



**KENNEDALE ISD**

*Committed to Excellence*

**R.F. PATTERSON ELEMENTARY  
CAMPUS IMPROVEMENT PLAN  
2019 - 2020**

# Mission Statement

The R. F. Patterson learning community is committed to creating a safe, nurturing environment that builds relationships which supports rigorous and positive learning experiences. All student will be provided with a challenging and engaging curriculum that encourages all learning styles and motivates them to excel. Collaboration and open communication with parents, the community and faculty will facilitate intervention using best practices to promote student success.

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# Comprehensive Needs Assessment

Revised/Approved: October 03, 2019

## Demographics

### Demographics Summary

Demographics Summary

Student Demographics Count Percent

Gender

Female 198 44.6%

Male 246 55.4%

Ethnicity

Hispanic-Latino 112 25.2%

African American 137 30.9%

White 161 36.3%

Asian 9 2.0%

Hawaiian/Pacific Islander 4 0.9%

American Indian 1

Multi-Racial 20 4.5%

Student by Program

At-Risk 109 25%

Economically Disadvantaged 252 57%

English Limited Learner 54 12%

Gifted and Talented 23 5%

Special Education 47 11%

504 54 12%

- The ethnicity ratios between staff and student population
- Students receiving free or reduced lunch is approaching 60%

### **Demographics Strengths**

- Our special education population decreased by 5%
- Staff diversity increased this year by 3 people

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Reading STAAR passing rates have been minimal in Caucasian students. **Root Cause:** Due to the validity of a variety of data sources. This affects Tier 1 intervention and small group instruction.

# School Processes & Programs

## School Processes & Programs Summary

Patterson teachers will meet in grade level PLC's four times a year to engage in professional development, discuss work samples, work on quality of lesson planning and examine research-based instructional strategies to increase student engagement and achievement.

## School Processes & Programs Strengths

- Campus staff will participate in PLC's that provide time to collaborate with team members, interventionist, study instructional strategies to maximize student engagement and analyze student data.
- Grade level teachers meet with district instructional specialist.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers have not received individualized targeted professional development to address their specific needs. **Root Cause:** Professional development was generalized and not specific to the teachers' needs.

# Perceptions

## Perceptions Summary

Patterson staff believes that all student can achieve at higher standards if we all work together to ensure their success. The Patterson staff will work on teacher efficacy to ensure that every student has the opportunity to reach their full potential.

## Perceptions Strengths

Campus based strengths include: implementation of school wide celebrations and acknowledgements (House syste, birthdays, attendance, potlucks, etc.), increased communication between school, community and parents, effective safety procedures, implementing Wildcat pride matrix, W.O.W. awards and employee of the month to continuously improve campus-wide expectations.

# 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 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation 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
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS 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
- Action research results

# Goals




**Goal 1: The campus will implement researched-based best practices and ensure that teachers collaborate regularly to plan lessons, align instruction, and meet state standards and ensure teachers are trained on campus and district initiatives/programs.**

**Performance Objective 1:** Reading and Math interventionist will assist teachers with unpacking and bundle ELAR standards and provide additional instructional support in the classroom.

**Evaluation Data Source(s) 1:** Grade level meetings  
Data binders  
CARE Team

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 3: Positive School Culture            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            1) Provide time during the semester to plan vertically with academic families and align writing K-4th grade.</p>	2.4, 2.5, 2.6	Teachers Administration Interventionist	Increased standardized test scores.			
<p><b>Comprehensive Support Strategy</b>            2) Continue to conduct grade-level team meetings once a week to collaborate on lesson planning</p>		Teachers Administrators	Lesson plans Increased standardized test scores			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) Continue monitoring students through the RtI process with Interventionists and weekly CARE Team meetings	2.4, 2.5, 2.6	Administration, Teachers, Interventionist	Increased standardized test scores, progress monitor			
<b>Comprehensive Support Strategy</b> 4) Strengthen Tier 1 & 2 instruction within the classroom.		Classroom Teacher, Interventionist	Report card grades, standardized test scores			
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Utilize TEKS Resource and Fountas and Pinnell for all subjects K-4th grade.	2.4, 2.5, 2.6	Administration, Interventionist	Increased standardized test scores and common assessments.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2: Students will have increased academic success through opportunities provided by the campus. This will be measured by an increase in the passing rate and improvement on district level benchmarks and state assessments.**

