

Seguin Independent School District
Patlan Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

Mission Statement

To establish a positive, inclusive, collaborative, destination campus!

Vision

Success for All!

Value Statement

Mission: Success for all students.

Our vision is to establish a positive, inclusive, collaborative, destination campus that is accessible to ALL!

We believe Patlan Elementary is at its best when:

- 1. All students are successful.
- 2. All students are prepared for life after graduation.
- 3. Our school provides a caring and safe environment.
- 4. All staff feel valued.
- 5. The entire community takes pride in our accomplishments.

Patlan Matadors work hard and never give up.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a Title 1 dual language campus with 443 students enrolled for the 23-24 School Year.

According to our 2022-2033 TAPR our students race/ethnicity are comprised of African American 8.8%, Hispanic 80.8%, White 14.2%, Two or more one races 1.1. Our student population is 51% female and 49% male. Our economic disadvantage rate is 85.6% and our mobility rate is 19.4%. Emergent Bilingual makes up 25.7 of our population. 4.5% of our students are in the 504 program, 14.7% are in SPED and 2.3% are dyslexic. GT students make up 9.3%. Overall 58.7% of our students are at-risk. 0.6 students attended DAEP for mandatory placements.

Our teachers race and ethnicity is compromised of 3.3% African American, 56.6% Hispanic, 40.1 White. We have 3.3% male population and 96.6 female population. 86.6% of our staff have bachelor's degree and 13.4% have a masters degree. 10% of our teachers have less than 1 year of experience, 43.2% have 1-5 years, 13.4 % have 6-10 years of experience, 23.4% have 11-20 years of experience, 6.7% have 21-30 years of experience, 3.3% have over 30 years of experience. Our ration is 15:1. Smaller dual language class have skewed the number. 70% of our staff are teacher, 8% are professional support, 4.4 are administration, and 16.5 are educational aides.

Our attendance rate was 94% for the year.

Demographics Strengths

- Some students and staff are bilingual.
- Dual language classes offered for kindergarten through third grade.
- Home grown staff who have an understanding of our community.
- Staff is reflective of the student body.
- There is mixture of experienced teachers and novice teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students academic performance is lower than their peers on state and district assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 2 (Prioritized): Attendance Goal not met for the 23-24 school year. **Root Cause:** Decreased importance on attending school.

Student Learning

Student Learning Summary

Preliminary STAAR DATA

Math	Total	DNM		Approaches		Meets		Masters				
3	63	26	41%	23	37%	8	13%	6	1%	51% Passing		
4	60	9	15%	17	28%	16	27%	18	30%	85% Passing		
5	74	15	20%	25	34%	17	23%	17	23%	80% Passing		
										72% Campus (App and above)		
Reading	Total	DNM		Approaches		Meets		Masters				
3	72	24	33%	22	31%	16	22%	10	10%	63% Passing		
4	63	9	14%	14	22%	19	30%	21	33%	85% Passing		
5	78	24	29%	26	33%	15	19%	14	18%	70% Passing		
										73% Campus (App and above)		
Science	Total	DNM		Approaches		Meets		Masters				
Scier	78	38	49%	18	23%	11	14%	11	14%	51% Passing (App and above)		

TELPAS Campus Composite



TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **108**

Date Last Taken: **03/27/2024**



Percent	28%	41%	27%	5%
Count	30	44	29	5

We had two students retained this school year due to attendance and lack of academic growth.

Student Learning Strengths

- Meets rates on STAAR Math Increased in third and fourth grade.
- Meets rates on STAAR Reading increased in fourth grade.
- Math and Reading STAAR scores increased overall.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students have gaps in core subjects: Math, Reading, Writing and Science. **Root Cause:** Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

School Processes & Programs

School Processes & Programs Summary

Campus grade level teams meet twice a week, once for planning and the other for data digging. We have monthly faculty meeting. There are 4 committees that meet monthly. They consist of the Guiding Coalition who meet with the campus principal. The members are the team leads. They also serve as members of the site based decision meeting committee. The second committee is the PBIS committee who meet with the Assistant Principal. The committee also discussed attendance. The third committee is the Community Parent Outreach who meets with the counselor. The fourth committee is the Multilingual Campus Coalition which meets with the instructional coach. The campus leadership meets weekly. We also have a cheer committee who meets quarterly. Patlan has Communities in Schools, the ACE after school program. Extracurricular events students can be a part of ACE clubs, Music Clubs, and Student Council.

School Processes & Programs Strengths

Campus Committees have been successful at conducting events throughout the year.

Communities in schools is a benefit to the students who are in the program.

ACE Clubs provide students an opportunity to be involved in extracurricular activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Decreased Community partnerships **Root Cause:** Community partners are busy and not able to commit and campus need to reach out and communicate in multiple ways.

Problem Statement 2 (Prioritized): Parent involvement is improving, but not at expected levels. **Root Cause:** Campus members needs to make personal connection to encourage parents to become involved.

