



**KENNEDALE ISD**

*Committed to Excellence*

**JAMES F. DELANEY ELEMENTARY  
CAMPUS IMPROVEMENT PLAN  
2019 - 2020**

# Mission Statement

Our mission at Delaney Elementary is to work in partnership with families and the community while providing meaningful learning opportunities for all students to obtain academic excellence in a safe, supportive, and technological environment focused on building strong future leaders.

## Vision

Delaney Elementary is a place of excellence where children can achieve their full potential in their academic, creative, personal, and social-emotional development while also learning respect for themselves and others.

## Value Statement

The faculty and staff at Delaney Elementary are dedicated to treating everyone that has a stake in our school with respect, compassion, integrity, and responsibility.

# Table of Contents

Comprehensive Needs Assessment .....	4
Student Academic Achievement .....	4
School Processes & Programs .....	5
Perceptions .....	7
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: Student Achievement The campus will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students. ....	13
Goal 2: Collaborative Community: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results. ....	17
Goal 3: Safe and Culturally Sensitive Educational Environment: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community. ....	20
Campus Advisory Committee .....	24

# Comprehensive Needs Assessment

## Student Academic Achievement

### Student Academic Achievement Summary

#### Student Academic Achievement Strengths

- 3rd and 4th-grade math scores have shown growth over previous year.
- Curriculum-Based Assessments assist in preparing students at all levels to be successful in subsequent grade levels
- Students are responding to intervention measures with 37 students transitioning out of TIER 3 support.
- Students in grades 2-4 are performing in the 75th percentile or higher nationally in mathematics. (based on national norms collected by Renaissance Learning.)
- Students entering the 2017-2018 school year were better prepared in reading than the previous year.
- The 4th grade ELL students had an increase in math scores of 21% over the year before.
- There was a 4% increase in the number of students meeting the mastery level in math and a 2% increase in reading.
- STAR renaissance math testing showed growth in math across all grade levels between .8 and 1.7 GE levels.
- STAR renaissance reading testing showed growth in reading across all grade levels between .7 and .1.1 GE levels.
- 1st grade Math common assessment scores increased 38 percentage points from the 2nd six weeks common assessment (first CA that students read independently) to the 5th six weeks common assessment.

# School Processes & Programs

## School Processes & Programs Summary

Our campus utilizes the TEKS Resource System as a curriculum management system that helps ensure all state standards for all content areas are covered to the depth that they were designed to be taught at for grades K-4. The TEKS Resource System contains, but is not limited to: TEKS Verification Document, Year-At-A-Glance, Instructional Focus Document and Vertical Alignment Document. The benefit to TEKS Resource System is that everyone is on the same page, however, all teachers are afforded the flexibility to teach in the direction that not only best fits their teaching style, but more importantly in a manner that addresses the needs of all learners. We have many supplemental programs that have been purchased for many different grade levels to help supplement the TEKS being taught across grade levels and curricular areas. Most teachers have a grasp of those new materials, and are implementing them in their classrooms.

The campus interventionists continued to implement the PLC schedule starting in the 1<sup>st</sup> 6 weeks this year. Each grade level met at the end of their 6 week period. Teachers were able to collaborate about how students did and how to reteach difficult concepts after disaggregating their data.

The goals for Delaney students are: with the support of the teachers, staff, and parents, will become academically, socially, and emotionally well prepared for the future by developing character, developing solid foundational skills in all core subjects while meeting state and federal guidelines, developing appropriate social skills while building positive peer relationships, and developing 21<sup>st</sup> century technological skills. We have 7 measurable goals: parents will be full partners with the school in the academic careers of their children, students will be encouraged and challenged to meet their full potential, through enhanced dropout prevention rates, all students will remain in school until they receive a high school diploma, a well balanced and appropriate curriculum will be provided to all students, quality and highly effective personnel will be recruited, developed and retained, Delaney will maintain a safe and disciplined environment conducive to student learning, educators will stay abreast of the development of creative and innovative techniques, as appropriate to elementary students, to improve student learning.

