

Crosby Independent School District



Barrett Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We are dedicated to the education of all children in our diverse community. It is our mission to develop a foundation that emphasizes a love for learning, a love for oneself, and a love for others.

Vision

The vision of Barrett Elementary is to provide an education that addresses the needs of every student on our campus. We want every child to leave Barrett Elementary and move to Crosby Middle School prepared to pursue an education that will tap into their learning potential and will capitalize on their talents and interests. We want to help our students discover how education is truly the key to future opportunities. We want Barrett Elementary graduates to realize how lifelong learning will open-up doors to any future they desire to achieve.

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Comprehensive Needs Assessment

Demographics

Summary

Barrett Elementary School is one of seven campuses in the Crosby Independent School District. Barrett Elementary School opened its doors in 1991 and serves a diverse group of families in the community. In 2024-25, Barrett Elementary School will serve approximately 640 students in grades Kindergarten through 5. There are 324 male and 316 female students on campus.

Student enrollment by ethnicity is as follows:

- Hispanic - 61.7%
- White - 28.9%
- Black/African American 7.7%
- Two or more: 1.7%

Additional demographic information includes:

- Emergent Bilingual - 30.5%
- Economically Disadvantaged - 59.8%
- Gifted and Talented - 6.9%
- At-Risk - 54.8%
- Special Education - 17.3%

The campus currently serves diverse student needs through various special programs. In the area bilingual education, the campus offers several language support programs including the One-Way Dual Language Immersion Program and the Two-Way Dual Language Immersion Programs in grades 1, 2 and 3, and ESL Pull-Out in grades 1-5. In the area of special education, Barrett offers Lifeskills, Structured Learning, PASS, Resource, Inclusion and Speech. Other special program services provided to identified students include, Gifted and Talented, Dyslexia and 504 services.

Students served in special programs:

- One-Way Dual Language: 103
- Two-Way Dual Language: 107
- ESL: 27
- Parent Denials: 1
- Gifted and Talented: 36
- SPED Resource: 32 Reading 38 Math
- SPED Speech: 56
- SPED PASS: 5
- SPED Structured Learning: 5
- SPED Lifeskills: 9
- SPED Dyslexia: 24
- 504 Dyslexia: 5
- Section 504: 23

Watch D.O.G.S., Kids Hope mentors, Backpack Buddies, and various family engagement activities are provided through our Title programs.

Barrett Elementary employs 2 administrators, 42 highly qualified teachers, 5 professional personnel (counselor, nurse, diagnostician, speech pathologists assistants), 1 Safety Resource Officer, and 13 paraprofessionals. Through our campus mentoring program, new teachers to the field are provided support, resources, and ongoing professional development through district New Teacher program. Interventionist are available to model, coach, and provide resources to support instruction.

The average class size is 20:1 for kindergarten, 20:1 for 1st grade, 18:1 for 2nd grade, 21:1 for third grade, 24:1 for 4th grade, 24:1 for 5th grade.

To provide instructional and intervention support, Barrett Elementary employs one Dyslexia Interventionist; one Bilingual

Interventionist (grades 1-3 Reading); one Interventionist/Instructional Coach for Grades 3-5 Reading; one Interventionist for Math Grades 1-5. The Bilingual Interventionist and Math Interventionists were granted by using ESSR funds for a 3-year time frame (currently under 3rd year).

Needs:

- The third grade general education classrooms have a 25, 24, 23 student enrollment respectively.
- The fourth grade general education classrooms have 24 student enrollment each.

Strengths

- The current enrollment for 2024-25 demonstrates a significant increase in overall enrollment from 580 to 640.
- Campus accountability ratings were not released by the Texas Education Agency. The accountability rating for the 2023-24 school year is pending.
- The campus is a 1:1 electronic device institution to implement technology to meet the individual needs of students.
- Instructional paraprofessionals provide support to students.
- The campus has a well-established RTI process that identifies students, provides Tier 2 and Tier 3 interventions, and conducts progress monitoring.
- All classroom teachers hold appropriate teacher certification.
- The campus offers the one-way dual language, two-way dual language, and ESL programs to support Emergent Bilingual students.
- New teachers to the field or to Crosby ISD are assigned a mentor or a buddy to help them throughout the school year.

Student Learning

Summary

Barrett Elementary has made significant gains in academic achievement through their educational program. The campus measures performance based on the gains made to meet the HB3 Literacy and Math goals for grades 1, 2 and 3. In addition, STAAR performance in grades 3, 4, and 5 is examined to identify areas of strength and areas of needed growth.

Based on 2023-24 STAAR results, an area of focus for 2024-25 is mathematics with an all student Meets performance of 30%. Subpopulation student performance was as follows: African American at 27%; Hispanic at 19%, White at 44%; Economically Disadvantaged at 21%; Emergent Bilingual at 15% and SPED at 14%. To support Science performance, it is important to provide opportunities for vertical alignment to ensure Math TEKS are delivered at deep levels of rigor with high levels of engagement.

Strengths

Areas of Strengths:

- To identify student need in the area of reading, we will administer both the DRA & Amplify assessments for 1 Kindergarten through 2nd grade, as well as Ren-360 Reading for all grade levels.
- In the area of math, we have incorporated an end-of-year test (from the previous grade level) as a screening tool, as well as IXL Math.
- RTI services will be provided to students in need of Tier 2 and Tier 3 interventions in order to support the campus goal for growth status.
- Planned Intervention and Enrichment will be provided to all grade levels throughout the school day to ensure students have opportunity to meet the maximum potential.
- Implementation of Schoology and other educational technology programs to support the transition to online assessment and new assessment item types.

Area of Needs:

- Math achievement needs to increase by 5%, with a goal of 72% of all student attaining Approaches, 35% Meets, and 15% Masters.
- Increase writing opportunities to better prepare students to respond to the STAAR RLA extended-constructed responses.
- Emergent bilingual students need to demonstrate yearly progress on TELPAS exceeding the target goal of 55%.
- Increase meets and masters Target Goals on STAAR. RTI and Planned Intervention and Enrichment will be provided throughout the year to focus on improvement for all students in both Reading and Math.
- Students need to continue to take ownership of their learning. Students need to participate in goal setting.

