

Campus Improvement Plan

2023-2024



JT Brackenridge Elementary

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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 - 6/2/2023	<p>Campus Improvement Plan Summative Evaluation Strategies - Reviewed strategies for the 2022-2023 school year; Discussed what worked, what can be modified/improved</p> <p>Performance Objectives - Examined preliminary STAAR data, MAP data, Circle data, Attendance data, and available survey data; Discussed what goals and performance objectives need to continue for the 2023-2024 school year, which need to be modified, and which were met for the 2022-2023 school year.</p>
Meeting #2 - 6/8/2023	<p>Data Analysis – ESSA Four Multiple Measures: Demographics, Perceptions, Student Learning, Processes and Programs: Reviewed data and reflective questions as they pertain to each of the ESSA measures</p> <p>Data-Informed Problem Statements: Drafted problem statements based on data analysis</p> <p>Mirror/Reflective Root Causes: Discussed and drafted possible root cause statements</p> <p>Goals, Performance Objectives, Strategies: Brainstormed goals, performance objectives, strategies, and key performance indicators to address root causes/problem statements</p>

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The CIP summative evaluation for the 2022-2023 school year uncovered the following with regard to effectiveness and decisions for the 2023-2024 school year:

- Attendance: While campus ADA did not rise to above 90% as intended, some of the strategies we incorporated did help maintain our attendance and demonstrate a marginal increase from previous year. We will continue some of those, while focusing on chronic absentee families.
- Perceptions (Survey data): Our campus will continue to survey stakeholders so we can adjust and meet their needs where possible. We will examine routines and processes once all data is available.
- PreK & Headstart (CIRCLE data): Based on reading and math data in Head Start and PreK, we are building a good foundation for scholars rising to Kindergarten. We need to hyper-monitor these scholars to ensure their success in Kinder, then 1st grade, etc, as we are rebuilding from the pandemic.
- Kindergarten through 2nd grade (MAP data): There are pockets of success that continue throughout the campus, specifically in Kindergarten with 2 groups of scholars, and 2nd grade with most scholars (70% +) demonstrating growth. 1st grade will become an area of focus for instructional improvement, focusing on data-driven instruction.
- 3rd grade through 5th grade (STAAR data): Similarly to Kinder - 2nd grade, there are pockets of success in grades 3-5. The strategies we incorporated in reading and math demonstrated improvements. We will continue to integrate those and include additional strategies to better support the work of individualized professional development for teachers.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance / Chronic Absenteeism	ADA Reports Frontline BI Analytics	PS DE-1	The attendance rate is below the 90% district expectation at 88.6% for the 2022-2023 school year.
		RC DE-1	We are not targeting our chronically absent scholars/families, those with an attendance rate of 90% and below, which, historically, make up 20% of our student population.
Teacher Experience / Retention	Teacher Rosters 2020-2021, 2021-2022, 2022-2023	PS DE-2	Teacher turnover from those with less than 5 years of classroom experience is 8%.
		RC DE-2	We are not fully implementing systems to onboard, train, and support new teachers (ESF 2.1)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Attendance Data: Since 2020, the attendance rate has fluctuated from 93.1% (pre-pandemic) to 84.7% in 2021 (pandemic), 87.2% in 2022 (pandemic), and most recently 88.6% in 2023 (post-pandemic). Teacher Retention Data: Teacher turnover from 1st or 2nd year teachers is high, with some leaving during the instructional year. 25% of teachers have less than 3 years of experience/service to JT Brackenridge, 75% of teachers have 4 or more years of experience/service to JT Brackenridge.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Kindergarten Readiness	PreK & Head Start CIRCLE Results	PS SL-1	According to 2023 End of Year CIRCLE Data, 50% of 4-year-old students and 44% of 3-year-old students are “On Track” for Operations (Math).
		RC SL-1	Activities or tasks do not include enough mental math opportunities and/or addition strategies are not practiced enough for students to be successful in this area.
