

Seguin Independent School District
Rodriguez Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 30, 2018

Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens!

Belief Statements

Ask LeeAnn for electronic file

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Comprehensive Needs Assessment

Demographics

Demographics Summary

"Yes We Can EXCEL" at Rodriguez Elementary!

Rodriguez Elementary is a Kinder through 5th grade campus within Seguin ISD. The campus enrollment is approximately 550 students. The ethnic breakdown is 86% Hispanic, 11% White, 1% African American, and 2% Other. Of the approximated 550 students 86% are eligible for free or reduced meals, 10% receive Special Education services, 27% receive Bilingual Education services, 7% receive Gifted and Talented services, and 35% (excluding Kinder) are considered students at-risk.

Demographics Strengths

Increase in the number of students being identified to receive Gifted and Talented services

Consistent on the number of student receiving Special Education services compared to last academic school year

Increase number of students classified as English Learners due to the rezoning of bilingual campuses

Low retention rates

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is 4% increase of students classified as economically disadvantaged 82% in 2017-2018 to 84% in 2018-2019. **Root Cause:** Competitive job market in our community.

Student Academic Achievement

Student Academic Achievement Summary

The current state accountability system, in place since 2013, is an index system that measures Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness. Accountability ratings of "Met Standard" or "Improvement Required" are assigned to campuses and districts based on the scores earned in each index. Rodriguez Elementary has earned a "Met Standard" rating since 2013, despite increasing standards each year.

Campuses that receive an accountability rating of "Met Standard" are eligible for earning Distinction Designations. Rodriguez earned three distinctions in 2014 for Reading ELA, Science and Top 25% Closing performance gaps. Rodriguez also earned two distinctions in 2016 for Closing Performance Gaps and Postsecondary Readiness.

Although Rodriguez Elementary "Met Standard" for the 2017-2018 academic school year, it also recieved a rating of "Improvement Required" in the Domain of Student Progress as only 58% of students made a year's growth in reading and math. Strategies on how the campus leadership and teachers will address with problem can be found under Goal 1.

An additional component of the accountability system is the System Safeguards. The system safeguard report shows performance disaggregated by all students, race/ethnic groups, along with special ed, ELL and Economic Disadvantaged student groups. The purpose of system safeguards is to ensure that substandard performance in one or more areas by one or more student groups is not disguised by higher performance in other areas or by other student groups. Rodriguez Elementary met 6 of the 16 targets in the 2017-2018 academic school year. Targets not met include not meeting the needs of all students in math & reading, Hipanic students in both math & reading, Economically disavantaged students in math, and English Leaners (EL) & EL monitored students in math and reading.

The areas of most concern are reading for Special Education and EL students and 4th grade Writing as only 36% of students passed the 2017-2018 STAAR Writing Test. 5th Science passing scores have been stagnant hovering around 68% passing.

A 4-year longitudinal summary for each subject is noted below. The scores are the overall performance in each subject as recorded in the TEA State Accountability Student Achievement Data Table. The source of this data is from Pearson summary reports, STAAR Test version only. Sub-populations are also noted on these reports.

Reading 2018 2017 2016 2015

Overall 66% 72% 77% 78%

Math 2018 2017 2016 2015

Overall 74% 78% 86% Not Counted this year per TEA

Writing 2018 2017 2016 2015

4th Gr. 36% 60% 60% 62%

Science 2018 2017 2016 2015

5th Gr. 68% 69% 64% 70%

Student Academic Achievement Strengths

All students in Reading and Math scored at or above the District average in the thresholds of approaches, meets, and masters

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 58% of all students made a year's growth in reading and math **Root Cause:** Lack of school wide systems closely monitoring student progress (strong instruction, common assessments for mastery, re-teaching when needed, data tracking for intervention, etc)

Problem Statement 2: The student percent passing drastically dropped in the 4th Grade Writing STAAR Test from 60% in 2016-2017 to 36% in 2017-2018 **Root Cause:** New teachers to the content area / changes in master schedule / lack of common assessments to track student progress

Problem Statement 3: Did not reach the target in Closing the Gaps for English Learners in both Reading and Math. **Root Cause:** Not building a strong foundation utilizing the English Learners' native language first to later help support the development of the English language. The use of the Early Exit Model as the bilingual program of choice in Seguin ISD. Bilingual paraprofessionals did not serve EL students effectively across campus to meet varying student needs.

Problem Statement 4: Did not reach the target in Closing the Gaps for all students in both Reading and Math. **Root Cause:** Shortage of campus wide common assessments as data points to monitor student progress.

Problem Statement 5: 5th Science passing scores have been stagnant hovering around 68% passing **Root Cause:** The absence of science common assessments to track student progress across and lesson rigor

Problem Statement 6: 63% of 1st Graders are reading at below grade level (State of the Campus Data Sheet 2018-2019) **Root Cause:** Lack of phonemic awareness instruction

School Processes & Programs

School Processes & Programs Summary

During the summer Seguin ISD offers a professional development symposium. Professional development is planned by seeking teacher input and addressing district needs that will impact student performance. The district seeks input from teachers through surveys and teacher representation in the District Educational Instructional Committee and TECC. At the campus level the administration has created the Instructional Leadership Team (ILT). The ILT members participate in school wide decision-making that address instructional needs and best practices. The ILT is also used to address any teacher concerns and seek feedback.

