

Pampa Independent School District
Pampa Learning Center
2015-2016 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Distinction Designations:
Postsecondary Readiness



Mission Statement

Pampa Learning Center is dedicated to recovering and preparing at-risk students to becoming self-directed learners. The faculty and staff are all committed to providing the necessary environment that ensures the success of every student. Through a collaborative effort of home, school, and community, the Learning Center students will be provided the necessary experiences that empower them to becoming productive citizens and life-long learners.

Vision

Pampa Learning Center will achieve high levels of learning for all!

Core Beliefs

Pampa Learning Center believes that treating each individual with respect will enhance the student's self-concept and deepen the motivation to succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pampa Learning Center is a "by choice" alternative learning self-paced campus. The demographics of Pampa Learning Center consist of 100% "at risk" students, male and female students ranging in age from 15-20. We have 7 teachers, one administrative assistant, and the Director of the Center. This campus functions as a team in every aspect with each member of the staff performing duties where needed. Demographics in regard to culture and ethnicity are constantly changing because students enter and complete coursework at different times during the school year.

Demographics Strengths

PLC has maintained a high number of graduates (20-30) over the last 4 years.

Demographics Needs

The following needs are listed in this order.

- Since 100% of our population is considered at-risk, all staff need to understand the effects of our students' home-life on their school life.
- The ethnicity of our staff does not mirror the ethnicity of our students, so it is important that we understand the differences.

Student Achievement

Student Achievement Summary

PLC is proud of its high graduation rate. These rates show successful student achievement. The completion rates for our teen mothers and fathers have increased. We feel that producing graduates will help break the cycle of poverty that is prevalent with teen parents.

Student Achievement Strengths

The following strengths have been identified as the student strengths:

- Individual instruction has proven to help our students achieve success in accumulating class credit.
- Kuder Assessments have helped with students establishing an idea of where their talents and interests might guide them.
- ELA, SS, and Science TAKS scores remain at a very high passing rate.

Student Achievement Needs

The following needs have been identified in the following order.

- Teachers have an understanding of EOC readiness.
- There was a slight downward trend from % of EOC scores meeting standards as opposed to TAKS meeting standards.

School Culture and Climate

School Culture and Climate Summary

Pampa Learning Center students, staff, and families of students, take pride in the concept of an alternative campus. Parent conferences have proven time and time again that an alternative campus is the only option for some students to graduate and be successful. The environment needs some updating in regards to the building structure itself, with improvements needed to increase the safety of students and staff by extending the front out to make a closed walkway in order to view approaching people to our campus.

School Culture and Climate Strengths

The students have the advantage of a positive school culture. We have a relaxed home-like setting with a positive staff, individualized instruction, clear expectations, low teacher-student ratio, interactive/supportive administration, and mutual respect between students and staff. These students develop strong relationships and feelings of belonging and ownership.

School Culture and Climate Needs

The following needs have been identified in the following order.

- We need comfortable chairs for teen moms to be comfortable in order to complete school work.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

With the low rate of teacher turnover at PLC, students feel comfortable with the staff and do not have to adapt to new faces each year. This creates a feeling of stability and helps with a high graduation rate.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified and paraprofessionals are qualified. Low teacher turnover makes it easier for the students to develop relationships. The teachers on this campus have many years of experience and love the opportunity to teach.

Staff Quality, Recruitment, and Retention Needs

No retention needs. These needs have been met.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pampa Learning Center focuses its instruction around a self-paced schedule. With our student-teacher ratio being 3-1, student specific strategies are the core of our curriculum.

Curriculum, Instruction, and Assessment Strengths

The following strengths have been identified:

- Individualized instruction
- Relaxed atmosphere
- Positive relationship with students
- Consistent counseling
- Positive staff
- TAKS scores and EOC scores

Curriculum, Instruction, and Assessment Needs

The following needs have been identified:

- Technology upgrades
- Teacher training

Family and Community Involvement

Family and Community Involvement Summary

Community involvement is important for the students to obtain information about technical career opportunities, as well as, academic class opportunities. Our community and local junior college allow our students this opportunity.