3rd Grade Readiness	Kindergarten through 2nd Grade MAP Results	PS SL-2	According to 2023 End of Year MAP Data, 62% of students are in Tier 2 and 3 for Math, and 65 % of students are in Tier 2 and 3 for Reading in Kindergarten through 2nd Grade.
		RC SL-2	Tier 1 instruction for some teachers and grade levels is not aligned or developed at an effective level, with appropriate supports for small-group or accelerated instruction (ESF 5.1).
Meets & Masters Readiness	STAAR Results	PS SL-3	According to 2023 STAAR Data, 52% of students are not meeting or approaching grade level expectations for Math in grades 3 through 5, 47% of students are not meeting or approaching grade level expectations for Reading in grades 3 through 5, and 79% of students are not meeting or approaching grade level expectations for Science in grade 5.
		RC SL-3	We need to improve systems that involve progress monitoring, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness (ESF 5.3)
		PS SL- 4	
		RC SL-4	
Data Determinations	<p>Circle Data: According to the End of Year CIRCLE Data for 2021-2022 school year, 50% of students were in Tier 1 for Math and 46% were in Tier 1 for Reading. We showed improvement for the 2022-2023 school year, with 67% of students in Tier 1 for Math and 73% of students in Tier 1 for Reading.</p> <p>MAP Data: According to the End of Year MAP Data for the 2021-2022 school year, 67% of students were in Tier 2 and 3 for Math, and 69% of students were in Tier 2 and 3 for Reading in Kindergarten through 2nd grade. We had a slight improvement for the 2022-2023 school year, with 62% of students in Tier 2 and 3 for Math, and 65% of students in Tier 2 and 3 for Reading.</p> <p>STAAR Data: According to the 2023 STAAR Data, 15% of students in grades 3 through 5 scored at the Meets level and 4% of students scored at the Masters level in Math. In Reading, 24% of students in grades 3 through 5 scored at the Meets level and 8% of students scored at the Masters level. In Science, 7% of our 5th grade students scored at the Meets level and 2% scored at the Masters level.</p>		

<div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div>			
Processes and Programs (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Professional Growth & Feedback	TELPAS Data	PS PP-1	According to 2023 End of Year TELPAS Data, 52% of students demonstrated English Language Proficiency progress.
		RC PP-1	We do not have a progress monitoring assessment cycle for scholars to practice and demonstrate their English Language Proficiency progress (ESF 5.3).
PLCs / Professional Growth & Development	Insight Survey, PLC Feedback, Lesson Plans, Student Learning Data (EOY Outcomes)	PS PP-2	Survey data indicates 51% of teachers feel their professional growth needs are not being met. Student outcomes for all grade levels indicate that only 18% of all students were successful with STAAR redesign/new item types in Math, 30% were successful with the new item types in Reading, and 9% were successful with the new item types in Science.
		RC PP-2	We do not have clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage “productive struggle” such as: use of wait time, encouraging discourse, and requiring evidence to support claims (ESF 5.1)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>TELPAS Data: According to 2023 End of Year TELPAS Data, 52% of students demonstrated English Language Proficiency progress. This was an improvement from the previous year’s progress score of 23%.</p> <p>Insight Survey Data: According to the 2023 Teacher Insight Survey, 51% of teachers feel their professional growth needs are not being met, which is higher than the district average.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent / Family Engagement	Parent Surveys, Academic Data, Attendance Data	PS PE-1	74% of parents reported favorably when asked about their involvement in their child's learning. However, only 46% of parents scored their involvement at a level 5, on a scale of 1-5, with 5 being the most favorable.
		RC PE-1	We do not have systems in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, and some teachers do not have multiple communication strategies with families that are consistent and documented (ESF 3.4).
Student Discipline / Mental Health	Discipline Records SSSP Data Mental Health Data Rhithm Data	PS PE-2	28% of students are responsible for the 131 office referrals involving discipline/mental health concerns.
