

Seguin Independent School District



McQueeney Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Building meaningful relationships that
empower our community and
inspire tomorrow's leaders.

Vision

No Excuses. No Exceptions. We Succeed.

Value Statement

Regarding students and learning, we believe ALL students can learn and grow in an engaging and nurturing environment.

Regarding teachers and teaching, we believe in a culture of collaboration that ensures best instructional practices that are rigorous, engaging, and differentiated.

Regarding learning communities, we believe mutual respect will lead to collaborative relationships that help us reach our common goal.

Regarding families and communities, we believe that families and teachers partner together to support our students to become positive, and productive citizens.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	8
School Processes & Programs	10
Perceptions	13
Priority Problem Statements	15
Goals	18
Goal 1 : By August 2027, increase the percentage of third-grade students performing at ...	19
Goal 2 : By August 2027, increase the percentage of third-grade students performing at...	23
Goal 3 : By August 2027, increase the percentage of students meeting College, Career, ...	26
Goal 4 : McQueeney Elementary School will increase student, parent, staff, and commu...	28
Goal 5 : McQueeney Elementary School will maintain its Tier 1 designation based on the ...	30
Title I Summary	33
Title I Personnel	34
Committees	35
Site Based Decision Making Committee	36
Meeting Logs	36
Members	36



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The administrative team is deeply committed to fostering a culture of high expectations for all students and staff by developing strong teams that share collective responsibility and consistently lift each other up. To achieve this vision, priorities have been identified to enhance campus climate and morale, ensuring a positive and supportive environment conducive to learning. Key focus areas include closing academic achievement gaps by strengthening Tier 1 instruction and improving the fidelity and effectiveness of the Multi-Tiered System of Supports (MTSS). Recognizing the critical role of families in student success, the campus also aims to increase meaningful parent and family engagement opportunities to build stronger home-school partnerships.

Demographics

Summary

McQueeney Elementary School is one of 7 elementary campuses in Seguin ISD. McQueeney Elementary School serves approximately 320 students from kindergarten through fifth grade. McQueeney ES has two Essential Academics units that provide services to 17 self-contained students. McQueeney Elementary School has a PLUS Behavior setting for specials education students that need this alternative setting. 73.46% of our students are economically disadvantaged. 8.02% of our student population is African American, 63.27% Hispanic, 23.15% White, 0.3% American Indian, 0.31% Asian, and 4.63% Two or More Races. 44.52% of our students are female and 56.48% are male. 22.84% of students qualify for Special Education, 4.94% are serviced under 504, and 3.09% are Emergent Bilingual students. 4.63% of students receive Gifted and Talented services. The yearly attendance rate for the 24-25 school year is 92.85%. The mobility rate is 19.8% and is 3% higher than the state average. 0% of our students served disciplinary placements. 63.7% of students are at-risk. Many students have experienced trauma. The average class size is 18. We have 45 staff members. Our staff demographics are 4.2% African American, 20.8% Hispanic, and 75% White. 4.2% of the staff is male and 95.8% is female. Our stakeholders include parents, grandparents, community members, 21 teachers, 2 administrators, 1 counselor, 1 librarian, and 9 paraprofessionals. The Site-Based Decision-Making Committee meets quarterly to contribute to the development, review, and implementation of the campus improvement plan. Our students are provided with opportunities to engage in a variety of enrichment activities through our AVID writing lab during the instructional day and the ACE after-school program. McQueeney Elementary School is expected to double the amount of student enrollment by the Fall of 2026 due to new residential areas under construction.

