2016–2017

Rural Schools Spotlight Report

TEA
Texas Education Agency

TEXAS
Comprehensive Center
at American Institutes for Research

Acknowledgments

This Rural Spotlight Report was produced in 2016–2017 to describe the successes of three small or rural schools and one small PK-12 district. This report was developed in collaboration from the Texas Comprehensive Center (TXCC) at American Institutes for Research (AIR) and the Texas Education Agency (TEA). The following staff collaborated on this project: Tim Regal (TEA), Linda Johnson (TEA), Quy Nhi Cap (TXCC), Ramona Chauvin (TXCC), Rita Ghazal (TXCC), Cheryl Harris (TXCC), and Ann Neeley (TXCC). For additional information about the case study project, please contact Linda Johnson at Linda.Johnson@tea.texas.gov.

The team extends its sincerest appreciation and gratitude to the principals, teachers, students, district staff, and community members who participated in the interviews conducted at Canadian High School, Martin's Mill Elementary School, Moody High School, and Saltillo ISD. Thank you for welcoming us and sharing with us your best practices.

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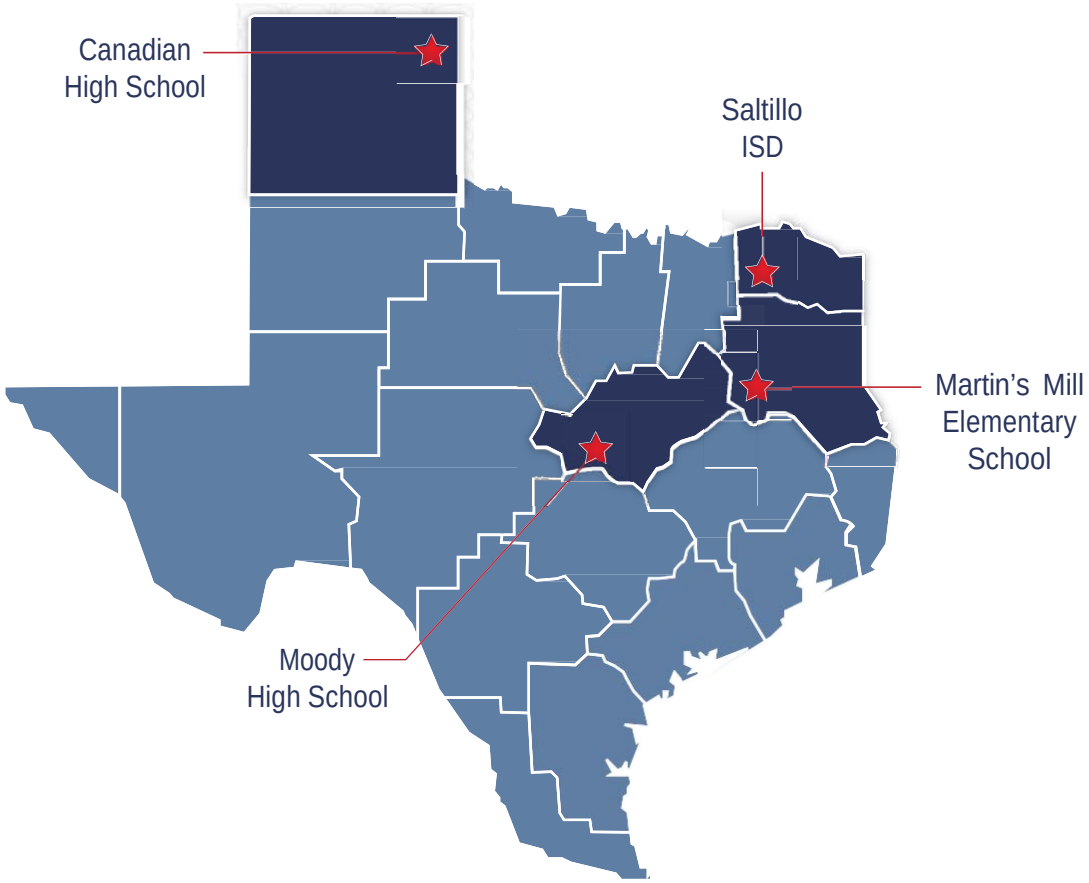
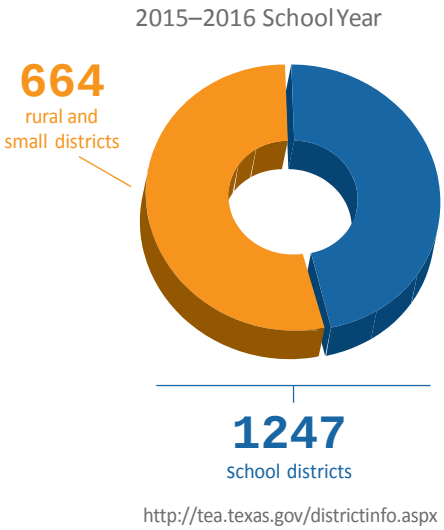


Overview of the Rural Spotlight Report

The state of Texas is home to more than 1,240 school districts with almost 665 serving less than 1,000 students. One focus for the Texas Education Agency (TEA) has been on serving the needs of small and rural sites as they comprise more than 50% of the state's districts. Commissioner of Education, Mike Morath, created the Texas Rural Schools Task Force in 2016 "charged with identifying current challenges and best practices for rural school districts statewide." He explained, "Rural school districts across our state face many educational challenges unique to their size and region" (Texas Education Agency, January, 2017). The task force made recommendations for teacher recruitment, teacher retention, CTE supports, grants and contracts, and general supports (Texas Education Agency, April, 2017). The Spotlight Study was initiated to support the task force in gathering information related to best practices for rural schools and districts.



TEA staff from the office of Educator Support solicited nominations for outstanding rural schools and districts that could serve as role models for success. Four sites (three schools and one single-school district) from diverse regions across Texas were invited to participate in this initial study.

Site	Grades Served	Population (2015 16)	ESC Region
Canadian High School	9–12	270	16
Martin's Mill Elementary School	PK–6	274	7
Moody High School	9–12	208	12
Saltillo ISD	PK–12	262	8

This Rural Spotlight Report identifies and describes the culture and strategies in place at the four selected sites in an effort to better understand the nature of their effective practices.

TEA will share the information gathered through the spotlight process with other rural and/or small districts around the state to provide practical examples of practices aligned with recommendations developed by the Texas Rural Schools Task Force as a means of fostering the spread of innovation and achievement.

Introduction and Context

Recognizing the unique challenges that rural schools face, the Texas Education Agency (TEA) seeks to highlight the characteristics and practices contributing to success in a set of sites nominated for this Spotlight initiative. Consultants from the Texas Comprehensive Center (TXCC) at American Institutes for Research (AIR) were asked to conduct interviews and to visit the rural sites to develop a description of practices integral to their success.

TXCC and TEA staff collaborated on the development of protocols for both telephone and on-site individual and small-group interviews. The initial telephone protocol was a semi-structured interview of administrators from each site. A more structured follow-up telephone protocol consisted of 10 questions. The on-site interview protocol contained a set of questions that interviewers would pose depending upon their relevance to the group being interviewed (e.g., teachers, students, parents, board/community members).

Two main questions guided the initial telephone interviews with six follow-up topics to probe for further information as needed. The questions were intended to prompt a discussion by administrators of
(1) successful practices and other attributes that they believe have led to their school's success and (2) to elicit specific artifacts, programs, and/or individuals that represent or can illustrate that success. The follow-up telephone interviews with administrators focused on gaining clarity or further information on specific practices or characteristics mentioned in their initial interviews.

