

Canton Independent School District
Canton Junior High School
2019-2020 Campus Improvement Plan



Mission Statement

In partnership with community and parents, Canton ISD will empower students to become lifelong learners committed to academic excellence, integrity, responsible citizenship and service to others.

Vision

Reaching for Excellence, Leading to Great Accomplishment

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.	12
Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.	16
Goal 3: Increase the number of high school graduates that express college entrance intentions by increasing the number of students who participate and meet the state criteria for college entrance exams, and to promote college and career readiness through a variety of programs and offerings throughout the district in all student groups.	20
Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.	21
Goal 5: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.	25
State Compensatory	26
Budget for Canton Junior High School:	26
Personnel for Canton Junior High School:	27
Title I Personnel	28
Site-Based Decision Making Committee	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

*Campus of 503 students (6th-186) (7th-157) (8th-160)

CAMPUS: 13% Hispanic, 44% Economically Disadvantaged, 3.5% ESL, 10% SPED, 19% At-Risk, 7% GT

*6th Grade Breakdown: 186 Students of which: 25 Hispanic (13%), 99 Economically Disadvantaged (53%), 10 ESL (5%), 21 SPED (11%), 56 At-Risk (30%), GT 8 (4%)

*7th Grade Breakdown: 157 Students of which: 26 Hispanic (16.5%), 63 Economically Disadvantaged (40%), 4 ESL (2.5%), 16 SPED (10%), 20 At-Risk (13%), 11 GT (7%)

*8th Grade Breakdown: 159 Students of which: 14 Hispanic (9%), 61 Economically Disadvantaged 38%), 4 ESL (2.5%), 14 SPED (9%), 22 At-Risk (14%), 18 GT (11%)

Demographics Strengths

High Passing Rate (84%) for Hispanic sub population (of 16.5%) on 7th Grade Math STAAR test.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Generate priorities for the campus, including how federal and state program funds will be used with ELL, SPED, and At-Risk groups. **Root Cause:** Early identification & strategical planning.

Student Academic Achievement

Student Academic Achievement Summary

Math STAAR scores are on a steady increase in all three grade levels. 6th grade Math averages at 90% which is +14 on the State average. 7th Grade Math STAAR Approaches is 86%, which is +15 on the State average. 8th Grade Math STAAR Approaches is 97% which is +19 on the State average. 8th Grade Social Studies surpassed the State average of 64% by averaging 89% (+25). Raising the rigor of the instruction to all students, and challenging AP students scoring Level III on STAAR tests in all subject areas; increase number of double block Math, Reading Improvement, and Pre-AP sections; data driven quarterly assessments..

Student Academic Achievement Strengths

Social Studies, Writing, and Math scores well above state average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 6th Grade Reading had 25% not meet Approaches on Reading STAAR. **Root Cause:** ELAR model with lack of rigor.

School Processes & Programs

School Processes & Programs Summary

Eagle Vision

The Canton Educational Foundation

Student of the Month

Employee of the Month

Rotary Club

Perfect Attendance Quarterly Recognition

First Monday Greeters

Leadership Academy

Extra Curricular & UIL

GT

Incentive Trips

IEC (Intervention-Enrichment-Class) 30 minutes daily of individual student needs met through intervention or enrichment.

School Processes & Programs Strengths

Campus communication with positive relationships in our community is a priority. A shared Eagle Vision, positive teacher/student relationships, and productivity in our Leadership Academy assists in recognition of students & staff. Committees, PLC's, and leadership opportunities, are consistently offered and embraced. Volunteer opportunities allowing family and community involvement are consistently present. Team planning and collaboration with continual promotion of teacher/administrator/team disaggregation of data in order to plan meaningful instruction. High participation of all students in UIL events, sports, band, leadership activities, and other extracurricular opportunities. Addition of Mentoring Minds curriculum to ELAR, Math, and 8th Science. Addition of the I.E.C. (Intervention-Enrichment-Class) 30 minutes daily, in place of the Advisory period. All teachers are highly qualified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continued integration of technology into the classrooms. Offer more training for teachers to show them how to effectively integrate technology into the classroom setting. Develop lesson plans around, and place a higher priority on technology use. **Root Cause:** Adequate training and finances.