The newly established Learning and Leadership department has lead Seguin ISD schools in many new initiatives to help campuses address curriculum and instruction.

- Planning protocols for math, language arts, and science,
- Implementation of Professional Learning Communities (PLCs)
- Rigor and Relevance
- Benchmark and Campus Based Assessments
- Data Analysis
- RTI Guidance
- Campus Weekly Check-in meetings
- Threshold Jumping
- New teacher mentor program

School Processes & Programs Strengths

- Campuswide Intervention block built into the master schedule Campus wide RTI system, with monitor and review scheduled and executed monthly.
- Multiple extracurricular activities to build and support the whole child: Music club, Gardening club, Art Club, Active Kids Club, Robotics.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus wide RTI system in place but lacks student monitoring and data collection **Root Cause:** Data could only be entered by the administrators in Eduphoria. The previous administration did not monitor student progress.

Perceptions

Perceptions Summary

Rodriguez maintains a safe and secure environment for all individuals and promotes a positive and successful learning environment. To support this effort, the campus actively participates in the Safe & Civil School Committee meetings with local resources and campus administrators. We have implemented No Place For Hate and the Matador Challenge Club. The campus continues to effectively implement Positive Behavior Intervention Supports (PBIS) initiatives daily through morning assembly, Social Skills and counselor lessons. As part of Morning Assembly/Announcements we read "Words of Wisdom" to promote Character Education and remind students that the 'choice is mine' in life.

Attendance

Year	2014-2015	2015-2016	2016-2017
Overall	95.6%	94.8.1%	96.22%

Daily attendance keeps improving each academic school year but Rodriguez Elementary is still below the state average. Several students keep accumulating excessive absences.

Teacher

Rodriguez will continue to support teacher retention through:

- being in a safe, supportive environment
- provide targeted staff development to support new staff (Seguin ISD new Mentor Program to new teachers)
- interview committee made up of a leadership team will offer assistance in the hiring of new staff
- Provide staff with professional development opportunities outside of our district (Conferences: PLC, La Cosehca, Counselor Conference, Dyslexia Training, Phonics Training)
- Building teacher capacity through leadership roles (Trailblazer, team leads, Instructional Leadership Team, Sub Committee Chairs)
- Providing coaching opportunities in utilizing the campus instructional coach
- Administrative initiatives to recognizing staff members through team of the month, staff member of the week, kudos via weekly news letter..etc.
- Administrative efforts to build a positive working environment through team building activities, share board, featuring new staff members, goodie treats..etc.
- The new administration will send campus level climate surveys throughout the school year to address concerns in the areas of daily routines, campus climate, curriculum support, administration support.

Parents

- Over the last two years our parents have had the opportunity to complete a campus survey during registration evaluating academics, safety, and parent communication.
- Over the past three years Rodriguez has had a small functioning Seguin Parent Volunteer Organization (SPVO)
- Parents have expressed interest in volunteering but feel that the campus does not reach out to them

Perceptions Strengths

- Annual PBIS and classroom management training for all new teachers in addition to offered behavior training for existing teachers to provide consistent implementation of PBIS (Tier 1).
- District and campus administrators are provided annual and recurring training on RtI strategies and procedures.
- Increased coordination with local law enforcement, emergency management and mental health services as evidenced by regularly attended meetings and developed plans for improvement to the District Emergency Operations Plan.
- District-wide recognition by the Anti-Defamation League for No Place For Hate, an anti-bullying platform.
- District-wide ALICE training.
- Campus representation on Superintendent Task Forces.
- Annual Campus survey shows 90% or better favorable responses from parents.
- Climate Survey was conducted for the staff. The School Quality Survey for Staff for 2017-2018 resulted in 90% or better in all dimension scores. (86% Academic Support, 96% Student Support, 91% School Leadership, 95% Family Engagement, and 88% Safety and Behavior)
- The Fall 2017 registration parent survey indicated that 94.5% of parents felt welcome at our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have expressed dissatisfaction in regard to opportunities for meaningful engagement at Rodriguez. **Root Cause:** Lack of parent leadership and low participation for the Parent Teacher Community (PTC) organization.

Problem Statement 2: Safety and Behavior teacher perception dropped from 94% in 2016-2017 to 88% in 2017-2018. **Root Cause:** Lack of an established systems and procedures behavior program, including a flowchart.

Problem Statement 3: Seguin ISD will like to increase the number of business and community partnerships **Root Cause:** District initiative

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, progress, and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 30, 2018

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).


Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Rodriguez Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 65%/35%/15% to 79%/44%/17% in 2019 and 85%/50%/25% in 2020.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Kinder teachers, 1st grade teachers, the Instructional Coach, and Reading Interventionist will attend the Foundations Phonics Training at Region 13 on September 24th and September 25th, 2018.	2.4, 2.5, 2.6		Teachers will implement a research based, multi sensory, structured, language program that will assist Kinder and 1st graders to lay the foundation for life-long literacy.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 199-General Fund - 800.00, 211 Title I A - 800.00			
2) On Oct 4th and 5th, 2018 the second grade teachers and one third grade teacher will attend the Foundations Phonics Training at Region 13.	2.4, 2.5, 2.6		By implementing a research based, multi sensory, structured language program that will help our 2nd graders lay the foundation for life-long literacy.				
				Problem Statements: Student Academic Achievement 6 Funding Sources: 211 Title I A - 600.00			
3) The DL Kinder teachers, DL First Grade teachers, Reading Interventionist and Principal will attend the Dual Language Conference "La Cosecha". It will provide an opportunity to share and gain instructional best practices for our Dual Language learners.	2.4, 2.5, 2.6	Principal	By attending the Dual Language conference, both the DL teachers and administration will be able to support the new rollout of Seguin ISD's new bilingual model. Attendees will learn best practices and program management that will allow bilingual students to better develop their native language and foster the development of English as a second language. The goal is to yield higher test scores among English Learners.				
				Problem Statements: Student Academic Achievement 1, 3, 4 Funding Sources: 211 Title I A - 3070.00			