Family and Community Involvement Strengths

The following have been identified as strengths

- Community and family life skills
- Partner with Clarendon College for career possibilities
- Open communication with parents
- Open house and student progress meetings with parents
- Ability to interact one on one with students
- Community interaction to provide extra materials for day care
- Scholarships awarded to all graduates from Clarendon College
- Families of students are invited to attend the graduation and awards ceremony.
- Parents/Guardians are encouraged to take part in the interview required for the application process.

Family and Community Involvement Needs

Funding for supplemental materials and open houses are identified as a need.

School Context and Organization

School Context and Organization Summary

The overall atmosphere of PLC is very informal. Our students are more relaxed with the informality of our campus. All of the teachers are supportive of each other, which makes a family like atmosphere.

School Context and Organization Strengths

The following areas have been defined as strengths.

- Positive reinforcement
- Individual instruction
- Strong decision-making team.
- Communication is informal and relaxed.

School Context and Organization Needs

The following needs have been identified in the following order.

Reward fund to honor student successes.

Technology

Technology Summary

The staff of PLC is very willing to learn the new technology readily available to our campus. We don't always feel we have the funds available to replace the hardware as often as needed. PLC is joining in the move to increase uses of technology by implementing teaching iPads for staff and, as soon as possible, for students. Teachers will attend professional development classes for new technology.

Technology Strengths

The following strengths have been defined:

- Computers are in every subject area with internet accessibility
- All teachers have passed the technology proficiencies
- Staff is positive and open to new technology
- Kuder is an example of the network providing a life-long support system for our students
- The district and region XVI provide professional development opportunities in the area of technology

Technology Needs

The following needs have been identified in the following order

- Funds to update more computers on a yearly basis
- New textbooks for new technology
- To eliminate problems with web-based programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: PLC will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 1: PLC will continue to be rated as Met Standard and will meet AYP standards.

Summative Evaluation: To keep all students on target for graduation. To service 100% of the teen moms to make a smooth transition back into school without missing school work. Hold parent conferences with 95% of students represented with a parent/guardian/significant other attending with them. Achieve an 80% increase in daily attendance. Maintain a safe environment for students and parents. Improve student success, attendance, and campus morals among students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Will continue to monitor and adjust student's work.	All Teachers	Daily collaboration of teachers.	✓	✓	✓	✓
2) The certified teacher who serves as Compensatory Education Home Instruction instructor will maintain a log of home instruction during days or weeks the student receives home instruction. PHS teachers will provide the lessons for the home visits to PHS students.	Registrar and Teacher	100% of teen moms will be serviced in order for the moms to make a smooth transition back into school without missing school work.	✓	✓	✓	✓
3) Parent Conferences with staff will be held two times during the school year.	Campus Principal and Teachers	95% of students represented with a parent/guardian/adult significant other will attend with them.	●			
4) All teachers provide tutorials on an individual basis. The tutorials are required as needed.	Teachers	Weekly assessment data and student work will define the success of the students.	✓	✓	✓	✓
5) Students will meet in Advisories daily to read. (Read in Peace) Goal setting for reward points. (System Safeguard Activity)	Teachers	To help students appreciate the value of reading on a daily basis.	✓	✓	✓	✓
6) Personal graduation plan will be formed and utilized.	Campus Principal	To keep all students on target for graduation.	✓	✓	✓	✓
7) Students and parents will attend an orientation for campus policies and will be advised of their choices of academic subjects.	Campus Principal and Registrar	Documentation of meeting.	✓	✓	✓	✓
8)) The concept of PLC is to meet the needs of students who need credit recovery. Because of the self-pacing, some students are able to accelerate the completion of courses. (System Safeguard Activity)	Teachers	All students will benefit from being able to accelerate through the specific subject matter.	✓	✓	✓	✓
9) Teachers will individualize instruction to challenge the gifted and talented students.	Teachers	Classroom walk-throughs and student assessments.	●			

