Fort Bend Independent School District

Sonal Bhuchar Elementary

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sonal Bhuchar Elementary is a neighborhood school with Pre-Kindergarten through fifth grade students. We are one of the newest elementary schools in Fort Bend ISD. Sonal Bhuchar debuted in Fort Bend ISD in August 2023. Sonal Bhuchar Elementary has a diverse population of students from all over the United States. Inclusive in our diverse population of 703 students, we have 11.52% Special Education students, and 12.66% Gifted and Talented students on our campus. Our overall attendance rate is 97%.

Our At-Risk data indicates that 27.11% of our students are at-risk while 19.49% of our students are Economically Disadvantaged. Enrollment of ESL is 22.48% of the student population at Sonal Bhuchar Elementary, with 158 students identified speaking English as a Second Language. Sonal Bhuchar Elementary staff will continue to monitor all data points to ensure SBE continuously remains above the district standards.

School Population	Count	Percent
Student Total	703	**100%**
Pre-Kindergarten	066	9.39%
Kindergarten	090	12.80%
1st Grade	098	13.94%
2nd Grade	117	16.64%
3rd Grade	127	18.07%
4th Grade	124	17.64%
5th Grade	081	11.52%
Student Demographics	Count	Percent
Gender		
Female	342	48.65%
Male	361	51.35%
Ethnicity		

Hispanic-Latino	38	5.41%
Race		
American Indian - Alaskan Native	6	0.85%
Asian	497	70.70%
Black - African American	79	11.24%
Native Hawaiian - Pacific Islander	1	0.14%
White	43	6.12%
Two-or-More	39	5.55%

Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them inclusion and acceptance of others. Our consistent attendance rate of 97% ensures that our students are exposed to the curriculum on a regular basis, and therefore being provided with the tools needed to ensure current and future success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a second your campus, our staff students and community members are needing to continue to establish strong relationships.
Root Cause: As a second year campus staff, students and community members must continue to foster strong relationships.

Student Learning

Student Learning Summary

STAAR 2024

2024 STAAR		APPROACHES	MEETS	MASTERS
Grade 3	Reading	98	88	56
Grade 4	Reading	97	86	59
Grade 5	Reading	99	86	63
Grade 3	Math	98	78	54
Grade 4	Math	87	71	49
Grade 5	Math	99	89	58
Grade 5	Science	84	54	30

Campus Ren Data					
Total number of students tested: 526					
	Math			**Reading**	
	BOY	**EOY**		**BOY**	**EOY**
At Above Benchmark	91%	99%		83%	93%

Spring Interim Data 2023-2024							
	Reading			Math			Science
	3rd	**4th**	**5th**	**3rd**	**4th**	**5th**	**5th**
Approaches	94%	91%	99%	96%	85%	98%	84%
Meets	90%	88%	86%	90%	73%	88%	54%
Masters	78%	77%	63%	67%	61%	58%	30%

Primary Reading Level Data (BAS)						
	Kinder		**First Grade**		**Second Grade**	
	MOY	EOY	BOY	EOY	BOY	EOY
2023-2024	64%	70%	85%	90%	85%	86%

Kinder TXKEA 2023-24		
Math	BOY	EOY
On Track	81%	95%

Student Learning Strengths

SBE's school wide data shows that high percentage of our students are performing at or above grade level in Reading and Math.

- 95% of Kindergarten students performed at or above grade level on TXKEA.
- 70% of Kindergarten students performed at or above grade level on BAS.
- 90% of Grade 1 students performed at or above grade level on BAS.
- 85% of Grade 2 students performed at or above grade level on BAS.
- 93% of SBE students performed at or above grade level on EOY Reading REN.
- 99% of SBE students performed at or above grade level on EOY Math REN.
- 86% or more of SBE students performed at or above grade level on EOY Reading REN.
- 71% or more of SBE students performed at or above grade level on EOY Reading REN.

This data aligns to campus checkpoint assessments/data and Interim data for the 2023-2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a second year campus, staff needs training on clear expectations for the District instructional model, small group implementation and student ownership of learning practices for Sonal Bhuchar Elementary.
Root Cause: We are a newly established campus. Training for these practices is needed, to align our staff and students with our campus teaching and learning expectations.

