

**Northwest Independent School District**  
**Peterson Elementary School**  
**2018-2019 Campus Improvement Plan**



# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

# O.A. Peterson Elementary School Mission

The mission of Peterson Elementary is to provide a collaborative learning community that prepares students for the future.

# Comprehensive Needs Assessment

Revised/Approved: September 12, 2018

## Demographics

### Demographics Summary

O.A. Peterson Elementary opened in 2008 with 250 students. OAP's enrollment has grown over the years. This year, our enrollment projection is 811. Lizzie Curtis Elementary opened during the 2018-19 school year and has relieved OAP's student enrollment keeping around 780 current students. One EE classroom with 2 groups of no more than 10 in a classroom attend for ½ days. The Pre-K program enrollment of approximately 30 students attending for ½ days. There are seven sections of Kindergarten with close to 140 students, six sections of First Grade with close to 120 students, six sections of Second Grade with close to 120 students, six sections of Third grade with close to 130 students, six sections of Fourth grade with close to 120 students, and four sections of Fifth grade with close 100 students. This gives us a total of 35 general education classrooms plus 2 specials programs (EE/PreK) for a total of 38 functioning classrooms providing services to our students. OAP provides services to students needing specialized instruction (Gates, ELL, Dyslexia, 504, and IEP). There 1 IT Specialist, 4 Special Education Teachers, 1 Media Specialist, 1 Counselor, Nurse, and 1 Gates Teacher, 1 Literacy Coach and 1 Math Coach and 1 OT / PT / VI / Diagnostician are available services for our students along with around 12 para-professionals (Office / SPED / PPCD / PreK / Specials).

Demographics include: around 780 Students

White: 50%

Hispanic: 23%

African American: 14%

Asian: 11%

Two or More: 16%

Gender Male: 52% Female 48%

GT: 6%

ELL: 12%

Eco Dis - Free: 25% Reduced 4%

At Risk: 30%

Sped: 10%

504: 6%

Community: O.A. Peterson has a diverse community with about 27 languages spoken on our campus.

### **Demographics Strengths**

O.A. Peterson Elementary is currently located in a fast growth area in NISD. OAP's enrollment continues to grow, which provides a need for our campus to be monitored for ongoing commercial and residential development. We are steadily growing as a campus the number of student enrollment increase from year to year.

Our climate / culture data shows a campus strength of communication, problem solving, moral, and autonomy, which speaks to the culture of doing whatever it takes to make sure all students, faculty and staff rise to the potential and work hard together. We will continue to focus our attention on increasing in the areas of goal focus and adaptability to obtain goals we set for this current school year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** As we continue to grow as a community we are faced with the needs of our diverse student population. **Root Cause:** High number of ESL/LEP students.

## Student Academic Achievement

### Student Academic Achievement Summary

Compared to district data, O.A. Peterson generally performs in the top ten out of seventeen (now eighteen) total elementary schools.

3rd Grade Reading: 89% Approaches, 60% Meets, 42% Masters

Demographics: AA 91%, Asian 92%, Hispanic 89%, White 87%, ED 85%, LEP 75%

3rd Grade Math: 82% Approaches, 59% Meets, 26% Masters

Demographics: AA 86%, Asian 100%, Hispanic 81%, White 77%, ED 78%, LEP 78%

4th Grade Reading: 81% Approaches, 62% Meets, 34% Masters

Demographics: AA 71%, Asian 100%, Hispanic 76%, White 84%, ED 68%, LEP 73%

4th Grade Math: 78% Approaches, 46% Meets, 25% Masters

Demographics: AA 57%, Asian 100%, Hispanic 80%, White 83%, ED 60%, LEP 82%

4th Grade Writing: 75% Approaches

Demographics: AA 64%, Asian 100%, Hispanic 68%, White 77%, ED 64%, LEP 82%

5th Grade Science: 85% Approaches, 46% Meets, 13% Masters

Demographics: AA 82%, Asian 100%, Hispanic 79%, White 86%, ED 85%, LEP 100%

5th Grade Math: 88% in April and 92% in June Approaches

Demographics: AA 78%, Asian 100%, Hispanic 88%, White 89%, ED 88%, LEP 80%

5th Grade Reading: 91% in April and 94% May Approaches

Demographics: AA 88%, Asian 100%, Hispanic 88%, White 91%, ED 96%, LEP 100%

Growth from 2016-2017 to 2017-2018 LEP Population Reading + 17%, Math +3%, Science +78%, Writing +15%