10) A point system initiated to help students become more responsible for their attendance and assist the staff to be more informed to help student progress and prevent student drops outs has been implemented. Students will meet in advisories to discuss attendance and progress. Students who fail to contact school for tardiness of absences will be phoned. Home visits will be made to encourage students' attendance.	Teachers	Our goal is to achieve 80% increase in attendance.				
11) Star student will be selected by teacher nominations based on attendance, attitude, and academics. Gift certificates will be provided from Wal-Mart, Hastings, Sonic, or any place with goods attractive to the students.	Teachers and Campus principal	Our goal is for all students to want to achieve some recognition.				
12) Parents and students will be periodically surveyed to assess expectations and assist in planning student goals.	Campus Principal and Teachers	Survey results will be used to ensure that expectations and student goals are being met.				
13) Students and parents are required to read and sign a document stating that the District Student Handbook has been read.	Campus Principal and Registrar	Every student on file is required to have the signed documents.				
14) Develop a program to provide services to all students.	Campus Principal and paraprofessionals	Formative-Student will be successful in areas of need.				
15) Provide an enriched curriculum to insure academic success for all students in all subjects areas.	Paraprofessional and Teachers	Formative-check through assessment and evaluates to make sure all needs are being met.				
16) Continue to provide opportunities for students not mastering required objectives to acquire needed skills. (System Safeguard Activity)	Paraprofessional and Teachers	Formative-Improve number of students mastering subjects before returning to high school.				
17) Develop a plan and time line (as needed) to meet high school completion needs.	Teachers	Formative-Improved student success, attendance, and campus moral among students.				
18) Continue strategies/activities to assure high student attendance.	Campus Principal	Formative-Improved attendance. Truancy reports.				
19) District and PLC Teachers will align TAKS and EOC. (System Safeguard Activity)	Teachers	Assessment data, student work				
20) Families are invited to attend the graduation and awards ceremony held two times during the school year.	All Staff	Graduates and students are recognized for completing courses.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: PLC will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 2: Pampa Learning Center will continue to work on meeting the needs of students through the dyslexia treatment programs, English as a Second language programs, and other special programs.


Summative Evaluation: The needs of the ESL, homeless, special education, and migrant students will be addressed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) PLC will include eligible special education students in general education programs.	Special Ed teachers, Teachers	Eligible special education students included in general education classrooms.				
2) PLC will address the needs of ESL, Homeless, and Migrant students through the use of self-paced programs. (System Safeguard Activity)	Teachers	80% attendance rates, graduation rates, and completion rates of ESL, Homeless and Migrant Students.				
System Safeguard Strategies 3) PLC will be responsible for contacting the homeless liasion to provide assistance for homeless students.	Suzanne Pingle Campus Principal/Counselor	80% attendance rates, graduation rates, and completion rates of homeless students.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: PLC will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 3: Campus and District Improvement Plan will include a description of the district's PRS program.
















Summative Evaluation: Services will be provided to students for health, transportation, child care, and counseling.











Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Counseling services including the initial session when the student discloses the pregnancy.	Lead Teacher, Registrar, Teachers, Teen Parent Coordinator	100% of female students will be counseled by the teen parent coordinator and school counselor.	✓	✓	✓	✓
2) Health Services including services from the school nurse.	Lead Teacher, Registrar, Teacher(s), Teen Parent Coordinator	Health services provided when needed.	✓	✓	✓	✓
3) Instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.	CTE Director, Lead Teacher, Registrar, Teacher(s), Teen Parent Coordinator	Student Enrollment	✓	✓	✓	✓
4) Child Care for the student's child (ren).	Lead Teacher, Registrar, Teacher(s), Teen Parent Coordinator	Student Attendance Rates	✓	✓	✓	✓
5) Schedule Modifications (see 9.18 Quality Control) and case management and service coordination (assistance in obtaining services for government agencies and community service organizations).	Lead Teacher, Teacher(s), Teen parent coordinator	Needs of students addressed in timely manner	✓	✓	✓	✓
6) Compensatory education allotment for PRS benefits will be available to the program and its students through educational opportunities and instructional knowledge related to parenting and life skills.	Teacher(s), Teen Parent Coordinator	Enrollment of students in parenting and life skills classes	✓	✓	✓	✓
						

Goal 2: Pampa Learning Center will have strong understanding and support by the community.

Performance Objective 1: Pampa Learning Center will continue to work on the methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, drop out reduction and teen parenting. Abstinence plus curriculum, "Big Decision," will be implemented.

