

# Carrollton-Farmers Branch Independent School District

## Blair Elementary

### 2023-2024 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

## Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

## Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

## Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: July 21, 2023

## Demographics

### Demographics Summary

Blair Elementary is a 19-year-old, PreK-5th grade Title I campus in Carrollton-Farmers Branch ISD located in Farmers Branch, TX. Farmers Branch is part of the larger DFW Metroplex, and is suburb of Dallas, TX. Farmers Branch is an ethnically diverse community and is also known as the "City in the Park" for the number of parks within its city limits. In May 2023, Blair had approximately 500 students, with 90% of students being zoned to Blair Elementary. Our demographics are as follows: 86.2% Hispanic, 6.6% White, 4.6% African American, 1.8% Two or More Races, and 0.8% Asian.

According to published instructional program data by the State, 55.2% of students are considered Bilingual/ESL, 16% of students are Special Education, and 2.2% are Gifted and Talented. Our mobility rate stands at 15.1%. Moreover, 87.8% of the students we serve are considered Economically Disadvantaged and 65.2% are considered At-Risk.

The staff at Blair is ethnically diverse and has varied teaching experience, with the average years of experience of a teacher standing at 10.2 years.

# Student Learning

## Student Learning Summary

### 2023 Preliminary STAAR RESULTS

2023 STAAR ALL STUDENTS	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
3rd Math	2%	13%	85%
3rd Reading	0%	6%	94%
3rd Reading Bilingual	0%	4%	96%
4th Math	2%	18%	80%
4th Reading	2%	25%	73%
4th Reading Bilingual	0%	6%	94%
5th Math	0%	6%	94%
5th Reading	0%	4%	96%
5th Reading Bilingual	8%	0%	92%
5th Science	9%	29%	62%

## READING

Have we improved our STAAR READING Passing scores over time?

STAAR Passing	2022*	2023	Difference
3rd Grade	88%	95%	+7% for the grade level; NA for the cohort
4th Grade	80%	77%	-3 % for the grade level; -11% for the cohort
5th Grade	85%	95%	+10% for the grade level; +15% for the cohort

\*Reading/Reading Bilingual combined

## MATH

Have we improved our STAAR MATH Passing scores over time?

STAAR Passing Rates	2022	2023	Difference
3rd Grade	91%	85%	-6% for the grade level; NA for the cohort
4th Grade	78%	80%	+2% for the grade level; -11% for the cohort
5th Grade	93%	94%	+1% for the grade level; +16% for the cohort

## SCIENCE

Have we improved our STAAR Passing scores over time?

STAAR Passing Rates	2022	2023	Difference
5th grade	75%	62%	-13% for the grade level; NA for the cohort

## Student Learning Strengths

Overall strengths include:

Blair students outperformed the state in all STAAR administrations, with the exception of 4th grade.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Literacy is an ongoing struggle at all grade levels. **Root Cause:** The establishment of family literacy as well as the priority of literacy amongst families is inconsistent and low in the community.

# School Processes & Programs

## School Processes & Programs Summary

All programs and processes at Blair revolve around DuFour's 4 critical questions: What do we want students to know and be able to do?; How will we learn if they know it?; How will we respond when some students do not learn?; and How will we extend learning for students who are already proficient?

These questions are managed and operationalized differently according to the needs of our students.

The question, "What do we want students to know and be able to do?" is manifested in our Safety Net Acceleration Plan (SNAP) Sheets. Each grade level has individual grade level SNAP sheets that visualize and track grade level essential standards. In particular, the SNAP sheets give a clear outline of grade-level specific skills in Reading and Math that teachers consistently assess in 3-week cycles to ensure mastery as they progress through CANVAS, our online district curriculum.

The question, "How will we learn if they know it?" is also tracked on the SNAP Sheets. Included are reading levels, MAP, STAAR, and DCFAs.

Regarding the question, "How will we respond when some students do not learn?", we employ a school-wide tier system that identifies students for short and fluid Tier 2 support or more intense Tier 3 instruction. Again, the SNAP Sheets play a significant role in tracking who needs additional instructional support. At the end of every 4.5-week cycle, students are labeled as T1-T3 in both Reading and Math. According to current data, students are shifted in and out of Tier instruction as needed.