		RC PE-2	We do not have a consistently implemented system of rewards and consequences, including restorative practices, for our scholars with chronic behavior/mental health concerns (ESF 3.3)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Survey Data: According to the 2023 Family-School Relationships Survey, 58% of families responded favorably to the Family Involvement category, including 82% favorable responses to parent-teacher communication, 74% favorable responses to involvement in their child's learning, 39% favorable responses to involvement in parent groups, and 39% favorable responses to involvement in fundraising efforts on campus.		
	Student Discipline Data: According to the SEAD Culture and Climate Data for 2023, a total of 37 students were responsible for the 131 office referrals involving discipline/mental health concerns.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By the end of the 2023-2024 school year, our student attendance will increase 5%, resulting in an overall 93% ADA rate. Demographics 1	Implement an attendance intervention process for scholars who fall below a 90% attendance rate with the support of the Face Specialist and Administrative Team.	Administrative Team and Attendance Committee	211 - Family and Community Engagement Specialist, materials for incentives
		Quarterly KPIs	By the end of Quarter 1, the intervention process will be created and formalized. The attendance committee will identify students who have historically fallen below a 90% attendance rate. The attendance committee will also review attendance reports to identify students at risk of falling below the 90% goal. By the end of Quarter 2, the attendance committee will have implemented and documented the intervention process with students below 90% attendance. By the end of Quarter 3, the attendance committee will analyze/review attendance for those students in the intervention process to determine improvement, continued intervention, or next course of action (district support). By the end of the year, the number of scholars below a 90% attendance rate will have decreased from the previous year's 20% of the student population.		
DE-2	1,2,3,4	By the end of the 2023-2024 school year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. Demographics 2	Provide a series of internal and job-embedded professional learning sessions, and Instructional Coach/Specialist support, for all teachers, especially those with less than 5 years of experience and/or are new to the grade level, subject, or campus, on topics including PBIS PD (behavioral expectations, routines, procedures), PD on physical learning environments, and instructional planning support.	Administrative Team and Instructional Coaches	211 - Instructional Coaches (2 FTEs), materials for PD implementation
		Quarterly KPIs	By the end of Quarter 1, 100% of all staff will have been provided professional development on PBIS, Physical Learning Environments, and SEL activities, and 30% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 2, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 3 90-100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of the year, Insight survey data will indicate an increase in positive ratings of how teachers felt onboarded, trained, and supported, especially those who have less than 5 years of experience, as compared to previous years.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2	By the end of the 2023-2024 school year, there will be a 5% increase in HeadStart students who are “on track” (Tier 1 - Kinder Ready) as measured by their CIRCLE assessment, resulting in 78% for Phonological Awareness and 72% for Math. Student Learning 1	Activities or tasks do not include enough mental math opportunities and/or addition strategies are not practiced enough for students to be successful in this area. ECE will utilize routine progress monitoring, to include teacher-created assessments, exit tickets, Scholastic PreK On My Way resources through assessment/instructional cycle in reading and math and use data to ensure instruction is aligned and effective, and to plan for next instructional steps..	Administrative Team and Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1, 100% of ECE teachers will have administered BOY CIRCLE assessment in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches. By the end of Quarter 2, CIRCLE data in reading and math will demonstrate at least 55% reading and 50% math of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, 100% of ECE teachers will have administered MOY CIRCLE assessment in reading and math, CIRCLE data will demonstrate at least 70% reading and 65% math of scholars at Tier 1 level in reading and math or growth overall. By the end of the year, 78% of of ECE 4 year old scholars will be at Tier 1 level in reading and 72% will be at Tier 1 level in math.		
