

Fort Bend Independent School District

Progressive High School

2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine

Progressive High School paves the path to graduation and beyond.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is...
...equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.
...a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.
...an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.
...a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.
...a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.
...a collaborative team member

Progressive High School, in partnership with students, families, and staff, will build a community of life-long learners motivated to reach new heights of academic achievement, social responsibility, and success beyond graduation.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Progressive High School is a program that serves all twelve FBISD high schools by offering an accelerated curriculum to assist students fulfill their graduation requirements. Students apply to be considered for the program after completing at least two full years of high school.

The program targets serving students that are off-cohort and in danger of not graduating with their cohort the same academic year as well as those students that are in danger but can catch up with their cohort in their third year of high school to have a normal senior year. The program also accepts students that failed to graduate with their cohort in an effort to improve the campus of accountability's fifth year graduation rate. Lastly, the program accepts students that are on track and have a desire to graduate early.

Applications are accepted throughout the school year for all terms since each term at PHS is a full semester. Over the last three years under the current leadership, the campus has increased the number of students served each school year and has increased the number of FTE's available to now serve up to 300 students per term.

School Year	No. Students Served
2022-23	274
2023-24	332
2024-25	349

PHS can serve students that are identified as special populations as well, with a few exceptions. The campus serves Emergent Bilingual students that have completed their ESOL newcomer requirements. The campus serves students that receive 504 services including those that are identified as having dyslexia if the student no longer requires the dyslexia reading protocol. PHS also serves students receiving special education services that are not enrolled in FBISD's self-contained programs (i.e. LS, Resource, or BSS). The students receiving special education services can receive In-Class Support Services.

Demographics Strengths

The campus has focused intentionally on recruiting efforts to increase the number of students served at PHS by meeting with high school counselors to share the change in process from paper to being 100% on the district's learning platform (Skyward) and the changes in the

students we target. Prior to the 2022-23 school year under previous leadership, students were not allowed to have excessive absences, no more than one to two discipline incidents that were PEIMS reportable, and had to have earned at least six credits on their transcript in the year in which an application was filed. The aforementioned reasons of why students were not being allowed to apply, was the very reason a program as such would be funded in FBISD. Thus, under the current leadership, a mindset of return on investment (ROI) was adopted to ensure resources allocated for the program were maximized.

Not only has the number of students we have served increased each year, but over the last three years the numbers we have served with students in the special population categories have increased.

School Year	EB	504	SPED
2022-23	60	26	13
2023-24	56	38	27
2024-25	91	49	39

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus is designed to serve up to 300 students per academic term; however, current enrollment consistently falls short of this target.
Root Cause: Information about the campus program is not consistently reaching all eligible students. Third-year students who could benefit from enrollment are sometimes overlooked, as communication with students in the graduating cohort are prioritized.

Student Learning

Student Learning Summary

Student learning at PHS is centered around providing lots of support and safety nets. Many of the students that enroll in the program still require EOC testing due to being unsuccessful on multiple attempts at the home campus. Thus, PHS students are engaged in EOC pullouts at least four to six weeks prior to EOC retesting to ensure they are successful for the December and/or April retest.

For Algebra EOC, fifty-one (51) students sat for the December administration and twenty-two (22) of those students met standards (43%). For the April administration, twenty-nine (29) students sat for that test and six (6) students met standards (21%).

For the Biology EOC, eighteen (18) students sat for the December administration and thirteen (13) of those students met standards (72%). For the April administration, ten (10) students sat for that test and five (5) students met standards (50%).

For the English I EOC, fifty-eight (58) students sat for the December administration and one student received an O code but nineteen (19) of those students met standards (33%). For the April administration, forty-two (42) students sat for that test and seven (7) students met standards (16%).

For the English II EOC, seventy-six (76) students sat for the December administration and twenty-three (23) of those students met standards (30%). For the April administration, fifty-six (56) students sat for that test and seven (7) students met standards (12.5%).

For the U.S. History EOC, twenty-three (23) students sat for the December administration and fifteen (15) of those students met standards (65%). For the April administration, eighty-seven (87) students sat for that test and one of the students received an "O code" an sixty-eight (68) students met standards (80%). Of the eighty-seven (87) students that sat for the test, seventy-eight (78) students were taking the USH EOC for the first time.

