rural, family-oriented community. We are predominately white with sub-populations of Hispanic and African American families. In general, our students are equally split between grade levels. This year we have a larger than normal 9th grade class of 96 students. Our economically disadvantaged and at-risk student population continues to grow. We have average attendance rates and good graduation rates. CATE involvement is almost 100%, and our special education student population currently remains steady at the high school.

The information below is based on data gathering as reported by the 2018-2019 PEIMS Fall Collection Report and Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	English as a Second Language	Career and Technology	Gifted and Talented	At-Risk	Socio Economic Status	Special Education
2018-2019 (Projected)	275	0.00%	98.55%	7.64%	45.09%	34.55%	10.55%
2017-2018	268	0.40%	99.44%	7.46%	42.54%	28.73%	7.84%
2016-2017	263	0.00%	99.20%	8.00%	35.40%	31.60%	11.20%
2015-2016	276	0.40%	100%	7.60%	43.80%	26.80%	12.00%
2014-2015	295	0.00%	98.00%	6.10%	40.30%	31.20%	12.20%
2013-2014	262	0.00%	98.50%	6.90%	37.00%	27.50%	12.20%
2012-2013	274	0.00%	95.30%	8.40%	33.90%	31.40%	12.00%

Demographics Strengths

Both enrollment numbers and equal grade level sizes benefit the teacher-to-student ratios in the classroom. The campus offers programs that include: AP, Pre-AP, dual credit courses, daily academic enrichment, a wide variety of electives, and Texas certified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk sub-populations. **Root Cause:** District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.

Student Achievement

Student Achievement Summary

The campus Met Standard per the Texas State Accountability System. In addition we received distinction designations in Academic Achievement in English Language Arts / Reading, and Academic Achievement in Science. Using the TEA Accountability Summary Report and Texas Academic Performance Report (TAPR), the campus is in the average range with comparison schools. A slight increase in Index scores as well as percentage passing on STAAR is evident in comparison to state and regional data reports.

Additional Student Achievement and TAPRA Report Data to be added.

	STAAR Approaches (State Min. Passing Score)				
	2017	2018	Difference	Region IX 2018	State 2018
Algebra I	76%	91%	15%	86%	83%
Biology	86%	89%	3%	86%	87%
English I	67%	78%	11%	62%	60%
English II	78%	71%	-7%	66%	66%
US History	95%	98%	3%	90%	92%

	STAAR Meets				
	2017	2018	Difference	Region IX 2018	State 2018
Algebra I	37%	49%	12%	53%	56%
Biology	61%	66%	5%	56%	60%
English I	49%	55%	6%	44%	44%
English II	49%	57%	8%	50%	50%
US History	79%	82%	3%	65%	72%

	STAAR Masters				
	2017	2018	Difference	Region IX 2018	State 2018
Algebra I	10%	20%	10%	27%	33%
Biology	13%	18%	5%	17%	24%

English I	5%	10%	5%	6%	7%
English II	4%	9%	5%	6%	8%
US History	41%	48%	7%	32%	42%

Student Achievement Strengths

The campus Meet and Approaches data for 2018 consistently out performed the 2017, state, and regional data. At the Masters level student a noticeable growth between the 2017 and 2018 scores is evident. Campus graduation rates continue to exceed state averages. The 4-year graduation rate for the class of 2017 was 97.3%, 8.2% points above the state average. Dropout rates are also lower than the state average. Student attendance is consistently high at 96.5% and is slightly higher (0.7%) than the state.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in sub-population groups are not achieving at the "Approaches Grade Level in All Subjects or Above". **Root Cause:** Tiered instruction will be examined to determine consistent implementation.

School Culture and Climate

School Culture and Climate Summary

Henrietta High School will provide a safe, organized, positive and quality learning and working atmosphere for all students and staff. As school climate and culture has a profound impact on student growth, it is critical that Henrietta High School safeguards that all students are provided a supportive environment, in which to thrive academically and socially. Henrietta High School promotes an inviting academic setting where all students and staff feel valued.

School Culture and Climate Strengths

Henrietta High School offers a college and career bound culture that is reflected within our Career and Technology Program. Campus staff is trained annually on effective communication, providing a positive environment, and providing a guaranteed and viable curriculum. Effective leadership supporting campus staff has been a district priority, allowing continued feedback for change. The campus provide multiple opportunities for families to be involved with their child's education.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student performing at the Masters Level in all subject areas continue to fall below the state average. **Root Cause:** Systemic processes and procedures and increasing the use of data to drive campus goals and decisions need to continue.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Henrietta High School has a reputation for hiring and retaining exceptionally talented and dedicated employees. The Campus Advisory Team conducts an intensive screening and interview processes to ensure that all new employees meet the high standards of our district, campus, and community.