We will measure this by utilizing SBDM meetings, TPRI, DRA and STAR scores from Beginning, Middle and End of Year. We will have results from Common Assessments at the end of each 6 weeks and 3rd and 4th grade will give benchmarks. Goals are effectively communicated through the use of the website, faculty meetings, newsletters, walk throughs, observations, and PLC meetings. Plans for Tier 2 and 3 students have been put into place. Teachers meet with their teams weekly. Teachers document data into DMAC and the RTI Document. All grade levels have a common planning time and the structure is varied based on grade level need. All follow the TEKS Resource System. Mrs. Pride and Mrs. Wells meet with team leaders to convey messages/concerns and then the team leaders pass on that message to their teams in their next grade level meeting. Schedules for duty are created annually and each person knows what week they are supposed to have duty. The computer lab is open in the morning for Imagine Learning and Think Through Math before school. Some teachers provide individual tutoring, and I-Zone provides assistance with homework when appropriate. Campus administrative staff meets over the summer to organize and develop the campus master schedule. The campus map is designed to accommodate the flow of students with grade levels together to maximize collaboration within teachers.

The campus is moving more and more to a Google platform. Teachers have grade level pages on Google Docs, CARE team posts data on the CARE Team page, intervention activities have been posted on the team google sites for teachers to have access to. The number of devices in the classroom has increased.

Technology integration is taking place in most classrooms with assistance and training is provided to those who need it by other teachers that are more comfortable with these skills.

### **School Processes & Programs Strengths**

Strength 1: The staff at JFD has benefitted from having a PLC time overall. They have specific times that they can disaggregate the data with campus interventionists and get support on how to help their kids. Within the PLC's teachers are able to give input and feedback regarding the common assessments and talk about why students chose certain answers. Teachers have access to many supplemental aides and use them along with TEKS Resource System. Teachers are confident in teaching grade level skills to the depth and with rigor required. Staff also met before the year started to create a Curriculum map of how content was to be taught with their teams to map out the year before it started. Intervention time was utilized to address areas of concern.

Strength 2: We have implemented an RTI Spreadsheet that allows an "at-a-glance" resource to pull information on any student, from any grade level. This provides a quick picture of student strengths and weaknesses. We are then able to delve into each individual program and understand the details of how and why a student scored the way they did.

Strength 3: CARE team discusses progress of students and teachers are able bring up concerns about students. 100% of the staff is highly qualified. We have ESL and GT certified staff on each grade level, 1<sup>st</sup>-4<sup>th</sup> grade. We have utilized an intervention time that has really aided in student progress by providing a specific time to target students' needs. Student gaps have been identified and addresses much more quickly than previous years the focus on intervention.

Strength 4: Every grade level classroom has a projector and a smart board and most grade level classrooms have a document camera. Classrooms have a minimum of 6 student computers, bandwidth meets the demand of the classroom. We have many online learning tools: Brainpop, Imagine Learning, Think Through Math, Renaissance Learning, Discovery Education, Social Studies Weekly, STEM Scopes, Learning A-Z, and Flocabulary.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We are not vertically aligned across grade levels. We need time to meet and discuss how each strand moves from grade level to grade level, and what strategies are being utilized to teach skills. Each grade level needs to know how their skills are being built on future grade levels so we can build a solid foundation which will match the strategies of the grade levels that come. **Root Cause:** We don't have a common time that we can easily get together across grade levels to do this. We are not given time on staff development days or during faculty meetings to do this.

# Perceptions

## Perceptions Summary

School Culture and Climate is positive.

- 357 students participated in the student survey. About 96.7% of those students said they like being a Delaney Wildcat. 96% of students said their teacher cares about them. 87% of students report they have fun learning at school.
- 45 teachers and staff members participated in the staff survey. About 90% of teachers and staff feel supported and treated with respect. 90% feel valued as an employee. 93% of teachers and staff are proud of their campus.
- Many programs and systems are in place to create and maintain a positive school culture and climate. Safety and discipline are structures that directly impact school culture and climate after relationships have been built with students and parents. 69% of parents feel the safety measures that have been implemented make our school safer. 91% of students feel safe at school. In regard to discipline, 97% of student report they know the school rules and 97% report they know what it means to have “wildcat pride”.
- We teach and practice behavior expectations and procedures to ensure safety and appropriate behavior at school through our KISD Core 8 Characteristics, guidance lessons, wildcat pride, classroom social contracts, and houses which are inclusive for all staff and students’ participation. Through each of these systems, we use prevention to build character, leadership, teamwork, and cultural diversity. We also teach bully prevention, stranger danger and gun safety with our SRO, and personal safety with the Women’s Center of Fort Worth.
- Bully prevention and intervention has increased with the implementation of David’s Law. Students are given an option to report anonymously through Friends for Life. Parents and students are able to report to anyone at our school. When reported, the counselor and administrators take those reports and investigate them and follow through to ensure it stops.
- When discipline issues arise we implement a restorative model in which students are held accountable, given the opportunity to repair the issue, and restore them back into the classroom. This year we’ve continued the leveled discipline system with conduct reports and positive behavior interventions that track behaviors, consequences and recidivism. Discipline referrals are utilized for infractions that warrant such a consequence. Our conduct report data shows a total of 53 reports, 24 fewer than last year, for a total of 21 students, as of May 22, 2018. Out of 600 students on our campus, 21 have received conduct reports, which totals 3.5% of our student body! This data suggests that our discipline system: prevention, interventions and responsive interventions: are effective. 96.5% of our students do not need any remedial or behavior interventions.