This year, the campus graduated 213 students accounting for students at all twelve FBISD high schools with 194 students eligible to participate in commencement in May 2025 and the other nineteen (19) students eligible to participate in the August commencement. The Almeta Crawford High School early grads are represented in Ridge Point High School numbers.

Cohort	Total Grads
2022	2
2023	2
2024	20
2025	163

Cohort	Total Grads
2026	26

The Almeta Crawford High School early grads are represented in Ridge Point High School numbers since ACHS was not slated to have graduates in the 2024-25 school year.

Home Campus	Total PHS Grads	May	Summer
<i>Almeta Crawford</i>	4	3	1
Austin	14	8	6
Bush	16	15	1
Clements	5	5	0
Dulles	8	7	1
Elkins	14	12	2
Hightower	27	27	0
Kempner	31	28	3
Marshall	50	46	4
Ridge Point	22 (26)	21 (24)	1 (1)
Travis	1	1	0
Willowridge	21	21	0

The graduation numbers represents students the campus served at least a full traditional semester or more unless the student only needed one term to finish high school requirements. Of the 348 students served this school year, 78 students did not finish with PHS. Two (2) of the 78 students, returned to their home campus by choice, fifty-nine (59) students were returned to their home campus by PHS for violating the Student Success Contract that addresses attendance, academics, and behavior, fifteen (15) withdrew from FBISD, and one (1) student passed away. The overall graduation rate for the 2024-25 school year is 88% (211 of 241 students served fully and not a cohort 2026 student).

Tracking CCMR has been a challenge for the campus. The campus was without a CAC/CCRA in the 2024-25 leaving the campus principal to serve as the CAC, but leaving the CCRA duties the shared responsibility of the campus principal, counselor and registrar. Thus, no one person was able to work with central office to pull the data nor was the TSI offered on the campus throughout the school year to assist students with obtaining CCMR through TSI.

Student Learning Strengths

The overall graduation rate for the 2024-25 school year is 88% (213 of 241 students served fully and not cohort 2026). This rate is the highest rate for PHS in the last three years.

The majority of students that sit for the US History EOC are first time test takers when they come to PHS. Those students are enrolled in a traditional year long USH course. The passing rate for first time test takers was 80% (68 of the 85 students met standard). Additionally, the retest numbers for the December administration were adequate (15 of 23 representing 65%) for students that were not enrolled in a USH class but were in EOC pull-outs prior to retesting. The Biology EOC retest numbers appear to be stronger in the December retest (72%), which represents the fact that our students do not have as many competing factors when they are being prepared for testing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Current End-of-Course (EOC) retest preparation efforts are not yielding the desired outcomes in Algebra I, English I, and English II. Less than half of the participating students are meeting the standard during fall and spring retest administrations.

Root Cause: Students enrolled in credit recovery courses--whether during the day or in evening programs--are receiving an accelerated curriculum that may not sufficiently address foundational learning gaps. Additionally, instructional planning for retest preparation does not consistently incorporate student performance data to target specific areas of need.

Problem Statement 2: While students are meeting graduation requirements, a portion of them are not achieving College, Career, or Military Readiness (CCMR) indicators, which are essential for demonstrating preparedness beyond high school.

Root Cause: Due to the absence of a designated College and Career Readiness Advisor (CCRA) on campus, opportunities to administer the Texas Success Initiative (TSI) assessment were limited. As a result, the campus was unable to gather data to identify individual student needs and provide targeted support aligned with CCMR goals.

School Processes & Programs

School Processes & Programs Summary

The leadership team is comprised of a Principal, Assistant Principal, Lead Counselor, O-Lab Manager and department heads in English, Math Science, Social Studies and CTE. The instructional staff is comprised of sixteen (16) teachers that provide direct instruction and one teacher that provides in-class support for students receiving special education services alongside one special education para and two instructional aides. Together we help students enrolled in the program meet graduation requirements that are deficit on the student's academic record/transcript.

Progressive High School students take on an accelerated curriculum with the exception of the students that take US History for the first time. Those students take USH yearlong just as they would at their home campus to ensure they are adequately prepared for the EOC in the spring. All other courses are taken in nine weeks, which is aligned to the FBISD instructional calendar. Thus, teachers must modify the scope and sequence provided by the curriculum department from a 18 weeks pacing to a 9 weeks pacing. Students who are taking the course as a remedial course are in the same course/class as those that may be taking the course for the first time.