Perceptions

Perceptions Summary

Canton Junior High has a healthy and sound school culture. We correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction. We share a vision for creating a healthy school culture, with a collaboration between staff, students, administration, parents, and the community. There is a genuine care and concern for others, with each working to develop shared visions of what the Canton Junior High strives to be. We believe each person is an integral part of the productivity of the campus, and each person has the ability to make great things happen daily at CJH.

Perceptions Strengths

Each person has a valued role in playing an integral part in the process of daily achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ensuring daily achievement and growth where each person plays an integral role in the process. **Root Cause:** Consistent communication of how each stakeholder can be a part of the process of campus achievements.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.

Performance Objective 1: Addition of the IEC class (Intervention-Enrichment-Class) to provide 30 minutes of additional support daily to meet each individual student's needs.
Data-driven instruction.

Evaluation Data Source(s) 1: 9 Week Benchmarks
STAAR
Eduphoria Data
TAPR Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purpose: The purpose of this class period is to provide Reading and Math support (Intervention) to students that have gaps in learning, or learning difficulties, and who struggle with grade level work. This period also provides an opportunity for other, stronger students to expand learning opportunities and work towards Attaining Level III mastery on STAAR. Grades will be assigned on a Pass/Needs Improvement Basis.	2.4, 2.5, 2.6	Principal Asst. Principal Counselor Teachers	Expand learning opportunities and work towards Attaining Level III mastery on STAAR.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.

Performance Objective 2: Increase the number of students scoring Level III on STAAR tests in all subject areas; increase number of double block Math, Reading Improvement, and Pre-AP sections; data driven quarterly assessments.

Evaluation Data Source(s) 2: 9 Week Benchmarks

STAAR

Eduphoria Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Raising rigor in each subject, in each grade level. Addition of Mentoring Minds curriculum. Accelerate instruction.	2.4, 2.5	Curriculum Director Principal Asst. Principal Counselor Teachers Parents	Morale boost on campus. Each student a vital contributing factor to the overall success of the campus, resulting in higher achievement throughout.				


Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.

Performance Objective 3: Create criteria for Pre-AP placement (from previous year STAAR results & GPA class average) in classes as relevance to increased rigor present throughout all grade levels and content areas.

Evaluation Data Source(s) 3: 9 Week Benchmarks

STAAR
Eduphoria Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilizing a criteria set in place from previous year STAAR, class averages, and teacher input: each student is examined and placed in the class setting conducive to challenging them with the increased rigor with relevance.	2.4, 2.5, 2.6	Curriculum Director Principal Asst. Principal Counselor Teachers Parents	Efficiency in the classroom, resulting in an increase in student confidence/morale: resulting in higher academic/social/emotional achievement by the entire campus.				
							

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.

Performance Objective 4: Rigor must challenge each student to reach their highest potential. All students in "Pre-AP" should have the expectation of Masters on the STAAR. The top half of the students in the "Regular" should have the expectation of Masters on the STAAR, with the other half in the "Meets" range. Students in "Double Block" should have the expectation of Approaches and showing significant Growth.

Evaluation Data Source(s) 4: STAAR

Eduphoria Reports

9 Week Benchmark Assessments

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Pre-AP, Algebra 1, ELAR vertical & linear approach to all grade levels, Social Studies, and Science utilizing criteria set in content delivery of increased rigor.	2.4, 2.5, 2.6	Curriculum Director Principal Asst. Principal Counselor Teachers Parents	Increased awareness of expectations, growth and progress=90% or better in Approaches on STAAR in all tested areas.				

Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.


Performance Objective 1: Through the addition of Mentoring Minds curriculum, and both a vertical & linear approach to Math, Science, ELA, and Social Studies, we will increase the rigor of all classes, especially PreAp classes. Offer more sections of Double Block Math, Reading Improvement, and Pre-AP classes. Focus on data driven instruction based on quality assessments. Provide intervention and allowable program for students identified with Dyslexia as well as those with tendencies.