Strengths

There is a low percentage of students who experience disciplinary placement, and no student was placed at DAEP in the 2024-2025 school year. The PBIS committee meets on the first Wednesday of each month to analyze and discuss student behaviors. A group of 3rd-5th graders are selected to be members of the Safety Patrol. The AVID Committee includes six teachers who model instructional strategies during monthly faculty meetings and teacher in-service days. The student population is diverse. Free breakfast and lunch are provided to all students. Our AVID Site Coordinator provides services to all k-5 students. Classes rotate through the AVID writing lab on Tuesdays or Thursdays during their intervention block of time. At-risk students are discussed regularly during MTSS and PLC meetings. Special Education, 504, GT and Dyslexia programs provide specialized support utilizing research-based methods and individual student needs. McQueeney is a campus that prides itself on its social/emotional student support. We strive to teach students resilience and leadership skills. Students receive additional help after school during ACE tutoring. McQueeney Elementary School has adopted the Great Expectations program. Teachers focus on teaching and learning and students are inspired to pursue academic excellence.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Data indicates that special education students on our campus are not performing at the same level of academic success as their general education peers.	The campus is experiencing a shortage of certified special education teachers, resulting in increased caseloads and limited instructional time for students with disabilities. This shortage has led to inconsistent implementation of IEPs, reduced opportunities for individualized or small-group instruction, and challenges in providing timely academic and behavioral interventions.
2 ★	McQueeney ES is facing consistently low student attendance rates, which are negatively impacting academic performance and overall campus achievement.	Lack of consistent communication between teachers and families regarding the importance of attendance.
3 ★	Our campus experiences low levels of parent engagement and participation in school activities outside of the required Title 1 events.	Time of events does not fit into their work or families schedules

★ = Priority

Student Learning

Summary

STAAR Reading		Benchmark Approaches	STAAR Approaches	Benchmark Meets	STAAR Meets	Benchmark Masters	STAAR Masters
3rd Grade		59%	67%	25%	43%	8%	18%
4th Grade		62%	75%	33%	50%	13%	20%
5th Grade		64%	63%	38%	40%	16%	11%
Istation Reading		BOY	EOY				
Kinder		39%	63%				
1st Grade		50%	60%				
2nd Grade		56%	54%				
STAAR Math		Benchmark Approaches	STAAR Approaches	Benchmark Meets	STAAR Meets	Benchmark Masters	STAAR Masters
3rd Grade		42%	71%	11%	49%	0%	14%
4th Grade		23%	68%	14%	30%	2%	18%
5th Grade		45%	75%	14%	37%	4%	11%
Istation Math		BOY	EOY				
Kinder		37%	79%				
1st Grade		56%	82%				
2nd Grade		27%	51%				
STAAR Science		Benchmark Approaches	STAAR Approaches	Benchmark Meets	STAAR Meets	Benchmark Masters	STAAR Masters
5th Grade		38%	67%	11%	26%	2%	7%

Strengths

There is consistent growth in math student performance on district and state assessments. Teachers implement math instruction that emphasizes conceptual understanding, problem-solving, and math discourse.

There is an increase in reading meets and masters performance on STAAR. Our students are demonstrating stronger comprehension, and the ability to effectively communicate ideas through writing. This growth reflects targeted instructional strategies, a focus on building vocabulary and critical thinking, and an emphasis on writing development that supports clarity, organization, and conventions.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Instructional strategies, interventions, and support systems are not adequately meeting the learning needs of specials education and tier 3 students.	Insufficient professional development on differentiating instruction for diverse learners.
2★ Instructional strategies, interventions, and support systems are not adequately meeting the learning needs of specials education and tier 3 students.	Lack of collaboration between general education and special education staff

★ = Priority

School Processes & Programs

Summary

Staff are supportive of professional development. We have a strong PLC schedule that allows for regular collaboration and ongoing professional development for all teachers throughout the year. McQueeney ES provides Early Excellence job-imbedded PL sessions from 7:45am-8:15am. Seguin ISD also implements a mentorship program for new teachers. All teachers have been provided an iPad, Chromebook, document camera, and projector. Students have access to either laptops or iPads at a 1:1 ratio. All teachers have access to network printers in black and white and have access to a poster maker machine, laminator, and die-cut machine. The campus has a computer lab as part of the specials rotation schedule. Students also attend the AVID writing lab as part of the intervention schedule.