Growth from 2016-2017 to 2017-2018 SPED Population Reading +29%, Math -5%, Science +19%, Writing +5%

Growth from 2016-2017 to 2017-2018 Eco. Dis. Population Reading +9%, Math +5%, Science +22%, Writing +28%

### DRA Results

2016-2017 EOY On Level: Kinder, 75.65%, First 81%, Second 76%, Third 62%, Fourth 83%, Fifth 81%

2016 -2017 One Year Growth Kinder 61%, First 85%, Second 52%, Third 67%

### Growth for 2017-2018 School Year

EOY On Level: Kinder +10%, First +2%, Second -6%, Third +18%, Fourth -3%, Fifth +13%

One Year Growth Kinder +19%, First -1%, Second +41%

### Student Academic Achievement Strengths

Student Achievement, Student Growth and Relative Performance accounted for 59.5% of Domain 1 and 2 out of a total weight of 70%. Academic Achievement, Growth Status, ELP Status and Student Quality CCMR STAAR accounted for 23.7% of Domain 3 out of a total weight of 30%.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Our students must be provided with differentiated and relevant instruction to meet their individual needs. **Root Cause:** Students are at different levels in their learning continuum because our students come from various backgrounds with many different life experiences. Students do not all



have a strong academic foundation and our students need scaffolding instruction and different levels of support. Our students learn and develop at different rates.

## **School Processes & Programs**

### **School Processes & Programs Summary**

#### **Staff Quality, Recruitment, and Retention Summary**

O.A. Peterson has several staff members with administrative degrees and several either with or working on a master's degree. This year, we have 10 new staff members (new members are due to professional and personal decisions to move into another profession, retirement, and positions where staff members were promoted).

#### **Staff Quality, Recruitment, and Retention Strengths**

O.A. Peterson is an attractive campus for new staff members due to the rapid growth and location of campus. The campus consists of 6 curriculum writers, teachers involved in the teacher leader academy, teacher mentors / buddies. Teachers presenting at district conferences / workshops. Teachers serving on committees. Teachers teaching summer school and sponsoring summer reading and fine arts programs.

### **School Context and Organization**

O.A. Peterson Elementary opened in 2008 with 250 students. OAP's enrollment has grown over the years. This year, our enrollment projection is 811. Lizzie Curtis Elementary opened during the 2018-19 school year and has relieved OAP's student enrollment keeping around 780 current students. One EE classroom with 2 groups of no more than 10 in a classroom attend for ½ days. The Pre-K program enrollment of approximately 30 students attending for ½ days. There are seven sections of Kindergarten with close to 140 students, six sections of First Grade with close to 120 students, six sections of Second Grade with close to 120 students, six sections of Third grade with close to 130 students, six sections of Fourth grade with close to 120 students, and four sections of Fifth grade with close 100 students. This gives us a total of 35 general education classrooms plus 2 specials programs (EE/PreK) for a total of 38 functioning classrooms providing services to our students. OAP provides services to students needing specialized instruction (Gates, ELL, Dyslexia, 504, and IEP). There 1 IT Specialist, 4 Special Education Teachers, 1 Media Specialist, 1 Counselor, Nurse, and 1 Gates Teacher, 1 Literacy Coach and 1 Math Coach and 1 OT / PT / VI / Diagnostician are available services for our students along with around 12 para-professionals (Office / SPED / PPCD / PreK / Specials). This summary does not include custodial care, Alphabest and the kitchen crew.

### **Curriculum, Instruction and Assessment**

What are our programs and processes?

Our current actions are:

- RtI (Tier III, II and I)
- PLC
- Use of technology
- Flexible grouping
- Small group instruction
- Tutoring
- iReady
- Department coaches
- Peer Teaching
- Vertical Teams
- Rubrics-ICLE
- Guided Reading
- Math Groups
- Menus / Choice
- Assemblies / Spirit Rallies
- Strong PTA involvement
- Watch Dog Dads
- PALS
- UIL / DI
- Battle of the Books / Spelling Bee

New Actions will be:

- Lexia
- E-Star
- Utilize coaches to assist with differentiation
- Data Vault
- Clubs
- Mom's on a Mission
- SLO's

### **School Processes & Programs Strengths**

During the 2017-2018 school year Peterson Elementary experienced a great deal of success utilizing the various components of the curriculum in addition incorporating instructional strategies. Through Collective efficacy RTI, PLCs, Vertical teaming, and use of Department Coaches our teachers were able to

identify student strengths/ weaknesses and adjust their instruction and interventions to meet their individual needs. Our greatest academic accomplishments have been through the use of additional instructional strategies such as flexible grouping, peer teaching, tutoring, and Guided reading and math groups to help build student confidence in reaching their individual academic goals.