<p>4) Purposeful Planning</p> <p>During teacher development in-service week teachers will receive training on the purposeful planning protocol.</p> <p>The Instructional coach will review components of the planning protocol throughout common planning.</p>	2.4, 2.5, 2.6	Administration & Instructional Coach	All lesson plans will be aligned to the state curriculum with appropriate levels of rigor.				
<p>Problem Statements: Student Academic Achievement 1, 3, 4</p>							
<p>5) Instruction Frameworks</p> <p>During teacher development in-service week, teachers will receive training on the new instructional frameworks in Language Arts, Math, and Science.</p> <p>The teacher will utilize the new instructional frameworks to guide lesson planning.</p>	2.4, 2.5, 2.6	Administration	Lesson plans and activities that are aligned to the TEKS and support all learners.				
<p>PBMAS</p> <p>6) Professional Learning Communities (PLCs)</p> <p>Restructure school master schedule to incorporate a K-5 Professional Learning Community block to support the assessment cycle & guide purposeful planning.</p>	2.4, 2.5, 2.6	Administration and Instructional Coach	A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5</p>							
<p>7) Accelerated Instruction</p>							
<p>8) Continue K-5th Writing Folder with common prompts for six week writing samples collection campus wide. The writing folder will travel with students grade level to grade level. Common writing expectations for all students within the same grade level will be expected.</p>	2.4, 2.5, 2.6	Leadership Team and Team Leaders	The writing collections of students provide tangible evidence to show their academic achievements over time as well as helps teachers identify areas of concern that will allow teachers to develop students as writers.				
<p>Problem Statements: Student Academic Achievement 2</p>							
<p>9) Guided Reading and Guided Math should focus on enrichment lessons when appropriate to strengthen advanced academic skills.</p>	2.4, 2.5, 2.6	Classroom Teachers & Leadership Team	Through guided reading and guided math students will be able to establish fundamental skills necessary for proficient reading and math, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge, and develop reading comprehension skills.				
<p>Problem Statements: Student Academic Achievement 4</p>							

10) Continue campus-wide phonological awareness and/or phonics based activities implemented daily in all reading classes with support for K/1 by implementing Foundations and Phonics Dance.	2.4, 2.5	Language Arts Teachers Reading/ Dyslexia Teacher Instructional Coach Administration	Through the use of Phonics Dance and Foundations, students will build on phonemic awareness. Students will become more confident and successful writers. In the process, they develop strong decoding skills through the use of chunking and chunking to build poise and fluency in reading.				
	Problem Statements: Student Academic Achievement 6						
11) Continue to provide access to support and enrichment via the use of educational resources such as ESGI (Kinder and 1st), Reading A to Z (Bilingual Classrooms), etc.	2.4, 2.5	Teachers Reading Dyslexia Teacher Instructional Coach Administration	These educational resources will provide students the opportunity to view grade level curriculum in different engaging formats that will assist the student with learning new academic content, spiraling previously taught material, and will also allow teachers to monitor student progress through the program's features.				
	Problem Statements: Student Academic Achievement 1, 3, 5 Funding Sources: 211 Title I A - 900.00						
12) Begin a Professional Learning Community (PLC) to help improve quality of guided reading instruction. Purchase book study material: Next Steps to Guided Reading	2.4, 2.5	Assistant Principal K-1 Teachers	In creating the PLC book study " Next Steps to Guided Reading" will provide teachers with a clear understanding on the guided reading lesson components and present strategies for teaching students at the different levels of reading ability. Subsequently helping students make progress in their reading abilities.				
	Problem Statements: Student Academic Achievement 4						
13) Teachers will complete common assessments, Benchmarks, and Campus Based Assessments analysis to identify low performing areas, and help guide reteach, future assessments and instruction.	2.4, 2.6	Administration Instructional Coaches Teachers	By completing common assessments, Benchmarks, and Campus Based Assessments analysis sheets, teachers will be able to monitor effective Tier 1 instruction, compile intervention groups for quick reteach, and monitor student threshold progress.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 58% of all students made a year's growth in reading and math Root Cause 1: Lack of school wide systems closely monitoring student progress (strong instruction, common assessments for mastery, re-teaching when needed, data tracking for intervention, etc)
Problem Statement 2: The student percent passing drastically dropped in the 4th Grade Writing STAAR Test from 60% in 2016-2017 to 36% in 2017-2018 Root Cause 2: New teachers to the content area / changes in master schedule / lack of common assessments to track student progress