Henrietta High School employees approximately 35 staff members, 74.6% of which are teachers, 7.2% administrative staff, 14.1% educational aides, and 3.2% support staff. The total minority staff percentage is 1.0%. 100% of teachers hold a bachelor's degree and 18.3% hold a master's.

Staff Quality, Recruitment, and Retention Strengths

Professional Development (PD) options include, but are not limited to, contracted sessions and support based on district initiatives and research-based best practices. The district walk-throughs, "look-fors," and principal observations also serve to help teachers grow and improve instruction and ultimately raise student achievement. Retaining high quality staff is a priority and results in a lower than average turnover rate. The current average number of years teachers have on campus is 11.4, which is above the state average of 7.2. Many retirees continue to serve the campus in the capacity of substitute teacher or tutor.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Time to plan and implement strategies and ideas learned in professional development. **Root Cause:** Processes need to be in place to ensure PD decisions are based on district/campus needs and initiatives that ultimately impact student performance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum framework is updated annually with references to textbooks, assessments, and sources considered best practices and resources. These curriculum changes help prepare students for STAAR testing and EOC tests. By utilizing Region 9 ESC content specialists, training is provided for writing curriculum and using the curriculum frameworks. The curriculum framework is electronically accessed through DMAC and/or the TEKS Resource System. Continued and focused data analysis is a fundamental process of HISD. The Texas Academic Performance Report (TAPR), STAAR, EOC, and Performance Based Monitoring Analysis System (PBMAS) are used as sources of data to discern needs and strengths. Common assessments are being used, and aligning EOC's to common assessments is beginning. Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school. Odyssey resources are used to assist with credit recovery.

Curriculum, Instruction, and Assessment Strengths

Curriculum writing efforts have provided beneficial tools such as the curriculum framework and curriculum checkpoint initiatives. Region 9 ESC content specialists work with teachers across the district on district initiatives and specific strategies to improve student performance. In addition, they participate in PLC's, assisting with lesson design, assessment, and alignment. Henrietta High School's campus administration has the discretion to utilize tutoring services on campus to benefit to our students. Henrietta High School's instructional assistants are a benefit in classrooms as they serve special education and at-risk students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our staff needs to refine and adherence to vertical and horizontal alignment of the curriculum. **Root Cause:** Specific and in-depth training in the use of district resources is needed in order to increase the used of data to drive instructional and curriculum decisions.

Parent and Community Engagement

Parent and Community Engagement Summary

Henrietta High School makes every effort to build relationships by promoting parent and community engagement. The campus welcomes parents and community members to actively participate in all facets of the students' educational process. Communication is key to the effectiveness of all family and community involvement. Parents and community members are provided a variety of opportunities for active, collaborative involvement. The campus will offer and conduct meetings, programs, workshops, and outreach efforts on a continuous basis throughout the year. This will foster partnerships between all stakeholders and schools.

Parent and Community Engagement Strengths

Effective communication is maintained by the use of the district and campus websites, newsletters, fliers, and social media outlets. The Henrietta Independent School District and campus websites provide up-to-date information and the community. Campus activities/meetings conducted provide an opportunity for parents and community to stay informed of important happenings including:

- Campus Site-Based Committee meetings

- Campus meetings

- School Messenger (Text, Email, and Phone System)

- School Health Advisory Council (SHAC)

- HISD Parent Portal

- My School Bucks

Community members have opportunities to receive information and be involved in HISD in a variety of ways. Community partnerships provide a wealth of support to campuses including:

- Booster clubs

- Campus Site-Based Committee meetings

- County Extension Agency

Staff members collaborate, partner, and communicate with parents through phone calls, text messages, conferences, e-mail, and informative meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Henrietta High School is exploring for more effective means of two-way communication between home and school. **Root Cause:** Training to assist staff in providing the most effective ways to communicate is essential.

Technology

Technology Summary

The Technology Department provides technical support, training, and technology resources to the campus under the supervision of Derek Leach, Director of Technology. In the district's effort to continue to transform the learning process for all students, Henrietta ISD continues to concentrate on integrating technology into the district instruction. Developing 21st century skills--planning, critical thinking, reasoning and creativity--are recognized to deepen and enhance student learning processes and academic outcomes and are necessary for future opportunity and success.