School Processes & Programs

Summary

Strengths:

All teachers participate in PLC meetings/days, monthly faculty meetings, and targeted training sessions. In addition, grade-level planning sessions are held on a weekly basis to ensure a unified flow of content in every classroom. Technology tools are now integrated seamlessly into content instruction.

Throughout the year, we look for opportunities to celebrate our staff including birthdays, luncheons, holidays, and appreciation days.

Campus safety measures are top priorities at BES. Daily exterior door checks are conducted to ensure a secured environment. Monthly fire and weather drills are conducted. This assures us that students and staff understand what is expected when a situation arises. We also conduct "lock-in" as well as "lockdown" drills in the event that a threatening situation may happen outside the building, or such a person may enter our campus. Our front office has Raptor Software that includes the V-Soft Identification Program. This is a program that scans the driver's license of all visitors to our campus and notifies the staff when a possible child predator is trying to enter the facility.

In order to promote parental involvement, we conduct meet-the-teacher night, open house & Title 1 Annual Meeting, two bilingual family nights, two family academic nights, a minimum of five musical presentations, Principal Pride Assemblies, Fund Raisers, field day activities, Kids Hope, and many other opportunities for parental involvement. We strive to create an environment where parents and families feel welcome and want to be involved in their child's education. We also utilize Backpack Buddies, which provides free food to 20 children each week. This is an affiliation through the Houston Food Bank and our local Churches United in Caring. As the year progresses, we will hold our Parent-Teacher conferences.

Needs: In order to increase teacher efficacy, continued professional development will be provided targeting small group instruction, Planned Interventions and Enrichment, and Balanced Literacy Instruction. Other teacher needs for reading are: professional development focusing on continued technology integration; and, higher-level questioning strategies. Needs identified for math are professional development on problem-solving; hands-on activities; small group math instruction; and, continued support with the purchase of manipulatives and materials. In both Reading & Math, we will utilize the push-in or Planned Interventions and Enrichment model for reading and math for 30 minutes each daily. There is a need to continue developing vertical alignment between our general education and bilingual teachers.

Strengths

- Technology is integrated on a daily basis.
- We are a one-to one device campus. All student have been issued an iPad.
- Educational technology programs available including Schoology, Progress Learning, IXL Math, Prodigy, Accelerated Reading, and Zearn.
- Well-established RTI process to identify students, provide interventions, and monitor

progress.

- Teachers will participate in PLCs to disaggregate data and make data-driven instructional decisions to meet the needs of ALL students.
- Our campus is data driven, using data to make decisions based on student needs. Teachers used numerous types of data including screeners, guided reading levels, unit assessments, milestones, STAAR.

Perceptions

Summary

Barrett Elementary works efficiently and effectively to provide a safe, positive, and welcoming learning environment for all students. The BES staff works diligently in building positive relationships with our students and parents.

Strengths

- Parents are an integral part of Barrett Elementary. Parents have an opportunity to participate in parent engagement activities throughout the school year including meet-the-teacher night, Open House/ Title I annual meeting, BES PTO, family nights, bilingual nights, assemblies, Principal Pride, field day, fundraisers, and district level parent activities.
- During the 2023-24 school year, there was a total of 284 discipline referrals.



Data Documentation for CNA

Data Documentation for CNA

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices



Goals

Goal 1 Achievement: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 1 HB3 Goal

By the end of the 2024-2025 school year, students in grades 3-5 will demonstrate measurable progress by increasing the percentage of students achieving 'Approaches,' 'Meets,' and 'Masters' grade level standards on the 2025 Math and Reading STAAR, compared to the 2024 STAAR results, in alignment with campus performance goals.

Evaluation Data Source: 2024 STAAR results by grade level
2025 STAAR results by grade level

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain the campus-wide goal of advancing student performance in both reading and math

Strategy 1

Implement multiple opportunities throughout the school year for students to engage in writing activities that support short constructed responses and extended constructed responses.

Strategy's Expected Result/Impact: Familiarize students with the constructed responses expectations and rubrics.

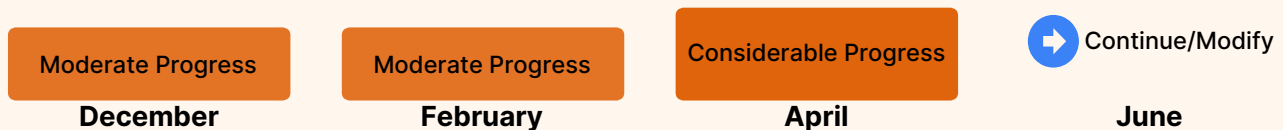
Staff Responsible for Monitoring: Principal, AP, Classroom teachers

Title I: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Provide targeted data-driven small group and RTI instruction will be held to reduce academic gaps during Planned Intervention and Enrichment (PIE) time.

Strategy's Expected Result/Impact: Focus and monitor students' growth throughout the year.

Staff Responsible for Monitoring: Interventionists; Classroom Teachers

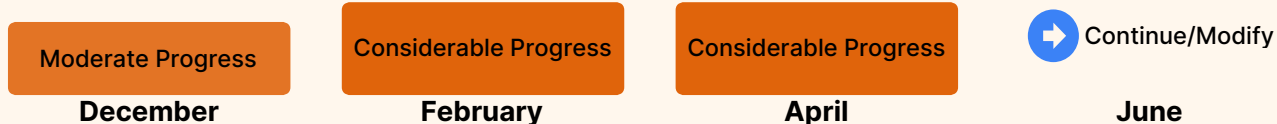
Funding Sources: Small group pull outs during the school day for struggling students. Local Funds, 199-11-6112-00-103-0-24, \$750, Supplies for at-risk students Title I, 211-11-6399-00-103-8-24, \$100

Title I: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Administer grade-level tests incorporating STAAR formatted questions to students in grades 2-5 on digital formats on a regular basis.