The on-site interviews consisted of questions to prompt a discussion by interviewees about the district/ campus and the way their initiatives operate. Questions fell within several categories: teacher recruitment/ retention, collaboration, professional learning, instruction/data-driven decision making/interventions, instructional scheduling and resources, support/leadership, and systemic issues. Both individuals and small groups of staff, students, and community members were selected by administrators to participate in the interviews. TXCC staff scheduled day-long visits to the sites during which they conducted interviews and site observations. Each interview was recorded and generally lasted for 30 to 45 minutes.

Administrators selected a diverse set of individuals to be interviewed. For example, at one site a group of students was interviewed while at another school board members agreed to participate. Participants for the interviews reflected the unique contributions of those groups most typically involved in the school/ district at the particular site. Below is a description of each site, their demographics, state accountability ratings, and those individuals interviewed.

Site Description and Interview Data 2016–2017

Canadian High School (Canadian ISD): Located in the northeastern panhandle of Texas

Demographics
270 students
Grades 9-12
Economically Disadvantaged: 30.0%
Special Education: 5.9%
Mobility Rate: 9.4%
African American: 0.4%
Hispanic: 40.0%
White: 58.1%

State Accountability Ratings

Met Standards On:

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Distinction Designations:

- Top 25% Closing Performance Gaps
- Top 25% Student Progress
- Mathematics
- Science
- Social Studies

Interviews	Participants	Number of Participants Interviewed
Telephone #1	Principal	1
On-Site—Formal	Teachers	12
	Students	10
On-Site—Informal	Principal	1
	Superintendent	1
Telephone #2	Principal	1
	Superintendent	1

Martin's Mill Elementary School (Martin's Mill ISD): Located approximately one hour southeast of Dallas, Texas

Demographics
274 students
Grades PK-6
Economically Disadvantaged: 48.9%
Special Education: 10.9%
Mobility Rate: 3.3%
African American: 1.1%
Hispanic: 23.4%
White: 73.7%

State Accountability Ratings

Met Standards On:

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Distinction Designations:

- Top 25% Closing Performance Gaps
- Top 25% Student Progress

Interviews	Participants	Number of Participants Interviewed
Telephone #1	Principal	1
On-Site—Formal	Teachers	14
	Paraprofessionals	4
	Superintendent	1
On-Site—Informal	Principal	1
Telephone #2	Principal	1
	Superintendent	1

Moody High School (Moody ISD): Located approximately one hour north of Austin, Texas

Demographics
208 students
Grades 9-12
Economically Disadvantaged: 60.6%
Special Education: 9.6%
Mobility Rate: 12.4%
African American: 5.8%
Hispanic: 26.9%
White: 61.1%

State Accountability Ratings
Met Standards On: • Student Achievement • Student Progress • Closing Performance Gaps • Postsecondary Readiness **Distinction Designations:** • Top 25% Closing Performance Gaps • Mathematics • Science • Social Studies

Interviews	Participants	Number of Participants Interviewed
Telephone #1	Principal	1
On-Site—Formal	Teachers	4
	Counselor	1
	Librarian	1
	District Business Manager	1
On-Site—Informal	Principal	1
Telephone #2	Principal	1
	Superintendent	1

Saltillo Schools (Saltillo ISD): Located approximately one and a half hours southeast of Dallas, Texas

Demographics
262 students
Grades PK-12
Economically Disadvantaged: 70.6%
Special Education: 9.9%
Mobility Rate: 7.0%
African American: 3.8%
Hispanic: 24.4%
White: 69.5%

State Accountability Ratings

Met Standards On:

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

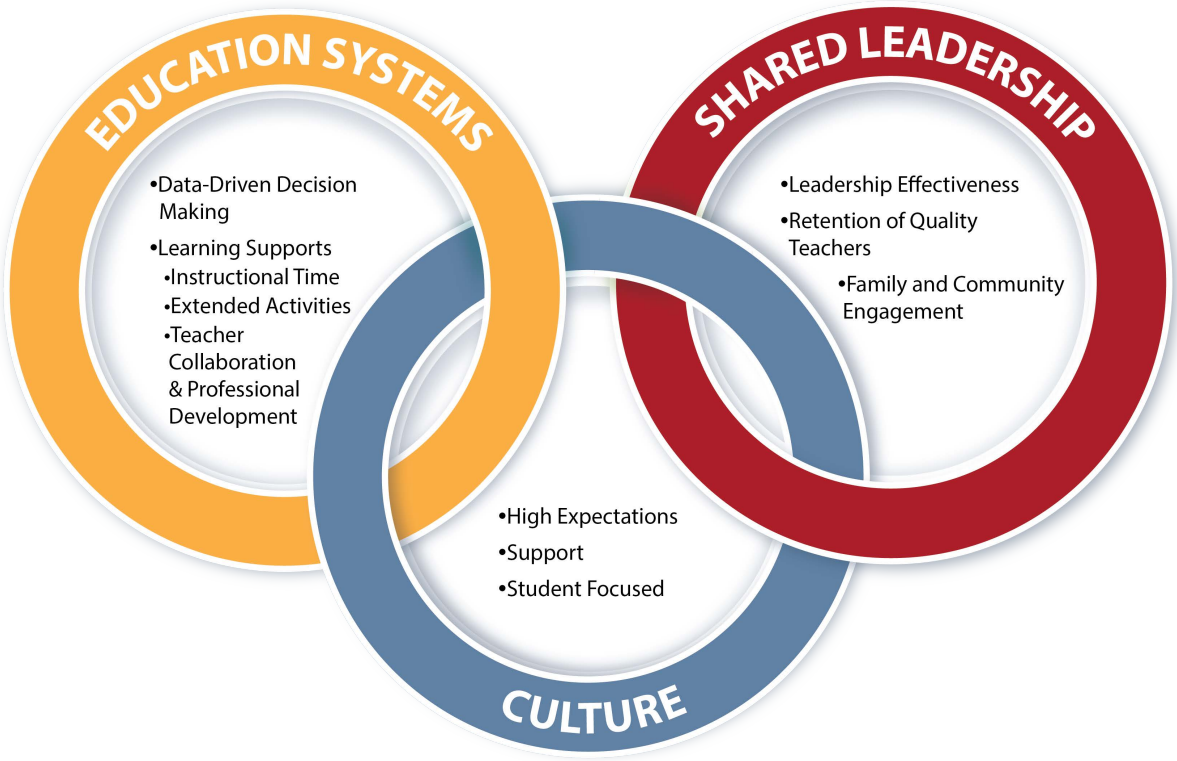
Distinction Designations:

- Top 25% Closing Performance Gaps
- Top 25% Student Progress
- ELA Reading
- Mathematics
- Social Studies

Interviews	Participants	Number of Participants Interviewed
Telephone #1	Assistant Principal	1
	Elementary Principal	1
	Superintendent/HS Principal	1
On-Site—Formal	Teachers	13
	Aides	2
	Secretaries	2
	Librarian	1
	Board Members	3
	Superintendent/HS Principal	1
On-Site—Informal	Assistant Principal	1
	Elementary Principal	1
Telephone #2	Assistant Principal	1
	Elementary Principal	1
	Superintendent/HS Principal	1

Themes

The selected sites for this spotlight study represent a sample of successful rural and/or small Texas districts and schools. With a focus on what makes them successful, this study sought to examine both the implementation and impact of effective practices in place at these sites as well as characteristic features or qualities that shape their daily routines. Three prominent themes emerged from an analysis and discussion by Texas Comprehensive Center (TXCC) staff of their interview and observation notes. The themes most often referenced by study participants regarding the success of their school or district were culture, educational systems, and shared leadership. The following sections explore each of these themes as shown in the diagram below.



