



# SPRING STREET SCHOOL

## 2015-2017 SCHOOL IMPROVEMENT PLAN

# 2014-2015 SCHOOL COUNCIL MEMBERS

<b>PARENTS</b>	<b>STAFF</b>
ANDY BOUCHER	LYNNE DOHERTY
THERESA FLYNN*	LINDSEY FRAHER
HEIDI GOETHERT	LAURA GARABEDIAN
JOAN DAY, COMMUNITY MEMBER	BRYAN MABIE*

**\*Designates Co-Chair**

# Demographics

## Enrollment and Class Size Information

	2009-2010	2014-2015
Grades Served	K-4	K-4
Total School Enrollment	375	357
ENROLLMENT BY GRADE LEVEL		
Kindergarten Part Time	42	0
Kindergarten (Free + Tuition)	0	3+36
First Grade	73	67
Second Grade	88	77
Third Grade	83	84
Fourth Grade	89	90

## Student Information

2008-2009		2013-2014		
SUBGROUPS	Number of Students	% of Population	Number of Students	% of Population
Native American	0	0%	0	0%
African American	0	0%	3	1%
Asian	42	11%	57	16%
Hispanic	6	2%	10	3%
White	318	85%	265	74%
Other/Mixed Race	9	2%	22	6%
Special Education	52	14%	34	10%
Low Income	10	3%	18	5%
English Language Learners	6	2%	2	1%

## School Assessment Data

See Appendix A

# Outcomes of 2013-2015 School Improvement Goals

## Engage and Challenge All Learners

SCHOOL GOALS	OUTCOMES
<p><b>PROFESSIONAL PRACTICE</b>            BY SPRING OF 2015, 50% OF TEACHERS IN THE DISTRICT WILL SUBMIT EVIDENCE THROUGH THE EVALUATION PROCESS THAT DEMONSTRATES THE IMPLEMENTATION OF THE FOLLOWING STRATEGIES IN A SINGLE UNIT OF INSTRUCTION: ENGAGING STUDENTS IN IN-DEPTH INQUIRY, ORGANIZING TASKS AROUND A DRIVING QUESTION, ESTABLISHING A NEED TO KNOW, ENCOURAGING STUDENT VOICE AND CHOICE, INCORPORATING REVISION AND REFLECTION, AND INCLUDING A PUBLIC AUDIENCE.</p>	<p>NOT YET</p> <ul style="list-style-type: none"> <li>• APPROXIMATELY 15% OF TEACHERS IMPLEMENTED PBL STRATEGIES</li> <li>• BUILDING BASED STUDY GROUPS AND/OR VERTICAL TEAMS USED THE BUCK INSTITUTE’S PBL TEXT TO EXPAND KNOWLEDGE AND DRAFT CURRICULUM RECOMMENDATIONS TO COLLEAGUES</li> <li>• PARTICIPATING TEACHERS PILOTED UNITS</li> <li>• FURTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES HAVE NOT BEEN OFFERED TO STAFF DUE TO FOCUS ON MATH PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF <i>MATH IN FOCUS</i></li> </ul> <p>ANTICIPATE A 3-4 YEAR PLAN IN ORDER TO GET PBL OPERATIONAL IN ALL ELEMENTARY CLASSROOMS</p>
<p><b>STUDENT OUTCOME</b>            80% OF STUDENTS WHO PARTICIPATE IN THE SINGLE UNIT OF INSTRUCTION IDENTIFIED ABOVE WILL MEET THE PROFICIENT STANDARD ON END OF STUDY ASSESSMENT.</p>	<p>ADDRESSING GOAL IN 2015-2017 SCHOOL IMPROVEMENT PLAN</p>
<p><b>PROFESSIONAL PRACTICE</b>            DURING THE FALL 2013 TO SPRING 2015 TIME PERIOD, THE ELEMENTARY SCHOOLS WILL DEVELOP COMMON WRITING ASSIGNMENTS BY GRADE. THE DEVELOPED ASSESSMENTS WILL BE IN ALIGNMENT WITH THE 2011 MASSACHUSETTS STANDARDS (COMMON CORE) AND WILL DOCUMENT STUDENT GROWTH.</p>	<ul style="list-style-type: none"> <li>• COMMON ASSESSMENTS HAVE BEEN DEVELOPED AT EVERY GRADE LEVEL</li> <li>• GRADE LEVEL EXEMPLARS WERE IDENTIFIED, AND RUBRIC TRAINING FOR STAFF WAS COMPLETED DURING SPRING PROFESSIONAL DEVELOPMENT</li> <li>• DURING THE 2014-2015 PROFESSIONAL DEVELOPMENT DAYS TEACHERS HAD OPPORTUNITIES TO SCORE MULTIPLE PIECES OF WORK AND ADDRESS</li> </ul>