Strategy's Expected Result/Impact: Familiarize students with STAAR formatted questions and expectations

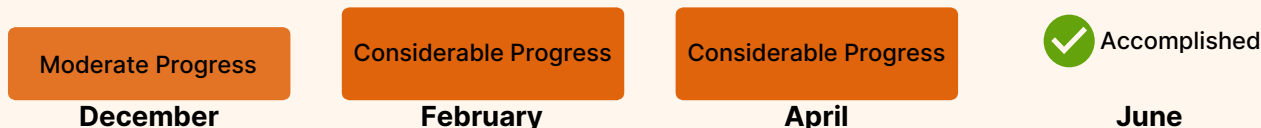
Staff Responsible for Monitoring: Classroom teachers, Curriculum Coordinators

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Provide explicit instruction to all students in grades 2-5 on test-taking strategies and procedures to support their assessment experience.

Strategy's Expected Result/Impact: Establish common campus expectations for test-taking and provide feedback to student through an error analysis after test is completed.

Staff Responsible for Monitoring: Classroom teachers; Principal; AP

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

Performance Objective 2 High Priority

All 4th and 5th grade students who did not pass the math or reading STAAR in Spring 2024, or who did not take the STAAR in 2024, will receive 15 or 30 hours of remedial instruction per subject in accordance with House Bill 1416 guidelines.

Evaluation Data Source: Documentation on Google Skyward documentation

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain the goal to ensure students receive required/needed intervention

Strategy 1

Students who are eligible for additional support under HB1416 will be provided intervention during Planned Enrichment and Intervention (PIE) time or during afterschool tutorials.

Strategy's Expected Result/Impact: Meet the 15 or 30 hour requirement for Math and/or Reading by the end of 2024--2025 school year

Staff Responsible for Monitoring: Administration; interventionists; SPED teachers

Funding Sources: Level Up Local Funds, \$3,000

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Strategy 2

Interventionist team will hold monthly meetings to discuss students with low performance in the area of reading and math.

Strategy's Expected Result/Impact: Target needs and gaps of our lowest-performing students

Staff Responsible for Monitoring: Interventionists

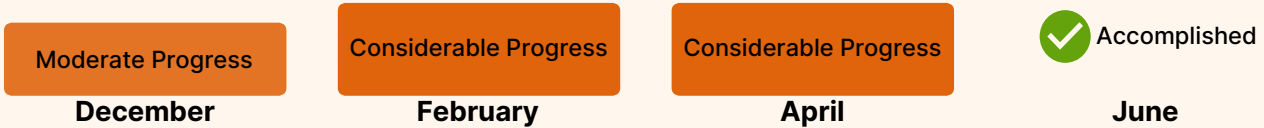
Classroom Teachers

Administrators

Title I: 2.4, 2.6

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3

Utilizing STAAR 2024 data, all students in grades 4-5 will set individual growth goals for the Milestone assessments and the 2025 STAAR exams in both reading and math, ensuring a targeted approach to academic progress.

Evaluation Data Source: 2024 STAAR tests

2024-2025 Milestone tests

2025 STAAR tests

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain the goal of promoting growth in student performance

Strategy 1

Following the administration of each Milestone test for grades 3-5 during the 2024-25 school year, we will conduct a comparative analysis of scores to evaluate the performance of at-risk students alongside overall student performance. This analysis will involve collaboration with classroom teachers and interventionists to identify which students require additional support.

Strategy's Expected Result/Impact: At-risk student scores on the 2024-25 Milestone and STAAR exams will be within 5% of their peers.

Staff Responsible for Monitoring: Teachers

Interventionists

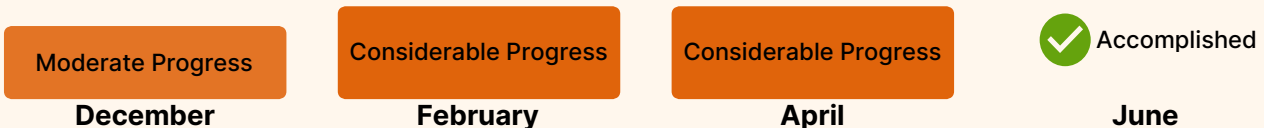
Administration

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 High Priority

To address the 'Closing the Gaps' initiative, increase the percentage of Hispanic students achieving 'Meets Grade Level' to 36% in RLA and 35% in math, and the percentage of African American students to 32% in RLA and 26% in math.

Evaluation Data Source: 2024- 2025 Milestone
STAAR 2025 Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain the goal of closing performance gaps among student groups in the Meets Grade Level indicator for both reading and math

Strategy 1

Third, fourth, and fifth grade teachers will disaggregate data for all sub-population groups on their district data tracking sheets to guide and inform their instructional practices.

Strategy's Expected Result/Impact: Identify students that will need to receive additional intervention

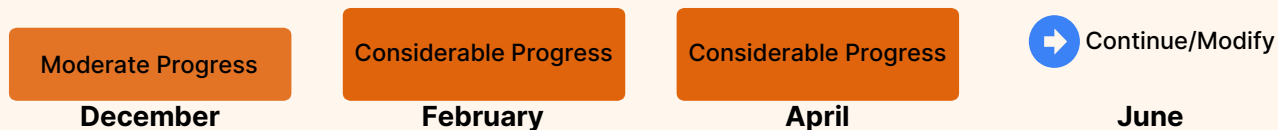
Staff Responsible for Monitoring: Principal; Assistant Principal; Interventionists

Title I: 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

During data and PLC meetings, we will engage in round-table discussions focused on strategies to effectively reach our targeted subgroups of Hispanic and African American students

Strategy's Expected Result/Impact: Increased awareness and strategies to reach these subgroups

Staff Responsible for Monitoring: Principal
Assistant Principal
Interventionists

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

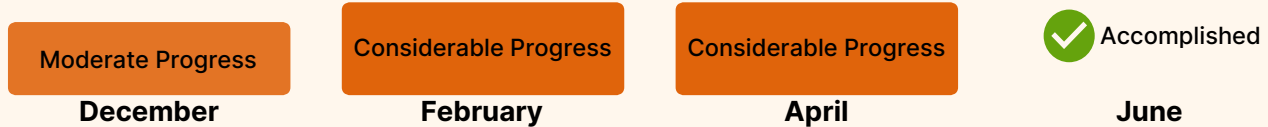
After the administration of math and reading milestones, we will identify students who demonstrate academic growth in all reading and math towards their individual growth goal per grade level and invite to a celebration activity.