Culture

> *Building culture is a process of weaving, not welding. Effective school culture consists of three strands—first, a community of pastoral care ("shepherding" students) for the kids, combined with a community of professional learning and support for the educators, and last but not least, a community of engagement for parents and other stakeholders.* - Dr. Joseph Murphy

Culture refers to those shared interactions and experiences that comprise a school's environment and contribute to school traditions and ways of being. A school's culture is based in its values, the embedded beliefs or ideals of administrators, staff, and students, which act as guiding principles that define what is important. School culture impacts the way teaching and learning is developed**,** implemented, supported, and maintained in a school, and can be seen through expressions that describe "what we are about" or "why we do things" in a certain way.

At all four sites, educators, including principals, teachers, and other school staff, indicated that their district and community values guided their decision-making and influenced how actionable plans were developed and prioritized. Interviewees talked about the roles of high expectations, support, and a student focus as essential to attaining success at their sites. Attention to these features in schools and districts has been associated with increased student achievement (e.g., Klem & Connell, 2004; Rubie-Davies, 2009).

High Expectations

The first descriptive area emerging from the interview and observation data was high expectations for achieving academic goals and upholding high standards. The interview data showed that the word "expectations" was used frequently by many of those interviewed. Staff made statements such as, "We want to go above and exceed expectations." A student commented that working hard is spending extra hours at practices and being present at six in the morning for debate practice. "It's just what we do", he said.

Staff efforts to strive for excellence were expressed as an expectation for everyone within the schools. As one teacher summed it up, "every role/job in our district has standards—high standards." Several principals explained that their community held the school to very high expectations for both academic and extracurricular programs. Accountability for all—administrators, teachers, and students— could be seen in the expectation for following through on established rules, even when it meant making tough calls or enforcing decisions.

In Their Own Words

"The community and the School Board have very, very high expectations and at the same time make sure we have access to great tools."

-Principal
Canadian High School

Communities, parents, neighbors, school boards, and businesses were identified as having a strong commitment to the school, evidenced by their encouragement of school personnel to push students to be their very best in academics and extracurricular activities. There is a shared belief among these communities that outreach efforts focused on face-to-face conversations, including intentional supports to encourage diverse participation, are key to maintaining high expectations despite a changing landscape.

Support

The second significant area identified by participants included perceptions of being deeply supportive toward one another. As one principal explained, "We're all connected. We are one. I think that makes a huge impact." This was expressed in a variety of ways as a belief and trust in one another. Teachers spoke about believing in the students, administrators spoke about believing in teachers, and members of both groups spoke about the importance of trusting one another to achieve the necessary goals they have for educating students.

Comments by teachers indicated that they perceived support from all involved in the education of the children—superintendents, administrators, board members, staff, and community. For example, administrators and teachers described how having an inclusive decision-making environment contributed to the teachers' sense of having flexibility to be autonomous and innovative in their instructional choices. Further, many expressed that the incredible community support that came from a variety of different areas also contributed to a sense of positive support for one another.

One staff member explained that they were a very tight-knit group who not only worked every weekend, but also did many community activities together like attending ball games, parades, and concerts. The supportive culture in the community fostered a high level of student and staff attendance at various events as well as at school. As an encouragement, one school posted daily classroom attendance. One district also instituted a review for staff and students to determine patterns of attendance as a supportive course of action. Describing how students also assisted in the cause, one staff member stated that one student was convinced by fellow students to come to school rather than attend a fair, as her absence could affect her class work.

In Their Own Words

"We had 100% of our seniors graduate. If we had believed their third-grade scores, 38% of them would not have graduated. It is where you finish the race that is most important, not where you began it."

- Superintendent
Moody ISD

Staff stability was one identified factor that contributes to maintaining common bonds within the district. A principal stated that incorporating questions into the interview process to ascertain "fit" within their culture helps to maintain the campus culture of support. Applicants were told that besides a job, they were interviewing for a supportive family. Interview questions that prospective candidates were asked included questions such as whether, if a co-worker was ill, they would provide support to assist with daily duties. One teacher confirmed that when she was ill, everyone offered help and support with food and assistance to her family.

Low turnover was perceived as an effect of teachers fitting into the system. Sites emphasized that teachers could go to larger districts and make more money, but because of the school culture and support, did not choose to do so. In addition, the culture was often described as being like a family with strong relationships. It was stated that all staff were treated as valued members of the organization whether they were a teacher, aide, cafeteria staff, or custodial worker.

In an effort to maintain a supportive culture, administrators and teachers within the districts, as well as their school boards, used various outlets such as professional activities and organizations to look for outstanding educators for possible hiring. Several districts said that they received 20 to 70 applications for vacancies. However, the number of applications actually considered was described as fewer than six. Potential candidates were engaged in conversations, interviews, written communications, and when appropriate, invitations to visit the district. One superintendent explained that such activities might last several months to ensure staff were a good fit for their district. Other districts reported that although their staff pay was not as high as in other districts, teachers were returning to their district after realizing that the culture and family-feel made it the most desirable location in which to work. Further, one district described how leadership positions were often filled by existing staff with multiple years lead time to allow them time to prepare for the role. This site also offered district-owned housing as an incentive and an example of support to staff.

Student Focused

It was evident that these high-achieving schools were driven by a "student first" mentality. This single-mindedness on students translated into respect for their place in the school as well as a laser-focus on their academic success and futures. A principal described the importance of encouraging students to be involved in all aspects of the school.

Comments by many teachers described their flexibility and willingness to accommodate student needs. One teacher filmed her lessons so that students could watch it repeatedly until they understood the concepts. Others willingly worked after hours and gave their phone numbers to students and parents. A student explained that her teachers listen and make adjustments when students and their schedules need it. Teachers expressed the perception that the respect and work ethic they showed students were reciprocated by their students who were then motivated to achieve at high levels, too.

With a focus on what is best for the students, teachers also displayed a flexibility and willingness to assist each other to ensure classes are covered during challenging times. As an example, when a language arts teacher from the middle school and another from the high school in one district unexpectedly retired during the school year, teachers from several grade levels willingly taught the classes during their conference hours since no substitutes were available. The district pulled together in a cohesive effort and student learning was not interrupted.

With the perception that "we are the students' best fans because they are our future," teachers explained that students' attitudes change when they "know that you are being their cheerleader." They talked about working with the students individually, in small groups, after school, or in any method needed. Teachers noted that encouraging the students is the key—it's important for them to hear that the teacher is behind them.

The importance of the attitudes expressed by school staff translated into high aspirations for the students and were expressed by many in the ways they felt compelled to push students "out of their comfort zone." They talked about conveying the idea to students that college is an important aspirational goal that can be achieved by any student in the school, as is having a plan after high school if college is not the right path for some students. Staff at one site explained that they now have 80 percent of their seniors going to college. To ensure this trend, they talked to students individually as they reviewed their transcripts and discussed their ambitions.

To further ensure that college is a considered path for students, postsecondary information was provided to students and parents. One district described an annual college fair in which 60 colleges participated with recruiters and information, and multiple local high school staff and students were invited. They also mentioned that parents were invited to attend "financial nights."

Principals, teachers, school board members, students, paraprofessionals, and others described how critical it is for students to be successful at school, after school, and beyond school graduation. One teacher stated that "everybody not succeeding is not an option." Many of this district's graduates continue to visit the high school and seek advice and help—the school is described as the hub of the community.