	<p>INTERRATER RELIABILITY.</p> <ul style="list-style-type: none"> <li>• PROFESSIONAL DEVELOPMENT ON COMMON SCORING FOCUSED ON THE USE OF STUDENT DATA TO INFORM INSTRUCTION AND PROVIDE EFFECTIVE INTERVENTION SUPPORTS</li> <li>• WRITING CURRICULUM BINDERS WERE DISTRIBUTED TO ALL ELEMENTARY TEACHERS</li> </ul>
<p><b>STUDENT OUTCOME</b>          BY SPRING OF 2015, 80% OF STUDENTS ACROSS ALL GRADE LEVELS WILL BE PROFICIENT IN DISTRICT COMMON WRITING ASSESSMENTS</p>	<ul style="list-style-type: none"> <li>• THE REVISED SHREWSBURY WRITING PROJECT WAS IMPLEMENTED WITHIN THE 2014-2015 SCHOOL YEAR</li> <li>• BENCHMARK ASSESSMENTS HAVE BEEN DEVELOPED AND WERE ADMINISTERED THIS YEAR IN ANTICIPATION OF SUBMITTING THIS DATA</li> <li>• DATA COLLECTION WILL BEGIN IN THE FALL OF 2016</li> </ul>
<p><b>PROFESSIONAL PRACTICE</b>          TEACHERS WILL EXPAND, DEVELOP, AND APPLY THEIR KNOWLEDGE OF DIFFERENTIATION PRACTICES IN MATHEMATICS, ENGAGING ALL STUDENTS, PROVIDING RIGOR, AND REFLECTING THE CHANGES IN THE COMMON CORE STANDARDS OF PRACTICE AS EVIDENCED BY ARTIFACT COLLECTION AND OBSERVATIONS.</p>	<ul style="list-style-type: none"> <li>• 11 TEACHERS PILOTED <i>MATH IN FOCUS</i> DURING 2013-2014</li> <li>• MATH CURRICULUM WAS FULLY IMPLEMENTED WITHIN THIS SCHOOL YEAR (<i>MATH IN FOCUS</i>)</li> <li>• INSTRUCTIONAL COACHES PROVIDED MATH PROFESSIONAL DEVELOPMENT TO SUPPORT FULL IMPLEMENTATION OF THE NEW MATH CURRICULUM TO ALL CLASSROOM TEACHERS, RESOURCE TEACHERS, AND ADMINISTRATORS.</li> <li>• TEACHERS HAVE CONTINUED TO PARTICIPATE IN NATIONAL AND GRADUATE LEVEL PROFESSIONAL DEVELOPMENT OPPORTUNITIES OUTSIDE THE DISTRICT</li> <li>• SEVERAL SCHOOLS HELD A FAMILY MATH NIGHT</li> </ul>

## Using Technology to Enhance Instruction

SCHOOL GOALS	OUTCOMES
<p><b>PROFESSIONAL PRACTICE</b>          AS A RESULT OF INCREASING THE TECHNOLOGY AVAILABLE IN CLASSROOMS, BY SPRING 2015, 50% OF ELEMENTARY TEACHERS WILL SUBMIT EVIDENCE THROUGH THE EVALUATION PROCESS THAT DEMONSTRATES TECHNOLOGY BEING IMPLEMENTED IN THEIR CLASSROOMS AT THE</p>	<ul style="list-style-type: none"> <li>• WHITEBOARD INSTALLATIONS ARE COMPLETE IN ALL CORE CLASSROOMS</li> <li>• TEACHERS PARTICIPATED IN INTRODUCTORY AND ADVANCED SOFTWARE TRAINING FOR THE INTERACTIVE PROJECTORS FOCUSED ON TECHNOLOGY INTEGRATION IN THE ELEMENTARY CLASSROOM</li> </ul>