Problem Statement 3: Did not reach the target in Closing the Gaps for English Learners in both Reading and Math. Root Cause 3: Not building a strong foundation utilizing the English Learners' native language first to later help support the development of the English language. The use of the Early Exit Model as the bilingual program of choice in Seguin ISD. Bilingual paraprofessionals did not serve EL students effectively across campus to meet varying student needs.
Problem Statement 4: Did not reach the target in Closing the Gaps for all students in both Reading and Math. Root Cause 4: Shortage of campus wide common assessments as data points to monitor student progress.
Problem Statement 5: 5th Science passing scores have been stagnant hovering around 68% passing Root Cause 5: The absence of science common assessments to track student progress across and lesson rigor
Problem Statement 6: 63% of 1st Graders are reading at below grade level (State of the Campus Data Sheet 2018-2019) Root Cause 6: Lack of phonemic awareness instruction

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: At the campus level, Rodriguez Elementary will increase the targets met from 38% (6 out of 16) to 68% (11 out of 16) in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Rigor and Relevance Purchase Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5.	2.4, 2.6	Purchasing-Administration	By purchasing Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5, teachers will be able to supplement their classroom instruction and provide students with content material that is more rigorous and provokes critical thinking.				
Problem Statements: Student Academic Achievement 2, 5 Funding Sources: 211 Title I A - 10675.85							
2) Engagement Strategies							
3) GT Teacher will partner with the Librarian to plan/implement advanced academic lessons for 4th and 5th graders on days during which the GT teacher is serving her other campus. The librarian will supplement advanced academic lessons with the GT students on days when the GT teacher is on her other campus. When space allows, other advanced students may join this group.	2.4, 2.5	GT Teacher, Librarian	Maintaining levels of support for Gifted and Talented students so they continue to perform at the master level.				
Problem Statements: Student Academic Achievement 1							
PBMAS 4) Bilingual Teachers will continue to update the PLD in each student's Bilingual Folder. This process will be conducted at the BOY, MOY and EOY. The data recorded will help guide the next year's teachers and streamline consistent implementation of designated supports as needed. Additionally, the data included could help guide intervention/enrichment.	2.4, 2.5, 2.6	Bilingual Teachers Leadership Team	The Bilingual PLD folders will help teachers in tracking the development of their English Language Learners throughout the year by establishing their current abilities in the domains of Listening, Speaking, Reading and Writing and develop lessons that foster the development of the English language.				
Problem Statements: Student Academic Achievement 3							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Only 58% of all students made a year's growth in reading and math **Root Cause 1:** Lack of school wide systems closely monitoring student progress (strong instruction, common assessments for mastery, re-teaching when needed, data tracking for intervention, etc)

Problem Statement 2: The student percent passing drastically dropped in the 4th Grade Writing STAAR Test from 60% in 2016-2017 to 36% in 2017-2018 **Root Cause 2:** New teachers to the content area / changes in master schedule / lack of common assessments to track student progress

Problem Statement 3: Did not reach the target in Closing the Gaps for English Learners in both Reading and Math. **Root Cause 3:** Not building a strong foundation utilizing the English Learners' native language first to later help support the development of the English language. The use of the Early Exit Model as the bilingual program of choice in Seguin ISD. Bilingual paraprofessionals did not serve EL students effectively across campus to meet varying student needs.

Problem Statement 5: 5th Science passing scores have been stagnant hovering around 68% passing **Root Cause 5:** The absence of science common assessments to track student progress across and lesson rigor

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Rodriguez Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations.

Rodriguez Elementary will increase attendance from 96.91% to 97.50%.

Evaluation Data Source(s) 3: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Health and Well-being The campus will participate in several events such as World Day of Bullying Prevention, Character Education Week, Red Ribbon Week, Unity Day, etc.	2.5	Counselor	Bring awareness to students on the effects of modern day cyber bullying, equip students with anti-bullying strategies, and raise awareness of the potential harm of the utilization of drugs.				
2) Health and Well-being Promote healthy food options within the GO, WHOA, SLOW campaign in partnership with food service. Emphasis on the salad bar options are made based on the HEB salad bar donation.	2.4, 2.5	P.E. Coach Campus Nutrition Services	Students will make better choices when selecting their meals and snacks at home and school.				
3) Health and Well-being 5th Graders will participate in the DARE Program.		DARE Staff, 5th Grade Team, Leadership Team	The use of the DARE education program will help prevent the use of controlled drugs, membership in gangs, and violent behavior.				
4) Health and Well-being Form a CATCH Team that plans, organizes and promotes healthy living choices such as health nights, being active campaigns, etc.	2.5	CATCH Team, Leadership Team	The CATCH Team, through their fitness activities and campaigns, will promote a more healthy living school community.				