Strategy's Expected Result/Impact: Increased motivation to improve performance in reading and math

Staff Responsible for Monitoring: 3rd, 4th, 5th-grade teachers
Administration

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 5

For the 2024-2025 school year, Barrett Elementary will raise the average daily student attendance to 96%, up from the 2023-2024 yearly average of 93.5%

Evaluation Data Source: Weekly Attendance Reports
Include monthly attendance on parent bulletin
Teacher Call-Log /Google form for students with chronic attendance
Implementation of Class; Grade-level; and Campus-level incentive programs

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain the goal of achieving a 96% attendance rate, while implementing additional incentives to further promote consistent student attendance

Strategy 1

Implement an incentive program that acknowledges attendance at different levels: student, class, and campus developed by the campus attendance committee.

Strategy's Expected Result/Impact: Student attendance, 96% by EOY

Staff Responsible for Monitoring: Classroom teachers, Nurse, Administrators, office staff, and Attendance Committee

Funding Sources: Incentives for Rewards Local Funds, 199-11-6499-00-103-11, \$500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 2

Perfect Attendance Rewards: Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each nine weeks. Students will be invited to an attendANCE at the end of each 9 weeks. At the end of the year, names of students with perfect attendance will be drawn for a bike (2 bikes).

Strategy's Expected Result/Impact: Increase in Perfect Attendance - both by semester and at EOY

Staff Responsible for Monitoring: Administrators, office staff, and supporting staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 3

Class attendance: To promote 10 days of perfect attendance, each class will add one of the letters of the word "ATTENDANCE" on the board for each day that the class has perfect attendance. When the word ATTENDANCE is attained, the class will celebrate with a 1-minute "AttendANCE" around the room and receive a classroom reward. An announcements will be made when classes have reached the 10-day perfect attendance milestone.

Strategy's Expected Result/Impact: Class Attendance will increase to 96% or greater

Staff Responsible for Monitoring: Administrators, Office Staff, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 4

All staff will have access to a Google Attendance Log. Teachers will enter names and contact information for students who are absent on a frequent basis. Administrators will follow-up with the families to stress the importance of regular attendance. All contacts will be documented within the Google log.

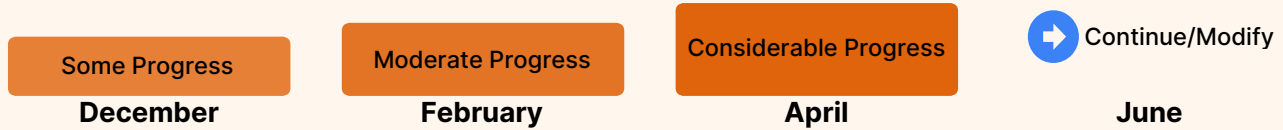
Strategy's Expected Result/Impact: Reduction in students who have chronic attendance issues

Staff Responsible for Monitoring: Attendance Clerk; Teachers; AP; Principal; SRO

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 6 High Priority

Enhance student writing proficiency in grades Kindergarten-5 by promoting consistent daily writing practice across all subjects through the 'Write a Little, A Lot' initiative.

Evaluation Data Source: Daily writing activities

Exit tickets

Unit tests

Milestone tests

STAAR 2025 results

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain goal to support district initiative of Writing a Little A Lot

Strategy 1

Incorporate learning-to-type instruction into the daily instructional schedule through the library at least twice a week.

Strategy's Expected Result/Impact: Improve student's typing skills

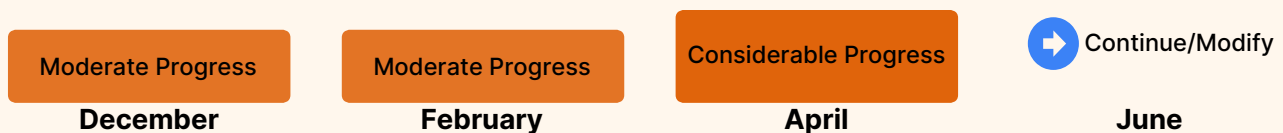
Staff Responsible for Monitoring: Classroom teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Throughout the year, integrate activities that promote writing across all content areas and grade levels. Examples include using exit tickets, written responses, and journal writing to give students consistent and varied opportunities to develop and strengthen their writing skills.

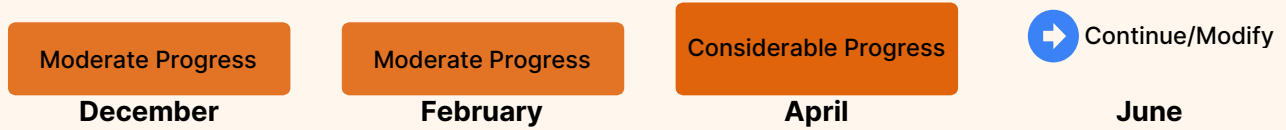
Strategy's Expected Result/Impact: Improve RLA scores

Staff Responsible for Monitoring: Classroom teachers
Administration
Interventionists

Title I: 2.4, 2.5, 2.6

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Goal 2 Human Capital: Barrett Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1

Ensure that staff are highly effective in their instructional roles by using certification information (e.g., Gifted and Talented, English as a Second Language, Bilingual) to appropriately coordinate and assign campus personnel.

Evaluation Data Source: Academic success for all students by increasing the number of individuals taking certification tests.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain goal to focus on ensuring compliance with highly qualified staff requirements

Strategy 1

When recruiting new staff, the administration will prioritize candidates with certifications that can effectively support diverse student populations

Strategy's Expected Result/Impact: Employ highly-qualified staff.