<p>“MODIFICATION” OR “REDEFINITION” LEVELS OF THE SAMR MODEL.</p>	<ul style="list-style-type: none"> <li>• ESTABLISHMENT OF IPAD LAB CLASSROOMS IN EACH ELEMENTARY SCHOOL IS COMPLETE</li> <li>• AS A RESULT OF INCREASING AVAILABLE TECHNOLOGY EXPANSION OF THE WIRELESS NETWORK HAS BEGUN</li> </ul>
<p><b>STUDENT OUTCOME</b>          BY SPRING OF 2015 50% OF STUDENTS IN THE ELEMENTARY GRADES WILL RECEIVE A PROFICIENT SCORE ON AN A PRESENTATION THAT REQUIRES STUDENTS TO ADD AUDIO RECORDINGS AND VISUAL DISPLAYS.</p>	<ul style="list-style-type: none"> <li>• SHREWSBURY’S BUDGET SITUATION LIMITED THE ABILITY TO INVEST IN TECHNOLOGY RESOURCES BEYOND THE INSTALLATION OF INTERACTIVE WHITEBOARDS.</li> <li>• WE ARE WORKING TO INCREASE ACCESS TO DEVICES IN CLASSROOMS, AND PROVIDE RELEVANT PROFESSIONAL DEVELOPMENT IN HOPES OF ADDRESSING THIS GOAL ON A SMALLER SCALE IN THE IPAD LAB CLASSROOMS</li> <li>• DESPITE LIMITED RESOURCES AND INCONSISTENT ACCESS TO TECHNOLOGICAL TOOLS, TEACHERS ARE UTILIZING TECHNOLOGY WITHIN LESSONS TO HAVE STUDENTS PRESENT LEARNING WITH VISUAL AND AUDIO SUPPORTS</li> </ul>

## Promote Health and Wellness

SCHOOL GOALS	OUTCOMES
<p><b>PROFESSIONAL PRACTICE</b>            DURING THE 2013-2015 SCHOOL YEARS, THE PHYSICAL EDUCATION AND HEALTH STAFF WILL PROVIDE OPPORTUNITIES FOR CLASSROOM TEACHERS TO GAIN A BETTER UNDERSTANDING OF THE OVERALL WELLNESS PROGRAMS AND HOW THESE PROGRAMS MAY INTEGRATE WITH ACADEMIC WORK.</p>	<ul style="list-style-type: none"> <li>• HEALTH AND PHYSICAL EDUCATION TEACHERS DEVELOPED RESOURCES FOR TEACHERS TO INTEGRATE MOVEMENT INTO THE INSTRUCTIONAL DAY. (SOURCE: <i>ACTIVITY BREAKS - TEACHING AND LEARNING THROUGH MOVEMENT</i>)</li> <li>• HEALTH AND PHYSICAL EDUCATION TEACHERS PRESENTED RESEARCH-BASED PRACTICES FOR INTEGRATING MOVEMENT IN INSTRUCTION AT A STAFF MEETING (2015)</li> <li>• 5,2,1,0 HEALTH MESSAGE WAS COMMUNICATED TO STUDENTS THROUGH A FOOD TASTING IN COLLABORATION WITH SHREWSBURY YOUTH AND FAMILY SERVICES</li> </ul>

<p><b>STUDENT OUTCOME</b>          BY SPRING OF 2015 STUDENTS IN 1ST AND 4TH GRADE WILL INCREASE THEIR PERFORMANCE TO 30% OF STUDENTS MEETING THE BENCHMARK FOR 60 MINUTES OF PHYSICAL ACTIVITY DAILY FROM 18.5% CALCULATED DURING THE 4 DATA COLLECTION CYCLES RECORDED DURING THE 2011-2012 SCHOOL YEAR.</p>	<ul style="list-style-type: none"> <li>• Approximately 35% of SSS students are participating in at least 60 minutes of physical activity per day</li> </ul> <p>Students have had opportunities to participate in a variety of activities including rock wall, obstacle course equipment, classroom movement breaks, Family Fun Adventures, etc.</p>
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## School Specific Goals

