

**Keller Independent School District
Freedom Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

The mission of Freedom Elementary School is to provide all students with exceptional knowledge and skills by preparing them to achieve their highest potential in a safe, supportive environment while promoting qualities of safety, ownership, positive attitude and respect in partnership with the community to persevere in our challenging world.

Vision

Learners Leading Learners

Core Beliefs

We Value:

- Care for our teachers because the impact of their work prepares students for their future.
- Passionate teaching dedicated to content and craft that inspires others.
- Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.
- Exploration and the pursuit of one's passion that leads to personal growth.
- Communication and collaboration that strengthens our unity.
- Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Increase Student Achievement	14
Goal 2: Excellence in Student, Parent, and Community Relationships	19
State Compensatory	21
Budget for Freedom Elementary School	21
Personnel for Freedom Elementary School	21
2023-2024 Campus Site-Based Committee	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Freedom Elementary was opened in 2002 and is one of twenty-three elementary schools in Keller ISD. We currently have 654 students, which includes 117 bilingual students enrolled in our 2-way Spanish dual language program. Freedom Elementary has the only 2-way dual language program in Keller ISD. We started in Kindergarten in 2019-2020 and have now expanded this program through all five of the grades on our campus. Our demographic breakdown is: 33% white, 11% African American, 38% Hispanic, 10% Asian, 7% multiple races and 41% Economically Disadvantaged. We currently have 32% of students who are Limited English Proficient (LEP) and 31% of our students are in the bilingual program. Our ESL students are serviced through our English as a Second Language Program (ESL) and receive support from an ESL specialist assigned to our campus. Our Spanish bilingual students are served by a certified bilingual teacher using the Gomez and Gomez model. Currently, 13% of students participate in Special Education Programs located on our campus. Based on state and district criteria, 34% of all students at Freedom Elementary are listed as At-Risk to start the 2022-2023 school year, 3% of our students are GT. Based on the 2021-2022 TAPR report we have a mobility rate of 13%. Freedom Elementary staff has 66 staff members. We have 55 professional staff members and 11 paraprofessionals. 92% of our staff is female, 65% of our staff is white, 33% is Hispanic, and 2% is Black.

Demographics Strengths

Our student diversity continues to grow, both ethnic and economic

Our staff diversity has grown over the last 8 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our economic disadvantaged numbers continue to rise and are now at 41%, but we have yet to qualify for Title 1 funds. **Root Cause:** There has been a downturn in the U.S. economy and we have had an increase in multi-family housing and rental units in our attendance zone.

Student Learning

Student Learning Summary

Percentage of students who made a year's worth of growth according to NWEA Map Growth

Grade	Reading			Math		
	Met Growth	Total	% Met Growth	Met Growth	Total	% Met Growth
Kindergarten	50	100	50	44	101	44
First Grade	35	116	30	54	116	47
Second Grade	62	112	55	75	112	67
Third Grade	75	103	73	72	103	70
Fourth Grade	35	118	30	37	117	32

STAAR DATA for 3rd and 4th grades:

3rd grade Math - 19% did not meet, 80% reached Approaches, 54% reached Meets and 27% reached Masters

3rd grade Reading - 11% did not meet, 89% reached Approaches, 68% reached Meets and 33% reached Masters

3rd grade Reading Spanish - 60% did not meet, 40% reached Approaches, 20% reached Masters (5 students)

4th grade Math - 51% did not meet, 49% reached Approaches, 35% reached Meets and 14% reached Masters

4th grade Math (Spanish) - 67% did not meet, 33% reached Approaches (3 students)

4th grade Hybrid Math - 99% reached Meets and 78% reached Masters

4th grade Reading - 22% did not meet, 79% reached approaches, 52% reached Meets and 25% reached Masters

4th grade Reading (Spanish) - 9% did not meet, 90% reached approaches, 54% reached Meets and 27% reached Masters (11 students)

Student Learning Strengths

In 4th grade, our Hybrid math students outperformed the district and the state, with 78% of our students achieving Masters.

In 3rd grade 89% of our students passed the Reading STAAR and 81% of our students passed the Math STAAR.

At Freedom Elementary 69% of our students made a year's worth of growth in Math according to NWEA Map.

Our 2nd and 3rd grade students exceeded their MAP growth projections in both Reading and Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the Reading MAP test our students are growing at a rate that puts us at the 44th growth percentile of testers nationwide. **Root Cause:** We have students who are at varied different levels, and with our district curriculum and planning structures in the past, there hasn't been a sustained focus on intentional individual student growth.

Problem Statement 2 (Prioritized): 46% of 4th grade students did not pass the STAAR Math test. **Root Cause:** There needs to be more support regarding tier one instruction, intervention, and small group instructional strategies for teachers.

School Processes & Programs

School Processes & Programs Summary

At Freedom Elementary we spend time working to get to know each student and to meet his or her individual academic and social needs. We work to plan instruction that is meaningful and addresses student needs. We have common planning times and at the common planning times, each grade level meets together twice a week to plan together using district curriculum resources and data pulled from common assessments. We also have our district RLA and Math coaches working with teachers weekly to plan unit lessons/assessments, and offer coaching/instructional support.