Staff Responsible for Monitoring: Principal

Title I: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Performance Objective 2

Throughout the year, we will implement employee engagement activities to foster and sustain a positive school climate and culture.

Evaluation Data Source: Attendance at functions

Strategy 1

Implement regular team-building events and recognition programs. These activities will foster

collaboration, enhance morale, and promote a sense of belonging among staff, ultimately leading to improved job satisfaction and retention to include: Cougar Excellence Award (monthly) Staff Birthdays Baby & Wedding Showers Woot! Woot! Wagon! You've Been Booed! October Staff Trick-or-Treat Homecoming Red Out November: Thanksgiving Luncheon December: Secret Santa & Staff Christmas Party Bus Driver's Day Custodian's Day Counselor's Day Librarian's Day Staff Appreciation Week Nurse's Day Administrative Assistants' Day

Strategy's Expected Result/Impact: Retention of staff at EOY

Staff Responsible for Monitoring: Grade Level Committee & Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

Goal 3

District-Wide Climate of High Expectation and Teamwork: Barrett Elementary will encourage the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 1

Parents will be invited to actively participate in a variety of engaging involvement activities and decision-making committees, empowering them to have a direct impact on their students' educational experiences and success.

Evaluation Data Source: Sign-in sheets
Agendas

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain goal to focus on fostering a collaborative decision-making process throughout the campus community

Strategy 1

Parents will be invited to participate in LPAC Committee, Safety Committee, Campus Site-Base Team meetings, and BES Parent Teacher Organization meetings.

Strategy's Expected Result/Impact: Sign-in sheets
Agendas

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

Strategy 2

Utilize a variety of methods to communicate between school and home to support ongoing student success including Parent Square, Campus Newsletter, Tuesday Folders, and Grade Level Discipline Plans.

Strategy's Expected Result/Impact: Increase communication from home and school

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

Strategy 3

Bilingual teachers will host two family nights to educate parents on the Dual Language Bilingual program and the reclassification criteria and goals for Emergent Bilingual students.

Strategy's Expected Result/Impact: Increase TELPAS scores and the number of students who meet reclassification criteria.

Staff Responsible for Monitoring: Sign in Agendas

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December



Accomplished

February



Accomplished

April



Accomplished

June

Strategy 4

Barrett Elementary will continue to collaborate with the BES Parent Teacher Organization (PTO) in 2024-2025.

Strategy's Expected Result/Impact: Increased support for campus from parents through PTO

Staff Responsible for Monitoring: PTO Liaison; Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Strategy 5

Barrett Elementary will reestablish the Watch D.O.G.S. volunteer program which engages fathers in supporting the school environment.

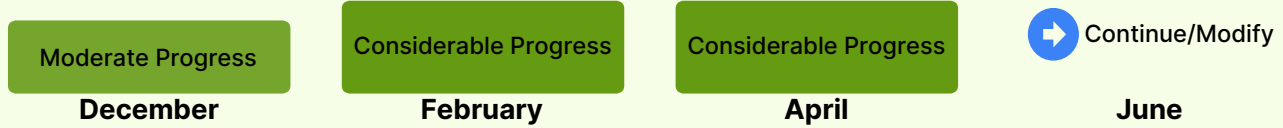
Strategy's Expected Result/Impact: Sign-In sheet; Logs

Staff Responsible for Monitoring: Principal; Assistant Principal; Teacher

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

Barrett Elementary will actively collaborate with community members and organizations to build and sustain dynamic partnerships that enrich our academic programs and empower students to thrive as lifelong learners.

Evaluation Data Source: Community Partnerships

Next Year's Recommendation: Maintain goal of fostering collaboration with community organizations

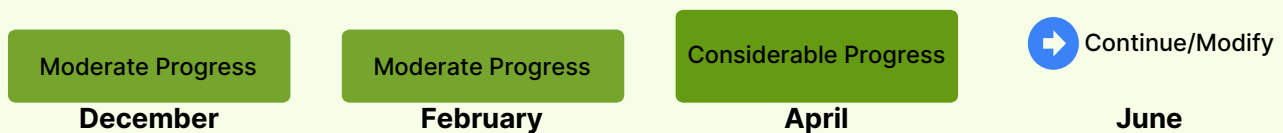
Strategy 1

Barrett Elementary will partner with the Kids Hope Organization to establish a mentorship program for students identified as at-risk, offering them guidance and support to help them succeed socially and academically.

Strategy's Expected Result/Impact: Sign-in sheets and reduction of discipline referrals for mentored students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews



Performance Objective 3

Barrett Elementary will aim for at least 75% of our students to actively participate in community service projects.

Strategy 1

We will organize food drives for CUIC, including canned food drives and donation campaigns at least twice during the school year.

Strategy's Expected Result/Impact: Number of students that bring cans, or donate for canned food drive, or attend the Donation Dance parties.

Staff Responsible for Monitoring: Counselor; Assistant Principal & Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

Goal 4

College and Career Readiness: Barrett Elementary will prepare future graduates of Crosby ISD for success after high school by being adequately prepared for either college or work force success.

Performance Objective 1

During the 2024-2025 school year, BES students will have 10 or more opportunities to participate in student-centered college and career enrichment activities

Evaluation Data Source: Career Day

College Days - first Tuesday of every month communicated through campus communication to students and staff.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain the goal of promoting college and career awareness, with an emphasis on developing a robust and intentional activity plan to support it.

Strategy 1

Every Tuesday of the month will be designated as 'College Day' at BES, where students and staff are encouraged to wear their college attire.

Strategy's Expected Result/Impact: Increased student involvement as the year progresses

Staff Responsible for Monitoring: Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Strategy 2

Every Tuesday, promote college awareness by sharing interesting college facts during the morning announcements.