SCHOOL GOALS	OUTCOMES
<p><b>PROFESSIONAL PRACTICE</b>          IN 2013-14, SSS FACULTY WILL BEGIN TO DEVELOP AN UNDERSTANDING OF SCHOOL-WIDE SOCIAL THINKING SKILLS, INSTRUCTIONAL STRATEGIES, AND COMMON LANGUAGE EXPECTATIONS FOR OUR STUDENTS TO UTILIZE IN THEIR INTERACTIONS WITH CLASSMATES, TEACHERS, AND PEERS.</p>	<ul style="list-style-type: none"> <li>• AWARDED GRANT FROM SHREWSBURY EDUCATION FOUNDATION TO PURCHASE CLASSROOM POSTERS AND BOOKS, TEACHER RESOURCES, AND INTERACTIVE CDs</li> <li>• BEGAN TEACHER PD ON UTILIZING SOCIAL THINKING SKILLS TO IMPROVE STUDENT INTERACTION WITH PEERS AND TEACHERS</li> <li>• STUDENTS PARTICIPATED IN LESSONS AND ACTIVITIES THAT EXPLICITLY TAUGHT SOCIAL THINKING SKILLS AND LANGUAGE</li> </ul> <p>SOCIAL THINKING COMMITTEE HAS BEEN ESTABLISHED TO IDENTIFY AND ARTICULATE SPECIFIC SOCIAL THINKING SKILLS AND LANGUAGE EXPECTATIONS BY GRADE AND PLAN PROFESSIONAL DEVELOPMENT RELATED TO CONTINUING TO BUILD UNDERSTANDING AND APPLICABILITY TO OUR SCHOOL ENVIRONMENT</p>
<p><b>STUDENT OUTCOME</b>          STUDENTS WILL BEGIN TO DEVELOP AN UNDERSTANDING AND DEMONSTRATE APPROPRIATE SOCIAL SKILLS IN THEIR INTERACTIONS WITH CLASSMATES, TEACHERS, AND PEERS.</p>	<ul style="list-style-type: none"> <li>• AT LEAST 50% OF OUR STUDENTS HAVE PARTICIPATED AGE APPROPRIATE EXPLICIT SOCIAL THINKING SKILLS AND LANGUAGE INSTRUCTION</li> <li>• SOCIAL THINKING COMMITTEE HAS BEEN ESTABLISHED TO IDENTIFY AND ARTICULATE SPECIFIC SOCIAL THINKING SKILLS AND LANGUAGE EXPECTATIONS BY GRADE LEVEL AND SUPPORT LESSON PLAN DEVELOPMENT</li> </ul> <p>SOCIAL THINKING COMMITTEE WILL DEVELOP A SURVEY TO GAUGE USEFULNESS FOR TEACHERS AS WELL AS A TOOL TO ASSESS APPLICATION OF THE SKILLS AND LANGUAGE IN PRACTICE BY OUR STUDENTS</p>