Family and Community Engagement is essential to Delaney’s success.

- Parents are viewed as partners in their child’s learning and academic success. Teachers share academic expectations and processes with parents through Curriculum Nights, Dyslexia Meeting, STAAR information Meeting, Pancake Supper, parent teacher conferences, progress reports and report cards. Parents are able to access student computer based programs to work with students at home on programs they also use at school for learning.

Communication with parents is a priority at Delaney. We utilize weekly newsletters, Classdojo, Facebook, homework folders, electronic Peach Jar notification, Blackboard and ReadyRosie for bilingual and ESL families. Communication is sent home in English and Spanish. Electronic communications have a translation feature for parents needing to view information in another language. Teachers depend on parent support and

communication as a foundation of student success.

- According to the parent survey, Classdojo is the preferred method of communication desired by parents.
- Parents input is always accepted in person, by phone, email, as well as, parent surveys, committees, PTO, and volunteer opportunities for special events and Delaney D.A.D.S.
- While partnerships with parents is a high priority, we seek to partner with the community as well for the benefit of all stakeholders. Students are able to learn about their community through career day, walking field trips to the Kennedale Library, and Meeting the Mayor. We also have partnership with Rush Creek Compassion Center and Pleasant Ridge Baptist Church that impact student learning by providing food and snacks to help meet students basic needs. Kennedale Rotary and our PTO have helped to provide incentives for behavior and academic progress/success, as well as, Teacher/Staff Appreciation.

## Perceptions Strengths

### Family Involvement Strengths

- JFD provides academic support and enrichment for families campus events.
- PTO provides enrichment events throughout the year for students and parents.
- JFD communicates with parents consistently through a variety of KISD approved outlets.
- JFD increased parent volunteer opportunities based on previous feedback. Parents were able to volunteer weekly.

### School Culture and Climate Strengths

- JFD student know what it means to have wildcat pride and our proud to be a wildcat.
- JFD students are given positive reinforcement within the classroom and are recognized every month.
- JFD students have pride and self-discipline. Our students have good character and the relationships they build with their teachers is the foundation for a positive classroom and school culture.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Only 77% of parents and 70% of our students feel our school is clean and in good condition. **Root Cause:** Frequent changes in

custodial night staff, limited evening staff to clean all areas consistently.

**Problem Statement 2:** 50% of staff are not satisfied with the professional development opportunities. **Root Cause:** Limited training within district especially with use of curriculum resources within the classroom.

**Problem Statement 3:** Safety is a concern on both parent and student surveys. **Root Cause:** Situations occurring in our nation increase negative feelings about school safety. Providing information about situations to parents in a timely manner from district/campus.

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

# Goals

## Goal 1: Student Achievement

**The campus will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students.**

**Performance Objective 1:** Delaney will increase the Meets results on STAAR by 5%.

3rd grade increase Meets on Reading STAAR from 58% to 63%

3rd grade increase Meets on Math STAAR from 67% to 72%

4th grade increase Meets on Reading STAAR from 55% to 60%

4th grade increase Meets on Math STAAR from 59% to 64%

### **Evaluation Data Source(s) 1:** Student Data Trackers

Intervention assessments

Student work

CA's

Benchmarks

Screeners

Interim testing

2020 STAAR results

### **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) Staff Development for teachers on resources and curriculum to equip them with effective teaching strategies and to improve on their content knowledge and expertise. Letter Land Patterns of Power Empowering Writers Fundamental 5 Guided Reading	2.4, 2.5, 2.6	Level leads, administration	Student work and data trackers will show achievement growth throughout the year. Teacher lesson plans are aligned and are engaging lessons for student centered learning.			
2) Intervention for the grade levels will be on a staggered rotation. Each grade level will have their own time for enrichment and intervention so that students will not be pulled during core instruction.	2.4, 2.5, 2.6	Interventionists, administration	Student Data tracker will show academic growth throughout the year. Student work portfolio will show student growth throughout the year.			
3) Interventionist and teachers will collaborate as a PLC to review and analyze data to determine student needs, teacher and intervention instructional next steps.	2.4, 2.5, 2.6	interventionist, administration	Lesson and intervention plans that address specific student needs. Student data trackers that show progress and closing achievement gaps.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1: Student Achievement**

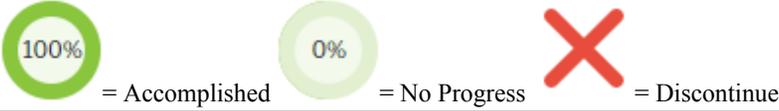
The campus will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students.