Strategy's Expected Result/Impact: Increased awareness

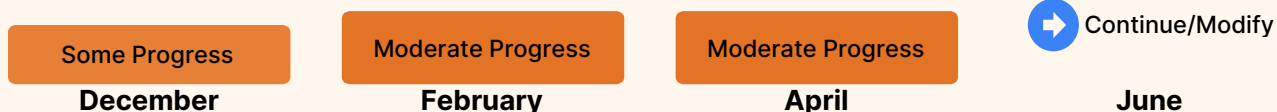
Staff Responsible for Monitoring: Administration
Counselor

Title I: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

Enhance college awareness by displaying teachers' university pennants on classroom windows

Strategy's Expected Result/Impact: Increased college awareness

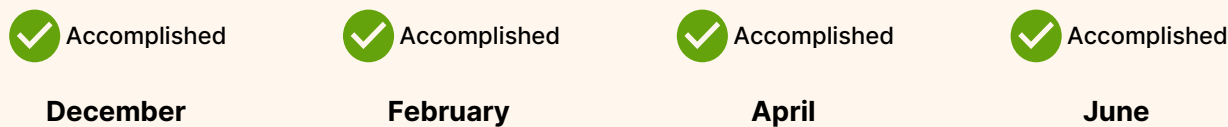
Staff Responsible for Monitoring: Counselor

Title I: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

Barrett Elementary will celebrate College Week in November, featuring daily highlights of different colleges and universities along with activities designed to promote college awareness

Evaluation Data Source: Increased student involvement and awareness of colleges they could attend in the future.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Maintain the goal of promoting college and career awareness, with an emphasis on developing a robust and intentional activity plan to support it.

Strategy 1

We will celebrate College Week with our students for a full week in November. Each day will feature college-themed songs and discussions focused on students' futures and the importance of college

Strategy's Expected Result/Impact: Increased student involvement and awareness of colleges they could attend in the future.


Staff Responsible for Monitoring: Classroom teachers; Counselor

Title I: 2.4, 2.5, 2.6, 4.2


TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture


Formative Reviews

 Accomplished


December

 Accomplished

February

 Accomplished

April

 Continue/Modify

June

Goal 5

Co-curricular activities: Barrett Elementary will develop co-curricular programs which enhance students' educational experiences, academic achievement, and school and community pride.

Performance Objective 1

Provide multiple opportunities throughout the school year for elementary students to promote healthy habits through physical education, as well as to appreciate music and art through showcases and performances

Evaluation Data Source: Musical Showcases
Physical Education Events

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain the goal of promoting healthy habits, as well as showcasing student talent through music and art.

Strategy 1

All students will participate in music education throughout the school year. Students will have the opportunity to participate in music programs throughout the year which will showcase different grade levels.

Strategy's Expected Result/Impact: Increase music appreciation throughout the year. Increase students who successfully master songs, dances and rhythms that are covered in music TEKS.

Staff Responsible for Monitoring: Music teacher

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Continue PBIS initiatives school wide to promote a safe and orderly environment.

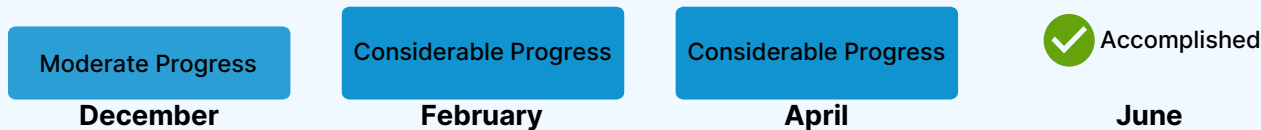
Strategy's Expected Result/Impact: Decrease in student discipline referrals and, as a result, increased time in class for instruction.

Staff Responsible for Monitoring: Counselor; Assistant Principal; PBIS Team; Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 3

BES will participate in the District Veteran's Program at the CHS Stadium on 11-11-24.

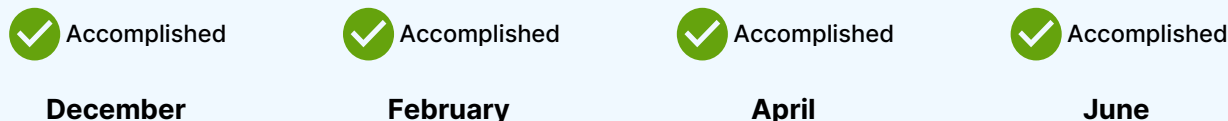
Strategy's Expected Result/Impact: Increased community involvement and district-wide cooperative entertainment for families

Staff Responsible for Monitoring: Music Teacher Administration

Title I: 2.5, 4.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

BES will provide a well-rounded physical education program promoting healthy life-long skills in activities such as Mile Club, Rollerskating, Turkey Trot, and scooter city.

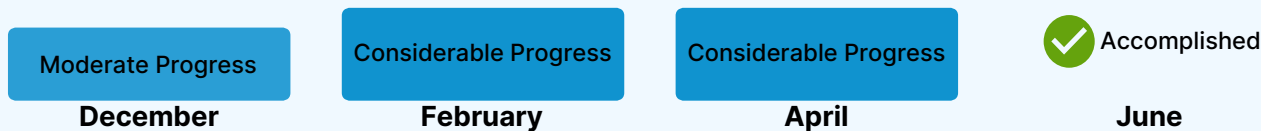
Strategy's Expected Result/Impact: Increased health awareness

Staff Responsible for Monitoring: PE teacher

Title I: 2.5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

Launch after-school clubs to enrich students' educational experiences and foster a strong sense of school pride.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain goal to support student involvement in afterschool clubs.

Strategy 1

Third, fourth, and fifth grade students will have the opportunity to participate in students club afterschool.

Strategy's Expected Result/Impact: Increase student involvement

Staff Responsible for Monitoring: Staff sponsors, Principal, AP

Title I: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Goal 6

Community Relations: Through communications and customer service, Barrett Elementary will create an informative and responsive culture and a welcoming environment.

Performance Objective 1

Provide a variety of opportunities for parents to actively engage in their child's education, ensuring they are involved in meaningful ways that support learning and development.

Evaluation Data Source: Sign-in sheets
Attendance at events

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain goal to promote parent involvement

Strategy 1

Host Meet the Teacher, Open House, Family Academic Nights and Dual Language Family Nights.