<p>5) Attendance</p> <p>The PBIS Committee will consistently and continuously analyze discipline, attendance, climate data at the end of each six weeks and make necessary adjustments to improve areas of concern.</p>		<p>PBIS Team, Leadership Team, Teachers</p>	<p>Increased overall student performance and attendance rate.</p>				
<p>Problem Statements: Perceptions 2</p>							
<p>6) Attendance</p> <p>Incorporate PBIS Classroom Based Incentives, Grade Level Team Incentives and Campus Based Incentives incorporated to promote positive decision making in regard to attendance and discipline through PBIS recommendations.</p>	<p>2.4, 2.5</p>	<p>PBIS Committee, Leadership Team, Teachers</p>	<p>Increased overall student performance and attendance rate.</p>				
<p>Problem Statements: Perceptions 2</p>							
<p>7) Attendance</p> <p>Create a campus attendance and tardies spreadsheet that will be updated daily and utilized to monitor trends or patterns in attendance decline and interventions needed.</p>		<p>Assistant Principal Attendance Clerk</p>	<p>The attendance and tardies spreadsheet will allow the campus leadership/ attendance clerk to proactively track and prevent absences and tardies that ultimately affect student academics.</p>				
<p>8) Safety</p> <p>Create an Emergency Operation Plan (EOP) and train the faculty on the plan for all emergencies to include a folder check. Once class lists are finalized (within first weeks of school) copies of updated rosters will be added to the folder.</p>		<p>Administration</p>	<p>The Emergency Operation Plan provides a clear systematic approach in dealing with different kinds of threats that will prevent or reduce fatalities, injuries, protect students/staff and the community to accelerate the resumption of normal operations.</p>				
<p>9) Safety</p> <p>Follow the Fire Drill, ALICE Drill and emergency scenario drill schedule. Record the dates accordingly. Debrief the drills as a leadership team and work to improve them.</p>		<p>Administration Teachers</p>	<p>By practicing safety drills, students and staff will be better equipped in making life saving decisions in case of a real emergency.</p>				
<p>10) Safety</p> <p>Generate a Campus Crisis Team that is trained to support students in need and properly restrain students if absolutely necessary.</p>		<p>Leadership Team, CPC Team, C&I SE and Behavioral Support</p>	<p>The crisis team will defuse challenging and disruptive behavior before an incident escalates to a crisis situation keeping all students safe.</p>				

11) Safety Office staff will utilize the Raptor System to sign in guests on a daily basis.		Office Staff, Leadership Team	Through the utilization of the Raptor system the office staff and administration will keep students safe from potential registered /unregistered sex offenders and any other individuals not allowed to be near a school.				
12) Safety PTC will purchase additional walkie talkie radios and earbuds to allow administration, SE staff, office staff, and ends of hallway teachers access to immediate support to ensure student safety.		Leadership team, office staff, SE staff, end of hallway teachers, custodians, etc.	Walkie takies will allow the Leadership team to communicate effectively and respond to emergencies quickly.				
13) Emotional Support The counselor will provide guidance lessons to meet the social and emotional needs of students through district curriculum. Additionally, 'lunch bunch' groups will be formed with students with the most need per grade level.	2.5	Counselor	To help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships.				
14) Emotional Support All teachers will be trained on McKinney Vento, CPS Reporting, Bullying Prevention, etc. to promote meeting the social-emotional needs of our students.			Recognize when children are at risk of harm and have the confidence and knowledge to intervene to ensure the safety and wellbeing of the student and their family.				
Problem Statements: Demographics 1							
15) Emotional Support Incorporate and promote the Matador Challenge (MC) Club and initiatives (community service, acts of kindness etc.)	2.5	Counselor Volunteers	Engaging in community service provides students with the opportunity to become active members of their community and has a lasting, positive impact on society at large.				
16) Emotional Support Initiate and promote the No Place For Hate Campaign		Counselor, PBIS Committee, Leadership Team	To build a campus with no bullying.				
17) Emotional Support During Morning announcements, the counselor or administrator will review Words of Wisdom and ask students to "Make the Right Choice, The Choice is Mine"	2.5	Administrator Counselor	Provide students will real life vignettes to promote positive behavior and making the right choices.				

18) Life Time Fitness Promote lifetime fitness through participation in a variety of sports camps for grade 3-5. (Football, soccer, and volleyball camps)	2.4, 2.5	P.E. Coach	The camps will provide students with exposure to different kinds of sports, their rules, and the opportunity to practice and tryout the different positions of the respective game.				
19) Lifetime Fitness To promote lifetime fitness for students and their families through a school wide family fitness walk/run event.		P.E. Coach	Bring families together to create a healthier school community.				
20) Extra Curricular Activities Provide opportunities for involvement in advanced academic co-curricular events such as Math Bee, Science Fair, UIL, Safety Patrol, Student Council, Destination Imagination, etc.	2.5	Administration Respective Club Sponsors	Through extra curricular activities students will build leadership skills, create broader perspectives, boost self-esteem and engage in social opportunities.				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is 4% increase of students classified as economically disadvantaged 82% in 2017-2018 to 84% in 2018-2019. Root Cause 1: Competitive job market in our community.
Perceptions
Problem Statement 2: Safety and Behavior teacher perception dropped from 94% in 2016-2017 to 88% in 2017-2018. Root Cause 2: Lack of an established systems and procedures behavior program, including a flowchart.


Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation data) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

Evaluation Data Source(s) 4: Istation, TEMI for K-2 students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Data Analysis The Administration will complete a State of the Campus to identify the number of students at each threshold (Did not Meet, Approaches, Approaches +, Meets, Masters). Threshold jumping is the process of academically growing students at least one threshold, or accountability level, from their beginning of year level based on prior year's assessment data.	2.4, 2.5, 2.6	Administration School Improvement Officer	Identify students who are performing below grade level, at grade level and exceeding grade level in order to provide individualized instruction that will ensure all students are making progress.				
	Problem Statements: Student Academic Achievement 1, 3, 4						
2) Implement Revised District RtI Guidelines	2.4, 2.6		By implementing the new district RTI guidelines Rodriguez Elementary will be able to better document student progress throughout the RTI program and help the district streamline a common RTI process across the Seguin ISD.				
	Problem Statements: School Processes & Programs 1						
3) Utilization of monthly district RTI monitoring list	2.4, 2.6		The monthly monitoring list will be utilized for identification of students' performing levels. In addition, the monitoring list will also serve as a comparative tool for monitoring progress.				
	Problem Statements: School Processes & Programs 1						
4) Purchase Education Galaxy Science as intervention tool for 5th Grade Science.	2.4, 2.6		By utilizing Education Galaxy the science teachers will be able review previously taught material and provide continuous enrichment.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 Title I A - 900.00						

5) Data Analysis Utilize the Reading/Dyslexia teacher, Title I Aide, to support interventions and enrichment within the intervention schedule.	2.4, 2.5, 2.6	Administration Reading/Dyslexia teacher, Bilingual Aides, Title I Aides, SE staff, Instructional Coach, GT Teacher, Librarian	Student data will drive the intervention assignments and assigned personnel to focus on growth for all.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 1 Funding Sources: 211 Title I A - 119000.00						
6) After review of BOY Universal Screener and prior year's STAAR data, identified students are purposefully scheduled into intervention supports during daily intervention time.	2.6	Campus Leadership Team, Reading/Dyslexia Teacher, GT/Librarian, Grade Level Teams	Will utilize master data sheet to group students by content area and performance, in order to plan daily, targeted intervention lessons. Additionally, teachers will continuously monitor student performance progress and reassign group members as needed (as progress is made).				
	Problem Statements: School Processes & Programs 1						
7) Reading/Dyslexia Interventionist will utilize LLI (F&P) as part of her intervention and support. The R/D teacher will train other staff to implement LLI with readers during GR time, to include Resource teacher and any Title I tutors.	2.6	Reading/Dyslexia Teacher, Instructional Coach, Resource Teacher, Possible Title I Tutors, Administration	Title I tutors will help our students review essential standards to succeed in all academic areas to include campus, district, and state assessments.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211 Title I A - 4000.00						
8) Student Support Team will participate in Data Reviews to discuss all students enrolled at Rodriguez Elementary. During these data chats, staff members will not only focus on students who are struggling, but will also include a focus and emphasis on improving advanced level performance percentages.	2.4, 2.5, 2.6		Student Support Team (to include teachers, counselor and administrators) will meet four times during the school year to discuss any academic or emotional concerns that may impede student success.				
	Problem Statements: School Processes & Programs 1						
							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 58% of all students made a year's growth in reading and math Root Cause 1: Lack of school wide systems closely monitoring student progress (strong instruction, common assessments for mastery, re-teaching when needed, data tracking for intervention, etc)

Problem Statement 2: The student percent passing drastically dropped in the 4th Grade Writing STAAR Test from 60% in 2016-2017 to 36% in 2017-2018 **Root Cause 2:** New teachers to the content area / changes in master schedule / lack of common assessments to track student progress

Problem Statement 3: Did not reach the target in Closing the Gaps for English Learners in both Reading and Math. **Root Cause 3:** Not building a strong foundation utilizing the English Learners' native language first to later help support the development of the English language. The use of the Early Exit Model as the bilingual program of choice in Seguin ISD. Bilingual paraprofessionals did not serve EL students effectively across campus to meet varying student needs.

Problem Statement 4: Did not reach the target in Closing the Gaps for all students in both Reading and Math. **Root Cause 4:** Shortage of campus wide common assessments as data points to monitor student progress.

Problem Statement 5: 5th Science passing scores have been stagnant hovering around 68% passing **Root Cause 5:** The absence of science common assessments to track student progress across and lesson rigor

Problem Statement 6: 63% of 1st Graders are reading at below grade level (State of the Campus Data Sheet 2018-2019) **Root Cause 6:** Lack of phonemic awareness instruction

School Processes & Programs

Problem Statement 1: Campus wide RTI system in place but lacks student monitoring and data collection **Root Cause 1:** Data could only be enter by the administrators in Eduphoria. The previous administration did not monitor student progress.


Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campus Assistant Principal will attend "Building Capacity and Strengthening partnerships for family engagement" through ESC Region 16 taking place at ESC 20 to increase the number of opportunities for teachers and staff to engage with parents.</p>	3.2	Assistant Principal	<p>Attend conference on September 25, 2018 at Region 20.</p> <p>Implement parent engagement activities based on ideas from the Building Capacity and Strengthening Partnerships for Family Engagement Conference.</p> <p>Parent engagement activities to occur in November, January, and March.</p>				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 Title I - Parental Involvement - 50.00</p>							
<p>2) Utilize district Title I Funds to fund an Instructional Coach and Title I Aide to provide supplemental instructional services for all students.</p>	2.4, 2.5, 2.6	Campus Administration	<p>The Instructional Coach (IC) at Rodriguez Elementary will be at the heart of our PLC initiative as she participates in each grade level's weekly meetings. She will support teacher growth and share ideas and resources that will tie directly to student academic improvement. Additionally, our IC will assist new and experienced teachers during their weekly planning sessions.</p> <p>The title I Aide will be part of the intervention rotation schedule to provide additional instructional support for third, fourth and fifth grade at-risk students.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							