The final question, "How will we extend learning for students who are already proficient?" gets addressed and is impacted according to the number of students that are not learning the essential standards and require Tier instruction. With approximately 50% of students in some sort of Tier instruction at any one time, efforts to fully address this question are severely compromised. That being said, efforts are underway to identify students that meet the essence of this question, with the percentage of GT students increasing by 10% this school year. Moreover, opportunities for extension and enrichment activities are provided for students that meet their grade level essential standards during grade level tier times, 2 times a day.

From an administrative standpoint, DuFour's questions are harnessed by teacher observations and feedback. This process is centered by 4 questions: Does a classroom have instructional organization? (Does everything have its place in the classroom?; What is the rigor of instruction? (Are students being asked to apply, evaluate, and synthesize new concepts/skills?); What is the level of engagement in the classroom? (Who is doing the talking?); and, Are teachers aligned across a grade level and/or content? (Are teachers relatively teaching the same content?) Based on the answers to these 4 questions, the administration engages in consistent informal/formal feedback to teachers.

An integral part of our process is our instructional coaches. They work on a schedule that affords all classroom teachers the opportunity for professional development. Based on achievement/growth data, teachers are observed and coached on a weekly, biweekly or monthly basis. There is no opt-out. Teachers are required to review all units of study in both reading and math as they present themselves in CANVAS with both the coaches and administration. These PLC times are guided by DuFour's Essential Questions.

Additionally, teachers hold Math and/or Reading tutoring sessions starting around Week 5 of school. Tutoring cohorts are modified every 4.5 weeks (i.e., at progress report or report card dates) according to data. Teachers are required to turn in a weekly agenda of what TEKS/Activities students engaged in during tutoring. The administration makes weekly rounds of tutoring, often times sitting in and engaging with students. Moreover, teachers hold Extended School Day, a 4-week intense tutoring program in the spring, where students stay 2-4 days a week for an additional 3-6 of supplemental instruction.

Instructional staff meets 4 times a year to review SNAP sheets, typically at the end of the reporting cycle. During these meetings, in-depth discussions are had about each student's academic/social/emotional state. Although time-intensive, it provides all staff the opportunity to get a holistic view of each student on campus.

All staff works together to ensure that students are being identified by name and need, ensuring that all students are achieving at high levels.

## School Processes & Programs Strengths

Our strengths include:

- All teachers get cyclical instructional support from district Reading/Math Coaches.
- All teachers maintain grade level communication through their bi-weekly content area meetings and their monthly grade level meetings.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** According to a staff behavior survey and our Panorama survey, students are experiencing disrespect from other students at high levels, with only 55% of students reporting they are shown respect. **Root Cause:** Behavior norms and expectations need to be taught and modeled in the 3rd-5th grade classrooms.



# Perceptions

## Perceptions Summary

Our central focus at Blair Elementary is high achievement for all students. We believe that regardless of a student's background, **any and all students** have the ability to become high-performing, critical thinkers that become self-reflective and accountable in their practices, are respectful and responsible, and above all else become resilient to the challenges of their life course. As a staff, we accept full responsibility for our students the moment they enroll and make great efforts to instill in our students the Blair Way: Be Safe, Be Responsible, Be Respectful, and BE OUR BEST!

The culture of Blair from a staff perspective is one of collaborative urgency. Collaborative urgency is the expectation that staff members are expected to hold each other accountable for their teaching and consistently engage each other in informal/formal ways to understand grade level standards, assessing those standards, and filling the gap when those standards aren't mastered by students. Teachers use student data to anchor any and all collaborations with each other, due to the mutual understanding that data is the most objective method in evaluating the success or lack thereof of our students.

From an administrative standpoint, the central task is that of facilitating the role of the teacher. Administration goes to great efforts to prioritize and answer the following question for each individual teacher: What barriers need to be removed to allow the teacher to mainly focus on their instructional craft? Administration heavily emphasizes the use of student data to guide the systematic next steps that the campus will take in order to become more efficient.