Other programs on campus include special rotations where students have access to tech, PE, and Music. All students also participate in library, AVID Writing Lab, and guidance lessons on a rotating schedule. Our campus PBIS, Restorative, and SST teams continue to develop, and attendance will be added as a committee. McQueeney also has a Cheer Committee that is chaired by the counselor to help with campus morale. Our ACE program provides additional support after school to students who qualify for the program. Our master schedule ensures bell-to-bell instruction. Our master schedule also includes our W.I.N. block for each grade level. Students receive "What I Need" during this 45-minute block for intervention or enrichment. The staff shares a common language for high-quality instruction, rigor, and self-care.

Strengths

According to surveys, students and staff members are overall satisfied with the school culture and climate and feel strongly supported by the administration staff. Students and staff feel safe at school. Academic, behavioral, and extracurricular expectations are rated overall good. We are overall effective in fulfilling our campus vision and mission. We provide many opportunities for staff members to attend professional development.

100% of teaching staff participate in PLCs.

Mentorship program.

Expanding online access to reading resources, e.g., MyOn, Epic, Beanstack

120 minutes of PLC/Collaborative Planning time is provided for each grade level weekly

Additional resources have been purchased to support tier I instruction and intervention.

Document cameras in every classroom.

Teacher Chromebooks

Projectors in each classroom

Computer lab

Poster maker

Die cut machine and copy machines in the teacher workroom.

Grade level printers

1-1 technology for students

Ipads were purchased for each classroom teacher to utilize Apple TV

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Current district-wide processes for identifying, monitoring, and supporting students through MTSS are inconsistent and lack full implementation fidelity.	Inconsistent use of accessibility of data systems to track student progress and intervention effectiveness in real time
2★ There is a lack of consistent vertical alignment across grade levels, resulting in gaps and overlaps in curriculum content, instructional strategies, and assessment practices.	Limited collaboration among teachers across grade levels restricts the sharing of best practices and align curriculum and instruction.

★ = Priority

Perceptions

Summary

McQueeney Elementary serves a diverse population of students who have high social/emotional needs as well as academic deficits. Our students are usually from single-parent or dual-working households. Many of our parents work multiple jobs and often have multiple families living in one household. Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. At McQueeney Elementary, students and staff are overall satisfied with the climate and culture of our campus. When planning activities, we take into account the multiple types of jobs family members hold and try to accommodate their work schedules. We had Grandparents Day, a Winter Carnival, Family Reading Night, Spring Academic Night, and other activities for families to join. We have an MTSS committee that focuses regularly on students with discipline and learning issues. We have established a PBIS committee dedicated to addressing discipline concerns and organizing incentives to recognize students who exhibit good behavior on a consistent basis. Events are communicated with a monthly campus calendar of events, the marquee, callouts, and fliers in both English and Spanish. Parents are also asked to participate, as best as they can.

Strengths

Campus events draw a large family crowd in attendance.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Concerns are expressed that the school's remote location impacts student engagement, community involvement, and opportunities for real-world learning experiences.	Geographic location of the campus is physically distant from other schools and learning centers, limiting opportunities for collaboration and community partnerships.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Data indicates that special education students on our campus are not performing at the same level of academic success as their general education peers.

The campus is experiencing a shortage of certified special education teachers, resulting in increased caseloads and limited instructional time for students with disabilities. This shortage has led to inconsistent implementation of IEPs, reduced opportunities for individualized or small-group instruction, and challenges in providing timely academic and behavioral interventions.

2
★

McQueeney ES is facing consistently low student attendance rates, which are negatively impacting academic performance and overall campus achievement.

Lack of consistent communication between teachers and families regarding the importance of attendance.

3
★

Our campus experiences low levels of parent engagement and participation in school activities outside of the required Title 1 events.

Time of events does not fit into their work or families schedules

4
★

Instructional strategies, interventions, and support systems are not adequately meeting the learning needs of specials education and tier 3 students.

Insufficient professional development on differentiating instruction for diverse learners.

5
★

Instructional strategies, interventions, and support systems are not adequately meeting the learning needs of specials education and tier 3 students.