Evaluation Data Source(s) 1: 9 week Benchmark Assessments


- STAAR
- Eduphoria
- Teacher Assessments
- Take Flight


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertical approach to the ELAR model by all three grade levels. PLC & shared conference times. Utilization of data from previous years STAAR, 9 week Benchmarks, and Eduphoria.	2.4, 2.5, 2.6	Curriculum Director Principal Asst. Principal Counselor Teachers	Quality assessments manifesting where needs are per student.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.

Performance Objective 2: Increase Passing Rate on STAAR for all At-Risk Pop and STAAR A students; Identify and address needs of special population groups.


Evaluation Data Source(s) 2: TAPR Reports

Eduphoria

STAAR

9 Week Benchmark Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase Passing Rate on STAAR for all At-Risk Pop and STAAR A students; Identify and address needs of special population groups. Through IEC, identification of who/which students--and what is needed by each student. Address these students 30 minutes daily in an intervention setting, which in turn reinforces content with efficiency of when these students are in their ELAR/Math class.	2.4, 2.5, 2.6	Teachers Principal Asst. Principal Counselor	Reinforcement of content with efficiency of when these students are in their ELAR/Math class.				
							

Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.

Performance Objective 3: Funds will be used for Reading Improvement, Double-Block Math, and Instructional Aides, ELL and SPED as well as At-Risk groups

Evaluation Data Source(s) 3: Eduphoria

STAAR

TAPR Reports

9 Week Benchmark Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) SPED Math/ELAR Foundations class, Reading Improvement, utilization of the Para-professionals, and identification of the At-Risk students with purposeful placement and assessment with instruction toward individual needs.	2.4, 2.5, 2.6	Principal Counselor	Purposeful placement and assessment with instruction toward individual needs.				

Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.

Performance Objective 4: Create/Revise purposeful Benchmarks, scope and sequence, and pacing charts. Chrome books and iPad carts being utilized by each department: Using Eduphoria for data reports. Mentoring Minds added.

Evaluation Data Source(s) 4: Eduphoria

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use of data reports as guide to the instruction stemming from benchmark data, scope & sequence, and pacing charts per grade level/subject.		Principal Curriculum Director Asst. Principal	Increased awareness of the importance of the data. Quarterly meetings dissecting the data, and moving forward with a purposeful plan from that data.				

Goal 3: Increase the number of high school graduates that express college entrance intentions by increasing the number of students who participate and meet the state criteria for college entrance exams, and to promote college and career readiness through a variety of programs and offerings throughout the district in all student groups.

Performance Objective 1: Prepare students for high school and beyond. Test taking strategies, exposure to real world experiences, computer/technology applications. Through the IEC (enrichment portion) of the rotation: exploration of careers & preparation for college.

Evaluation Data Source(s) 1: Eduphoria Reports
IEC (Teacher driven)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In depth exposure to career exploration with various beyond high school expectations: college prep, test taking strategies, CTE exposure, and life skills.	2.4, 2.5	Counselor	Better prepare students for high school and beyond.				
							


Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.

Performance Objective 1: Promote team planning and collaboration; promote teacher team dis-aggregation of data in order to plan meaningful instruction; promote participation of all students in UIL events, sports, leadership activities, and all other extracurricular opportunities.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

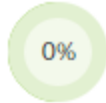
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Align conferences and ability for team PLC's. Promote campus wide teacher/student involvement in UIL/extra curricular activities. Create more sections of special courses to allow for lower student/teacher ratios. Continued support after meaningful staff development. Offer more collaboration time and opportunities	2.5	Principal Asst. Principal Counselor	Promote campus wide teacher/student involvement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.


Performance Objective 2: Continue to allocate as much as possible to technology. Support the teachers not only with integration of technology, but also with how to properly use the software and technology.


Evaluation Data Source(s) 2: Eduphoria
Region 10


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Additional electives offered to 6th & 7th grade of Keyboarding/Technology applications. Additional 30 Chrome Books purchased to add to the other existing carts, along with continued use of the iPads. Consistent use of the 2 computer labs, along with the Chrome Books and iPads in all grade levels & all subject areas. Continued staff development supporting teachers in integrating technology and new software. Resource allocation to technology.	2.4, 2.5	Dist. Tech. Director Principal	Use of technology by both students and teachers as additional tool for learning. Further promoting academic excellence through the ever changing world of today's technology.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.