**Performance Objective 1:** Students will increase academic success by showing one year of growth in math and reading.

**Evaluation Data Source(s) 1:** MAP universal screener

STAAR results

Education Galaxy

STAR Renaissance

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levels</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            1) Continue use of small group instruction groups to improve instruction and identify specific skills needed to promote growth.</p>	2.4, 2.5, 2.6	Teachers, Interventionist, Campus Administrators	Teachers will address specific deficiencies in reading which will address learning gaps for students.			
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levels</b>            Lever 1: Strong School Leadership and Planning            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            2) Targeted during the day tutoring/intervention will be provided to students who did not meet grade level on 2018-2019 STAAR.</p>	2.4, 2.5, 2.6	Teachers, Interventionists	Standardized test scores, CBA's, checkpoints, MAP, DRA			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 5: Effective Instruction            3) Continue daily implementation of Mentor Sentences and Sentence-A-Day.</p>	2.4, 2.5, 2.6	Teachers	Writing progress monitoring documentation			
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            4) Provide professional development to teachers for Fountas &amp; Pinnell and progress monitoring using MAP.</p>	2.4, 2.5, 2.6	Campus administration, Teachers, Interventionist, District specialist, Team leaders	Progress monitoring reports- student progress			
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            5) PLC's will focus on planning beginning with assessment data. We will continuously review students' work and activities to ensure alignment. Teachers will plan effective lessons using Fountas and Pinnell question stems to increase rigor.</p>	2.4, 2.5, 2.6	Campus Administrators, Interventionists, Team leaders, Teachers	Teachers will be able to effectively plan lessons that are aligned with assessments.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Using the standard walk-through form, the campus administrators will monitor the implementation of identified strategies.	2.4, 2.5, 2.6	Campus administrators	The administrators will provide specific and immediate feedback for teachers.			

### **Goal 3: The campus will continue to develop a nurturing and culturally diverse educational environment in which students have the opportunity to grow in character and improve behavioral expectations.**

**Performance Objective 1:** Patterson will provide a nurturing and culturally sensitive educational environment that promotes unity and acceptance of diverse backgrounds.

**Evaluation Data Source(s) 1:** Attendance data  
Climate survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Family involvement nights will be planned to promote a sense of community and student achievement.</p>	2.4, 2.5, 2.6	Administrators, Teacher and PTO	Attendance sign-in sheets, increased number of participants			
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Parents will receive weekly and monthly newsletters, calendars, e-mails and flyers with vital school information.</p>	2.4, 2.5, 2.6	Administrator, Counselor, Teachers	Increased parent involvement, parent survey data			
<p>3) Families will receive school information in a variety of ways (weekly grade level blasts, Wednesday Work Packets, school website, Facebook, Blackboard Connect App, Class Dojo and Marquee.</p>		Administrators, Teacher and PTO	Increased parent involvement, parent survey data			
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Continue daily character building initiatives such as Kindness Paws, positive office referrals, Wildcat matrix, house meetings, character lessons and WILDCAT PRIDE.</p>	2.4, 2.5, 2.6	Administrator, Counselor, Teachers, Campus administrators	Decrease in office referrals, ISS placements, Administrative Assistance and Intervention			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Partner with local churches to provide resources such as Kids' Hope and the food bag program.		Counselor, Campus administrators				

**Goal 4: School Board Goal #1: KISD has quality, highly motivated faculty and staff.**

**District Goal#1: The district will recruit and retain highly qualified staff.**

**Performance Objective 1:** Kennedale ISD will provide a competitive compensation package to employees.

**Evaluation Data Source(s) 1:** End of year Employee Retention Rates.

**Summative Evaluation 1:**

**Goal 4:** School Board Goal #1: KISD has quality, highly motivated faculty and staff.

District Goal#1: The district will recruit and retain highly qualified staff.

**Performance Objective 2:** KISD will provide opportunities for professional growth.

**Evaluation Data Source(s) 2:** End of year employee retention rates.

**Summative Evaluation 2:**

**Goal 4:** School Board Goal #1: KISD has quality, highly motivated faculty and staff.

District Goal#1: The district will recruit and retain highly qualified staff.

**Performance Objective 3:** KISD will utilize instructional technology to optimize student learning.

**Evaluation Data Source(s) 3:** End of year employee retention rates.

**Summative Evaluation 3:**

**Goal 4:** School Board Goal #1: KISD has quality, highly motivated faculty and staff.

District Goal#1: The district will recruit and retain highly qualified staff.

**Performance Objective 4:** KISD will work with non-profit organizations, such as Rotary International to promote innovation and enhance educational opportunities.

**Evaluation Data Source(s) 4:** Participation with non-profit organizations.

**Summative Evaluation 4:**

**Goal 5: School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.**

**District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.**

**Performance Objective 1:** KISD will guide students in becoming more self-disciplined, responsible and respectful.

**Evaluation Data Source(s) 1:** End of year behavior data regarding exclusionary discipline.

**Summative Evaluation 1:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 2:** To provide a nurturing learning environment where adults and children feel a sense of competence, belonging, usefulness, potential and optimism.

**Evaluation Data Source(s) 2:** Stakeholder surveys.

**Summative Evaluation 2:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 3:** At least 90% of all students and all student groups taking the STAAR Test will meet the passing standard set by the state for mathematics and ELAR.

**Evaluation Data Source(s) 3:** End of Year Assessment Results.

**Summative Evaluation 3:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 4:** 90% of Students taking Science and Social Studies portions of the STAAR test will perform at the passing standard set by the

state.