**Performance Objective 2:** Delaney will improve attendance from \_96%\_ to \_97%\_

Better attendance increases learning time.

**Evaluation Data Source(s) 2:** Attendance reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) Follow the district guidelines on addressing absenteeism.	2.5, 3.1	administration	Increase learning time and student progress.			
2) Provide positive incentives for students that have regular attendance. Morning STEM bends/engaging activities Blue Ribbon award Perfect attendance recognition each month Popcorn with principal Grade level incentive for best attendance	2.5, 2.6	teachers, administration, counselor	Students attendance and punctuality will improve with positive culture and engaging activities to participate in when arriving to school. This increases engagement and learning time.			
						

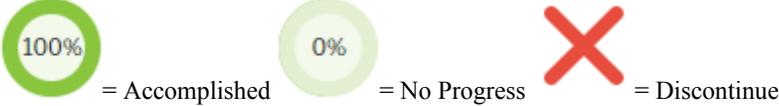
**Goal 1: Student Achievement**

The campus will provide quality Tier 1 instruction and systematic intervention to ensure high levels of learning for all students.

**Performance Objective 3:** Delaney will increase the percentage of student progress for all sub groups with an overall increase of 2% overall with a focus on Academic Growth.

**Evaluation Data Source(s) 3:** Data track for each student and by student sub groups through CA's, intervention assessments, Interim test, benchmarks, screeners, STAAR

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) Targeted intervention and enrichment time based on individual student data and needs. Master schedule for campus has changed to accommodate for staggered intervention in the daily schedule and occurs at a specific time to avoid loss of Tier 1 instructional time. This increases core instruction as well as focus on specific needs of students.	2.4, 2.5, 2.6	interventionist, administration	Progress and academic growth of students of all sub groups.			
2) Teacher training on strategies that improve student engagement. Campus book study on Fundamental Five to learn classroom engagement strategies. Teacher training and PD on Early Literacy. guided reading, phonics, writing and Math.	2.4, 2.5, 2.6	administratoin, teacher leads	student engagement, increased time in learning and on task			
3) Teachers and interventionist will participate in PLC meetings to analyze student progress and data in order to make instructional plans to address needs of students.	2.4, 2.5, 2.6					
						

**Goal 2: Collaborative Community: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results.**

**Performance Objective 1:** Delaney will provide Family Engagement events throughout the year to promote partnerships with our parents and community.

AR Literacy Night: includes community participation from fire dept., city mayor, school board members, central office staff and campus staff.

Math Night

STEM night

Career Fair

Veterans Day Celebration

1st responders parade

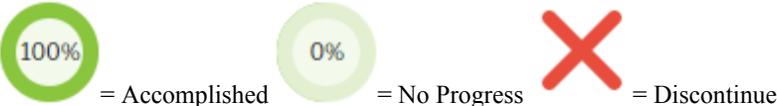
**Evaluation Data Source(s) 1:** Campus calendar

parent/ staff sign-in sheets

agendas

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) Academic parent/family/community activities: Meet the teacher Night Title 1 info Night Curriculum Night Dyslexia Night STAAR information Night Literacy Night Math Night STEM Night Parent/Teacher conferences	3.1, 3.2	administration	Collaborative partnership with parent, teachers and community			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
2) Active PTO that supports and encourages parent and teacher participation and sponsors family engagement events for families, teachers and community to participate. PTO meetings w/student performances Daddy Daughter dance Mother Son Nurf night Family picnic Parent volunteers for classroom/campus	3.2	PTO, administration	Partnership with parents in working to create a positive learning environment and collaboration with all stake holders.			
3) Various forms of communication to inform the parents and community of campus events and activities: Classroom Dojo Website Blackboard Facebook Notes sent home	3.2	teachers, administration, counselor	Keep community informed and engaged with campus activities			
						

**Goal 2:** Collaborative Community: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results.

**Performance Objective 2:** Delaney will work collaboratively with our PTO.

Monthly PTO meetings with student performances.