# School Improvement Goals

## 2015-2017

### Engage and Challenge All Learners/Enhance Learning Through Technology

SCHOOL GOALS	ACTION PLAN
<p><b>PROFESSIONAL PRACTICE</b></p> <p>BY THE END OF THE 2016-17 SCHOOL YEAR, ALL GRADE LEVEL AND DEPARTMENT TEAMS WILL HAVE RE-DESIGNED AND IMPLEMENTED AN EXISTING LEARNING EXPERIENCE FOR STUDENTS THAT INCLUDES:</p> <ul style="list-style-type: none"> <li>● AN OPEN-ENDED QUESTION THAT REQUIRES STUDENTS TO THINK CRITICALLY ABOUT AN ENGAGING TOPIC</li> <li>● A SPECIAL INTRODUCTORY EVENT TO THE LEARNING EXPERIENCE THAT GENERATES CURIOSITY AND MOTIVATES STUDENTS TO LEARN MORE ABOUT THE TOPIC</li> <li>● MULTIPLE PATHWAYS TO DEMONSTRATE LEARNING</li> <li>● OPPORTUNITIES FOR STUDENTS TO SHARE THEIR THINKING AND COLLABORATE WITH OTHERS</li> <li>● WORK SHARED WITH AN AUDIENCE BEYOND TEACHER AND CLASSROOM</li> <li>● TECHNOLOGY INTEGRATION THAT ENHANCES LEARNING AT THE MODIFICATION AND/OR REDEFINITION LEVEL (SAMR MODEL)</li> </ul> <p>THE RESOURCES FOR THIS LEARNING EXPERIENCE WILL BE ORGANIZED DIGITALLY TO SUPPORT TEAM AND DEPARTMENT COLLABORATION AND INNOVATION.</p>	<ul style="list-style-type: none"> <li>• PROVIDE THREE HALF-DAY DISTRICT WIDE PROFESSIONAL DEVELOPMENT SESSIONS FOCUSED ON SUPPORTING STAFF IN REDESIGNING EXISTING CURRICULUM UNITS BASED ON THE ELEMENTS OF PROJECT BASED LEARNING AS DEFINED IN THE ABOVE BULLETS (FEBRUARY, MARCH, APRIL)</li> <li>• DURING THE 2015-2016 SCHOOL YEAR, GRADE LEVEL TEAMS WILL IDENTIFY AN EXISTING LEARNING EXPERIENCE TO RE-DESIGN</li> <li>• DURING THE 2016-2017 SCHOOL YEAR, GRADE LEVEL TEAMS WILL COLLABORATE TO REDESIGN ONE LEARNING EXPERIENCE AS DEFINED IN THE ABOVE BULLETS</li> <li>• INCREASE THE NUMBER OF TECHNOLOGY DEVICES IN CLASSROOMS AND OPPORTUNITIES FOR STUDENTS TO USE TECHNOLOGY TO ENHANCE LEARNING AT THE MODIFICATION AND REDEFINITION LEVELS (ONGOING 2015-2017)</li> </ul>
<p><b>STUDENT LEARNING</b></p> <p>IN SPRING 2017, THE NUMBER OF STUDENTS MEETING THE PROFICIENCY BENCHMARK ON PREK-12 COMMON WRITING ASSESSMENTS WILL INCREASE BY AT LEAST 5%</p>	<ul style="list-style-type: none"> <li>• DEVELOP A DISTRICT WIDE DATA COLLECTION TOOL TO MONITOR STUDENT SCORES AND PROGRESS (FALL 2015)</li> </ul>

<p>IN EACH GRADE LEVEL COMPARED WITH THE BASELINE ESTABLISHED IN 2016.</p>	<ul style="list-style-type: none"> <li>• ADMINISTER, SCORE, AND RECORD COMMON TRIMESTER WRITING ASSESSMENTS (BASELINE, T1, T2, &amp; T3) TO MONITOR STUDENT PROGRESS AND IDENTIFY FURTHER INSTRUCTIONAL POINTS WITHIN 2015-2017</li> <li>• IMPLEMENT DISTRICT COMMON WRITING RUBRIC WHEN SCORING STUDENTS IN GRADES PRE-K-4 (ONGOING 2015-2017)</li> <li>• PROVIDE ONGOING PROFESSIONAL DEVELOPMENT FOR ALL CLASSROOM TEACHERS AND SPECIAL EDUCATORS REGARDING: <ul style="list-style-type: none"> <li>-EFFECTIVE INSTRUCTIONAL WRITING PRACTICES</li> <li>-CONTINUED FOCUS ON INTERRATER RELIABILITY</li> <li>-UTILIZING THE COMMON DISTRICT RUBRIC FOR STUDENT SCORING, MEASURING STUDENT GROWTH, AND INFORMING INSTRUCTION (FALL 2015)</li> </ul> </li> </ul>
<p><b>STUDENT LEARNING</b>  IN SPRING 2017, THE NUMBER OF STUDENTS MEETING THE PROFICIENCY BENCHMARK ON PREK-12 COMMON MATHEMATICS ASSESSMENTS WILL INCREASE BY AT LEAST 5% IN EACH GRADE LEVEL COMPARED WITH THE BASELINE ESTABLISHED IN 2016.</p>	<ul style="list-style-type: none"> <li>• INSTRUCTIONAL COACHES WILL COLLABORATE TO FINALIZE COMMON MATH ASSESSMENTS THAT FEATURE PROBLEM SOLVING AT THE APPLICATION LEVEL FOR GRADE LEVELS PREK-4 (2015-2016 SCHOOL YEAR)</li> <li>• EDUCATORS AND INSTRUCTIONAL COACHES WILL COLLABORATE TO DEVELOP A COMMON SCORING RUBRIC FOR GRADE LEVELS PRE-K-4 (2015-2016 SCHOOL YEAR)</li> <li>• DEVELOP A DISTRICT WIDE DATA COLLECTION TOOL TO MONITOR STUDENT SCORES AND PROGRESS (2015-2016 SCHOOL YEAR)</li> <li>• EDUCATORS WILL IMPLEMENT COMMON ASSESSMENTS (FALL 2015)</li> <li>• ASSESSMENTS WILL BE SCORED USING A COMMON RUBRIC AND EXEMPLARS WILL BE SELECTED TO SUPPORT INSTRUCTION (FALL 2016)</li> <li>• CONTINUED PROFESSIONAL DEVELOPMENT FOR ALL CLASSROOM TEACHERS AND SPECIAL EDUCATORS REGARDING MATH RIGOR AND PROBLEM SOLVING (I.E., MATHEMATICAL REASONING, DISCOURSE, MATHEMATICAL PRACTICES). (DECEMBER 2015, MAY 2016)</li> </ul>