Summative Evaluation: The support of the community is beneficial to PLC.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) A family literacy program will be incorporated in which children of teen parents will benefit from teen parents reading to them.	Parent Involvement Liaison, Teachers	Formative-90% participation of teen moms				
2) Counseling will be provided to students for suicide prevention, conflict resolution, bullying and violence prevention.	Campus Principal(s), Drug and Alcohol Educator, Teacher(s)	Counseling sessions scheduled and being held.				
3) Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel. Documentation of student participation in Pregnancy Related services programs will be on file with the Teen Parent Coordinator and central office.	Teen parent coordinator	Completion of documentation				
4) PLC will provide speakers for life skills and career days.	Parent Volunteers, Parental Involvement Coordinator, Teachers	Speakers will be available throughout the the school years to educate students on different life skills.				
5) The staff at Bright Beginnings will provide day care for the children of teen parents. Parenting classes will be available for pregnant and parenting students. An exercise program for moms and babies will be implemented through P. E.	Teachers, Teen Parent Coordinator	Walk through visits				
6) Referrals will be made to outside agencies: Tralee Crisis, Child Protective Services, Texas Department of Health, Pregnancy Crisis Center, Catholic Family Services, Texas Aid for Needy Families, The Bridge, Child Care Management, and Women, Infants, and Children	Campus Principal, Teachers	Documentation in student files				

7) Alternative Setting will be provided in math, English, social studies, and science to meet student/staff needs with a comfortable, homelike and least restrictive environment.	Campus Principal, Teachers	Walk-through documentation.				
8) PLC teachers will collaborate with business leaders of the community, when available, to provide mentoring opportunities with students.	Teachers	English 4A students will have the benefit of available business leaders in our community to mentor in specific occupations.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Pampa Learning Center will have strong understanding and support by the community.

Performance Objective 2: Pampa Learning Center will provide a safe environment with escape exits, fire drills, tornado drills, on-campus nurse, and implementation of a drug free school.

Summative Evaluation: PLC complies with all rules concerning safety for students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Pampa Learning Center complies with all rules and regulations regarding exits, tornado drills, and fire drills.	Campus Principal	Documentation on file.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Pampa Learning Center will have strong understanding and support by the community.

Performance Objective 3: Provide opportunities for students to further their education and learn about financial aid opportunities.

Summative Evaluation: There will be community support to make students aware of higher education.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) PLC will inform seniors/parents of high school college night.	Campus Principal(s), Lead Teacher	Documentation of mailings, posting of information, etc.				
2) Parents and students will be provided with free Financial Aid packets.	Campus Principal(s), Lead Teacher	Documentation of distribution to students and parents.				
3) Counselor will provide appropriate guidance and individualized academic counseling for success beyond high school.	Campus Principal	Documentation of counseling meetings.				
4) Information will be distributed on colleges and universities.	Campus Principal(s), Lead Teacher	Documentation of distribution				
5) CAP Matrix...Pampa Learning Center staff will meet to discuss and implement transition services.	Campus Principal	The enrollment of graduates in a higher education setting will decide the success of the program with a goal of 80% of graduates enrolling either in a junior college or technical school.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Pampa Learning Center will have strong understanding and support by the community.

Performance Objective 4: Pampa Learning Center will provide community outreach for parents of homeless children.

Summative Evaluation: The support of the Pampa ISD social worker will assist with this outreach.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Pampa Learning Center will refer homeless students to the social worker provided by the district.	Suzanne Pingle	Counseling sessions are scheduled.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: A stronger staff through support, training, and evaluation.

Performance Objective 1: Professional staff on campus will attend conferences as scheduling will allow.







Summative Evaluation: Professional training will be used to benefit the students learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Parenting Conference relating to pregnant and parenting students. (Texas Association Concerned with School Age Parenting Conference)	Teen Parent Coordinator	100% applicable to the pregnant and parenting students.				
2) Pampa Learning Center teachers will continue to learn simple techniques in working with ESL students.	Campus Principal, Teachers	Teacher trained for working with ESL students.				
3) Staff will train in methods of dealing with students with special needs.	Campus Principal	Professional development documentation				
4) PLC staff is 100% highly qualified.	Campus Principal and all staff.	All teachers maintain their highly qualified status.				
5) Staff will complete Odyssey training.	Campus Principal and staff	Teachers use Odyssey for various subjects.				
6) Staff will complete the technology training needed for new versions and new sources of technology.	Campus Principal and staff	Teachers are proficient with the new forms of technology.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: A stronger staff through support, training, and evaluation.