PTO family events: Daddy Daughter Dance/Mother Son Nurf Night/Family Picnic and Game Night

PTO plans classroom parties with the teachers

**Evaluation Data Source(s) 2:** PTO/School events

PTO meetings/agendas

PTO/school volunteer log

**Summative Evaluation 2:**

**Goal 2:** Collaborative Community: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results.

**Performance Objective 3:** Delaney partners with local churches to address needs of students and families and support campus/staff.

Rush Creek Church assists teachers and campus in preparing the building/classrooms for students.

Church provides food bags for selected families over the weekend.

**Evaluation Data Source(s) 3:** Number of bags delivered to students.

Volunteer sign in

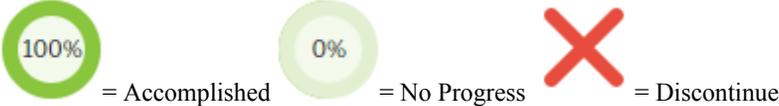
**Summative Evaluation 3:**

### Goal 3: Safe and Culturally Sensitive Educational Environment: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community.

**Performance Objective 1:** Delaney will provide opportunities for 100% of our students to participate in SEL activities designed to improve campus culture and individual social and emotional growth.

**Evaluation Data Source(s) 1:** counselor calendar and guidance plan

#### Summative Evaluation 1:

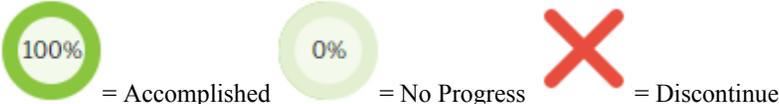
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) All classes will receive guidance lessons on SEL and positive character traits to empower them to have the skills to be successful positive citizens.	2.4, 2.6	counselor	Students will learn about positive character traits that will assist in their academic and social success.			
2) Students will receive positive incentives for displaying character trait of the month. Paw Prints Paw Pride awards Recognition of students in open cafe with parents Blue Ribbon Award	2.5, 2.6	counselor, administration	Positive campus culture that celebrates positive character.			
						

**Goal 3:** Safe and Culturally Sensitive Educational Environment: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community.

**Performance Objective 2:** Delaney will partner with families and community to strengthen the relationships with stakeholders and the educational process.

**Evaluation Data Source(s) 2:** agendas  
sign in sheets  
surveys

**Summative Evaluation 2:**

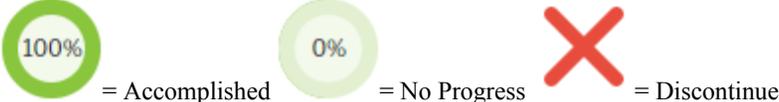
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) Partner with local church that will bring weekend food bags for selected students.	2.5, 2.6	counselor, administration	Meeting students basic needs.			
2) Local church will come and help teachers and staff prepare for school and work on projects around the campus.	2.6	counselor, administration	Positive relationship with community organizations and school staff.			
						

**Goal 3:** Safe and Culturally Sensitive Educational Environment: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community.

**Performance Objective 3:** Delaney will implement the Ron Clark Academy House system.

**Evaluation Data Source(s) 3:** surveys, calendar, house lesson plans

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
1) Students randomly divided into one of eight houses, with each representing a character trait.	2.5, 2.6	teacher, house leaders, counselor, administration	Students will develop a sense of belonging at school and learn positive social skills that will help them be socially and academically successful.			
						

**Goal 3:** Safe and Culturally Sensitive Educational Environment: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community.

**Performance Objective 4:** Delaney will participate in PD to foster positive relationships with students, community and stakeholders.

Harvesting training

Strength Finder assessment and training

**Evaluation Data Source(s) 4:** agendas

sign-in sheets

strength finder assessment results

surveys

**Summative Evaluation 4:**

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kari Pride	Principal
Non-classroom Professional	Christy Mock	counselor
Classroom Teacher	Donna Winn	3rd grade teacher
Classroom Teacher	Teasha Houston	1st grade teacher
Classroom Teacher	Jackie Lopez	Prek teacher
Classroom Teacher	Rebecca Hannon	GT teacher
Classroom Teacher	Erin Hitt	4th grade teacher
Classroom Teacher	Sara Blocklyn	Kinder teacher
Classroom Teacher	Kelly Soncrant	Intervention teacher
Classroom Teacher	Sarah Ross	2nd grade teacher
Classroom Teacher	Kari Bowman	Intervention teacher
Parent	Ashley Navarre	PTO president/parent
Administrator	Laura Wells	administrator
Parent	Jeff Nevarez	parent
Parent	Mirna Gonzalez	parent