A district or school's culture is rooted in the values of the community and is a core factor in decisions that impact how teaching and learning are implemented, supported, and maintained. It is the foundation in which the other key factors are rooted. In these sites, high expectations for all—administrators, teachers, students—were expressed as the norm. Additionally, a supportive environment was identified as key in establishing positive morale and leading to staff stability and the maintenance of the existing culture. Along with a strong student focus, these sites exemplified a climate that encouraged students to strive toward realizing their potential.

The second theme that characterized these sites, educational systems, is discussed below.

In Their Own Words

"Every kid matters. As a district, we do our very best so that no one falls through the cracks. Our teachers work very hard to engage all students so that they do not ever sit back and are not successful."

- Superintendent
Saltillo ISD

Educational Systems

A consistent theme across all these districts was the importance of systems. One system seen as a factor leading to their success was the continual use of data to guide planning and drive instruction. Maximizing the use of time was also identified as important to promoting both teacher collaborations around instruction and positive student learning outcomes. Data-driven decision making and using instructional time effectively were strong features associated with these high-performing schools. A wide collection of data, both formative and summative, and academic and non-academic, provided a rich source of reference for student proficiency and subsequent measurements. In combination with a systemic focus on instructional time by administrators and teachers, cultural elements driving high expectations and a strong student focus, districts and schools are more able to efficiently and effectively meet the needs of their students (Grissom, Loeb, & Master, 2013).

Data-Driven Decision Making

The use of formative student data to drive decision making and instruction was evident during interviews. For example, one high school had started a local assessment system using a unit cycle. As the principal stated, "These local unit tests that we aligned with standards give very accurate data on how students will perform on state assessments." The principal went on to say that the data from the frequently administered unit tests are immediately analyzed and used to drive intervention efforts on the unit content. These systems of testing were described as guiding the instructional planning for students rather than for teaching for the test.

Principals were described as being leaders in the data systems for several sites and centrally involved in the data's daily use. One high school principal works with the teachers to interpret the data and transform the information into instructional changes and interventions. By meeting with an individual teacher or a small group who share students, a whole-class reteach is planned when most of a class does not master a specific standard. If a smaller group of students need support, plans are made to pull the students for additional instructional time from Academic Support class or a lab. In both scenarios, additional assessments are quickly administered after the intervention to determine if the students have reached mastery.

An elementary principal reported that she reviews the data every six weeks with her teachers. Her staff align the TEKS that have been taught to the students' mastery on regularly administered tests. Then they color-code student performance according to their level of mastery to provide a graphic display used for planning. Ongoing meetings include reviewing the formative data, benchmarks, mastery tests on TEKS, and confirming that students are retaining mastery. These elementary students are also tracking their own mastery data, increasing accountability for their own growth. The administrators at these sites stated that the teachers understood the importance of using the data and, even when it was not required, would use it when it was best for their students' learning, not for state testing purposes.

In Their Own Words

"Planning for data and knowing where the kids have mastery is the right use of data. This takes meetings and finding what works for each kid."

- Principal
Martin's Mill Elementary School

One district expanded their annual end-of-the-year review of data to not only include staff, but the school board as well in an effort to be comprehensive and review alignment of the budget. Besides academic data, data reviewed included student and staff absences and reasons for the absences, safety drills, and counselor-related incidents. These data were disaggregated by demographics. When these data were aligned with district goals, the budget was reviewed to determine if funding practices reflected this same alignment. This eye-opening experience will guide the preparation work for next year with an increased knowledge and understanding from all staff as to why decisions are being made.

Learning Supports

Maximizing learning for students and teachers alike was another important concept brought out during interview discussions. The supports for learning encompass not only additional time for student instruction, but also time for extended activities and for teacher collaboration and professional development. Each of these areas are addressed below.

Instructional Time

To achieve needed instructional time to ensure student mastery, scheduling adaptations were often made allowing teachers the flexibility to work with students during the day in Academic Support or enrichment classes and labs. Credit recovery classes were also often scheduled during the day. A staff member explained, "Master schedules are changed every year to meet students' needs."

In several secondary schools, time during the instructional day was made more flexible by increasing instructional options in the campus master schedules. (See Appendix B for example schedules.) Schedule options were increased to include eight and nine sections, allowing students to have additional instructional time in their areas of academic need while still having time in their schedules for electives and enrichment classes.

One district lengthened their school day to be able to extend instructional time. Several secondary schools also used double blocks, or two classes for reading and mathematics. This allowed the secondary teachers the flexibility to determine the time needed for each lesson based on student need, with some lessons and reteaching requiring a short amount of time and other lessons requiring the entire two periods for a topic.

Several of the elementary and secondary schools increased their effectiveness by looping students, or having the same teacher serving students in sequential grades for a specific content. (See Appendix A for an example looping schedule.) This type of scheduling occurs when students have the same teacher for two to four years, increasing the time teachers have to ensure their students achieve mastery in content areas. Teachers shared that looping allowed them to dive directly into instruction on the first day of school as they already knew their students.

In Their Own Words

"With having the same students from 9th to 12th **(looping**), we don't take the first six weeks getting to know the students. Because of this, we get more instructional time to ensure student success."

- High School Teacher
Saltillo ISD

In addition, departmentalization was being implemented in some of the elementary schools. By having content experts teach, increased student achievement had resulted. However, the addition of looping and departmentalization was done intentionally and over multiple years to allow teachers and administrators to determine if and how these adaptations would best serve the students. For example, at one elementary school it was the fourth- and fifth-grade teachers who introduced these concepts. Student data was reviewed by staff and administrators for several years to ensure a good fit before implementation. At the same school, the third- through sixth-grade teachers recently came as a staff and proposed its expansion to their grades. They came armed with data as well as a list of the pros and cons for expanding. Finally, after proven success in the upper grades, the first- and second-grade teachers approached the principal about using this organizational strategy for primary reading and mathematics. The process of departmentalization at the school was initiated by the teachers and emerged at a measured pace to ensure that teachers had the capacity for and were comfortable with the change and that it would benefit the students.

A further change related to instructional time was evidenced as multiple schools described changes in their special education programs. Increased inclusion was described as very successful at both the elementary and secondary levels. Classroom teachers have embraced the students' learning as their responsibility with the support of resource staff. With their content expertise, staff said that the classroom teachers are able to adapt the learning experiences to better meet all students' needs.

Another example was relayed by a high school principal at one site who described a hands-on, individualized approach to addressing student needs by hand-scheduling every student on both his high school campus and previously at the middle school. Student interests, transcripts, teaching styles, and class composition were all considered. He said this individualization had made one of the biggest differences for the success of all students. He added that this individualization could only be done because their small school size made it manageable.

Extended Activities

Staff at all levels indicated that student learning is facilitated through extended or additional activities. They talked about working to ensure that students were exposed to, involved in, and successful at a variety of activities. Several staff explained that the student involvement in multiple activities distinguished them from larger schools where students often participated in only one or two extracurricular activities. The staff explained that the increased extracurricular activities broadened students' experience, knowledge, and ability to work with a variety of sponsors. School staff discussed aligning incentives and requirements for these extracurricular activities to important academic actions like passing a course, turning in work, and high attendance rates. An elementary school offered science and museum-like activities since their students had no other way in which to experience them.

In Their Own Words

"Teachers are traditionally bound into a schedule and instructional model that doesn't allow for time to go back and try new innovations. Some schools rely on before and after school tutorials, but we believe we need to build it all into the school day."