Performance Objective 2: Professional Learning Communities


Summative Evaluation: PLC will meet weekly to review applications, discuss student concerns, and plan for parent conferences and other upcoming events.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Professional Learning Communities meet weekly to review applications of prospective students, discuss student concerns, and schedule upcoming conferences.	Campus Principal, Teachers	90% improvement in class behavior and course completion, along with 90% attendance at parent conferences.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: A stronger staff through support, training, and evaluation.

Performance Objective 3: TEKS Resources/District Curriculum

Summative Evaluation: Staff will continue training for new curriculum implemented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Assessment Training for campus administrators and curriculum department.	Campus Principal	All professionals on campus	✓	✓	✓	✓
2) Ongoing technology training with new iPads.	Campus Instructional Technologist, Campus Principal	IT may attend all workshops.	✓	✓	✓	✓
						

Goal 3: A stronger staff through support, training, and evaluation.

Performance Objective 4: Administrative Training


Summative Evaluation: Administrators will be aware of new curriculum and training.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Data Study, training for new technology, documentation/hiring leadership groups, PDAS refresher.	Campus principal	Professional staff will report on areas of involvement as they are informed by each area.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: A stronger staff through support, training, and evaluation.

Performance Objective 5: Support from ESL/ELL (Carmelita Gage) and staff.

Summative Evaluation: Administrators will be made aware of migrant students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) All migrant students will be deferred to the ESL/ELL support staff and department.	Nicole May	Migrant students are identified and placed in the appropriate educational setting.	✓	✓	✓	✓
2) PLC will work with parents, the district interpreter, and other resources to help achieve educational success for migrant students.	Campus Principal and Teachers	Migrant students feel comfortable and successful in their educational setting.	✓	✓	✓	✓
						

Goal 4: Pampa Learning Center will provide a healthy school environment.

Performance Objective 1: Student instruction will be aligned with each student's home campus. Students will improve on benchmark scores and reduce suspensions and expulsions.

Summative Evaluation: With most students transferring from PHS, PLC will provide a continuum for the student's scheduled classes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Develop a program to provide services to all students.	Campus Principal(s), Paraprofessional	Summative - Parent Communications, policy procedure on file, staff development records, progress reports, lesson plans, course offerings curriculum. TAKS/EOC scores will serve as evaluation strategies.				
2) Provide programs/activities to serve identified At-Risk students.	Campus principal	Formative-TAKS>EOC>local evaluation of program success				
3) Continue services to identified Special Education Students. Procedures can be found in the PISD Board Policy.	Special Ed teachers	Summative - ARD's as needed. Implementation of CAP and training on each strategy. Modifications made in classrooms.				
4) Continue to encourage and develop a positive and nurturing climate for students, parents, and teachers.	Teachers	Summative-Classroom success when returning to high school.				
5) Maintain building security	Campus principal	Formative-parents will sign out students when leaving early for appointments or court.				
6) Will strive to improve social skills, impulse control, and decision making.	Drug and Alcohol Educator, Teachers	Summative-to avoid recidivism				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	2	3	PLC will be responsible for contacting the homeless liasion to provide assistance for homeless students.

2015-2016 Site-Based Decision Making Committee

Committee Role	Name	Position
Business Representative	Jimmy Beesley	Business Rep
Classroom Teacher	Lori Beesley	Math Teacher
Classroom Teacher	Janyth Bowers	Business/PE Teacher
Classroom Teacher	Debbie Brown	Science Teacher
Classroom Teacher	Jan Clark	Social Studies Teacher
Classroom Teacher	Billie Osborne	English Teacher
Classroom Teacher	Angel Wheeler	Homebound
Classroom Teacher	Sara Wheeley	RN/Parent Coordinator/Teacher
Community Representative	Joe Wheeley	Community Rep
Paraprofessional	Tabitha Steward	Administrative Assistant