Perceptions

Perceptions Summary

Above Average Heath Score on our OHI Survey. Parenting Partners continues, and membership in our PTC increased. We had 6 multicultural events and 4 academic nights. The principal communicated with the staff weekly through the Patlan Press and emails. The principal communicated with parents weekly using Smore. Teacher communicated with parents through seesaw, remind and google voice. Staff was provided two surveys this year. Students take surveys via panorama.

Perceptions Strengths

Communication was deemed a strength by a the campus. Communication is regular and accessible. Patlan has a positive culture according to the OHI survey. Parents are more involved in PTC and Parenting Partners.

Priority Problem Statements

Problem Statement 1: Special Education students academic performance is lower than their peers on state and district assessments.

Root Cause 1: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance Goal not met for the 23-24 school year.

Root Cause 2: Decreased importance on attending school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Many students have gaps in core subjects: Math, Reading, Writing and Science.

Root Cause 3: Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parent involvement is improving, but not at expected levels.

Root Cause 4: Campus members needs to make personal connection to encourage parents to become involved.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Communications data


Goals





Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 42% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third through fifth grade students scoring a 4 or above on their STAAR ECR (Extended Constructed Response) from 48% to 58% by August 2025.

High Priority

Evaluation Data Sources: STAAR Reading, District and Campus Assessments

Strategy 1 Details	Reviews			
Strategy 1: Utilize Gretchen Bernabei Strategies which include daily writing journals, text structures including RACE. Analyze writing samples in PLC to modify instructions. Strategy's Expected Result/Impact: Improved student writing skills and literacy academic achievement. Staff Responsible for Monitoring: Administration and Instructional Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many students have gaps in core subjects: Math, Reading, Writing and Science. Root Cause: Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 42% to 55% by August 2027.

Performance Objective 2: Increase the percentage of special education students meeting grade level expectations on STAAR Reading from 18% to 28% by August 2025.

Evaluation Data Sources: STAAR Reading, District and Campus Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide small group intervention to target standards that are not being mastered. Strategy's Expected Result/Impact: Improved Academic Achievement Staff Responsible for Monitoring: SPED Inclusion Interventionist, Admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education students academic performance is lower than their peers on state and district assessments. Root Cause: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 42% to 55% by August 2027.

Performance Objective 3: Increase the percentage of emergent bilinguals by increasing the student meeting grade level expectations on STAAR Reading from 38% to 48% by August 2025.

Evaluation Data Sources: STAAR Reading, District and Campus Assessments






Strategy 1 Details	Reviews			
Strategy 1: Provide small group intervention to target standards that are not being mastered. Strategy's Expected Result/Impact: Improved Academic Achievement Staff Responsible for Monitoring: Administration, Instructional , DL Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
				
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Many students have gaps in core subjects: Math, Reading, Writing and Science. Root Cause: Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 42% to 55% by August 2027.

Performance Objective 4: Increase the percentage of kindergarten through second grade students achieving level 3 or higher on the ISIP reading assessment from 36% to 46% by August 2025.

Strategy 1 Details	Reviews			
Strategy 1: Provide Small Group intervention to target early reading skills that are not mastered. Strategy's Expected Result/Impact: Increased number of students on reading level Staff Responsible for Monitoring: Admin., Instructional Coach, K-2 teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
				
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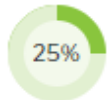




Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Many students have gaps in core subjects: Math, Reading, Writing and Science. Root Cause: Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 44% to 52% by August 2027.

Performance Objective 1: Increase the percentage of special education students meeting grade level expectations on STAAR Math from 15% to 25% by August 2025.

Evaluation Data Sources: STAAR Reading, District and Campus Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide small group intervention to target standards that are not being mastered. Strategy's Expected Result/Impact: Improved Academic Achievement Staff Responsible for Monitoring: SPED Inclusion Interventionist, Admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: SPED Interventionist attend PLC to learn and utilize strategies (Ex. Eureka) Strategy's Expected Result/Impact: Improved Academic Achievement Staff Responsible for Monitoring: SPED Inclusion Interventionist, Admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				
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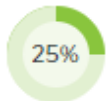




Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Education students academic performance is lower than their peers on state and district assessments. Root Cause: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 44% to 52% by August 2027.

Performance Objective 2: Increase the percentage of emergent bilinguals by increasing the student meeting grade level expectations on STAAR Math from 38% to 48% by August 2025.







Evaluation Data Sources: STAAR Reading, District and Campus Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide small group intervention to target standards that are not being mastered. Strategy's Expected Result/Impact: Improved Academic Achievement Staff Responsible for Monitoring: Administration, Instructional Coach , DL Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the use of math vocabulary in Dual Language classrooms Strategy's Expected Result/Impact: Improved Academic Achievement Staff Responsible for Monitoring: Administration, Instructional Coach , DL Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students achieve meets and masters in all subjects from 42% to 52% by August 2027.

Performance Objective 1: Increase the percentage of fifth-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 47% to 57% by August 2025.






Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
Strategy 1: Utilize science instructional time and emphasize vocabulary and hands-on activities Strategy's Expected Result/Impact: Improved Academic science achievement Staff Responsible for Monitoring: Admin, Instructional Coach, science teachers Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Embed enrichment activities during intervention and instructional time to meet the needs of students already on level. Strategy's Expected Result/Impact: Academic Growth from students who are meeting and mastering state standards Staff Responsible for Monitoring: Admin., Instructional Coach, Teachers Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students achieve meets and masters in all subjects from 42% to 52% by August 2027.