Often our students must take courses on Edgenuity as well as the needs of some are so great that a student would be in danger of graduating if they did not. We have students that take the Edgenuity course in the day program schedule and some take it remotely. In term 4, the campus did put additional safety nets in place for remote users and had the students placed in an Advisory section with the O-Lab manager so she could provide more support to them and progress monitor.

Our bell schedule allows the campus to report to Advisory daily. Advisory is 45 minutes in length. We use the Advisory section for students to have time to stay on track (studying, classwork that has been extended, homework, or make-up work due to absence), catch up with work if they fall short, receive tutorials when needed, and complete other graduation requirements. This is the time the campus organizes EOC pull-outs to attempt to review information that a student may not have seen in one to two years.

The campus focus is clarity: both teacher clarity and student clarity. Thus, the professional development throughout the school year focused on teachers intentionally maximizing instructional time and ensuring students had clarity throughout the lesson cycle. Feedback was given in an intentional way to capture data for continuous improvement. In the fall semester, all teachers received their feedback with a focus on the first 25 minutes of instruction. The purpose was to see how the teachers were Achieving Expectations with the use of the learning intention and success criteria to ensure student clarity at the beginning of the lesson cycle as well as ascertain how teachers were using real time data to Monitor & Adjust instruction to gradually release students. The feedback spring semester focused on the last 20 minutes of class time. The purpose was the same with wanting to see how teachers were using the learning intention and success criteria to determine if students had clarity throughout the lesson and by the end of the lesson. The 45-minute observation gave teachers feedback for the full class period. Every district professional learning day, data was shared with the staff to ensure future observations showed growth and to provide teachers with a tool kit to meet the needs of their diverse learners. Growth was observed; however, there is still work to be done with the success criteria leading to student ownership.

Last school year a contract was put in place to address attendance, academics, and behavior when enrolled in the program. The Student

Success Plan requires students to commit to no longer having truancy issues; students are not allowed to be denied credit due to excessive absences. If done, the student is placed on academic notice. However, if excessive absences are experienced in the first progress reporting period of the term the student is enrolled, the student is sent back to the home campus. With academics, students are required to pass 50% of the courses enrolled. If not done, the student is placed on academic notice. Lastly, behaviors that pose a safety risk such as leaving the property, driving reckless in the parking lot, fighting, bullying and possessing/using drugs or alcohol that results in a DAEP placement, sends the student back to the home campus or places the student on academic notice. Two terms of non-adherence to the contract, sends students back to their home campus on academic probation. All students on academic probation must sit out for a full traditional semester before they can re-apply for the program again.

School Processes & Programs Strengths

This year the campus had 88% of the program students graduate with 84% of the student being cohort 2025. Thus, contributing positively to the 4-year graduation rate for the campus of accountability.

The campus contributes this success to the adoption of the Student Success Contract. There were some students that qualified to return to their home campus for the spring semester, but the campus allowed students to appeal the decision. Those that appeal were granted the appeal but were given PR5 as a probationary period to prove themselves committed to working towards their graduation goals. Almost all of the students that appealed made it past the probationary period. However, they did not all maintain the attendance expectation and were denied credits at the end of term 3 and term 4. However, the campus has put in place a way for students to recover credits with seat time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student performance on spring End-of-Course (EOC) retests in English I, English II, Algebra I, and Biology remains below 50% proficiency, indicating a need for more effective preparation strategies.

Root Cause: Instructional gaps may be contributing to low retest performance. Teachers are not consistently delivering the full curriculum, and without targeted district-level curriculum support, decisions about which content to prioritize may not align with student learning needs. This limits the effectiveness of preparation efforts for EOC retesting.

Problem Statement 2: Although students signed a Student Success Contract at the beginning of the school year or during orientation to affirm their commitment to academic and behavioral expectations, 47 students were returned to their home campuses due to contract violations.

Root Cause: While the contract was signed, consistent follow-up and individualized support were not implemented to help students remain in compliance. The campus did not establish a structured process for proactive intervention meetings with students who were at risk of violating the terms of the contract.