Involving our community stakeholders in our school process has been very beneficial improving our parent participation in their child's educational success. We have continued to incorporate PTA, Watch D.O.G.S., PALS, Destination Imagination, awards assemblies, Spelling bee, and Spirit Rallies to help facilitate a positive culture that is inclusive of our community members. Both students and parents feel a sense of belonging and are encouraged to engage in campus activities. As we move into the 2018-2019 school year we are looking forward to implementing new programs and strategies to help strengthen and perpetuate the momentum toward student academic success.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our students must be provided with differentiated and relevant instruction to meet their individual needs. **Root Cause:** Students are at different levels in their learning continuum. Students come with various background knowledge and life experiences. Our students do not all have a strong academic foundation. Our students need scaffolding instruction. Our students need different levels of support. Our students learn and develop at different rates.

## Perceptions

### Perceptions Summary

Culture, Climate, Values, and Beliefs

How do we do school?

O.A. Peterson Elementary is a diverse campus about 27 different languages spoken here. Our campus principal, assistant principal and counselor are all going into their 2nd year as an administration team at OAP. With new staff members added to the campus, there is a need to ensure all staff members have clarity regarding initiatives, protocols and practices (the way we do school). Lack of consistency has hindered the culture of the campus in the past, so administration has worked diligently to improve two way communication with clarity and consistency. This is now considered a strength on our campus. The faculty / staff is working to continue changing the culture by consistently implementing building wide expectations, as well as choosing empathy and kindness first. This year's theme, "The Greatest School", promotes a feeling of unity, self-confidence and growth mindset.

Summary Staff survey data of the 2017-2018 school year taken in March

School wide morale has increased over the last year. Teachers are happy with the consistency in communication school-wide. Teachers have autonomy, as well as confidence to share their voice. Peterson teachers and staff have the ability to problem solve adequately as a team #oapbettertogether #thegreatestschool. Positive outcomes have happened since the 2016-2017 school year. Teachers feel supported as school-wide goals are set, however, teachers recognize the need for continued improvement in this area.

### Perceptions Strengths

OH Dimensions 2017-2018 Change (first number: 2016-17, second number: 2017-18)

Goal Focus from 14 to 62

Communication Adequacy from 20 to 98

Optimal Power Equalization from 22 to 89

Resource Utilization from 16 to 84

Cohesiveness from 31 to 75

Morale from 14 to 91

Innovativeness from 33 to 88

Autonomy from 17 to 88

Adaptation from 16 to 69

Problem Solving Adequacy from 9 to 86

Average OH Score from 19 to 83

School Culture and Climate Strengths

According to our OHI Data: Communication Adequacy, Morale, Optimal Power/ Equalization

Clarity regarding communication was a goal set in 2016. This goal was met 98% compared to 20% in 2017.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teachers recognize the need for more focus on school-wide goals. **Root Cause:** The teachers and staff at O.A. Peterson have now had the opportunity to capitalize on their own and each others' strengths to better promote our school's positive growth mindset and collective efficacy.

# Comprehensive Needs Assessment Data Documentation

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

# Goals


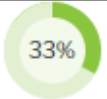
Revised/Approved: May 29, 2018

**Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.**






**Performance Objective 1:** O.A. Peterson's EOY literacy data shows 82% of students are leaving their current grade level on or above grade level. Our goal is for 90% of students to be proficient in reading on or above their current grade level.