Lack of collaboration between general education and special education staff

6
★

Current district-wide processes for identifying, monitoring, and supporting students through MTSS are inconsistent and lack full implementation fidelity.

Inconsistent use of accessibility of data systems to track student progress and intervention effectiveness in real time

7
★

There is a lack of consistent vertical alignment across grade levels, resulting in gaps and overlaps in curriculum content, instructional strategies, and assessment practices.

Limited collaboration among teachers across grade levels restricts the sharing of best practices and align curriculum and instruction.

★ = Priority



Goals

Goal 1

By August 2027, increase the percentage of third-grade students performing at Meets Grade Level or above on the STAAR Reading assessment from 44% to 55%, as measured by state accountability standards.

Performance Objective 1

Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR reading from 44% to 50% by August 2026.

Evaluation Data Source: Beginning-of-Year, Middle-of-Year, and End-of-Year reading assessment data (RenStar).

Unit and interim assessments aligned to TEKS.

Progress monitoring data for students receiving interventions.

MTSS documentation of student growth.

PLC data analysis and student work samples.

Strategy 1

Strengthen Tier 1 instruction by providing targeted professional development for teachers in phonics, comprehension, vocabulary, and fluency instruction.

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Implement a Multi-Tiered System of Supports (MTSS) by using universal screening to identify at-risk students, delivering targeted small group interventions tailored to their needs, and continuously monitoring progress to adjust interventions as necessary.

Formative Reviews

Some Progress

October

January

March

May

Strategy 3

Utilize PLCs to analyze student work and data, collaboratively plan targeted instruction, and align instructional practices across grade levels.

Formative Reviews

Some Progress

October

January

March

May

Strategy 4

Provide ongoing professional development and coaching on the components of balanced literacy (guided reading, shared reading, independent reading, and word study), with a focus on planning and delivering high-quality, differentiated instruction.

Formative Reviews

No Progress

October

January

March

May

Performance Objective 2

Increase the percentage of third through fifth-grade students scoring four or above on STAAR ECR from 23% to 35% by August 2026.

Strategy 1

Support strong writing instruction by having students write every day using the RACE strategy, and Gretchen Bernabei's tools. Teachers will connect writing to the reading TEKS and include writing in other subjects like math, science, and social studies to build writing skills across the board.

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Make writing fun and meaningful by celebrating student work through hallway displays, writing contests, enrichment activities, and publishing opportunities. Teachers will give positive, constructive feedback to help students feel proud of their progress and motivated to keep

growing as writers.

Formative Reviews

No Progress

October

January

March

May

Strategy 3

Implement an AVID Writing Lab to strengthen students' writing skills by providing structured, focused sessions that emphasize organization, critical thinking, and academic language.

Formative Reviews

Some Progress

October

January

March

May

Strategy 4

Increase consistency and rigor in writing instruction by facilitating monthly calibration meetings focused on analyzing student writing samples, aligning scoring practices, and sharing best instructional strategies.

Formative Reviews

October

January

March

May

Performance Objective 3

Increase the percentage of students in grades K-5 who achieve Level 3 or higher on the RenStar Reading Assessment by 15%.

Strategy 1

Improve reading proficiency by implementing structured reading stations that provide targeted support in phonics, fluency, vocabulary, comprehension, and writing in alignment with the Science of Reading.

Formative Reviews

No Progress

October

January

March

May

Strategy 2

Improve student mastery of TEKS-aligned reading standards by analyzing end-of-module assessment data to identify trends, misconceptions, and plan responsive instruction.

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 4

Increase the percentage of Special Education students achieving approaches or higher on the Grade 3-5 Reading STAAR from 31% to 40% by August 2026.

Strategy 1

Facilitate regular co-planning sessions to ensure alignment to grade-level TEKS and IEP goals.

Formative Reviews

Some Progress

October

January

March

May

Goal 2

By August 2027, increase the percentage of third-grade students performing at Meets Grade Level or above on the STAAR Mathematics assessment from 49% to 52%, as measured by state accountability standards.