SL-2	1,2	By the end of the 2023-2024 school year, there will be a 5% increase in HeadStart students who are “on track” (Tier 1 - Kinder Ready) as measured by their CIRCLE assessment, resulting in 78% for Phonological Awareness and 72% for Math. Student Learning 1	Activities or tasks do not include enough mental math opportunities and/or addition strategies are not practiced enough for students to be successful in this area. ECE will utilize research-based Scholastic PreK On My Way Curriculum, CLI CIRCLE Activity Collection of lessons, along with CLASS Video Library, and best practices (requiring general supplies) to include, but not limited to learning stations, small group instruction, adaptable software support programs, and accelerated learning opportunities. Targeted skills based on data include Alliteration and Mathematical Operations.	Administrative Team and Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1, 100% of ECE teachers will have administered BOY CIRCLE assessment in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches. By the end of Quarter 2, CIRCLE data in reading and math will demonstrate at least 55% reading and 50% math of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, 100% of ECE teachers will have administered MOY CIRCLE assessment in reading and math, CIRCLE data will demonstrate at least 70% reading and 65% math of scholars at Tier 1 level in reading and math or growth overall. By the end of the year, 78% of of ECE 4 year old scholars will be at Tier 1 level in reading and 72% will be at Tier 1 level in math.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1,2	By the end of the 2023-2024 school year, student MAP Tier 1 levels will be at, or above, 55% in Kinder, 55% in 1st, and 45% in 2nd Grade for Reading; and at 55% in Kinder, 55% in 1st Grade, and 50% in 2nd Grade, for Math. Student Learning 2	Kinder, 1st, and 2nd grade levels will utilize routine progress monitoring, to include district created assessments, exit tickets, and online platforms, through cycles of common unit assessments in reading and math and use data to ensure instruction is aligned and effective, and to plan for next instructional steps with the support of the Instructional Coaches.	Administrative Team and Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1, 100% of K-2 teachers will have administered common assessments in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches. By the end of Quarter 2, common unit assessments in reading and math will demonstrate at least 35% of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, MAP MOY data will demonstrate at least 40% of scholars at Tier 1 level in reading and math or 90% growth overall. By the end of the year, 55% of scholars in Kinder, 55% of scholars in 1st, and 45% of scholars in 2nd grade levels will be at Tier 1 level in math and 55% of scholars in Kinder, 55% of scholars in 1st, and 50% of scholars in 2nd will be at Tier 1 level in reading.		
SL-4	1,2	By the end of the 2023-2024 school year, student MAP Tier 1 levels will be at, or above, 55% in Kinder, 55% in 1st, and 45% in 2nd Grade for Reading; and at 55% in Kinder, 55% in 1st Grade, and 50% in 2nd Grade, for Math. Student Learning 2	Kinder, 1st, and 2nd grade levels will implement Science of Teaching Reading Strategies and best practices (requiring general supplies) to include, but not limited to literacy stations, small group instruction, adaptable software support programs (Amira, i-Stations), and accelerated learning opportunities with the support of the Instructional Coaches and Library IA.	Administrative Team and Instructional Coaches	211 /Instructional Supplies/\$1500 164 /Instructional Supplies/\$1500
		Quarterly KPIs	By the end of Quarter 1, 100% of K-2 teachers will have administered common assessments in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches. By the end of Quarter 2, common unit assessments in reading and math will demonstrate at least 35% of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, MAP MOY data will demonstrate at least 40% of scholars at Tier 1 level in reading and math or 90% growth overall. By the end of the year, 55% of scholars in Kinder, 55% of scholars in 1st, and 45% of scholars in 2nd grade levels will be at Tier 1 level in math and 55% of scholars in Kinder, 55% of scholars in 1st, and 50% of scholars in 2nd will be at Tier 1 level in reading.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-5	1,2	By the end of the 2023-2024 school year, student "meets" achievement levels will increase by at least 5% points (all grades/all subjects), resulting in 30% meets in Reading, 20% meets in Math, and 15% meets in Science. Student Learning 3	We need to improve systems that involve progress monitoring, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness (ESF 5.3). 3rd, 4th, and 5th grade levels will utilize common grade level assessments including CBA's and adaptable software programs (Amira, i-Ready Standards Mastery, etc) to identify learning gaps in reading and math and create targeted intervention plans (requiring general supplies and small group interventions with a Certified Retired Teacher) with opportunities to reassess for mastery.	Administrative Team and Instructional Coaches	210 - Curriculum Associates / \$24,000 282 - Curriculum Associates / \$24,000
		Quarterly KPIs	By the end of Quarter 1, CBA 1 data will indicate 10% meets in math, 20% meets in reading, and 5% meets in science. Teachers will analyze data during PLC, identify learning gaps, and plan for instructional adjustments with the support of the administrative team and the instructional coaches. By the end of Quarter 2, MAP MOY data will indicate 15% meets in math, 25% meets in reading, and 10% meets in science. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, Interim STAAR will indicate 20% meets in math, 30% meets in reading, and 15% meets in science. By the end of the year, student "meets" achievement levels will have increased by at least 5% points (all grades/all subjects).		