**Evaluation Data Source(s) 1:** DRA and other Literacy Assessments

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Monitor and track student progress every grading period through guide reading and tiered groups.	Teachers, students and administration	Students will make continual progress in formative / summative assessments towards reading goal.				
Problem Statements: Student Academic Achievement 1						
2) Planned PD with all academic coaches to provide instructional strategies, differentiation and lesson planning.	Teachers, instructional coaches and administration	Lessons will have a greater impact of students reading on grade level.				
Problem Statements: Perceptions 1						



<p>3) Review and implement current RtI plans and new intervention following BOY (formative assessment) data.</p> <p>Intervention will be provided to differentiate student lessons and levels of learning at Tiers I, II and III.</p>	<p>Teachers, special services and administration</p>	<p>Struggling students will have more opportunity to read on grade level.</p> <p>Students will be provided with instruction that meets their current level of performance and make individual academic progress.</p>				
<p>Problem Statements: School Processes &amp; Programs 1</p>						
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> Our students must be provided with differentiated and relevant instruction to meet their individual needs. <b>Root Cause 1:</b> Students are at different levels in their learning continuum because our students come from various backgrounds with many different life experiences. Students do not all have a strong academic foundation and our students need scaffolding instruction and different levels of support. Our students learn and develop at different rates.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> Our students must be provided with differentiated and relevant instruction to meet their individual needs. <b>Root Cause 1:</b> Students are at different levels in their learning continuum. Students come with various background knowledge and life experiences. Our students do not all have a strong academic foundation. Our students need scaffolding instruction. Our students need different levels of support. Our students learn and develop at different rates.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> Teachers recognize the need for more focus on school-wide goals. <b>Root Cause 1:</b> The teachers and staff at O.A. Peterson have now had the opportunity to capitalize on their own and each others' strengths to better promote our school's positive growth mindset and collective efficacy.</p>

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** O.A. Peterson's student performance will increase 10% towards Mastery by the EOY, with consistent progress monitoring of data from CBAs, DRA, Benchmarks and STAAR.

**Evaluation Data Source(s) 2:** BOY, MOY, EOY and Evaluation of Assessments

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Student goal setting and progress monitoring as well as student reflections and reviews of assessments.	Teachers and students	Students will set and meet individual goals.  Students will reflect on their assessment data to clear up any misconceptions.				
	Problem Statements: Student Academic Achievement 1					
2) With the implementation of Lexia and Imagine Math, as progress monitoring tools, teachers will be able to design additional experiences to remediate or accelerate student learning.	Teacher, students and administration	Quarterly review of data and documentaion to ensure student academic growth.				
	Problem Statements: School Processes & Programs 1					
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Our students must be provided with differentiated and relevant instruction to meet their individual needs. <b>Root Cause 1:</b> Students are at different levels in their learning continuum because our students come from various backgrounds with many different life experiences. Students do not all have a strong academic foundation and our students need scaffolding instruction and different levels of support. Our students learn and develop at different rates.
School Processes & Programs
<b>Problem Statement 1:</b> Our students must be provided with differentiated and relevant instruction to meet their individual needs. <b>Root Cause 1:</b> Students are at different levels in their learning continuum. Students come with various background knowledge and life experiences. Our students do not all have a strong academic foundation. Our students need scaffolding instruction. Our students need different levels of support. Our students learn and develop at different rates.

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** O.A. Peterson's students will show an increase in academic success within PBMAS.

**Evaluation Data Source(s) 3:** District and Campus Assessments

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Collaborative lesson planning between general education teachers and special services to provide explicit instruction to students within the PBMAS and targeted support subgroups.	Teacher, Special Programs (Dyslexia, RtI, 504, Special Education)	Increase in academic achievement for those specific subgroups.				
Problem Statements: Student Academic Achievement 1						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Our students must be provided with differentiated and relevant instruction to meet their individual needs. <b>Root Cause 1:</b> Students are at different levels in their learning continuum because our students come from various backgrounds with many different life experiences. Students do not all have a strong academic foundation and our students need scaffolding instruction and different levels of support. Our students learn and develop at different rates.

**Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.**

**Performance Objective 1:** O.A. Peterson will provide consistent support for new staff members including first and second year teachers for the entire school year.

**Evaluation Data Source(s) 1:** Mentor / Mentee Surveys

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Mentors and buddies will attend scheduled meetings as a group, classroom observations and mentor-mentee check ups.	Campus mentor coordinator, mentors, buddies, mentees and administration	New staff members will feel supported and encouraged throughout their years at OAP.				
Problem Statements: Perceptions 1						
2) New staff members will belong to campus and district teams where they will participate in collective efficacy as well as seek guidance and support.	ILT, teachers, staff and administration	They will feel included in the different aspects of our campus and feel utilized in their strengths.				
Problem Statements: Perceptions 1						
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue						

**Performance Objective 1 Problem Statements:**

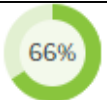




Perceptions
<b>Problem Statement 1:</b> Teachers recognize the need for more focus on school-wide goals. <b>Root Cause 1:</b> The teachers and staff at O.A. Peterson have now had the opportunity to capitalize on their own and each others' strengths to better promote our school's positive growth mindset and collective efficacy.