School Processes & Programs

School Processes & Programs Summary

Sonal Bhuchar Elementary has an organization system that includes:

- Administrative Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, and Executive Assistant
- Leadership Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, Dyslexia Teacher, .5 Math Specialist, LIT, .5 ESL Specialist
- Team Leaders: One representative from PK, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Special Education, Outclass and Office

The master schedule is set up to maximize instructional time and provide time for team planning and collaboration. The schedule is as follows:

	Outclass	Recess	Lunch	Enrichment	PLC
PK	11:10-11:55	2:10-2:40	10:15-10:45	9:00-9:50	8:10-8:55
Kindergarten	12:40-1:25	1:40-2:10	10:35-11:05	9:00-9:45	8:10-8:55
1st Grade	8:55-9:40	10:35-11:05	11:05-11:35	11:35-12:20	8:10-8:55
2nd Grade	9:40-10:25	11:05-11:35	11:35-12:05	12:20-1:05	8:10-8:55
3rd Grade	1:55-2:40	11:35-12:05	12:05-12:35	2:40-3:25	8:10-8:55
4th Grade	2:40-3:25	12:05-12:35	12:35-1:05	1:05-1:50	8:10-8:55
5th Grade	11:55-12:40	12:40-1:10	1:10-1:40	1:50-2:35	8:10-8:55

Sonal Bhuchar Elementary will follow District curriculum that is aligned with the TEKS. The teachers will use supporting documents to assist with appropriate pacing and planning of units. Teachers will collaborate weekly in professional learning communities and at grade-level planning meetings to discuss and strengthen instruction with the support of specialists and administrators. Instructional strategies will be research-based, reviewed, practiced, and shared at faculty meetings, professional development days, school literacy team meetings, math team meetings and PLC meetings.

Positive reward systems including: PBIS, Bengal Bucks, Bengals "R" US, Bengal Blast and Student of the Month is implemented with fidelity to foster a positive school climate and culture. In addition, Sonal Bhuchar Elementary provides a variety of school sponsored activities/programs for students. After school programs through Extended Learning and Success Zone are also a positive additive for our Bhuchar students and community

Processes and programs will be analyzed and driven by a collection of student data.

School Processes & Programs Strengths

- The Sonal Bhuchar Elementary master schedule will maximize instruction and allows time for daily team planning.
- Professional Learning Community time has been built weekly into the school day and provides flexibility for administrators and

specialists to attend.

- A focus for our campus will be placed on growing leadership capacity within all staff.
- Staff will be trained on effective classroom management skills that utilize PBIS with students.
- Development of the Sonal Bhuchar Elementary Instructional Guidebook clearly defines curriculum expectations for staff.
- Development of the faculty handbook clearly defines expectations for staff.
- Extracurricular activities and programs will continue to be provided to build relationships among students and to strengthen their connection to their new school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a new campus, there is a need to develop processes and programs to support student achievement.
Root Cause: We are a newly established campus. Training for these practices will occur throughout the year to align our staff and students with our campus processes and programs.

Perceptions

Perceptions Summary

K12 Parent Survey

Parents/Guardians

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am kept informed about my child's grades and academic progress.	93%	Academic Support
I feel welcome in my child's school.	93%	Family Involvement
Schoolwork is meaningful and relevant.	91%	Academic Support
I am kept informed about my child's behavior.	91%	Academic Support
My child is safe and secure at school.	91%	Safety and Behavior

Parents/Guardians

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
I am informed about community organizations that support students at this school.	23%	Student Support
Teachers give timely and appropriate feedback about student work.	21%	Academic Support
I am informed about community organizations that support students at this school.	21%	Family Involvement
The campus provides timely opportunities to engage in feedback prior to big decisions or changes.	21%	Family Involvement
My child is receiving effective instruction for his or her abilities.	19%	Academic Support

K12 Parent Survey

Campus-based Staff

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school has high learning standards for all students.	100%	Academic Support
Schoolwork is meaningful and relevant.	100%	Academic Support
Teachers give timely feedback about student work.	100%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	100%	Academic Support
Curriculum, instruction, and assessments are aligned.	100%	Academic Support

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
I am informed about community organizations that support students at this school.	27%	Student Support
School leaders make decisions that are in the best interest of students.	18%	School Leadership
This school's learning standards and expectations are clearly explained to students.	9%	Academic Support
Families and staff members treat each other with respect.	9%	Family Involvement
Staff members and students treat each other with respect.	9%	Safety and Behavior

Student Survey

EMOTIONAL ENGAGEMENT:
Teacher-Student Relationships

Teacher-Student Relationships

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

Treatment of Students

The degree to which students **agreed or strongly agreed** that the teachers and adults value and care about students.