Performance Objective 1

Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR Math from 39% to 45% by August 2025.

Evaluation Data Source: Weekly PLC agendas and minutes

Student performance data (benchmarks, common assessments, universal screeners)

Walkthrough and observation data with Tier 1 math instructional look-fors

Coaching logs and feedback documentation

Teacher participation in PD and coaching cycles

Strategy 1

Utilize PLCs to analyze student work and data, collaboratively plan targeted instruction, and align instructional practices across grade levels.

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Strengthen Tier 1 math instruction by providing ongoing professional development grounded in the science of how students learn mathematics, with a focus on deepening conceptual understanding, building procedural fluency, and enhancing problem-solving skills to increase student achievement.

Formative Reviews

Some Progress

October

January

March

May

Strategy 3

Implement a Multi-Tiered System of Supports (MTSS) by using universal screening to identify at-risk students, delivering targeted small group interventions tailored to their needs, and continuously monitoring progress to adjust interventions as necessary.

Formative Reviews

Some Progress

October

January

March

May

Strategy 4

Increase student engagement and mastery of math TEKS through structured, purposeful math stations that target diverse learner needs and promote conceptual understanding.

Formative Reviews

No Progress

October

January

March

May

Performance Objective 2

Increase the percentage of students achieving Level 3 or higher in grades K-5 on the RenStar Math Assessment by 15%.

Strategy 1

Improve student mastery of TEKS-aligned math standards by analyzing end-of-module assessment data to identify trends, misconceptions, and plan responsive instruction.

Formative Reviews

October

January

March

May

Performance Objective 3

Increase the percentage of Special Education students achieving approaches or higher on the third through fifth grade Math STAAR from 49% to 55% by August 2026.

Strategy 1

Provide coaching and support to co-teaching teams on clearly defined roles, responsibilities, and collaborative practices, while ensuring the consistent implementation of accommodations, scaffolds, and evidence-based strategies -- including small group instruction, manipulatives, visuals, and technology supports -- to help Special Education students access and master grade-level math content.

Formative Reviews

Some Progress

October

January

March

May

Goal 3

By August 2027, increase the percentage of students meeting College, Career, or Military Readiness (CCMR) indicators, as measured by Meets Grade Level or above performance across all tested subjects, from 39% to 50%.

Performance Objective 1

By the end of the 2025-2026 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 39% to 45% for masters.

Performance Objective 2

By the end of the 2025-2026 school year, increase students' awareness of College, Career, and Military Readiness (CCMR) by organizing and hosting at least four school-wide CCMR-focused activities.

Strategy 1

Encourage all staff and students to wear shirts representing colleges, trade schools, or military branches every Wednesday.

Formative Reviews

Moderate Progress

October January March May

Strategy 2

Increase student awareness of diverse career pathways and the relevance of education to future goals by hosting an annual Career Day event that features professionals from a variety of industries, trades, and military branches.

Formative Reviews

No Progress
October January March May

Performance Objective 3

By May 2026, 100% of science teachers in grades 3-5 will implement weekly hands-on investigations and explicit academic vocabulary instruction aligned to STAAR-tested concepts, as measured by lesson

plans, walkthroughs, and student work.

Goal 4

McQueeney Elementary School will increase student, parent, staff, and community satisfaction levels, as measured by the Seguin ISD approved survey.

Performance Objective 1

By the end of the school year, increase parent and community involvement opportunities at McQueeney Elementary by offering at least four engagement events and initiatives, resulting in a 15% increase in positive satisfaction ratings on the Seguin ISD-approved survey.

Strategy 1

Improve parent and community perceptions of safety by implementing proactive bullying prevention strategies, education, and interventions across the campus.

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Improve family involvement and student outcomes by establishing consistent, meaningful two-way communication channels that encourage dialogue, feedback, and collaboration between teachers, staff, and families.

Formative Reviews

Some Progress

October

January

March

May

Strategy 3

Increase active parent and community participation by creating a welcoming, inclusive, and interactive environment that encourages open dialogue and meaningful feedback during quarterly Caffeine and Conversations meetings.