Performance Objective 3: Continue to improve support, staff development, and mentoring of new teachers. Offer more time for collaboration, planning, and professional growth.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to improve support, staff development, and mentoring of new teachers. Offer more time for collaboration, planning, and professional growth.	2.4, 2.5, 2.6	Principal	Unified/Cohesive staff. High morale, and a prepared campus of highly qualified educators. Thus encouraging a positive/upbeat culture and climate among the campus.				

Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.

Performance Objective 4: Prioritize the visibility and accessibility of campus leadership.
Promotion of consistent support and communication to the staff, students, and stakeholders.

Evaluation Data Source(s) 4: Staff, Student, Parent Surveys

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff lunches. Support of staff, recognition of accomplishments, recognition of birthdays, continual communication with a transparency. Continual circulating, walk throughs, feedback, support, and visibility, accessibility.	2.5	Principal Asst. Principal	High campus morale. Healthy campus climate. Trust between each stakeholder.				

Goal 5: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.

Performance Objective 1: Continue to create leadership opportunities. Develop campus leadership programs and promote it to all students. Involve students in the local community/civic organizations. Promote business leaders and community leaders to speak to classrooms.


Evaluation Data Source(s) 1: Parent Survey

Community Survey

Student Survey

Staff Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continually promote our Educational Foundation; Student of Month recognized in several ways; First Monday greeters; Leadership Academy. Utilize "Be The One" theme and facilitate growth in academic/social/physical/emotional areas of all stakeholders.	2.6, 3.1, 3.2	Principal Asst. Principal Counselor	Climate Culture Morale Unity Cohesion Trust Loyalty				
							

State Compensatory

Budget for Canton Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$211,091.00
199-31-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$44,157.00
6100 Subtotal:		\$255,248.00
6300 Supplies and Services		
199-11.6399	6399 General Supplies	\$1,800.00
199-31-6399	6399 General Supplies	\$200.00
6300 Subtotal:		\$2,000.00

Personnel for Canton Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debora Flournoy	Double Block Teacher	Comp. Ed	.6667
DEBORA FLOURNOY	TEACHER	TEACHER DOUBLE BLOCK	.6667
JAMIE NICKS	TEACHER	DOUBLE BLOCK	.28561
Jamie Nicks	Double Block Teacher	Comp. Ed.	.28561
Marta Morgan	Dyslexia Teacher	Comp. Ed.	.75
MARTA MORGAN	TEACHER	DYSLEXIA	.75
MISTY ONEY	TEACHER	DOUBLE BLOCK	.5625
Misty Oney	Double Block Teacher	Comp. Ed.	.5625
WENDY BEARD	TEACHER	DOUBLE BLOCK	.6666
Wendy Beard	Double Block Teacher	Comp. Ed.	.6666

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
KASSIE TODD	DOUBLE BLOCK TEACHER	TITLE I	1.00
Kassie Todd	Double Block Teacher	Title 1	1.0
MEGAN TREJO	TITLE I AIDE	TITLE I	1.00
Megan Trejo	Title 1 Aide	Title 1	1.0
Rebecca Mayfield	Title 1 Teacher	Title 1	1.0
TERRI JOHNSON	TITLE I AIDE	TITLE I	1.00
Terri Johnson	Title 1 Aide	Title 1	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Wes Rhoten	Principal
Administrator	Dawn Boyd	Asst. Principal
Special Programs/Counselor	Stephanie Hanks-Wynne	Counselor
Classroom Teacher	Amy Lockaby	Teacher
Classroom Teacher	Julie Neff	Teacher
Classroom Teacher	Sherri Ramirez	Teacher
Non-classroom Professional	Tammy Dickerson	Auxiliary Staff
Parent	Angie Day	Parent
Community Representative	Bud Sanford	Community/Business
Student	Brayden Norell	Student