85%
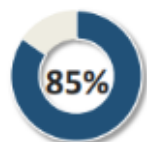
Adults at my school listen to the students.
↑1.4%

89%
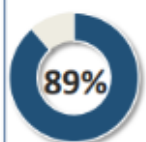
My teachers are honest with me.
↓0.8%

% of Students who Strongly Agree		
3rd	4th	5th
56%	45%	32%

Support from Teachers

The degree to which students **agreed or strongly agreed** that they feel teachers and other adults support the needs of students.

91%
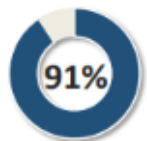
My teachers are there for me when I need them
↓0.2%

84%
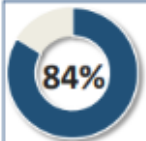
Most teachers care about me as a person, not just as a student
↑6.7%

% of Students who Strongly Agree		
3rd	4th	5th
37%	43%	26%

Perceptions of Fairness and Safety

The degree to which students **agreed or strongly agreed** that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.

82%
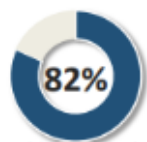
Adults at my school are fair towards students most of the time
↑0.1%

77%
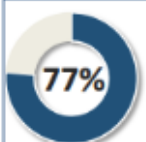
The rules at my school are fair
↓2.4%

% of Students who Strongly Agree		
3rd	4th	5th
58%	22%	14%

83%
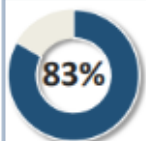
I feel safe at school
↑4.5%

% of Students who Strongly Agree		
3rd	4th	5th
54%	40%	29%

FBISD
INSPIRE • EQUIP • IMAGINE

EMOTIONAL ENGAGEMENT:
Peer Support of Learning

Peer Support of Learning

Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.
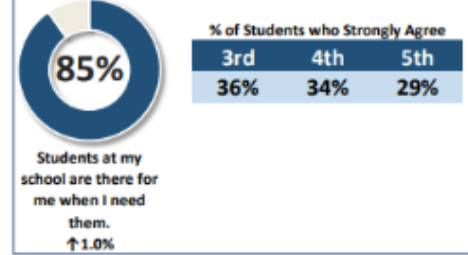
Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.

89%

Other students here like me the way I am.
↑6.4%

94%

I enjoy talking to the students here.
↓0.1%

% of Students who Strongly Agree		
3rd	4th	5th
56%	63%	61%
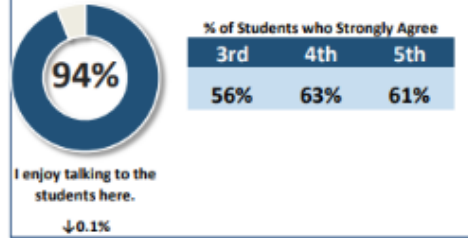
Support from Students

The degree to which students **agreed or strongly agreed** that they feel their peers care and support them when needed.

90%

Other students care about me.
↑3.0%

85%

Students at my school are there for me when I need them.
↑1.0%

% of Students who Strongly Agree		
3rd	4th	5th
36%	34%	29%

Perceptions of Respect and Belonging

The degree to which students **agreed or strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.

98%

I have friends at school.
↑1.7%

83%

Students here respect what I have to say.
↑4.2%

% of Students who Strongly Agree		
3rd	4th	5th
21%	21%	18%

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COGNITIVE ENGAGEMENT:
Future Goals and Aspirations
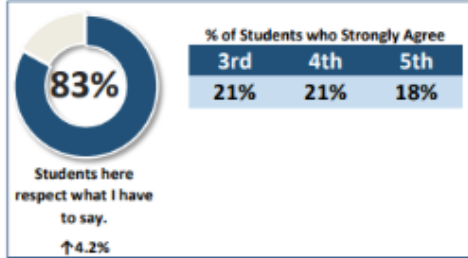
Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.

Post-High School Plans
The degree to which students **agreed or strongly agreed** that they feel that continuing education after high school in important

96%

I plan to go to college after I graduate from high school.
↓2.1%

98%
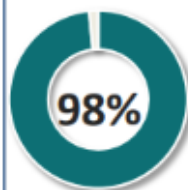
Continuing to learn after high school is important.
↑1.1%

% of Students who Strongly Agree		
3rd	**4th**	**5th**
64%	78%	81%

Future Goals
The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.