Regarding behavior management, each grade level establishes a system based on incentives. We believe that incentivizing good behavior is more efficient than punishing bad behavior. We do not believe in clip charts. Each classroom is equipped with a "peace corner": a place in the room where a student can go for a few minutes to decompress their emotions and process their thoughts. Note that going to the "peace corner" is optional. For the 2022-2023 school year, we had a total of 39 office referrals.

Parent involvement at Blair has shown improvement. According to our Upbeat Survey 2022, 50% of teachers feel that they work with parents as partners. On the 2023 Upbeat Survey, 69% percent of teachers felt that they work with parents as partners. Parent attendance at campus events (i.e., grade level performances, curriculum night, parent/teacher conferences, etc.) is high; however, day-to-day interactions with parents are inconsistent and scattered. Efforts to engage parents in ParentSquare are not always successful and greater efforts need to be made to streamline parent/campus communication.

## Perceptions Strengths

Included in our strengths, are the following:

- Behavior issues are well-maintained by classroom systems and office referrals are minimal at Blair.
- Emphasis on data to inform instructional conversations allows for a pragmatic and unfiltered understanding by all staff of our academic achievement.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 56% of students worry about their safety according to the Panorama survey. **Root Cause:** Due to student experiences, social media, and current events, students feel unsafe.

**Problem Statement 2 (Prioritized):** Teachers would like more information regarding what constitutes an office referral. **Root Cause:** Administration needs to clearly communicate what behavior requires an office referral and what behaviors would require a classroom consequence.

**Problem Statement 3 (Prioritized):** According to a staff behavior survey and our Panorama survey, students are experiencing disrespect from other students at high levels, with only 55% of students reporting they are shown respect. **Root Cause:** Behavior norms and expectations need to be retaught and modeled in the 3rd-5th grade classrooms.

# Priority Problem Statements

**Problem Statement 1:** Literacy is an ongoing struggle at all grade levels.

**Root Cause 1:** The establishment of family literacy as well as the priority of literacy amongst families is inconsistent and low in the community.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** According to a staff behavior survey and our Panorama survey, students are experiencing disrespect from other students at high levels, with only 55% of students reporting they are shown respect.

**Root Cause 2:** Behavior norms and expectations need to be taught and modeled in the 3rd-5th grade classrooms.

**Problem Statement 2 Areas:** School Processes & Programs - Perceptions

**Problem Statement 3:** 56% of students worry about their safety according to the Panorama survey.

**Root Cause 3:** Due to student experiences, social media, and current events, students feel unsafe.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Teachers would like more information regarding what constitutes an office referral.

**Root Cause 4:** Administration needs to clearly communicate what behavior requires an office referral and what behaviors would require a classroom consequence.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results

## 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented 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
- Campus leadership data

## Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

# Guiding Objectives

Revised/Approved: July 20, 2023




**Guiding Objective 1:** Optimize Engaging and Diverse Learning

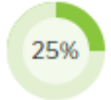






**Goal 1:** 70% of all students will be reading on grade level by May 2024.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Informal/formal Running records, MAP data, report cards, F&P, and STAAR data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Providing intensive, systematic reading intervention during tier 1, tier 2, and tier 3 instruction.  <b>Strategy's Expected Result/Impact:</b> More students will achieve "Meets" grade level on STAAR.  <b>Staff Responsible for Monitoring:</b> Interventionists, Administrators</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Coaches - 211 Title I - 211-11-6119-00-131-30-000 - \$98,011, Title I Small Group Teacher - 211 Title I - 211-11-6117-00-131-30-000 - \$42,000, Decodable books for classrooms - 211 Title I - \$1,800, Summer Institute for 1 admin and 3 teachers - 211 Title I - \$3,200</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide timely support and resources for students identified as at-risk of not meeting state standards and/or dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$123,000, After-School Supplemental Instruction - 211 Title I - 211-11-6117-00-131-30-000 - \$2,000, After school snacks for students - 211 Title I - \$887</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1 Problem Statements:**