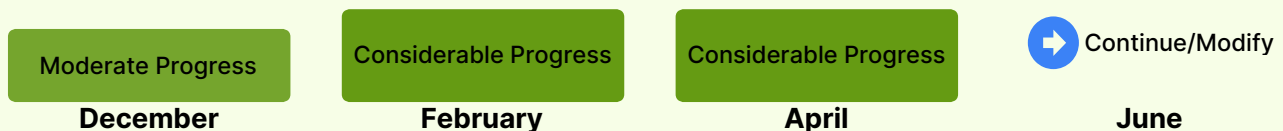
Strategy's Expected Result/Impact: Increase of parent involvement

Staff Responsible for Monitoring: All staff

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Actively promote communication and collaboration between parents and educators by offering opportunities for parent-teacher conferences.

Strategy's Expected Result/Impact: Increase of parental involvement - especially with academic concerns.

Staff Responsible for Monitoring: Teachers & Admin.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 3

Communicate important information through various channels, including the campus website, Facebook, monthly newsletters, and Parent Square.

Strategy's Expected Result/Impact: Ongoing awareness of campus activities, events, and academic lessons

Staff Responsible for Monitoring: Admin; Teachers;

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 4

Organize a campus Book Fair in both the fall and spring semesters to promote literacy and inspire a love of reading.

Strategy's Expected Result/Impact: Students will increase their time spent reading

Staff Responsible for Monitoring: Principal, Librarian

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction


Formative Reviews

Moderate Progress


December

Moderate Progress

February

 Accomplished

April

 Continue/Modify

June

Strategy 5

Conduct regular campus Site-Base Committee meetings.

Strategy's Expected Result/Impact: Increased community and campus interaction and understanding

Staff Responsible for Monitoring: Administration; Campus Staff

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 6

Participate in the district's Veterans Day Celebration.

Strategy's Expected Result/Impact: Increased community involvement and district-wide entertainment for families

Staff Responsible for Monitoring: Music Teacher
Administration

Title I: 2.5, 4.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Goal 7 Finance: Barrett Elementary will be a good steward of taxpayers' money.

Performance Objective 1

Balance the campus budget by allocating funds to provide essential resources that enhance staff effectiveness and boost student academic success.

Evaluation Data Source: Balanced budget
Trainings attended by staff

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain a focus on teacher professional development to boost student academic success

Strategy 1

Enhance teacher efficacy by encouraging participation in professional development opportunities available through campus, district, and regional training sessions

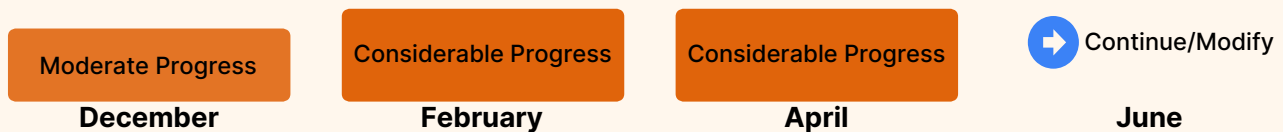
Strategy's Expected Result/Impact: Steady, on-going, professional growth

Staff Responsible for Monitoring: Administration
Coordinators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Equip our classrooms with the essential instructional resources that support effective Tier 1 instruction.

Strategy's Expected Result/Impact: Improved classroom instruction.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 3

Provide supplemental resources to meet the needs of at-risk student populations.

Strategy's Expected Result/Impact: Increased student outcomes

Staff Responsible for Monitoring: Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 4

Allocate funds to enhance instructional practices for Gifted and Talented (GT) and English Bilingual (EB) students.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Goal 8 Facilities: Barrett Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 1

Collaborate closely with the Maintenance Department to ensure that campus work orders are completed efficiently and on time

Evaluation Data Source: Work order completion

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain goal of collaborating with district Maintenance Department to meet the needs of the campus

Strategy 1

Conduct regular building walkthroughs to identify and report maintenance needs.

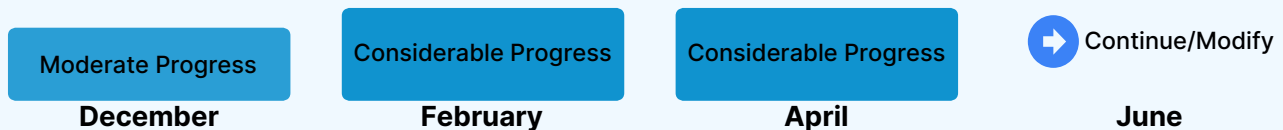
Strategy's Expected Result/Impact: Maintenance issues addressed frequently.
Work-order clipboard

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

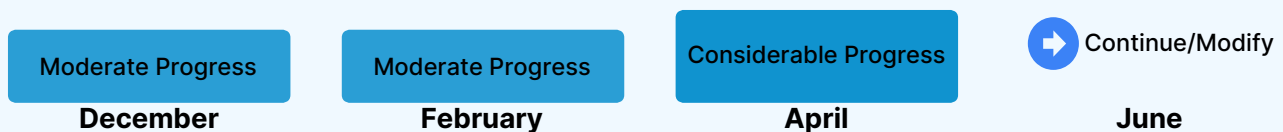
Formative Reviews



Strategy 2

Implement a user-friendly work order reporting system by placing QR codes around the building for quick access to staff.

Formative Reviews



Performance Objective 2

Continue our commitment as a "Team Adam" campus

Evaluation Data Source: Completion of Team Adam requirements.
Completion of CPR certification.
Drill Documentation

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain the goal of sustaining a TEAM ADAM campus through ongoing training and preparedness

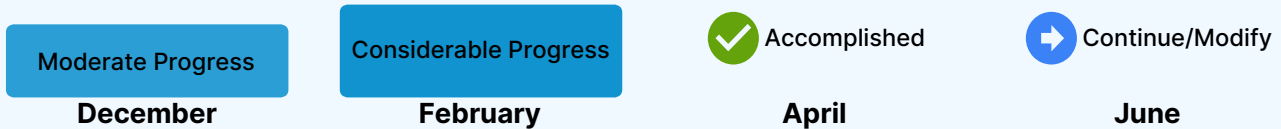
Strategy 1

Provide CPR initial training and update training to all Team Adam staff members.