96%
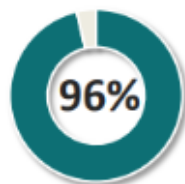
My education will create many chances for me to reach my future goals.
↑1.6%

97%
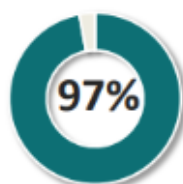
I am hopeful about my future.
↑0.1%

97%
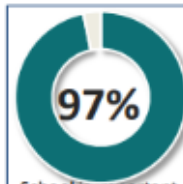
School is important for reaching my future goals.
↑0.1%

% of Students who Strongly Agree		
3rd	**4th**	**5th**
65%	80%	79%

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am kept informed about my child's grades and academic progress.	93%	Academic Support
I feel welcome in my child's school.	93%	Family Involvement
Schoolwork is meaningful and relevant.	91%	Academic Support
I am kept informed about my child's behavior.	91%	Academic Support
My child is safe and secure at school.	91%	Safety and Behavior

Perceptions Strengths

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school has high learning standards for all students.	100%	Academic Support
Schoolwork is meaningful and relevant.	100%	Academic Support
Teachers give timely feedback about student work.	100%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	100%	Academic Support
Curriculum, instruction, and assessments are aligned.	100%	Academic Support

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a new campus, we are continuing to implement expectations, policies and procedures. Extensive time will need to be given to continue to clearly communicate and model our campus expectations.
Root Cause: As a new campus, stakeholders are continuing to build relationships.

Priority Problem Statements

Goals

Goal 1: Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 1: Performance Objective 1:
By June 2025, SBE will improve the effectiveness of instruction through the implementation of student ownership of learning tools as evidenced through the indicators of success.
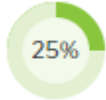
Indicators of Success: Formative Indicators of Success:
By January 2025, 80% of SBE students will show growth in reading and math from BOY to MOY as demonstrated by MAP.
By January 2025, 60% of SBE 5th grade students will show growth in science from BOY to MOY as demonstrated by MAP.

Summative Indicators of Success:
By June 2025, 80% of SBE students will show 1.5 year's growth in reading and math from BOY to EOY as demonstrated by MAP.
By June 2025, 65% of fifth grade students will show growth in science from BOY to EOY as demonstrated by MAP.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Teachers and students will implement student ownership tools to measure mastery.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By June 2025, 80% of SBE students will show 1.5 year's growth in reading and math from BOY to EOY as demonstrated by MAP. By June 2025, 65% of fifth grade students will show growth in science from BOY to EOY as demonstrated by MAP. **Staff Responsible for Monitoring:** Administrators, Specialists	**Oct** 25%	**Dec** 50%	**Feb** 75%	**June**
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Teachers will implement PLC practices to design and deliver quality instruction inclusive of the GT Learning Plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By implementing PLC practices to design and deliver quality instruction inclusive of the GT Learning Plan SBE will ensure that 90% of GT students will demonstrate progress on their learning plans. **Staff Responsible for Monitoring:** Administrator, COG	**Oct** 25%	**Dec** 50%	**Feb** 75%	**June**

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Teachers will design quality assessments to determine mastery of state standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By designing quality assessments 70% of SBE students will master state standards. **Staff Responsible for Monitoring:** Administrators, Specialists	**Oct**	**Dec**	**Feb**	**June**
	25%	50%	75%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 1: Performance Objective 2:
By June 2025, SBE will foster a positive climate and culture through the implementation of effective PBIS systems as evidenced in the indicators of success.
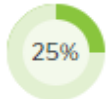
Indicators of Success: Formative Indicators of Success:
By January 2025, SBE will review/practice 100% of the required safety and procedure protocols/drills.