3) Seek parent input on the Parent Involvement Policy, Parent-Teacher Compact and CPOC Meetings.	3.1, 3.2	Leadership Teams, Parent Volunteers	Parents will be included in the drafting and finalizing of important campus documents such as the Parent Involvement Policy and Parent-Teacher Compact during their participation at CPOC meetings.				
	Problem Statements: Perceptions 1						
4) Utilize various methods of communication such as Phone Messenger, Remind 101, flyers, marquee, monthly newsletters, etc. to improve the home and school connection.		Administration, Leadership Team, Specials Team	School personnel will utilize various means of communication as they make every effort to communicate with parents and improve the home and school connection. The intended result is to improve parent and family engagement in school events, functions, celebrations, events and activities.				
5) Utilize the SPVO provided TV in the front office to display important information for upcoming events.		Leadership Team, Specials Team	The designated communications teachers at our campus will capture and display important information on the SPVO provided TV in the front office so that parents are informed and / or reminded of upcoming events when they visit our campus.				
6) Monitor parent engagement through sign-in sheets of events across the school year such as open house, Title 1 meeting, parent teacher conferences etc.	3.2	Administration Team Leads	By tracking parent engagement the the leadership team can monitor the increase or decrease of parent participation and the success of school events. The leadership team can then find ways to increase parent participation.				
	Problem Statements: Perceptions 1						
7) Increase communication between parents, teachers, and administrators through meaningful conversations during "coffee and conversation with the principal" events during the school year.	3.2	Principal	Parents will be provided the opportunity to share ideas, questions or concerns directly with teachers and administrators twice a year during "coffee and conversation with the principal". The intent is to provide a comfortable and safe space that will allow meaningful, two-way communication to take place.				
	Problem Statements: Perceptions 1						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 58% of all students made a year's growth in reading and math Root Cause 1: Lack of school wide systems closely monitoring student progress (strong instruction, common assessments for mastery, re-teaching when needed, data tracking for intervention, etc)
Perceptions

Problem Statement 1: Parents have expressed dissatisfaction in regard to opportunities for meaningful engagement at Rodriguez. **Root Cause 1:** Lack of parent leadership and low participation for the Parent Teacher Community (PTC) organization.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Rodriguez Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Social Media Strategy to collect feedback from community	2.5		Teachers and administrators will be encouraged to utilize Twitter and Rodriguez's Facebook page to capture moments and receive feedback from the community on school events, functions and activities via the comments section.				
2) Conduct a Parent Survey during registration, middle of the year and again at the end of the year to assess the climate of the campus for our parents and families.	2.6, 3.1	Technologist, CNA Parent Involvement Committee, Leadership Team, Parents	The survey results will be reviewed by the CPOC committee to identify areas of needed improvement as we continue to work towards creating a positive climate for our students and their families. The intention of conducting a survey three times a year is to monitor implementation of new ideas and systems to ensure such modifications are addressing areas of needed improvement successfully and in a timely manner.				
3) Plan, publicize and promote parental/family involvement opportunities related to academic, social-emotional, etc. through Phone Messenger, Flyers, Remind 101, etc (sent in both languages).		Leadership Team, Specials Team	In an effort to improve parental involvement in school activities, school personnel will utilize a variety of means of communication to reach out to parents and inform them of ways they can become involved in their child's education. The expected result is to form stronger, more meaningful partnerships with parents, with language no longer being a barrier.				
4) Utilize Rodriguez Twitter and Facebook posts to promote a positive climate and share all the good things happening within the school.		Campus Technologist, Leadership Team, Individual teachers	School personnel will be encouraged to capture and share daily special moments, events, lessons and activities happening at our campus that parents don't normally get to see. With these tools, parents will have the opportunity to catch a glimpse of their child's activities in school, outside of the events parents are normally invited to attend.				

5) Maintain a positive connection between the school and home, administrators will send a monthly newsletter in English and Spanish informing parents of upcoming events, celebrations, and important information.		Administration	The intended result is to increase parent attendance at school events by informing them of important dates ahead of time. In addition, parents will be a part of our school community by celebrating and being aware of important information related to school happenings. School personnel will make it a priority to communicate with parents in a language they can understand.				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Rodriguez Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Partner with SISD and St. Andrews for weekly Food Bank bags for selected students.		Counselor, Leadership Team, Staff	The partnership with St.Andrews will ensure that those selected students receive nutritional items to allow the students to grow physically and mentally.				
Problem Statements: Perceptions 3							
2) Participate in both the Mid-Texas Symphony performances and the Children's play at SHS. Additionally, students will be exposed to performances by the Mariachi Matadors and AJB Band/Choir during the school year.		Fine Arts staff district wide, Administration	The partnership with these fine arts entities will provide students with the opportunity for students to see live music that promotes a understanding and sharing of culture.				
3) Continue to offer the TLU Music Outreach program on the campus.		TLU Staff, Music Teacher, Administration	The partnership with TLU music outreach program provides students the opportunity to learn how to play the violin as playing an instrument increases the capacity of memory, enhances, coordination,and improves reading and comprehension skills.				
4) Partner with Teatro de Artes de Juan Seguin Ballet Folklorico to teach our students a performance for the Fall Carnival. The performance will help our students and families celebrate cultural diversity.		Music Teacher, Administration, Teatro staff	The partnership with Teatro de Artes de Juan Seguin Ballet Folklorico provides students the opportunity to learn different musical dances and take appreciation for Mexican heritage customs and traditions.				
5) Partner with TLU Men's Soccer for mentoring relationships. TLU students visit classrooms and help with reading, math facts and/or other tasks as requested by the teacher. Additionally, the TLU Men's soccer team helps the campus conduct a soccer camp.			The partnership with the TLU Men's Soccer allows students to build relationships with mentor like figures and see the importance of education as their mentors work toward their bachelors. The reading mentors help students with increasing their reading fluency and decoding skills.				