We have an RTI process that relies on data driven decision making to support students who are needing additional support academically or behaviorally. As we identify students who need additional supports, we target interventions for them during our Flex/Intervention time. Teachers pull students for Tier 2 academic services, and our IST pulls students for Tier 3 academic services. For our students who need behavior interventions, we offer them a behavior chart and a check-in/check-out with a trusted adult to help them work toward behavior goals.

We meet together as a Leadership team once a month. During that meeting we focus on campus needs with a focus on instructional improvement. We also have Committees that meet once a month that focus on improving processes related to campus service projects, PBIS and self-regulation strategies, and creating a stronger sense of community amongst the staff and students at Freedom Elementary. We also meet once a month for an Instructional PD with each grade level to learn about instructional strategies that will yield student and teacher growth. Finally we meet with our PBIS / self-regulation team campus wide monthly to make sure that we are meeting students' emotional needs and implementing positive behavior strategies.

We meet as a grade level to review data one time a month, and during that time we identify overarching needs and determine next steps instructionally. Teachers then work together to implement additional strategies for students who are needing remediation or time for skills to be spiraled into daily instruction. We are focusing on Rising Up this year. At the start of the school year, staff set an individual goal for their growth over the course of the year. They also looked at student data from the previous year and set Rise Up areas of focus for the students in their grade level. We will reflect on these over the course of the year.

I send out a weekly email to the staff to let them know about the forecast for the week as it relates to our schedule. I also spotlight a teacher(s) who is going above and beyond to serve his/her team or students. I also send out a monthly newsletter to our families to share with them any updates or events or positive news related to Freedom Elementary.

Our PBIS program is intended to make sure that we create a positive learning environment for our students and families. We incentivize students who SOAR (Safety, Ownership, Attitude, Responsibility) with red and golden Eagle Bucks. Our students rise to the challenge, and we make daily phone calls home to parents celebrating those students who earn the Golden Eagle Bucks. Having those positive connections with our community works to create good will and trust between teachers, administration, and families. Students start each day with a classroom meeting in which they are encouraged to share positives about one another and work as a team to solve any problems students may be having with one another in the school setting. We believe teaching students to problem solve and communicate are two of the most important things we teach at Freedom Elementary.

We are the only Dual Language program in the district. This program is supported by a full time ESA and two paraprofessionals. Over the course of the year we will hold events that celebrate the Hispanic heritage of our students. With the end goal being bilingualism in Spanish and English, we have numerous applications from people outside the school and the district to have their students enrolled in the Dual Language program.

Technology is used to support instruction and learning where appropriate. Teachers use iPads, district provided MacBook to access student management systems like Google Classroom and SeeSaw, Aware, Discovery Streaming, DreamBox and additional web resources to enhance learning. Each student and teacher has a Keller ISD provided iPad. Teachers and students used district provided AppleTV to use their tablet as a smart board. We work to ensure that technology does not act as a time filler but instead provides an instructional benefit for our students.

Our campus promotes extra curricular activities such as: running club, choir, art club, soccer club, author club, drama club, field day, honor guard, cup stacking and technical theatre club.

School Processes & Programs Strengths

Freedom Elementary has significantly more positive referrals to the office than negative referrals.

Our RtI and data review structures that are in place allow teachers to get to know their students' specific needs and provide targeted instruction to promote growth.

Set times to work with coaches promotes teacher growth in both instructional practices and implementation of the district's scope and sequence.

Each students and teacher has access to technology (Apple iPad) to integrate technology into the curriculum.

Freedom Elementary has the only Dual Language Program in Keller ISD, and it's focus is to help students grow toward bilingualism by the time they leave our school.

Each grade level plans math and reading as a group to ensure consistent implementation.

Students have a wide variety of clubs to participate in.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At times it is a struggle to maximize the language learning of our students in the Dual Language program. **Root Cause:** Some of our students come to us with gaps in their first language, so we have to focus in on that content while working to teach the other language.

Problem Statement 2: We are not meeting our growth goals for as many students as we'd like. **Root Cause:** Data meetings were spent reviewing individual student data as a team, but there was not protected time during data meetings to work on next steps.

Perceptions

Perceptions Summary

Freedom Elementary benefits from a family atmosphere of dedicated parent volunteers to ensure our students are successful. We have a small group of volunteers helping throughout the day and includes volunteers to work with students, Watch D.O.G.S, adults to mentor students to mention a few. We communicate with stakeholders through our campus website, Learning Management Systems, newsletters, Twitter, Facebook and texting notification system. Our PTA executive board is aligned with school goals and works closely with campus administration to support the school's needs. We have seen record numbers of participants at our annual Grandparents breakfast, Donuts with Dads and Muffins with Moms. The entire Freedom Elementary Staff joins the Freedom PTA each year.

Our annual Freedom student survey shows that many students answer "always" to the following statements:

I like school.

My school wants me to do well.

Teachers treat me with respect.

I feel safe at school.

There is an adult at school who will help me if I need it.

Our annual Freedom staff survey shows that many staff answer "always" to the following statements:

I feel supported by campus administration.

Campus administration encourages me to give my best effort.