- Principal
Moody High School

It was evident throughout the interviews that college and career preparation was an important emphasis at the sites. Principals and teachers shared a variety of resources available to students to prepare for post–high school and college. For example, students could earn up to 18 hours of college credit with dual enrollment classes from a local junior college, and the district paid for books and tuition. In addition, at one district, students who applied themselves had funds available to help advance their educational interests through a local foundation. At another district, students were administered the PSAT twice during high school, paid for by the district, and students and teachers received district-funded SAT and ACT resources.

The college and career emphasis was also manifested through staff actions including:

- Staff supported students in creating CTE plans each year from 9th to 12th grades.
- Staff have increased CTE class offerings by the part-time hiring of retirees from the community.
- Staff tested 10th graders for college readiness so they would have until the end of 11th grade to have all students college-ready.
- Staff hosted college information fairs with up to 60 colleges and other high schools attending.
- The counselor, assisted by other district and campus staff, hosted financial night for families to learn about college costs and financial supports.
- Staff took both elementary and secondary students to visit college campuses.
- Staff from a small rural district made an agreement with a large school district to provide preparation for health careers. Students take a sequence of online courses with the large school district and the local, rural hospital provides the hands-on experience for the endorsement.
- Staff hired a community person to provide a senior seminar with an emphasis on college and career readiness. The course outcomes include increasing student preparedness for the college application and scholarship processes and strategies to ease transition to college life.

Teacher Collaboration and Professional Development

At several sites, collaboration and professional development were not described as scheduled events, but as the way the staff worked on a daily basis. Several people interviewed at the sites explained that it was very easy to work collaboratively since they were so small. However, collaboration looks very different on a small secondary campus compared to a large one since it is usually configured vertically with staff from sequential grades working together. School staff also noted that collaboration at an elementary school generally consisted of two grade levels spending day-long meetings discussing students' needs and strengths, and creating interventions based on data at the beginning of each nine weeks. (See school calendar in Appendix A.)

In Their Own Words

"The teacher summative conferences will be at the beginning of the year . . . we will have all of the data and the time during staff development to review it. It will then include the new or reassigned teachers since we don't always know this at the end of a year."

- Superintendent
Martin's Mill ISD

Administrators discussed providing a variety of professional development opportunities on campus, noting, however, that much of the professional development included large concentrations of job-embedded learning. Some was conducted on designated staff days, but often it was on a weekly basis during planning times and after school. Principals and teachers described two types of job-embedded professional development: (1) research and reflection and (2) student data analysis and planning.

Research and reflection often took the format of Professional Learning Communities (PLCs), book studies, and staff meetings. In the PLCs, student data reviews directed planning and were an ongoing aspect of the meetings. Administrators also met with individuals or in groups to review and interpret student data, plan interventions, or adapt curriculum and instruction to meet identified student needs. Interviewees shared the importance of maintaining a focus, one that was directed toward students and contained research-based elements. As one elementary principal explained it, you cannot have a flavor of the month. Whether it is a program, book reading, or curriculum studies, it must be reviewed and addressed in an ongoing manner that maintains a focus on students.

Systems, both at the district and school levels, are important to sustaining successful student outcomes. When districts and schools employ systems to ensure that staff are provided with time to learn and collaborate on instructional objectives, and data are continuously available and reviewed to guide planning, innovative strategies for promoting student success can arise, similar to those described by the interviewees at these four sites (Bryk, Allensworth, Luppescu, & Easton, 2010).

The third theme that arose is shared leadership.

Shared Leadership

Shared leadership has been defined as team leadership, or a “dynamic, interactive influence” that directs team members to “maximize team effectiveness” (Bergman, Rentsch, Small, Davenport, & Bergman, 2012; Pearce, Manz, & Sims, 2009). Spotlight schools have adapted portions of the more traditional hierarchical leadership style, believing that multiple team members have the skills, knowledge, and expertise needed. These schools view leadership as a shared quality rather than as residing in an individual person.

A central component in building shared leadership involves having the space and structures in place that promote alignment of staff around a shared goal that can encompass the vision or mission of the school community. These communities connect people, organizations, and systems, holding members accountable to a common agenda, metrics, and outcomes, as well as enabling participants to share results and learn from each other. This often improves their ability to achieve rapid, yet significant, progress.

Three significant factors emerged in relationship to shared leadership. These factors are aligned with research-based success factors: leadership effectiveness, retention of quality teachers, and family and community engagement.

Leadership Effectiveness

Staff discussed the student-focused leadership that was universally visible at the school sites. Many staff said that the administration was involved in the day-to-day activities and consistently visited the classrooms. The importance of superintendents and principals talking to students on a daily basis to focus their learning was emphasized.

A comment from one elementary principal explained that her role was to be a “servant leader.” She stated that at the beginning of her career, she was about being the “boss.” Now she does whatever she can to support teachers as they help the students. Teachers described this principal as very supportive and constantly in the classroom to confirm that the curriculum and instruction are effective. These same teachers were very pleased that she also demonstrated best practices by teaching lessons. As one staff member noted when asked what contributed to their success, “It takes a village and we all work together. There is not just one component; it’s teachers and our great principal.”

Another example of leadership effectiveness was the high school principal that staff described as being the instructional leader of their school. A staff member explained that as a small school, they do not have instructional coaches or facilitators. It had to be the principal, in collaboration with teachers, who stepped up as the instructional leader. He had to be knowledgeable in creating assessments, using the data management system, scanning tests, and viewing and analyzing the data. This principal would meet with teachers individually to review their test results and plan interventions. He also participated in departmental meetings to lead conversations on creating strategies and conducted classroom walkthroughs to ensure changes were being effectively implemented.

A staff member at another location described their superintendent as “knowing all of the student data and knowing all of the students by name.” He regularly visited the school, talking with students and staff. He was described as very supportive and always finding a way to supply requested items.

Retention of Quality Teachers

A second factor related to shared leadership that surfaced in the various sites was maintaining quality teachers at the schools. Sites with longer histories of success talked about teacher sustainability as a key element in their success. A single teacher vacancy every three or four years was described by an interviewee as common. Another interviewee mentioned three recent teacher vacancies, a rare occurrence for this school: two because of promotions and one teacher who chose to stay at home with family members.

One key to maintaining quality teachers was to ensure the interview process identified the best staff for the position. At the elementary level, a superintendent explained that they sought content specialists like an ELA master teacher, not a fourth-grade teacher, a reversal of their former staffing procedures. Example questions used at the interviews focused on content knowledge and presentation style as well as identifying processes that would be used to ensure that all students meet mastery of the content standards. School expectations are also expressed through the interview questions. For example, when it is expected that all parents are involved either at the school or at home with their children, an interviewee might be asked, “How will you maintain a high parent engagement rate to ensure transparency of our school and its processes?”

Another factor in maintaining a quality teaching staff, according to both teachers and principals, was professional development and the inclusion of job-embedded professional development. One principal said that the means to success was to be consistent and revisit previous learnings every year to build on teacher knowledge. She maintained that reviewing and connecting past professional learning, combined with a very stable staff, is key to teacher quality and school success.

Teachers pointed to many reasons for remaining at their schools despite what many may consider detrimental factors such as long drives, lower pay than in surrounding larger districts, and multiple lesson preparations. Consistent with the research (Center on the Developing Child, 2017), two of the most often cited reasons that teachers remained in their rural schools were:

1. Shared leadership and decision making
2. Respect for the professionalism and educational ability between staff and administration

One staff person talked about their success as a “joint effort,” mentioning that in smaller districts the superintendent becomes very involved at the campus level, interacting on a regular basis with school staff. As one staff member stated, “We are included in the decision process.” This common theme of administrators’ respect for teachers and supporting them as professionals was identified at all sites.