## Promoting Health and Wellness

SCHOOL GOALS	ACTION PLAN
<p><b>PROFESSIONAL PRACTICE</b></p> <p>BASED ON SURVEYS AND OBSERVATIONS, EACH SCHOOL WILL ENSURE A SYSTEMATIC RESPONSE TO ADDRESS THE NEEDS OF STUDENTS WHO ARE AT-RISK FOR BEHAVIORAL OR MENTAL HEALTH ISSUES, ESPECIALLY THOSE WHO ARE IDENTIFIED AS LACKING A CONNECTION TO A CARING ADULT IN THE SCHOOL ENVIRONMENT.</p>	<ul style="list-style-type: none"> <li>• COMPLETE PILOT SCREENING IN SELECT ELEMENTARY CLASSROOMS. (SPRING 2015)</li> <li>• IMPLEMENT UNIVERSAL SCREENING USING THE MENTAL HEALTH CHECK AND REFLECT ASSESSMENT. (FALL 2015)</li> <li>• DEVELOP A RESPONSE PROTOCOL BASED ON THE DATA COLLECTED. (LATE FALL 2015)</li> <li>• IDENTIFY AND IMPLEMENT INDIVIDUALIZED AND SCHOOL-WIDE INTERVENTIONS. (WINTER 2016)</li> </ul>

## School Specific Goals

SCHOOL GOALS	ACTION PLAN
<p><b>PROFESSIONAL PRACTICE</b></p> <p>INCREASE ENGAGEMENT AND COMMUNICATION WITH FAMILIES SO THAT THEY DEVELOP A BETTER UNDERSTANDING OF THEIR CHILD'S EDUCATIONAL EXPERIENCE SO THAT THEY ARE BETTER PREPARED TO SUPPORT THEIR CHILD'S ACADEMIC NEEDS AT HOME</p>	<ul style="list-style-type: none"> <li>• SURVEY FAMILIES ON TOPICS OF INTEREST FOR FAMILY NIGHTS</li> <li>IDENTIFY AND DETERMINE CONTENT/CURRICULUM AREAS OF FOCUS TO SHARE WITH FAMILIES DURING EVENING FAMILY NIGHTS</li> <li>RESEARCH OTHER SCHOOLS/DISTRICTS TO FIND OUT FORMATS/OPPORTUNITIES FOR FAMILY NIGHTS</li> <li>UTILIZE STAFF MEETING TIME TO BEGIN PLANNING FAMILY NIGHTS</li> <li>HOLD AT LEAST ONE FAMILY NIGHT PER SCHOOL YEAR</li> <li>SURVEY FAMILY NIGHT PARTICIPANTS ON ENGAGEMENT, COMMUNICATION, AND USEFULNESS OF FAMILY NIGHT IN SUPPORTING LEARNING AT HOME</li> </ul>

# Appendix A – School Assessment Data

# Signature Page

<b>SCHOOL COUNCIL MEMBER</b>	<b>SIGNATURE</b>
ANDY BOUCHER, PARENT	
THERESA FLYNN, PARENT	
HEIDI GOETHERT, PARENT	
JOAN DAY, COMMUNITY MEMBER	
LYNNE DOHERTY, TEACHER	
LINDSEY FRAHER, TEACHER	
LAURA GARABEDIAN, TEACHER	
BRYAN MABIE, PRINCIPAL	