Perceptions

Perceptions Summary

The campus did not develop any surveys to give to students or to parents to capture their perception quantitatively. The district survey has yet to capture the perception of the program as well and only captures the feelings and thoughts of the home campus even though the student is served full time at PHS. However, the overwhelming majority of students love the structure, support and size of the program based on qualitative measures with one-on-one interviews held by the principal with students upon completing all graduation requirements. They feel connected to PHS and know that they have a voice. There is some frustration for students with the counselor as she is not as responsive as needed, even after completing a request to see her. Additionally, schedule changes are late causing the student to be behind at least 1-2 weeks due to the lack of urgency with the counselor. The counselor is a team of one, but she has consistently had support from the campus principal with schedules and demonstrating that students at PHS can be scheduled for the full year and done so by their first day of enrollment into the program.

Perceptions Strengths

The majority of the students and parents are happy with the program as their students become motivated to graduate (and do graduate) and pursue a future they believed was out of reach.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students have expressed frustration regarding academic guidance, including schedule changes and transcript evaluations.

Root Cause: The counseling department has experienced challenges in meeting increased student needs following a significant increase in the number of students served.

Priority Problem Statements

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, PHS will improve the graduation rate by 3% from 87% to 90%, through the implementation of the FBISD Behavior Framework and compacted instruction.

Evaluation Data Sources: Student Transcript/Academic Record & Skyward Q

Strategy 1 Details	Reviews			
Strategy 1: At least 80% of students enrolled in an Edgenuity course will complete at least 1 course per term. Strategy's Expected Result/Impact: Students will earn at least 0.5 credits for a course used towards completion of graduation goals. Staff Responsible for Monitoring: Jasmine Banks Baxter, CAC/CCRA	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: At least 85% of students will pass 50% or more of their courses each term by identifying at-risk students at the conclusion of PR1 with failing grades and requiring those students to attend mandatory advisory or mega lunch tutorials weekly until a passing grade is achieved. Strategy's Expected Result/Impact: Students earn at least 2.0 credits each term to progress towards graduation goals and to be classified in the correct grade level according to their cohort. Staff Responsible for Monitoring: Dr. Tonya Curtis, Principal	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: At least 95% of students will complete both the CPR and Peace Officer Training by the term 2 or the end of the term enrolled if enrolling in the Spring semester. Strategy's Expected Result/Impact: Students will have additional graduation requirements met prior to end of the school year. Staff Responsible for Monitoring: Mary Dowd, Assistant Principal	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: PHS will provide EOC prep for each student that has not shown proficiency in an area of EOC beginning the week of October 27, 2025. Strategy's Expected Result/Impact: Students will meet the standard on the December retest or Spring EOC test/ retest. Staff Responsible for Monitoring: Jasmine Banks Baxter, CAC/CCRA	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026, PHS will improve students' attainment of CCMR readiness indicators from 3% to 50% or more of students enrolled in term 1 and remain in the program for at least three terms, through high quality instruction, and the implementation of targeted professional learning and feedback on clarity.

Evaluation Data Sources: Texas College Bridge, TSIA, SAT Scores, UT On-Ramps

Strategy 1 Details	Reviews			
Strategy 1: PHS will enroll 90% or more students that have not attained the CCMR indicator in Texas College Bridge when they have a senior classification. Strategy's Expected Result/Impact: Student will enroll in Texas College Bridge in a term when the student has a senior classification, complete the modules and earn their CCMR indicator in both math and ELAR. Staff Responsible for Monitoring: Jasmine Banks Baxter, CCRA/CAC	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: PHS will enroll students that show an interest in USH On Ramps for college exposure and to attain the CCMR indicator. Strategy's Expected Result/Impact: Students will earn the USH high school credit and the college credit to attain the CCMR indicator. Staff Responsible for Monitoring: David Stimson, USH On Ramps Teacher/SS Department Chair	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: PHS will offer the TSI test to all students after receiving TSI prep for at least 2-3 sessions of a review per subject. Strategy's Expected Result/Impact: Students successful meet college readiness on the TSI administration. Staff Responsible for Monitoring: Jasmine Banks Baxter, CCRA/CAC	Formative			Summative
	Oct	Dec	Feb	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, PHS students that are enrolled for a full academic year will demonstrate increased progress to be at minimum the 60th percentile in growth in English and Math as evidenced by BOY NWEA MAP assessments to the EOY NWEA MAP assessments.

Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details	Reviews			
Strategy 1: All students enrolled in English 2, Algebra 1, Geometry, Algebra 2, and non passers of Algebra EOC, English 1 EOC, English 2 EOC will take the NWEA MAP Assessment throughout the school year. Strategy's Expected Result/Impact: Students and staff will identify opportunities for growth and work towards that attainment. Staff Responsible for Monitoring: Jasmine Banks Baxter, CAC/CCRA	Formative			Summative
	Oct	Dec	Feb	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use results from the BOY and MOY NWEA Map assessment to form intervention groups to close the gaps. Strategy's Expected Result/Impact: Students will show growth from the BOY to the MOY to the EOY assessment. Staff Responsible for Monitoring: Mary Dowd, Assistant Principal	Formative			Summative
	Oct	Dec	Feb	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, PHS will improve student engagement/interest in extracurricular activities and programs, including fine arts, athletics or clubs/organizations while attending PHS as judged by PHS staff from the campus staff culture and climate survey from 43% to 80%, by increasing club offerings from one to five or more clubs/organizations.

Evaluation Data Sources: Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Clubs will be offered that will meet during the instructional day at Advisory on Fridays at least once or twice a month. Strategy's Expected Result/Impact: Students choose a club of their choice to ensure they have Progressive Pride, feel connected and cared for at PHS and have an overall satisfaction with their matriculation in FBISD schools. Staff Responsible for Monitoring: Mary Dowd, Assistant Principal	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, PHS will increase enrollment in program offerings through targeted recruitment efforts as evidenced through the indicators of success to consistently reach 85% of capacity (255 students of the 300 capacity) in term 1, term 2, and term 3.

Evaluation Data Sources: Skyward Q Enrollment with P code

Strategy 1 Details	Reviews			
Strategy 1: PHS will increase visibility throughout FBISD and the flow of information by September 2025 and throughout the school year to ensure stakeholders at the home campuses know and understand all program offerings to ensure the campus has at least 240 students in terms 1-3. Strategy's Expected Result/Impact: Increased enrollment numbers per term for students that need the program to fulfill graduation requirements or get on track to have a "normal" senior year Staff Responsible for Monitoring: Dr. Tonya Curtis, Principal	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Principal will use an internal requisition form to approve all purchases made. Strategy's Expected Result/Impact: All purchases made will be aligned to campus needs. Staff Responsible for Monitoring: Dr. Tonya Curtis- Principal	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS MATH	1	GAMEZ	JULISSA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	REGISTRAR PARPROFESSIONAL	1	GREEN	ORISHA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	CLERK II COUNSELOR 184	1	BANKS	JANICE	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS SCI	1	NELSON	DAVID	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	AIDE INSTRUCTIONAL	1	MAYES	DOROTHY	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS SCI	1	HAIDER	SAMINA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	PROF SCHOOL COUNSELOR LEAD HS	1	CASEYFLENTROY	MARVA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	CLERK IV ATTENDANCE SEC	1	ATKINS	MARY	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	EXECUTIVE ASSISTANT III	1	STELLY	FLENNETTE	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS FOREIGN LANG	1	ERICSON	PETER	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS ELA	1	PRABHAKARAN	SANJAYA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER ONLINE LEARNING	1	WILSON	ALEXIS	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	AIDE INSTRUCTIONAL	1	GOODMAN	LAURA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER CTE HUMAN SRV	0.13	FRONK	CRISTIN	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	ASST PRINCIPAL HS 238	1	DOWD	MARY	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS MATH	1	CRAVEN	CHERYL	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS ELA	1	TATE	SHEILA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS ART	1	ALBIZU-DEJESUS	LUIS	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS SS	1	KONATE	FATOUMATA	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS SS	1	STIMSON	DAVID	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS PE	1	VLASEK	STEVEN	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	PRINCIPAL PROGRESSIVE HS	1	CURTIS	TONYA	1 26		009	A	EXEC DIR SECONDARY SCHOOLS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	ADVISOR CAC / CCR	0.5	BANKSBAXTER	JASMINE	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS SS/COACH	1	CLARKE	KEVIN	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	TEACHER HS ELA	1	WALLER	SOPHIE	1 26		009	A	PRINCIPAL PROGRESSIVE HS
009 PROGRESSIVE	PROGRESSIV	PROGRESSIV	RECEPTIONIST	1	FRANCIS	GABRIELLE	1 26		009	A	PRINCIPAL PROGRESSIVE HS