Family and Community Engagement

The impact of family and community engagement was mentioned across the four sites as a critical aspect in student learning and success. The strength of this factor lies in the fact that family members, community, and board members were frequently an instrumental part of school activities. Many staff discussed the expectation that everyone is involved, “parents, staff, and others.” School boards, parent teacher organizations (PTOs), and community members were described as supporting very high expectations for the schools by providing tools, course funding, resources, and improved facilities to ensure the best educational environment for the students. Board and community members were accepted as daily participants in the school and often volunteered to read or work with students.

The community was described as an important source for support, and when possible, funding. A principal talked about how the community steps up and assists in meeting educational needs by consistently raising nearly $75,000 from the fall festival each year. Another district described the funding of courses, staff, housing, and other school needs from the joint collaboration of the school and community. Yet another very small district identified a community member's foundation; this person believes that being from a small school and a small town should never limit one's potential or opportunity. Students who apply themselves can request these funds to advance their educational interests.

Districts and schools need effective leadership to establish expectations, guide, and serve as an example. Maintaining a strong student focus, district and school leadership selects high-quality staff and sustains that quality by providing relevant professional development and resources designed to impact student performance. There is also an unmistakable and shared respect for the professionalism and abilities of colleagues, as well as for the opinions and contributions of their highly engaged community.

Conclusion

Becoming an outstanding rural school or district requires a long-term commitment to the process of continuous improvement. Critical factors must be addressed, although the how and when must be in line with the best interests of the students. Three primary themes emerged from this study that may inform future decisions about improvement efforts for rural and small schools in Texas. These themes are culture, educational systems, and shared leadership.

Culture was reported as providing a strong foundation for student success. The data from this study suggest that when staff, students, and the community all come together in expecting and supporting student achievement, and focus their attention toward that end, district and school policies can be shaped in ways that facilitate increased student achievement.

In Their Own Words

"Over time, when everybody's doing different things or you get so many other options, just staying the course is probably one of the most important things."

- Superintendent
Canadian ISD

Educational systems were another factor cited as promoting school and student success. As districts and schools continually embrace data to guide decisions about the best methods for instructional planning, program implementation, and monitoring the effectiveness of school initiatives, staff become more adept in meeting the needs of teachers and students. Reflection on data can inform the amount of time needed for teacher professional development and student instruction. Teacher collaboration on the successes, challenges, and the development or refinement of instructional strategies is an essential ingredient in maximizing student performance increases.

The third factor, shared leadership, focuses on tapping into the expertise and experiences of administrators, teachers, and others within the community to facilitate an effective and enduring learning environment for their students. District and school leaders worked toward ensuring a quality teaching staff and, along with the community, provided the support, resources, and the respect needed to sustain educational success in their schools.

The characteristics and practices of the Spotlight study districts and schools aligned strongly with the research base on successful school improvement efforts.

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Appendix A

Martin's Mill ISD: Discussion about School Calendar

Superintendent: Mr. James Oliver
Elementary School Principal: Ms. Suzzette Stringer

The discussion about the calendar focused primarily around changes that would enhance the planning process for teachers. Mr. Oliver mentioned that one change planned for this year will be holding summative conferences at the beginning of the year when the data is available, rather than at the end of the previous year. The conversations, which would be held during staff development days, can then address how well the individual students performed during the past school year based on "hard information." In addition, he perceived the beginning of the school year as the better time for meeting with teachers about the students because they can involve the new teachers. When summative conferences are held at the end of the school year, Mr. Oliver noted, "We don't know who our new teachers are going to be." Using a portion of the staff development days at the beginning of the year allows them an opportunity to engage both new and continuing teachers in conversations based on data.

Ms. Stringer added that they have 10 planning days in the calendar for teacher planning time, and that in addition to using data for planning, team planning also allows them to share strategies and information to help each other in facilitating their students' success. She went on to say that the team planning has been "very successful" this year; that the teachers are "constantly keeping [student] data in front of them." As a result, they have more realistic expectations and stay focused on what each student needs.

Mr. Oliver also stated that team planning days occur at the beginning of every nine weeks. While previously teacher plans spanned the whole school year, now teachers are able to think initially about the first nine weeks. The advantage, according to Mr. Oliver, is that while you can "map out [the school year] in the beginning of the year, if you don't get as far as you needed in the first nine weeks, or things didn't go exactly like you planned, you have a chance to regroup and figure out how you're going to adapt."

An example of Martin's Mill school calendar is on the following page.

MARTIN'S MILL SCHOOL CALENDAR
2017-2018 (7:55 am-3:25 pm)

Jul-17

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug-17

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	W/NT	12
13	SD	SD	SD	SD	SD	19
20	SD	W	23	24	25	26
27	28	29	30	31		

Sep-17

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oct-17

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	SD	21
22	23	24	25	26	27*	28
29	30	31				

Nov-17

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17*	18

1st nine weeks = 41
2nd nine weeks = 37
Total 1st semester = 78
3rd nine weeks = 46
4th nine weeks = 47
Total 2nd semester = 93
Total school year = 171
WA – Waiver Days

W – Work day, SD – Staff Development, TP - Team Planning (16 days)

NT–New Teacher Orientation
Aug. 11

T–testing days #
April 10-13
May 14-18

G–Graduation
May 25

Bad Weather Days ^
May 29&30

Student Holidays - H
Sept. 4 - Labor Day
Oct. 20 - Holiday
Nov. 20-24 - Thanksgiving
Dec. 20-Jan. 2 - Christmas
January 15 - MLK
Mar. 12-16 - Spring Break
March 30 – Good Friday

Early Release Days *

Jan-18

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	H	SD	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb-18

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Mar-18

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	SD	10
11	H	H	H	H	H	17
18	19	20	21	22	23	24
25	26	27	28	29*	H	31

Apr-18

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	***10***	***11***	***12***	***13***	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May-18

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	***14***	***15***	***16***	***17***	***18***	19
20	21	22	23*	W	SD/ G	SD

Martin's Mill ISD: Discussion about Looping Schedule

Superintendent: Mr. James Oliver
Elementary School Principal: Ms. Suzzette Stringer

During the past school year, first- and second-grade students began learning from both a reading content and a math content teacher at Martin's Mill Elementary School. Ms. Stringer noted that while they have done it in other grades, this is the first year for the first and second grades and the teachers "love it." Continuing, she stated that by using "experts" in these areas, learning becomes "deeper and not wider." Teachers who are experts in curriculum areas have the opportunity and time to "really dig into their curriculum and work on [it], focusing on one subject instead of all." She noted that the effect of teacher experts has made a big difference; going deeper into the content "made a huge impact."

Mr. Oliver explained that a teacher, for example, spends a year with third-grade students, and when they move up into the fourth grade she knows where to begin with the students—"what they have had, what they haven't"—eliminating a lot of questions and extra planning. He noted that the challenge is ensuring that the content area teachers are all "doing the same thing." In addition, finding elementary teachers that are not just generalists, but specifically filling the gap that they need, is an added challenge. But, he stated from his own experience as a principal some years ago, "it works; there's no doubt."