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2

By the end of the school year, incorporate Great Expectations principles into daily instruction and campus events by providing training to 100% of staff and implementing at least four school-wide activities that reinforce the Great Expectations framework.

Strategy 1

Promote a positive and respectful school climate by recognizing and reinforcing behaviors aligned with the Great Expectations framework among students and staff.

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Increase leadership opportunities, and ownership of a positive school environment through active participation and support of key student clubs (Great Expectations, Student Council, Safety Patrol).

Formative Reviews

Some Progress

October

January

March

May

Goal 5 McQueeney Elementary School will maintain its Tier 1 designation based on the district-selected evaluation tool.

Performance Objective 1

McQueeney ES will improve the attendance rate from 92.85% to 95% by the end of the 2025-2026 school year.

Strategy 1

Implement campus-wide monthly student and faculty attendance incentives

Formative Reviews

No Progress			
October	January	March	May

Strategy 2

Display campus attendance goals and progress visibly

Formative Reviews

No Progress			
October	January	March	May

Performance Objective 2

During the 2025-2026 school year, McQueeney Elementary will increase support for all faculty and staff by implementing monthly professional development sessions, providing ongoing coaching, and conducting quarterly feedback surveys to monitor and respond to staff needs.

Strategy 1

Implement a campus-wide professional learning initiative utilizing Teach Like a Champion to build a shared understanding of high-leverage instructional techniques that promote academic achievement, student engagement, and classroom management.

Formative Reviews

No Progress

October

January

March

May

Strategy 2

Improve alignment of instructional practices, vocabulary, and expectations across grade levels by facilitating regular vertical PLCs focused on priority TEKS, student misconceptions, and instructional strategies.

Formative Reviews

Some Progress

October

January

March

May

Strategy 3

Enhance instructional quality and student outcomes by allocating dedicated quarterly planning days for teachers to engage in data analysis, curriculum alignment, lesson planning, and collaborative instructional design.

Formative Reviews

Some Progress

October

January

March

May

Strategy 4

Provide student and teacher-friendly templates to track formative assessments, benchmark data, intervention progress, and growth over time.

Formative Reviews

Some Progress

October

January

March

May

Strategy 5

Enhance faculty engagement, knowledge sharing, and collective problem-solving by rotating leadership of monthly faculty meetings among grade-level teams, content areas, and

specialized groups.