SL-6	1,2	By the end of the 2023-2024 school year, student "meets" achievement levels will increase by at least 5% points (all grades/all subjects), resulting in 30% meets in Reading, 20% meets in Math, and 15% meets in Science. Student Learning 3	We need to improve systems that involve progress monitoring, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness (ESF 5.3) 3rd, 4th, and 5th grade levels will implement best practices in science instruction to include, but not limited to, hands on opportunities for students, adaptable software support programs (Edusmart, etc), and science workshops (HMHCO Break the Code of the New Science TEKS, etc).	Administrative Team and Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1, CBA 1 data will indicate 10% meets in math, 20% meets in reading, and 5% meets in science. Teachers will analyze data during PLC, identify learning gaps, and plan for instructional adjustments with the support of the administrative team and the instructional coaches. By the end of Quarter 2, MAP MOY data will indicate 15% meets in math, 25% meets in reading, and 10% meets in science. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, Interim STAAR will indicate 20% meets in math, 30% meets in reading, and 15% meets in science. By the end of the year, student "meets" achievement levels will have increased by at least 5% points (all grades/all subjects).		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2	By the end of the 2023-2024 school year, there will be a 10% increase in EB students who demonstrate appropriate yearly progress as measured by TELPAS. Processes & Programs 1	We do not have a progress monitoring assessment cycle for scholars to practice and demonstrate their English Language Proficiency progress (ESF 5.3). Teachers will utilize best practices (QSSSA, DL Speaking/Writing template, etc.) to embed authentic speaking and writing opportunities in weekly lessons (all content areas) and follow a progress monitoring cycle to provide opportunities for students to practice and demonstrate their English Language Proficiency progress with small group support from a Bilingual IA.	Administrative Team, Instructional Coaches, and Dual Language Lead Teacher	
		Quarterly KPIs	By the end of Quarter 1, 100% of EB scholars will have engaged in structured speaking and writing activities. Teachers will plan for these opportunities to practice in various content areas, using district and TEA provided TELPAS resources and rubrics. By the end of Quarter 2, 100% of EB scholars will have participated in progress monitoring to track growth in the areas of speaking and writing. Teachers will use TEA and district TELPAS rubrics to score responses. By the end of Quarter 3, 100% of scholars will have improved at least one proficiency level in speaking and/or writing, as demonstrated through progress monitoring (scored with TELPAS rubrics). By the end of the year, there will be a 10% increase in EB scholars who demonstrate yearly progress as measured by TELPAS.		