Discussing the process, Mr. Oliver mentioned that they have not followed the "traditional loop, the plan looping." Instead, he talked about how Ms. Stringer does a "good job of moving her staff where she needs them." By moving them, many then get the same students again and benefit from the previous relationship. In addition, he stated that "you want your best doctor with your sickest patients. If you've got a specialist in this area, you're going to utilize them as much as you can." Ms. Stringer added that the move to looping has to be based on the data. Her fourth- and fifth-grade teachers came to her first with the idea of looping and, after working toward getting the right fit for the teachers, they decided to implement it. Next the third- and sixth-grade teachers presented a case for their inclusion in the looping plan, and finally the first- and second-grade teachers suggested "splitting up first grade math and first grade reading." Mr. Oliver noted that the process would not have happened without buy-in from the teachers. While the administrators may plant the seed, the teachers have to make it their own before it will blossom; they need to present a plan for meeting the needs of their students, and their teachers have done that.

An example of a looping schedule for one of the Martin's Mill groups is shown on the following page.

Martin's Mill Looping Schedule

3rd & 4th Grade Schedule

	Homeroom	7:55-9:25	9:30-10:05	10:09-10:54	11:00-11:45	11:50-12:10	12:15-12:45	12:50-1:45	1:50-3:05
MONDAY	W - 3	Teacher 4	Teacher 1	P.E.	Teacher 1	Teacher 3	Lunch	Teacher 3	Teacher 2
	C - 3	Teacher 1	Teacher 4		Teacher 4	Teacher 2		Teacher 2	Teacher 3
	M - 4	Teacher 3	Teacher 2		Teacher 2	Teacher 4		Teacher 4	Teacher 1
	H - 4	Teacher 2	Teacher 3		Teacher 3	Teacher 1		Teacher 1	Teacher 4
TUESDAY	W - 3	Teacher 4	Teacher 1		Teacher 1	Teacher 3		Teacher 3	Teacher 2
	C - 3	Teacher 1	Teacher 4		Teacher 4	Teacher 2		Teacher 2	Teacher 3
	M - 4	Teacher 3	Teacher 2		Teacher 2	Teacher 4		Teacher 4	Teacher 1
	H - 4	Teacher 2	Teacher 3		Teacher 3	Teacher 1		Teacher 1	Teacher 4
WEDNESDAY	W - 3	Teacher 4	Teacher 1		Teacher 1	Teacher 3		Teacher 3	Teacher 2
	C - 3	Teacher 1	Teacher 4		Teacher 4	Teacher 2		Teacher 2	Teacher 3
	M - 4	Teacher 3	Teacher 2		Teacher 2	Teacher 4		Teacher 4	Teacher 1
	H - 4	Teacher 2	Teacher 3		Teacher 3	Teacher 1		Teacher 1	Teacher 4
THURSDAY	W - 3	Teacher 4	Teacher 1		Teacher 1	Teacher 3		Teacher 3	Teacher 2
	C - 3	Teacher 1	Teacher 4		Teacher 4	Teacher 2		Teacher 2	Teacher 3
	M - 4	Teacher 3	Teacher 2		Teacher 2	Teacher 4		Teacher 4	Teacher 1
	H - 4	Teacher 2	Teacher 3		Teacher 3	Teacher 1		Teacher 1	Teacher 4
FRIDAY	W - 3	Teacher 4	Teacher 1		Teacher 1	Teacher 3		Teacher 3	Teacher 2
	C - 3	Teacher 1	Teacher 4		Teacher 4	Teacher 2		Teacher 2	Teacher 3
	M - 4	Teacher 3	Teacher 2		Teacher 2	Teacher 4		Teacher 4	Teacher 1
	H - 4	Teacher 2	Teacher 3		Teacher 3	Teacher 1		Teacher 1	Teacher 4

Counseling		Dyslexia		Spec. Ed
Art	every 3 week 8:44 - 929	Computer		Library

Appendix B

Moody ISD: Discussion about the High School Schedules

Superintendent: Mr. Gary Martel
High School Principal: Mr. Andrew Miller

The discussion of the schedule began with an explanation of their nine-period school day. Mr. Miller explained that usually when students are double blocked, an elective course gets taken away. Instead, to accommodate additional instructional support and enrichment, the high school extended their schedule to nine periods of 45 minute classes. He went on to say that "we're basically double blocked in all of the grade levels where students are assessed by the state in the core areas."

A further consideration brought up in regard to scheduling was CTE classes. Mr. Martel stressed its importance, stating that when students leave high school, his desire is that "they truly are going to do something that they've got a background in, that they like." He went on to say that the inclusion of expanded CTE options would increase student choices and not solely "make this all about the STAAR test or state centers." Mr. Miller added that they are "working on improving the quality of the CTE offerings … by adding some career-based course sequences." For example, CTE pathways courses in Law Enforcement, Health Science, Audio/Video Production, and Welding have been added for the fall 2017 – 2018 school year. Further, current course sequences for Culinary Arts and Agriculture were revised. Mr. Miller stated that the high school is looking to create coherent sequences that will result in a certification and advance students' education or career.

In response to student needs and interest, Moody High School has initiated a number of new opportunities that impact staff and students. For instance, they are in the process of becoming a TSTEM campus for 2017 – 2018. Further, project-based learning professional development was provided during the summer of 2017 and Moody High School has partnered with the Texas Virtual School Network (TXVSN) for additional distance learning courses to allow students access to courses not taught on campus. In addition, the district has implemented a testing process to monitor student growth and a system to manage credit recovery.

Offering additional courses has been a challenge for a campus of roughly 200 students and 20 teachers. Creativity was required when it came to teacher assignments and adding new personnel. As Moody is a District of Innovation, Mr. Martel shared that they sought out qualified individuals—though not necessarily certified—to teach some of the CTE classes. Mr. Miller discussed assigning or modifying instructional periods for existing campus personnel, mentioning a full-time school nurse who was being paid on a teacher salary scale being reassigned to meet student needs. Her schedule was rearranged to allow her to fulfill her nursing responsibilities as well as teach three sections of health science electives. Her years of experience in the field made her a qualified candidate for providing health related instruction to students. She was also given a stipend for each course she taught in alignment with the new district compensation plan. Mr. Miller also talked about employing retired individuals with compensation based on the number of courses they taught. He described a former law enforcement person who was hired to teach two periods within the 9-period school day, with an equivalent salary.

With 32 years of experience in law enforcement, he was more than qualified to teach in that field. Being employed as part-time teachers, they would be free for the rest of the day or be able to serve the school in another role, as does the nurse.

Another innovation related to scheduling discussed by Mr. Martel was departmentalized teaching and looping of students beginning at the third grade. This was providing two benefits: personalized and better-quality data on which to base instructional decisions, and teachers specialized in a content area in place of generalists. Considering the various initiatives in place, Mr. Miller noted that they continue to look for new opportunities to meet the needs of their students and are not afraid to think outside the box to make it happen!

Examples of the Moody High School schedules for 2016–17 and 2017–18 are shown here and on the next page.