Strategy's Expected Result/Impact: All Team Adam member will be CPR certified.

Staff Responsible for Monitoring: Principal

Formative Reviews



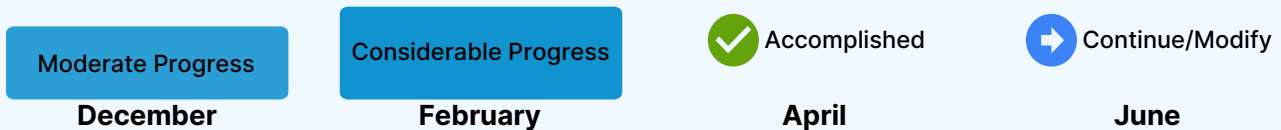
Strategy 2

Schedule and hold two Team Adam training drills each year.

Strategy's Expected Result/Impact: Successful implementation of Team Adam strategies.

Staff Responsible for Monitoring: Principal

Formative Reviews



Performance Objective 3

Implement in regularly scheduled safety drills to demonstrate a clear understanding of emergency procedures, achieve a minimum rate in response time, and ensure protocol adherence.

Evaluation Data Source: Discussions during Table-Top review

Strategy 1

Regularly update and maintain all necessary safety documentation in the district drive to ensure safety compliance.

Strategy's Expected Result/Impact: Up-to-date forms and information

Staff Responsible for Monitoring: Principal

Formative Reviews



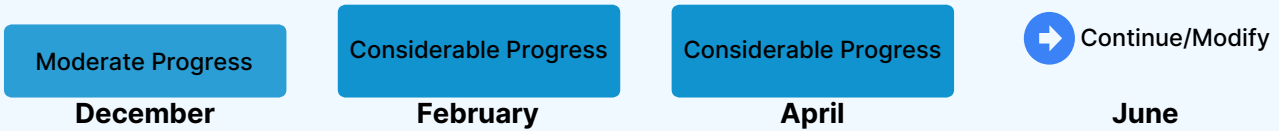
Strategy 2

Debrief with BES safety team after each campus drill and provide written feedback to campus staff at the conclusion of the drill

Strategy's Expected Result/Impact: Updated safety on campus

Staff Responsible for Monitoring: BES Safety Team

Formative Reviews



Strategy 3

Hold table-top discussions with BES Safety team and review with district safety personnel

Strategy's Expected Result/Impact: After Action Review discussions

Staff Responsible for Monitoring: Principal, AP, BES Safety team

Formative Reviews



Goal 9

Public Education Reform: Barrett Elementary will support and/or participate in litigation and/or legislative efforts in support of a strong public education system.

Performance Objective 1

Educate our students in the US and Texas legislative process.

Evaluation Data Source: Formative quizzes

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Maintain goal to support district initiative but find ways to expand

Strategy 1

Throughout the school year, we will teach our 5th-grade students about citizenship and character, highlighting the importance of the governmental process in shaping the laws we live by.

Strategy's Expected Result/Impact: Increased awareness of their role in society and in the government we vote to put into office.

Staff Responsible for Monitoring: Principal; Assistant Principal; Classroom Teachers; Counselor

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June



Title I Summary

Title I - Previous

1.1 Comprehensive Needs Assessment

As reflected in the campus needs assessment, the following priorities have been established for Barrett Elementary.

1. Barrett Elementary attendance rates
2. Improvement in Tier 1 instruction in math and reading/writing.
3. Improvement in targeted interventions in reading and math based on student performance on state, district, and diagnostic assessments.

2.1 Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan (CIP) has been reviewed, revised, and updated with input from stakeholders representing all areas of the academic program. Members included campus administrators, counselor, district level representatives, grade level representatives, paraprofessional representative, community representatives, and parent representative.

2.2 Regular monitoring and revision

The campus improvement plan is reviewed in December, February, and April, and a summative review occurs in June.

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

The campus improvement plan will be housed on the district website and available from each campus and district office.

2.4 Opportunities for all children to meet State standards

Barrett Elementary will make academic achievement and student performance its priority. Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gap domain. Student progress will be monitored through a variety of formative and summative assessment methods. Academic support and/or interventions will be implemented with all student groups when the need is identified.

2.5 Increased learning time and well-rounded education

Barrett Elementary will maintain TEKS aligned instruction in all classrooms and will provide tutorial and intervention programs for all students who are in need of additional support. Additionally, a variety of extra-curricular and co-curricular activities will be offered that complement the academic program.

2.6 Address needs of all students, particularly at-risk

Barrett will offer wide variety of program that address the academic, behavioral, social-emotional, and health/wellness needs of students. Staff members monitors the accomplishments and needs of each learning group, with emphasis on student groups that are at risk of not meeting state academic standards and/or dropping out of school. A variety of support programs are implemented on an ongoing basis to support the needs of any and all students.

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
Interventionist	Interventionist	Title 1	1



Committees

Committees

2024-2025 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 22, 2024 @ 4:30 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Eunice	Morgan	Community Business	Community Representative
Martha	Contreras	Kindergarten Teacher	Classroom Teacher
Leanne	Herrington	1st Grade Teacher	Classroom Teacher
Melania	Dominguez	2nd-Grade Teacher	Classroom Teacher
Marlene	Perez	3rd-Grade Teacher	Classroom Teacher
Wendy	Thompson	4th-Grade Teacher	Classroom Teacher
Leanne	Tims	5th-Grade Teacher	Classroom Teacher
Greer	Deborah	SPED Lifeskills Teacher	Classroom Teacher
Natasha	Arnold	Specials Teacher	Classroom Teacher
Jessika	Vincent	Parent	Parent
Angie	Schexnayder	Nurse	Non-classroom Professional
Karen	Claunch	Community Organization	Community Representative
Terri	Glover	Campus Secretary	Paraprofessional
Katherine	Senior	Counselor	Administrator
Andrea	McArthur	Assistant Principal	Administrator
Ahime	Ornelas	Principal	Administrator