Technology Strengths

The Henrietta ISD Technology Department offers a wide variety of support and assistance to enhance the use of technology within the district. District and campus administration have set a vision for creating learning experiences that provide the right tools and supports all learners by emphasizing the use of technology in the classroom. Campuses are implementing "bring your own device" (BYOD) for instructional purposes. Many classrooms throughout the district are equipped with ceiling mounted projectors, document/web cameras, and student access to various technologies. All district facilities have wireless access. HISD maintains a district website, as well as campus and department web-pages to provide up-to-date information regarding the district to parents and community. HISD provides online training resources.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology integration into the curriculum across the grade levels and subject areas in order to meet TEKS requirements and increase student engagement. **Root Cause:** Additional training and support are needed to increase the knowledge base of all staff.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 11, 2018

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 1: Increase the percentage of economically disadvantaged students meets + grade level standards in all grades and all subjects from 29% to 44%; at risk, 22% to 30%; approaches +, 73% to 76% (economically disadvantaged); 62% to 68% (at-risk).

Evaluation Data Source(s) 1: STAAR performance data; local curriculum based assessments

Summative Evaluation 1:

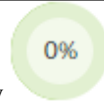
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, or credit recovery	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent	Increase student performance on local curriculum based assessments and STAAR				
	Problem Statements: Demographics 1						
2) Continue to provide training to administrators and teachers on calculating and monitoring student progress.	2.4, 2.6	Assistant Superintendent, Principals, Counselor, Teachers	Increase student performance on local curriculum based assessments. Campus meeting documents that reflect the participation on sign-in sheets and agenda.				
	Problem Statements: Student Achievement 1						
3) Provide assistance for students to remove barriers in school readiness, success, and attendance including supplemental services for homeless and neglected.	2.4, 2.5, 2.6	Assistant Superintendent, Principals, Counselors, and Teachers	Student performance on curriculum based assessments PEIMS data, and STAAR				
	Problem Statements: Student Achievement 1						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk sub-populations. **Root Cause 1:** District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.

Student Achievement

Problem Statement 1: Students in sub-population groups are not achieving at the "Approaches Grade Level in All Subjects or Above". **Root Cause 1:** Tiered instruction will be examined to determine consistent implementation.

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 2: Increase the percentage of special education students meets + in all grades and all subject from 14% to 18%; approaches + 37% to 39%.

Evaluation Data Source(s) 2: STAAR performance data; local curriculum based assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide intervention and acceleration to meet the individual needs of students identified with delay in reading and math.	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent	Improved student results on local curriculum based assessments and STAAR.				
2) Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials, Achieve, and summer school.	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent, & Clay-Jack SSA	Increase student performance using DMAC student progress data, STAAR and IEP				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 1: 100% of teachers will be state certified and teaching assistants will be "highly qualified."

Evaluation Data Source(s) 1: Review assignment report and annual certification checks to meet state certification requirements.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Conduct recruitment activities to ensure state certified personnel in all positions and "highly qualified" teaching assistants. Participate in Region 9 ESC HR Services Cooperative provides access to the following: AppliTrack Online Application, multiple posting sites (regional, state, and national) through AppliTrack System and job fair participation.		Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified. All vacancies will be posted on HISD AppliTrack and Region 9 ESC.				
2) Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting state certification requirements.		Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified per state certified requirements.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 2: Increase the capacity of instructional leadership through targeted professional development.

Evaluation Data Source(s) 2: STAAR, T-TESS, T-PESS, Region 9 ESC

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Continue to encourage, allow, or require professional development according to individual teacher preference or district/campus improvement plan, including AP training, GT training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI and professional development conferences.		Assistant Superintendent, Principals	Professional development documents will be maintained.				
2) Provide teachers, principals, and other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of PLCs (Professional Learning Community), teacher created common checkpoints, and STAAR.		Assistant Superintendent, Principals	Professional development documents will be maintained.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 3: The district will be able to hire and retain quality staff by offering competitive regional salaries and high quality opportunities for personal targeted growth based on student needs.

Evaluation Data Source(s) 3: District Compensation Study; T-TESS; STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide incentives or HISD Bilingual/ESL certified teachers in an effort to recruit and retain teachers in the district.	2.4	Assistant Superintendent, Principals	Increase the number of Bilingual/ESL certified teachers.				
2) Provide professional development in the use of culturally responsive teaching techniques to address the specific needs of an increasingly diverse and low socioeconomic population.	2.4, 2.6	Assistant Superintendent, Principals	Professional development documents will be maintained, T-TESS				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.