PP-2	1,2	By the end of the 2023-2024 school year, student "meets" achievement levels will increase by at least 5% points (all grades/all subjects), resulting in 30% meets in Reading, 20% meets in Math, and 15% meets in Science. Processes & Programs 2	We do not have clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims (ESF 5.1) The Instructional Leadership Team, including the Administrative Team and Instructional Coaches, will formalize protocols to engage in cycles of observation and feedback (in collaboration with Cognia and its Effective Learning Environment and Observation Tool) to promote student centered classrooms and create more effective learning environments.	Administrative Team and Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1, CBA 1 data will indicate 10% meets in math, 20% meets in reading, and 5% meets in science. Teachers will analyze data during PLC, identify learning gaps, and plan for instructional adjustments with the support of the administrative team and the instructional coaches. By the end of Quarter 2, MAP MOY data will indicate 15% meets in math, 25% meets in reading, and 10% meets in science. Data will continue to be analyzed during PLC and used to inform instruction. By the end of Quarter 3, Interim STAAR will indicate 20% meets in math, 30% meets in reading, and 15% meets in science. By the end of the year, student "meets" achievement levels will have increased by at least 5% points (all grades/all subjects).		
PP-3					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the 2023-2024 school year, 100% of teachers will communicate, conference, and keep families updated on the progress of their child(ren) as evidenced by Branching Minds documentation. Perceptions 1	We do not have systems in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, and some teachers do not have multiple communication strategies with families that are consistent and documented (ESF 3.4). Teachers will select and regularly utilize a form of parent communication (ie: Class Dojo) and engage in parent conferences at least once every 9 weeks. Parent communication and conferences will be documented in Branching Minds.	Administrative Team and Family and Community Engagement Specialist	
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will have engaged in parent communication through a selected platform and parent conferences and 50% of teachers will have documented parent communication in Branching Minds. By the end of Quarter 2, 100% of teachers will continue to engage in parent communication and 70% will have documented the communication in Branching Minds. By the end of end of Quarter 3, 100% of teachers will have continued to engage in parent communication and 90% of teachers will have documented the communication in Branching Minds. By the end of the year, 100% of teachers will have documented parent communication in Branching Minds.		
PE-2		By the end of the 2023-2024 school year, the percent of students responsible for discipline/mental health referrals will reduce by 10%. Perceptions 2	We do not have a consistently implemented system of rewards and consequences, including restorative practices, for our scholars with chronic behavior/mental health concerns (ESF 3.3)	Administrative Team, Counselor, PBIS Committee, and Behavior Specialist	
		Quarterly KPIs			
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, the intervention process will be created and formalized. The attendance committee will identify students who have historically fallen below a 90% attendance rate. The attendance committee will also review attendance reports to identify students at risk of falling below the 90% goal.		
DE-2	By the end of Quarter 1, 100% of all staff will have been provided professional development on PBIS, Physical Learning Environments, and SEL activities, and 30% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
SL-1	By the end of Quarter 1, 100% of ECE teachers will have administered BOY CIRCLE assessment in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches.		
SL-2	By the end of Quarter 1, 100% of ECE teachers will have administered BOY CIRCLE assessment in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches.		
SL-3	By the end of Quarter 1, 100% of K-2 teachers will have administered common assessments in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches.		
SL-4	By the end of Quarter 1, 100% of K-2 teachers will have administered common assessments in reading and math, analyzed student data, and planned for instructional adjustments with the support of the administration team and instructional coaches.		
SL-5	By the end of Quarter 1, CBA 1 data will indicate 10% meets in math, 20% meets in reading, and 5% meets in science.		
SL-6	By the end of Quarter 1, CBA 1 data will indicate 10% meets in math, 20% meets in reading, and 5% meets in science.		
PP-1	By the end of Quarter 1, 100% of EB scholars will have engaged in structured speaking and writing activities. Teachers will plan for these opportunities to practice in various content areas, using district and TEA provided TELPAS resources and rubrics.		
PP-2	By the end of Quarter 1, CBA 1 data will indicate 10% meets in math, 20% meets in reading, and 5% meets in science. Teachers will analyze data during PLC, identify learning gaps, and plan for instructional adjustments with the support of the administrative team and the instructional coaches.		
PE-1	By the end of Quarter 1, 100% of teachers will have engaged in parent communication through a selected platform and parent conferences and 50% of teachers will have documented parent communication in Branching Minds.		