Formative Reviews

Some Progress

October

January

March

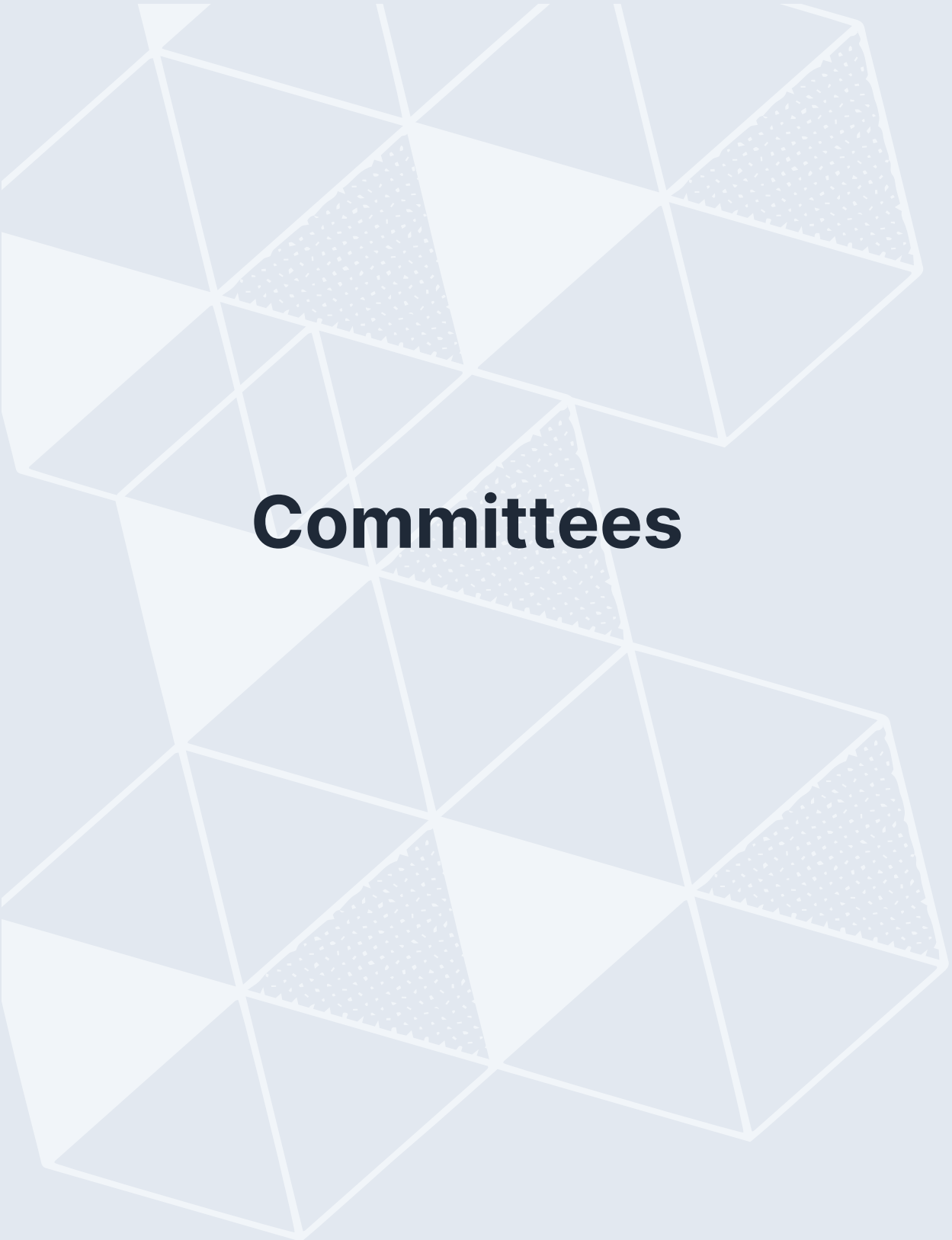
May



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Hector Gonzales	Instructional Aide	211 Title I, Part A	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 20, 2026 @ 4:45 PM	Library	--	--
March 18, 2026 @ 4:45 PM	Library	--	--
January 21, 2026 @ 4:45 PM	Library	--	--
October 15, 2025 @ 4:45 PM	Library	--	--
September 17, 2025 @ 4:45 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Trisha	Eckols	Principal	CLT/ILT
Sharon	Johnson	Asst. Principal	CLT/ILT
Jamie	Chavez	Counselor	Campus Leadership Team
Amy	Styles	Instructional Coach	Instructional Leadership Team
Lori	Dziuk	5th-Grade RLA Teacher	5th-Grade Team Lead
Lauren	Step toe	4th-Grade Math Teacher	4th-Grade Team Lead
Kacie	Hall	3rd-Grade Math Teacher	3rd-Grade Team Lead
Nakecia	Broadnax	2nd-Grade Teacher	2nd-Grade Team Lead
Brittany	Ricketts	1st-Grade Teacher	1st-Grade Team Lead
Madeline	Haas	Kindergarten Teacher	Kinder Team Lead
Damon	Luckey	PLUS SPED Teacher	SPED Team Lead
Emily	Merkord	SPED Interventionist	SPED Team Lead
Shena	Hudson	Essential Academics SPED Teacher	EA Team Lead
Amber	Williams	Librarian	Special Team Lead
Jesse	Franklin	Parent	Parent

Amy	Franklin	Parent	Parent
Chris	Brown	Business Representative	Business Representative
Rosie	Franklin	Community Representative	Community Representative
Diana	Broadnax	Community Representative	Community Representative