2016 – 2017

Teacher	Room	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	6th Period	7th Period	8th Period	9th Period
Name	Lunch	7:50-8:35	8:38-9:24	9:27-10:12	10:15-11:00	11:03-11:48	11:51-12:36 LUNCH 12:36-1:06	11:48-12:18 LUNCH 12:21-1:06	1:09-1:54	1:57-2:42	2:45-3:30
Teacher 1	109/A	Geometry	Dual Credit	Geometry	PAP Geometry	Algebra II	LUNCH	Dual Credit	Geometry	Conference	Dual Credit
Teacher 2	108/A	PAP Alg I	Algebra I	Algebra I	Algebra I	BIM I	Lunch	BIM I	Conference	BIM I	BIM I
Teacher 3	107	MS Athletics	Precal	AQR	Calculus	Precal	Lunch	ISS	Conference	AQR	B. Athletics
Teacher 4	205/A	Biology	PAP Biology	Biology	Conference	Biology	Lunch	IPC	IPC	IPC	IPC
Teacher 5	207/A	MS Athletics	Conference	PAP Chem	Chemistry	Physics	Lunch	Physics	Chemistry	G. Athletics	ZAP
Teacher 6	208/A	A&P	A&P	Env. Syst.	Env. Syst.	A&P	Lunch	Env. Syst.	Conference	Env. Syst.	Env. Syst.
Teacher 7	106/A	Prof. Comm.	Prof. Comm.	Prof. Comm.	Prof. Comm.	Reading I	Lunch	Reading I	Reading I	Reading I	Conference
Teacher 8	101/A	English I	English I	English I	PAP English I	PAP English II	Lunch	English II	English II	English II	Conference
Teacher 9	103/A	US History	US History	Conference	US History	PAP US History	Lunch	SS Adv.	SS Adv.	SS Adv.	SS Adv.
Teacher 10	102/B	Gov/Econ	Gov/Econ	PAP W. Geo.	W. Geo.	Gov/Econ	Conference	Lunch	W. Geo	W. Geo.	B. Athletics
Teacher 11	104/B	PAP W. H.	W. History	Gov/Econ	Gov/Econ	W. History	W. History	Lunch	Boys PE	Conference	B. Athletics
Teacher 12	105/B	English IV	English III	English IV	PAP English III	English IV	English IV	Lunch	English III	Conference	English III
Teacher 13	302/B	Spanish II	Spanish I	Spanish I	Conference	Spanish I	Spanish II	Lunch	Spanish II	Spanish II	Spanish I
Teacher 14	203/A	BIM II	BIM II	BIM II	CTE Lab	BIM II	Lunch	CTE Lab	Conference	CTE Lab	CTE Lab
Teacher 15	301/B	Child Dev	Culinary Arts	Prin of Hosp	Culinary Arts	Culinary Arts	Girls PE	Lunch	Theater Arts	Conference	Prin of Hosp
Teacher 16	307/B	Wild/Land	Live Pro	Fac Design	Fac Design	Mech/Metal	Mech/Metal	Lunch	Prin of Ag	FFA	Conference
Teacher 17	304/B	MS Athletics	MS Art	MS Art	Conference	HS Art	HS Art	Lunch	HS Art	G. Athletics	HS Art
Teacher 18	BHall	MS	MS	MS	MS	MS	HS Band	Lunch	MS	MS	MS
Teacher 19	201/B	MS Athletics	Conference	CM/ACAD	CM/ACAD	CM/ACAD	CM/ACAD	Lunch	CM/ACAD	G. Athletics	CM/ACAD
Teacher 20	LIB	Library	Library	Library	Library	Library	Lunch	Library	Library/Ybook	Library	Library
Teacher 21	306	ISS/ACAD	ISS/ACAD	ISS	ISS	ISS	Lunch 12:20-1:06		ISS	ISS/ACAD	ISS
Teacher 22	FH	AQR	AD	AD	AD	AD	HS Lunch Duty		AD	AD	B. Athletics
A Lunch 11:48-12:18											
B Lunch 12:36-1:06											

Teacher 3 will take the students in ISS to the cafeteria to get their lunch at 12:20 and take them back to eat in the ISS room. Teacher 9 will take lunch from 12:20 to 1:06.

2017 – 2018

Teacher	Room	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	6th Period	7th Period	8th Period	9th Period
Name	Lunch	7:50-8:35	8:38-9:24	9:27-10:12	10:15-11:00	11:03-11:48	11:51-12:36 LUNCH 12:36-1:06	11:48-12:18 LUNCH 12:21-1:06	1:09-1:54	1:57-2:42	2:45-3:30
Teacher 1	109/A	PAP Geom	Geometry	PAP Alg II	Algebra II	Geometry	LUNCH	Geometry	Conference	Algebra II	Algebra II
Teacher 2	108/B	Algebra I	Algebra I	Algebra I	PAP Algebra I	Dual Credit	BIM I	LUNCH	BIM I	BIM I	Conference
Teacher 3	107/B	Dual Credit	Calculus	Calculus	Pre Calculus	Pre Calculus	Robotics	LUNCH	Robotics	Conference	Robotics
Teacher 4	205/A	CM	Biology	Conference	Biology	PAP Biology	LUNCH	IPC	IPC	CM/ACAD	IPC
Teacher 5	207/A	Physics	Conference	Chemistry	PAP Chemistry	Chemistry	LUNCH	Chemistry	Chemistry	Chemistry	Chemistry
Teacher 6	208/B	MS Athletics	A&P	Env. Syst.	A&P	A&P	A&P	LUNCH	Env. Sytems	Conference	Athletics (B)
Teacher 7	103/A	English II	PAP English II	English II	English II	Conference	LUNCH	Prof. Com.	Prof. Com.	Prof. Com.	Prof. Com.
Teacher 8	101/B	English I	English I	PAP English I	STAAR English	Reading	Reading	LUNCH	TAAR English	Reading	Conference
Teacher 9	102/B	PAP US Hist	US History	Conference	US History	US History	SS Adv.	LUNCH	SS Adv.	SS Adv.	SS Adv.
Teacher 10	106/B	PAP W Geo	W. Geo	Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	LUNCH	W. Geo	Conference	Athletics (B)
Teacher 11	104/B	W. History	W. History	PAP W. Hist	Conference	W. History	LUNCH DUTY	LUNCH	PE (B)	Athletics (G)	Athletics (B)
Teacher 12	105/B	English IV	English III	English IV	English IV	PAP English III	English IV	LUNCH	English III	English III	Conference
Teacher 13	302/A	Spanish II	Spanish I	Spanish II	Spanish I	Spanish I	LUNCH	Spanish II	Spanish I	Conference	Spanish II
Teacher 14	203/B	AQR	BIM II	BIM II	BIM II	CM/ACAD	CM	LUNCH	$ Matters	Conference	CM/ACAD
Teacher 15	301/B	Child Dev	Culinary Arts	Prin of Hosp	Culinary Arts	PE (G)	LUNCH	Conference	Theater Arts	Culinary Arts	Prin of Hosp
Teacher 16	307/A	Wild/Land	Live Pro	Fac Design	Welding I	Conference	LUNCH	Welding I	Welding I	Welding I	FFA
Teacher 17	304/A	MS Athletics	MS Art	MS Art	Conference	Art	LUNCH	Art	Art	Athletics (G)	Art
Teacher 18	Bhall/B	MS	MS	MS	MS	MS	HS Band	LUNCH	MS	MS	MS
Teacher 19	302/B	MS Athletics	Conference	CM/ACAD	CM/ACAD	ISS	ISS	LUNCH	CM/ACAD	Athletics (G)	ISS
Teacher 20	LIB/A	Library	Library	Library	Library	YB/Br.Cast	LUNCH	Library	Library	Library	Library
Teacher 21	306/A	ISS	ISS	ISS	ISS	Conference	LUNCH	ISS	ISS	ISS	Athletics (B)
Teacher 22	Office	Office	Office	Office	Office	Office	LUNCH DUTY		Office	Office	Athletics (B)
Teacher 23	201	Office	Office	Office	Office	Office	LUNCH DUTY		Office	Music Pro	Office
Teacher 24	201	Nurse	Nurse	Health Sci.	Health Sci.	Nurse	Office	LUNCH	Nurse	Nurse	Health Sc
Teacher 25	FH	MS Athletics	AD	AD	AD	AD	LUNCH DUTY		AD	AD	Athletics (B)
Teacher 26	201	Law Enforce.	Law Enforce.								
A Lunch 11:48-12:18											
B Lunch 12:36-1:06											