PE-2			

2.2 – Second Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, the attendance committee will have implemented and documented the intervention process with students below 90% attendance.		
DE-2	By the end of Quarter 2, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
SL-1	By the end of Quarter 2, CIRCLE data in reading and math will demonstrate at least 55% reading and 50% math of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction.		
SL-2	By the end of Quarter 2, CIRCLE data in reading and math will demonstrate at least 55% reading and 50% math of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction.		
SL-3	By the end of Quarter 2, common unit assessments in reading and math will demonstrate at least 35% of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction.		
SL-4	By the end of Quarter 2, common unit assessments in reading and math will demonstrate at least 35% of scholars on track to be at Tier 1 level. Data will continue to be analyzed during PLC and used to inform instruction.		
SL-5	By the end of Quarter 2, MAP MOY data will indicate 15% meets in math, 25% meets in reading, and 10% meets in science. Data will continue to be analyzed during PLC and used to inform instruction.		
SL-6	By the end of Quarter 2, MAP MOY data will indicate 15% meets in math, 25% meets in reading, and 10% meets in science. Data will continue to be analyzed during PLC and used to inform instruction.		
PP-1	By the end of Quarter 2, 100% of EB scholars will have participated in progress monitoring to track growth in the areas of speaking and writing. Teachers will use TEA and district TELPAS rubrics to score responses.		
PP-2	By the end of Quarter 2, MAP MOY data will indicate 15% meets in math, 25% meets in reading, and 10% meets in science. Data will continue to be analyzed during PLC and used to inform instruction.		
PE-1	By the end of Quarter 2, 100% of teachers will continue to engage in parent communication and 70% will have documented the communication in Branching Minds.		
PE-2			

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, the attendance committee will analyze/review attendance for those students in the intervention process to determine improvement, continued intervention, or next course of action (district support).		
DE-2	By the end of Quarter 3 90-100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
SL-1	By the end of Quarter 3, 100% of ECE teachers will have administered MOY CIRCLE assessment in reading and math, CIRCLE data will demonstrate at least 70% reading and 65% math of scholars at Tier 1 level in reading and math or growth overall.		
SL-2	By the end of Quarter 3, 100% of ECE teachers will have administered MOY CIRCLE assessment in reading and math, CIRCLE data will demonstrate at least 70% reading and 65% math of scholars at Tier 1 level in reading and math or growth overall.		
SL-3	By the end of Quarter 3, MAP MOY data will demonstrate at least 40% of scholars at Tier 1 level in reading and math or 90% growth overall.		
SL-4	By the end of Quarter 3, MAP MOY data will demonstrate at least 40% of scholars at Tier 1 level in reading and math or 90% growth overall.		
SL-5	By the end of Quarter 3, Interim STAAR will indicate 20% meets in math, 30% meets in reading, and 15% meets in science.		
SL-6	By the end of Quarter 3, Interim STAAR will indicate 20% meets in math, 30% meets in reading, and 15% meets in science.		
PP-1	By the end of Quarter 3, 100% of scholars will have improved at least one proficiency level in speaking and/or writing, as demonstrated through progress monitoring (scored with TELPAS rubrics).		
PP-2	By the end of Quarter 3, Interim STAAR will indicate 20% meets in math, 30% meets in reading, and 15% meets in science.		
PE-1	By the end of end of Quarter 3, 100% of teachers will have continued to engage in parent communication and 90% of teachers will have documented the communication in Branching Minds.		
PE-2			

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, the number of scholars below a 90% attendance rate will have decreased from the previous year's 20% of the student population.		
DE-2	By the end of the year, Insight survey data will indicate an increase in positive ratings of how teachers felt onboarded, trained, and supported, especially those who have less than 5 years of experience, as compared to previous years.		
SL-1	By the end of the year, 78% of of ECE 4 year old scholars will be at Tier 1 level in reading and 72% will be at Tier 1 level in math.		