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 2:** O.A. Peterson will retain Guest Educators who reflect the same level of excellence and commitment to our school and community that our teachers and staff exhibit.

**Evaluation Data Source(s) 2:** Campus Guest Educator Surveys and feedback from teachers / staff

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will leave clear and complete lesson plans for the Guest Educator to follow as well as procedural classroom information (emergency sub folder).	ILT, teachers, staff and administration	Guest Educators will continue to return to O.A. Peterson due to feeling appreciated, valued and appropriately prepared for.				
Problem Statements: Perceptions 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Teachers recognize the need for more focus on school-wide goals. <b>Root Cause 1:</b> The teachers and staff at O.A. Peterson have now had the opportunity to capitalize on their own and each others' strengths to better promote our school's positive growth mindset and collective efficacy.

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 3:** O.A. Peterson will retain our highly qualified educators with very little turnover.

**Evaluation Data Source(s) 3:** Campus Culture Survey, OHI Surveys and EOY Teacher Retention Rate

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) The campus will maintain high level of morale and cohesiveness through effective positive communication and campus celebrations.	All staff and Administration	Staff members will find joy in people and the environment around them, resulting in wanting to return to OA Peterson.				
2) The campus will maintain a safe environment where staff members are valued for taking risks and recognized for hard work.	Teachers, staff and administration	Staff members will feel valued and appreciated.				
Problem Statements: Perceptions 1						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Teachers recognize the need for more focus on school-wide goals. <b>Root Cause 1:</b> The teachers and staff at O.A. Peterson have now had the opportunity to capitalize on their own and each others' strengths to better promote our school's positive growth mindset and collective efficacy.

**Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.**

**Performance Objective 1:** O.A. Peterson will communicate in a timely, open manner and engage parents, students and community members in positive partnership opportunities in our school and district initiatives.

**Evaluation Data Source(s) 1:** Two way communication with all stakeholders through social media, campus / grade level newsletters, surveys, emails, reminder 101 text messages, phone calls and various campus events throughout the school year.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) All faculty and staff will wear badges at all times. All visitors must check in at the office and receive a visitor sticker. Volunteers need to be background checked.	Visitors, volunteers, teachers, staff and administration.  Problem Statements: Perceptions 1	Sign in / out sheets from campus events; SRO's; Watch D.O.G.S.; Moms on a Mission; Campus Safety and Security Team				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Teachers recognize the need for more focus on school-wide goals. <b>Root Cause 1:</b> The teachers and staff at O.A. Peterson have now had the opportunity to capitalize on their own and each others' strengths to better promote our school's positive growth mindset and collective efficacy.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 2:** O.A. Peterson will continue to maintain our safe campus environment for all students and adults.

**Evaluation Data Source(s) 2:** Campus culture, environment and feedback from various campus / district surveys

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) O.A. Peterson will provide opportunities for parents, volunteers and community members to be involved in school activities and district initiatives.	Parents, volunteers, community members, teachers, staff, partners in education and administration.	PTA sponsored events, such as... School Fun, Trunk or Treat, Cookies with Santa, Spring Carnival, etc. O.A. Peterson will provide school-wide assemblies like Awards Assemblies, Character Assemblies and Spirit Rallies with guest speakers from the community. Partners in Education will provide resources based on campus needs.				
Problem Statements: Demographics 1						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> As we continue to grow as a community we are faced with the needs of our diverse student population. <b>Root Cause 1:</b> High number of ESL/LEP students.



## 2018-2019 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Justin Vercher	Principal
Administrator	Williams Che	Assistant Principal
Classroom Teacher	Sarah Aubin	Classroom Teacher
Classroom Teacher	Hannah Garcia	Classroom Teacher
Business Representative	Jennifer Buchanan	Century 21: Milestone Hometeam
District-level Professional	Shelly Hall	Instructional Technology Coach
Non-classroom Professional	Renee Wickham	PEIMS
Business Representative	April Dettmann	Century 21
Business Representative	Jillian Crawford	Century 21