I get along well with other staff members at Freedom Elementary.

I feel connected to Freedom Elementary.

There is a clear understanding of the mission for Freedom Elementary.

I will recommend Freedom Elementary as a place to work to a friend.

Campus administration respects my personal time.

Campus administration has a clear commitment to maintaining high quality standards.

Perceptions Strengths

Our school feels as if we are a community.

Teachers feel like Freedom is a special place where teachers and admin support one another.

Most parents feel connected to Freedom and enjoy visiting the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We do have some parents who are unfamiliar with the community of Freedom. **Root Cause:** Kids from over half the district attend Freedom to take part in the bilingual program.

Priority Problem Statements

Problem Statement 1: 46% of 4th grade students did not pass the STAAR Math test.

Root Cause 1: There needs to be more support regarding tier one instruction, intervention, and small group instructional strategies for teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On the Reading MAP test our students are growing at a rate that puts us at the 44th growth percentile of testers nationwide.

Root Cause 2: We have students who are at varied different levels, and with our district curriculum and planning structures in the past, there hasn't been a sustained focus on intentional individual student growth.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- 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
- 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
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: 60% of students at Freedom Elementary will achieve at Meets Grade Level for 3rd and 4th grade Math and Reading STAAR

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Collaborate with other campuses to strengthen targeted standards.</p> <p>Measures: Feedback from administrators over specific skills</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Hold periodic data meetings with teachers over specific skills related to high-priority standards.</p> <p>Measures: Data sheets to track specific skills</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Attend teacher planning meetings to collaborate on instructional strategies and reflect on results of those strategies.</p> <p>Measures: Data collection sheets. Submitted lesson plans.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Schedule developed to ensure students are getting targeted small group and individual instruction</p> <p>Measures: Campus Schedule</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Develop a schedule and a data collection method with our IST to pull targeted students and ensure students are growing. Meet with ESA/IST once per nine weeks to report on growth of students.</p> <p>Measures: Meeting notes Data collection sheets</p> <p>Staff Responsible for Monitoring: IST Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July





Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Vertical planning to strengthen targeted skill instruction from Kindergarten to 4th grade.</p> <p>Measures: Student data on specific skills.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Provide support for teachers from district coaches specifically over targeted skills.</p> <p>Measures: Student growth on specific skills</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<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>			

Goal 1: Increase Student Achievement

Performance Objective 2: 70% of students will make at least one year's growth in reading as reported on monthly Istation assessments.

High Priority





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Data will be collected monthly by each teacher to track reading progress on the ISIP</p> <p>Measures: Data collection sheets Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Grade levels/teachers will build an instructional reading plan, including reteach and remediation, based on student data collected.</p> <p>Measures: Reading plans built from student data sources Staff Responsible for Monitoring: Teachers Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Monthly data meeting to review high needs skills for students based on unit assessments.</p> <p>Measures: Data collection sheets. Campus Administration notes. Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Schedule developed to ensure students are getting targeted small group and individual instruction</p> <p>Measures: Schedule</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Develop a schedule and a data collection method with our IST to pull targeted students and ensure students are growing. Meet with ESA once per nine weeks to determine student growth and discuss adjustments to meet student needs.</p> <p>Measures: Meeting notes Data collection sheets</p> <p>Staff Responsible for Monitoring: IST Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Provide teachers with training over Istation usage so they may know how to use it to target specific student needs</p> <p>Measures: ISIP data on data tracking sheet</p> <p>Staff Responsible for Monitoring: Teacher Campus Admin</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<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>			

Goal 2: Excellence in Student, Parent, and Community Relationships

Performance Objective 1: Freedom Elementary will create a civil and encouraging environment by using a PBIS (Positive Behavior Interventions and Supports) system effectively as reported by the School-wide Evaluation Tool.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Recruit members of leadership team for PBIS committee</p> <p>Measures: Leadership committee established</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: PBIS committee completes PBIS Program Assessment (set) to reveal areas for growth before November 30, 2024</p> <p>Measures: Results of Assessment</p> <p>Staff Responsible for Monitoring: PBIS Leadership Campus Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: PBIS leadership will revise yearlong plan based upon finding of set data</p> <p>Measures: PBIS Plan</p> <p>Staff Responsible for Monitoring: PBIS Leadership Team Campus Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Monthly meetings where we get trained in components of the PBIS program, reflect on data, and review areas of need.</p> <p>Measures: Discipline data Meeting agendas Student Surveys</p> <p>Staff Responsible for Monitoring: PBIS Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Induct new teachers in PBIS strategies in New to Freedom meetings once every six weeks.</p> <p>Measures: Staff surveys</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<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>			

State Compensatory

Budget for Freedom Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Freedom Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Luis Soto-Casanova	ESA	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Geoff Payne	Member
Classroom Teacher	Morgan Amerson	Member
Classroom Teacher	Nancy Figueroa Perez	Member
Parent	Ginny Noble	Member
Parent	Janice Caraballo	Member
Administrator	Courtney Keogh	Member
Classroom Teacher	Brittany Espinal	Member
Classroom Teacher	Natasha Shoate	Member
Administrator	jason snyder	Chairperson