Student Learning
<p><b>Problem Statement 1:</b> Literacy is an ongoing struggle at all grade levels. <b>Root Cause:</b> The establishment of family literacy as well as the priority of literacy amongst families is inconsistent and low in the community.</p>

**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 1:** 100% of required drills will be completed during the 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** Drill logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Placing the drills on the outlook calendar of the safety team will ensure they are carried out. <b>Strategy's Expected Result/Impact:</b> Students and staff members will be prepared when an unexpected event happens. <b>Staff Responsible for Monitoring:</b> Administrator	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 100%	 100%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>				

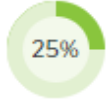










### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** 100% of families will have a better understanding of their student's progress

**High Priority**


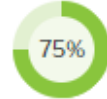




**Evaluation Data Sources:** Progress Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Sending data forms will inform parents of the essential standards and how their child is performing.  <b>Strategy's Expected Result/Impact:</b> Students and parents will have a better understanding of the essential standards and their student's performance.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent/Family Engagement Nights (Literacy Night, Open House, Pre-K/Kinder Registration, Cultural Night)  <b>Strategy's Expected Result/Impact:</b> Improve academic interaction between school and home.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I:</b> 2.5, 2.6  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> Supplies and Materials - 211 Title I - 1250 - \$2,252</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

### Guiding Objective 3: Optimize Community Engagement

**Goal 2:** Four community engagement opportunities will be held in the evening to improve school-community involvement.

**Evaluation Data Sources:** Parent Survey, Campus Calendar, Parent Newsletter, RSVPs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Literacy Night <b>Strategy's Expected Result/Impact:</b> Improved awareness of the priorities surrounding family literacy. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				








### Goal 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Literacy is an ongoing struggle at all grade levels. <b>Root Cause:</b> The establishment of family literacy as well as the priority of literacy amongst families is inconsistent and low in the community.

**Guiding Objective 4:** Optimize Social and Emotional Health of all students

**Goal 1:** 75% of teachers (currently 25%) will incorporate Sanford Harmony into their morning check-in routine (homeroom class) with students by the end of the first semester.

**Evaluation Data Sources:** Log








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the Buddy Up Activities in Sanford Harmony during their morning meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to confidently express ideas and feelings, disagree respectfully, and demonstrate caring and kindness toward one another.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** 100% of grade levels will hold a PLC meeting before every essential unit to allow for common assessment development for, within, and across grade levels.

**High Priority**

**Evaluation Data Sources:** Agendas, teacher created common assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Planning and holding PLC meetings will be done prior to beginning essential units.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> None - 199-SCE State Comp Ed (SCE) - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for Blair Elementary

**Total SCE Funds:** \$123,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Tutoring, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

# Title I

## 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

## 2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Blair's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

## 2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. All community meetings are held in English and Spanish.

## 2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

## 2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

## 2.6: Address needs of all students, particularly at-risk

Blair's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

## 3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

#### **4.2: Offer flexible number of parent involvement meetings**

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amy Bridges	Principal
Administrator	Tiffani Milton	Assistant Principal
Classroom Teacher	Stacey Baker	Pre-K Teacher
Classroom Teacher	Allison McCarthy	SPED Teacher
Classroom Teacher	Roxanna Hernandez	1st Grade Teacher
Classroom Teacher	Brittany Morris-Hammer	2nd Grade Teacher
Classroom Teacher	Ashley Dickey	3rd Grade Teacher
Classroom Teacher	Kristina Hobbs	4th Grade Teacher
Non-classroom Professional	Angela Douglas	Counselor
Classroom Teacher	Ambreen Valliani	5th Grade Teacher
Community Representative	Bert Alexander	Community Member
Classroom Teacher	Cathy Bulthuis	SPED Teacher
Parent	Erika Ramirez	Parent
Business Representative	Larry Bryant	Community Member
Parent	Jose Ramos	Parent
Community Representative	Roy Thomas	Community Member
Parent	Krizia Armendarez	Parent
Parent	Sarai Rios	Parent