**Evaluation Data Source(s) 4:** End of Year Assessment Results.

**Summative Evaluation 4:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 5:** KISD students will be given opportunities to participate and achieve in non-core offerings.

**Evaluation Data Source(s) 5:** Participation rates in classes and extracurricular activities.

**Summative Evaluation 5:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 6:** At least 30% of KISD students will perform at advanced academic performance levels.

**Evaluation Data Source(s) 6:** Participation and performance rates.

**Summative Evaluation 6:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 7:** Each campus will maintain a 95% or above annual attendance rate.

**Evaluation Data Source(s) 7:** End of year attendance rates.

**Summative Evaluation 7:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 8:** Through enhanced dropout prevention efforts, all students will remain in school until obtaining a high school degree or equivalent.

**Evaluation Data Source(s) 8:** Four-year graduation rates, completion rates, dropout rates for all students and all student groups.

**Summative Evaluation 8:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 9:** KISD will promote post-secondary planning.

**Evaluation Data Source(s) 9:** Post-secondary follow-up.

**Summative Evaluation 9:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 10:** KISD will provide ongoing training to ensure teachers have the opportunity to broaden and deepen their understanding of student needs in the academic setting.

**Evaluation Data Source(s) 10:** Staff development plans submitted at end-of-year by campus principals.

**Summative Evaluation 10:**

**Goal 5:** School Board Goal #2: KISD will develop learning standards to meet the needs of all learners.

District Goal #2: KISD will provide a nurturing and culturally sensitive educational environment.

**Performance Objective 11:** KISD will provide methods for addressing needs of students for special programs.

**Evaluation Data Source(s) 11:** Existence of programs will be documented with lead personnel assigned to them.

**Summative Evaluation 11:**

**Goal 6: School Board Goal #3: KISD Partners with families and the community to strengthen the educational process.**

**District Goal #3: KISD will encourage parental and community involvement by providing educational and volunteer opportunities for stakeholders.**

**Performance Objective 1:** In order to promote a sense of pride in and responsibility for our district, our community, our country and our world, we will encourage partnerships among the school, parents and families, and the community.

**Evaluation Data Source(s) 1:** Attendance, PTA/PTO Membership, participation counts at events, ACE Grant participation and meeting of guidelines.

**Summative Evaluation 1:**

**Goal 7: School Board Goal #4: KISD will acknowledge numerous individuals and groups who contribute to the district's education efforts.**

**District Goal #4: KISD will acknowledge numerous individuals and groups who contribute to the district's education efforts.**

**Performance Objective 1:** KISD will acknowledge numerous individuals and groups who contribute to the district's education efforts.

**Evaluation Data Source(s) 1:** Number and types of recognition noted.

**Summative Evaluation 1:**



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide time during the semester to plan vertically with academic families and align writing K-4th grade.
1	1	2	Continue to conduct grade-level team meetings once a week to collaborate on lesson planning
1	1	3	Continue monitoring students through the RtI process with Interventionists and weekly CARE Team meetings
1	1	4	Strengthen Tier 1 & 2 instruction within the classroom.
1	1	5	Utilize TEKS Resource and Fountas and Pinnell for all subjects K-4th grade.
2	1	1	Continue use of small group instruction groups to improve instruction and identify specific skills needed to promote growth.
2	1	2	Targeted during the day tutoring/intervention will be provided to students who did not meet grade level on 2018-2019 STAAR.
2	1	3	Continue daily implementation of Mentor Sentences and Sentence-A-Day.
2	1	4	Provide professional development to teachers for Fountas & Pinnell and progress monitoring using MAP.
2	1	5	PLC's will focus on planning beginning with assessment data. We will continuously review students' work and activities to ensure alignment. Teachers will plan effective lessons using Fountas and Pinnell question stems to increase rigor.
2	1	6	Using the standard walk-through form, the campus administrators will monitor the implementation of identified strategies.

# State Compensatory

## Personnel for R F Patterson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brooke Tarrant	Intervention Para		1.0
Grace Arias	Intervention Para		1.0
LeAnn Zimmerman	Intervention Teacher		1.0
Malinda Knappenberger	Behavior Interventionist		.25
Shaunequa Willaims	Intervention Para		1.0

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lauren Geiser	Intervention Teacher		1.0

# Campus Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Khourie Jones	Principal
Classroom Teacher	Megan Clements	1st grade teacher
Classroom Teacher	Cheryl Chappell	Special Education teacher
Classroom Teacher	Stephanie Slimak	3rd grade teacher
Classroom Teacher	Brandie Roesler	Kindergarten teacher
Parent	Adelita Baker	Community Member
Parent	Julie Hughes	Community Member
Administrator	Robyn Braun	Assistant Principal
Non-classroom Professional	Damesha King	Counselor
Classroom Teacher	Anna Phillips	3rd grade teacher
Parent	Socorro Marquez	Parent
Classroom Teacher	Tanya Widner	4th grade teacher
Classroom Teacher	Amanda Hooker	2nd grade Teacher