6) Partner with TLU Men's soccer team and the team parents for " A Game for a Cause" to support Rodriguez with our fundraising goals and create community partnerships.		Administration P.E. Coach TLU Men's Soccer Parent Leadership	The "A Game for a cause" will allow community members to become familiar with the initiatives and goals Rodriguez Elementary is working towards. Community members can make monetary donations to our campus to help us achieve our needs and establish partnerships and community relationships.				
Problem Statements: Perceptions 3							
7) Ensure hands-on opportunities for students through on campus labs as well as off-campus experiences such collaboration with the Irma Lewis SOLC, HEB Camp, Red Barn, etc.		Leadership Team, Teachers, Support staff at various sites	By providing students the opportunity to experience outdoor learning, students will take a greater appreciation for nature and instill a sense of environmental consciousness.				
8) Partner with Connections for the Positive Action program during Specials K-5th Grade.		Connections Staff, Specials, Leadership Team	The partnership with Connections allows our students to participate in additional guidance lessons targeted toward life skills such as; making the right choices, anti-bullying, making friends, etc. Improving student behaviors and social skills.				
9) Partner with the Agriculture Extension group to bring incubator and eggs to observe life cycles in person.		Ag Extension Agent, Dawn McMillan, Leadership Team	The partnership with the Agricultural Extension provides students an opportunity to experience science in real life time making life long connections to the science curriculum.				
							

Performance Objective 3 Problem Statements:

Perceptions	
Problem Statement 3: Seguin ISD will like to increase the number of business and community partnerships	Root Cause 3: District initiative

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Rodriguez Elementary will achieve a teacher turnover rate of less than 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote employee recognition through weekly staff newsletters, Teacher of the Week, and Team of the Month.		Principal, Assistant Principal	Increased teacher performance in meeting the diverse needs of their students.				
2) Provide opportunities to involve teachers in the decision making process by creating the campus Instructional Leadership Team (ILT).		Administration and members of the Instructional Leadership Team	By providing teachers the opportunity to be involved in decision making it will create a more positive working relationship between the administration and teachers.				
3) Principal and Assistant Principal will conduct a minimum of 8-10 walkthroughs per week to support personal growth for all teachers.		Principal, Assistant Principal	Walkthroughs will provide teachers with feedback on their teaching strategies, levels of interaction, student engagement, and teacher behaviors. It will allow the administration to provide resources and supports.				
4) Instructional Coach will implement the Coaching Cycle to support personal growth for all staff.		Instructional Coach	The use of the coaching will allow teachers to improve their teaching craft yielding higher student performance.				
5) Participate in the new district teacher mentor program that will support new teachers in their first year of teaching and help build teacher capacity for veteran teachers as they serve as mentors.		Principal, Assistant Principal, New Teachers, and Mentors	The new teacher program will support those teachers new to teaching with a mentor that can assist them with adapting to the school culture, curriculum, classroom management, lesson planning, managing student behavior, and managerial tasks to avoid teacher burn out.				
6) Conduct teacher surveys during the school year (Oct., Feb., and May) to assess the climate of the campus, professional development needs, and perceptions of administration.		Principal and Assistant Principal	Teacher surveys will allow teachers to communicate how the campus is doing academically, communication between the administration, discipline, and campus morale. By conducting teacher surveys, the administration will give teachers a voice, which is a major positive factor in influencing teacher retention.				
7) Show teacher appreciation with small tokens of appreciation (ice cream bar, soda cart, snacks, etc.)		Principal, Assistant Principal, PTC Volunteers	By providing small tokens of appreciation, teachers will feel appreciated preventing teacher burn out and ultimately promoting teacher retention.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

2018-2019 CPOC

Committee Role	Name	Position
Administrator	Robert Arriola	Principal
Administrator	Yolanda Grijalva	Assistant Principal
Instructional Coach	LeeAnn Dunn	Instructional Coach
Classroom Teacher	Michelle Bunney	Kinder Teacher
Classroom Teacher	Amanda carrasco	1st Grade
Classroom Teacher	Katie Darst	2nd Grade
Classroom Teacher	Mary Grise	3rd Grade
Classroom Teacher	Art Rodriguez	5th Grade
Classroom Teacher	Resa Cunningham	4th Grade
Counselor	Marivel Wollney	Counselor
Reading/Dyslexia Teacher	Rose Rodriguez	Reading/ Dyslexia Teacher
Librarian	Jackie Silvius	Librarian
SE Resource	Kelsey Sage	Lead SPED Teacher
Classroom Teacher	Jennifer Wells	Specials
District-level Professional	Andrea Jaramillo	District Level Professional
Parent	Shantea Jaramillo	Parent
Community Representative	Donna Kubena	Community Representative