Performance Objective 1: Through family and community partnerships, the district will attain a 97% student attendance rate.

Evaluation Data Source(s) 1: Final PEIMS report from TxEIS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Revise, approve, and distribute a Teacher/Parent/Student Contract.		Assistant Superintendent, Principals, Counselors	Signed Teacher/Parent/Student Contracts returned to campus. Agenda, minutes, committee sign-in documentation will be maintained.				
2) Hold Campus Advisory Team Meetings in order to discuss and review: High School Course Descriptions Guide - Dual Credit Offerings Review and recommend adjustments to the HISD Grading and Reporting Guidelines		Principal and CAT Committee	Increase teacher, student, parent, and community buy-in on academic campus decisions.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Henrietta ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Student performance at meets grade level will increase for all students in all grades for two or more subjects from 54% to 55%; masters grade level for all students in all grades will increase from 25% to 26%.

Evaluation Data Source(s) 1: TAPR STAAR percent at meets grade level, all grades, two or more subjects; TAPR STAAR percent at masters grade level, all grades, all subjects

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Use DMAC to dis-aggregate data and focus on economically disadvantaged, at risk, and special education.		Assistant Superintendent, Principal, Counselors, Clay-Jack SSA, Region 9 ESC	Performance for all students, economically disadvantaged students and at-risk student will increase on STAAR and local curriculum based assessments.				
2) Create an environment of high expectations that will focus on post-secondary readiness and advanced performance.		Assistant Superintendent, Principal, Counselors, Clay-Jack SSA, Region 9 ESC	Performance for all students, economically disadvantaged students and at-risk student will increase on STAAR and local curriculum based assessments.				
3) Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.		Assistant Superintendent, Principals, Region 9 ESC	Performance for all students, economically disadvantaged students and at-risk student will increase on STAAR and local curriculum based assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: In partnership with the HISD community, students will be provided a nurturing, safe, secure, and orderly environment.

Performance Objective 1: Develop, monitor and assess effectiveness of interventions, crisis management, and school health programs.

Evaluation Data Source(s) 1: SafeSchools course documents, campus drill documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Review HISD's Crisis Management Plan and make needed changes on an annual basis.		Superintendent, Assistant Superintendent, Principals	Updated EOP; improved campus drill documentation increased SafeSchools completions				
2) Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout (SB 1196).		Principals, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA sign-in documentation will be maintained.				
3) Ensure staff is provided training in required annual student and staff safety programs. Blood Borne Pathogens, harassment including disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment (SB 471), bullying (HB 1942), suicide, health needs, and early mental health intervention (HB 1386). See Board Policy FFI(LEGAL) and FFI (LOCAL) in the addendum.		Assistant Superintendent, Principals, Counselors, SSA Executive Director	Staff completion of required SafeSchool courses.				
4) Continue district "Capturing Kids Hearts" program by expanding it to the "Coaching Greatness" with administration and district coaches.		Counselors, Assistant Principals, Principals, and Assistant Superintendent.	Improve school climate results and student attendance.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Principal	Michael Smiley	Principal
Assistant Principal	David Smith	Assistant Principal
Classroom Teacher	Jill Jetton	Teacher
Classroom Teacher	Scott Broussard	Teacher / Coach
Classroom Teacher	Sarah Dickey	Teacher / Coach
Classroom Teacher	Dave Holbert	Teacher
Classroom Teacher	Julia Crain	Teacher
Classroom Teacher	Mandy Story	Librarian / Teacher
Classroom Teacher	Billy Arbogast	Teacher /Coach
Community Representative	Kelly Bloodworth	City Manager - Henrietta, TX
Community Representative	Sam Powers	Youth Minister - FBC Henrietta
Business Representative	Scott Cleveland	Realtor - Texas Landmark Realtors
Business Representative	Cindy Dunkerley	Dunkerley Designs
Parent	Bryce Seigler	
Parent	Maribel Longoria	Clay County Tax Assessor
Parent	Casey Cody	Teacher - Henrietta Elm.
District-level Professional	Derek Leach	District Technology Coordinator
Non-classroom Professional	Shandra Guy	Instructional Aide
Counselor	Nicki Holbert	Counselor