SL-2	By the end of the year, 78% of of ECE 4 year old scholars will be at Tier 1 level in reading and 72% will be at Tier 1 level in math.		
SL-3	By the end of the year, 55% of of scholars in Kinder, 55% of scholars in 1st, and 45% of scholars in 2nd grade levels will be at Tier 1 level in math and 55% of scholars in Kinder, 55% of scholars in 1st, and 50% of scholars in 2nd will be at Tier 1 level in reading.		
SL-4	By the end of the year, 55% of of scholars in Kinder, 55% of scholars in 1st, and 45% of scholars in 2nd grade levels will be at Tier 1 level in math and 55% of scholars in Kinder, 55% of scholars in 1st, and 50% of scholars in 2nd will be at Tier 1 level in reading.		
SL-5	By the end of the year, student “meets” achievement levels will have increased by at least 5% points (all grades/all subjects).		
SL-6	By the end of the year, student “meets” achievement levels will have increased by at least 5% points (all grades/all subjects).		
PP-1	By the end of the year, there will be a 10% increase in EB scholars who demonstrate yearly progress as measured by TELPAS.		
PP-2	By the end of the year, student “meets” achievement levels will have increased by at least 5% points (all grades/all subjects).		
PE-1	By the end of the year, 100% of teachers will have documented parent communication in Branching Minds.		
PE-2			

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps
By the end of the 2023-2024 school year, our student attendance will increase 5%, resulting in an overall 93% ADA rate. Demographics		
By the end of the 2023-2024 school year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. Demographics		
By the end of the 2023-2024 school year, there will be a 5% increase in HeadStart students who are “on track” (Tier 1 - Kinder Ready) as measured by their CIRCLE assessment, resulting in 78% for Phonological Awareness and 72% for Math. Student Learning		
By the end of the 2023-2024 school year, 55% of of scholars in Kinder, 55% of scholars in 1st, and 45% of scholars in 2nd grade levels will be at Tier 1 level in math, and 55% of scholars in Kinder, 55% of scholars in 1st, and 50% of scholars in 2nd will be at Tier 1 level in reading. Student Learning		
By the end of the 2023-2024 school year, student "meets" achievement levels will increase by at least 5% points (all grades/all subjects), resulting in 30% meets in Reading, 20% meets in Math, and 15% meets in Science. Student Learning		
By the end of the 2023-2024 school year, there will be a 10% increase in EB students who demonstrate appropriate yearly progress as measured by TELPAS. Processes & Programs		
By the end of the 2023-2024 school year, 100% of teachers will communicate, conference, and keep families updated on the progress of their child(ren) as evidenced by Branching Minds documentation. Perceptions		
By the end of the 2023-2024 school year, the percent of students responsible for discipline/mental health referrals will reduce by 10%. Perceptions		

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan					Physical Locations of the Plan				
Languages Available					Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information**Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
JT Brackenridge Elementary School	15907- 110
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Eric Wicker
Principal	SAISD Board Approval Date
Marco I. Morales	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

Name	Role	Name	Role
Marco I. Morales	Principal / Chairperson		
Porsha Dardy	Classroom Teacher - 4th Grade		
Diana Casiano	Classroom Teacher - 4th Grade		
Jacqueline Gutierrez	Classroom Teacher - 5th Grade		
Karyl Moctezuma	Classroom Teacher - 2nd Grade		
Teresa Miller	Classroom Teacher - 3rd Grade		
Kara Johnson	Classroom Teacher - 3rd Grade		
Yvonne Serna	Classroom Teacher - 1st Grade		
Maria Jensen-Garibay	Classroom Teacher - Kindergarten		
Joseph Arredondo	Classroom Teacher - ECE / Head Start		
Candice Saenz	Classroom Teacher - Fine Arts		
Elvia Cantu Barajas	Assistant Principal		
Lauren Saucedo	Senior Operations Coordinator		
Sandra Gonzalez	Parent		
Michael Martinez	Community Member		
Brenda Estrada	Business Representative		