Performance Objective 2: Increase students' awareness of College Career Military Readiness by hosting 4 CCMR activities throughout the year.







Evaluation Data Sources: Sign-in Sheets, Agendas, Fliers

Strategy 1 Details	Reviews			
Strategy 1: Host a variety of opportunities for students to be exposed to colleges, careers, and the military. (Ex. Career Day, Veteran's Program, College visits) Strategy's Expected Result/Impact: Students are more aware of opportunities after graduation Staff Responsible for Monitoring: Admin, Counselor Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 4: Patlan will improve students, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1: Patlan will improve students, parent, community and staff satisfaction as determined by the Gallup Poll from beginning to the end of the year.

Evaluation Data Sources: Gallup Poll Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize surveys to gauge perception and culture. Strategy's Expected Result/Impact: Improved positive culture Staff Responsible for Monitoring: Admin. ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Staff and parents are included in campus committees Strategy's Expected Result/Impact: Staff and parents are provided a voice about campus activities and events. Staff Responsible for Monitoring: Committee Leads and Members ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
				
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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Parent involvement is improving, but not at expected levels. Root Cause: Campus members needs to make personal connection to encourage parents to become involved.

Goal 4: Patlan will improve students, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 2: Increase parents and community involvement opportunities at the campus from the beginning to the end of the year.

Evaluation Data Sources: Event Calendar, Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Host a variety of academic, multicultural and parent involvement events. Strategy's Expected Result/Impact: Improved school culture and increased parent and community partnerships. Staff Responsible for Monitoring: Admin, Campus Committees Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Parent involvement is improving, but not at expected levels. Root Cause: Campus members needs to make personal connection to encourage parents to become involved.

Goal 4: Patlan will improve students, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 3: Incorporate and embed Great Expectations school wide in instruction and campus events.







Evaluation Data Sources: Lesson Plans, Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Host Call to Excellence and embed Great Expectations principles and practices into instructional day. Strategy's Expected Result/Impact: Improve positive school environment and teacher student leadership and life skills. Staff Responsible for Monitoring: Admin., Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 5: Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.

Performance Objective 1: Improve our attendance rate from 93.6% to 96.0%.

Evaluation Data Sources: Attendance data from TEAMS

Strategy 1 Details	Reviews			
Strategy 1: Provide attendance incentives for good attendance Strategy's Expected Result/Impact: Improved attendance rate Staff Responsible for Monitoring: Admin., Attendance Clerk Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Communities in Schools Strategy's Expected Result/Impact: Improved attendance rates Staff Responsible for Monitoring: Admin, CIS Coordinator Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance Goal not met for the 23-24 school year. Root Cause: Decreased importance on attending school.

Goal 5: Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.

Performance Objective 2: Decrease the amount of ISS/OSS actions from 65 to 50 by 2025.







Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize behavior reset effectively Strategy's Expected Result/Impact: Decreased referrals Staff Responsible for Monitoring: Admin., Behavior Reset Teacher Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize PBIS and Great Expectation strategies and provide classroom management strategies for teachers who require support. Strategy's Expected Result/Impact: Decreased referrals Staff Responsible for Monitoring: Admin., Instructional Coach Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.

Performance Objective 3: Maintain 90% retention rate.

Evaluation Data Sources: Personnel HR files

Strategy 1 Details	Reviews			
Strategy 1: Provide PLCs and professional learning to enhance teacher's instructional practices Strategy's Expected Result/Impact: Teachers feel supported and student grow academically Staff Responsible for Monitoring: Admin., Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Recognize and celebrate teachers and staff Strategy's Expected Result/Impact: Faculty and staff feel appreciated Staff Responsible for Monitoring: Admin., Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				
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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen Martinez	Instructional Aide	211 Title I, Part A	1.0
Patricia Garcia	Academic Dean/Coach	255 Title II, Part A	1.0
Taylor Scudday	Tech Lab Aide	211 Title I, Part A	1.0

Site Based Decision Making Committee

Committee Role	Name	Position
Teacher	Katie Haynes	Music Teacher
Business Representative	Amber Fletcher	Business Representative
Teacher	Summer Hendricksen	MSSD
Teacher	Amy Palmer	MSSD
Community Member	Alicia Nieto	Community Member
Community Member	Celeste DeLaCruz	Community Member
Business Representative	Clint Brandenberger	Business Representative
Business Representative	Forrest Fletcher	Business Representative
Parent	Edith Zeisloft	Parent
Parent	Hector Caddell	Parent
Teacher	Marie Cevallos	5th Grade Teacher
Teacher	Juan Hernandez	4th Grade Teacher
Teacher	ChaWanda Jackson	3rd Grade Teacher
Teacher	Iliana Alvear	2nd Grade Teacher
Teacher	Sue Rodriguez	1st Grade Teacher
Teacher	Sandra Barrera	Kindergarten Teacher
Instructional Support	Patricia Garcia	Instructional Coach
Administration	Annaliza Rangel	Principal