Summative Indicators of Success:
By June 2025, SBE will review/practice 100% of the required safety and procedure protocols/drills.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Establish campus based PBIS strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Establishing campus based PBIS strategies will improve school wide expectation setting, active monitoring and feedback cycle.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Counselor, PBIS Committee, Discipline Committee	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Communicate campus based PBIS strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SBE staff with communicate campus based PBIS strategies to promote positive expectations, relationships, and climate/culture.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator, PBIS Committee	25%	50%	75%	

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Implement campus based PBIS strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SBE will implement campus based PBIS strategies to promote positive expectations, relationships, and climate/culture.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator, PBIS Committee	25%	50%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Goal 3: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

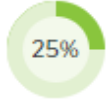**Performance Objective 1:** Performance Objective 1
By June 2025, Sonal Bhuchar Elementary will maintain the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

Indicators of Success: Formative:
By December 2024, we will provide student and parent input opportunities.
Throughout the 2024-2025 school year, teams will send a weekly grade level newsletter.
Throughout the 2024-2025 school year, we will send a weekly parent newsletter to parents.
Throughout the 2024-2025 school year we will meet monthly to collaborate with PTA board.
By June 2025, we will establish one parent session with the counselor.

Summative:
By June 2025, we will have provided at least 1 student input opportunities.
By June 2025, we will have provided at least 1 guardian input opportunities.
By June 2025, we will have provided at least 1 parent/counselor session.

Parent survey data will increase in the following areas:
I feel welcome 93% to 95%
My child is safe and secure at school 91% to 93%

Student survey data will increase in the following areas:
Adults at my school listen to students 85% to 88%
My teachers are there for me when I need them 82% to 85%

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: SBE staff and faculty will regularly communicate with families through multiple mediums such as parent newsletters, grade level newsletters, and ClassDojo. SBE will hold multiple events cultivating a collaborative school community.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: By implementing weekly communication, collaborative PTA Board meetings, and parent sessions, we will strengthen the home-to-school connection. Parent survey data will increase in the following areas: I feel welcome 93% to 95% **Staff Responsible for Monitoring:** Admin, Counselor, Specialists, Front Office Staff, Teachers, and Faculty	25%	75%	95%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Addendums

	Strengths	Concerns
Student Engagement Survey	Not applicable, school opened 2023-24 school year.	Not applicable, school opened 2023-24 school year.

Action Planning Tool

- What is the concern being addressed?
  - **What did you find?**
- **What needs to be done?**
  - Tasks
  - Steps to take
- Identify your team
- Create a timeline
  - **Who and By When?**
- **Resources**
  - What's Needed?
  - What's Available?
- People, Beliefs, Systems
- How do you overcome?
  - **Potential Barriers**
- **Communication and Implementation**
  - Who needs to know what when?
  - Monitoring?
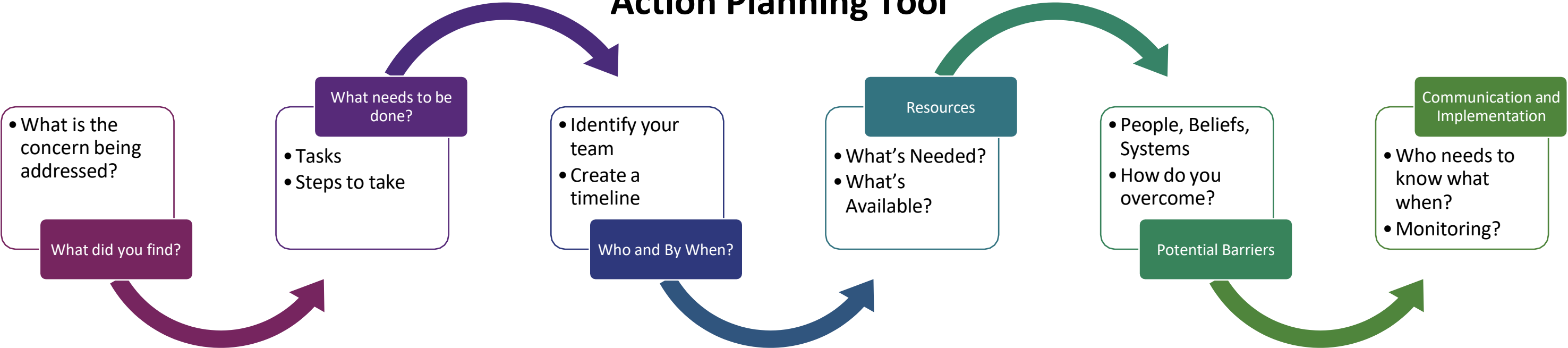
What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Not applicable, school opened 2023-24 school year.	Not applicable, school opened 2023-24 school year.	Not applicable, school opened 2023-24 school year.	Not applicable, school opened 2023-24 school year.	Not applicable, school opened 2023-24 school year.	Not applicable, school opened 2023-24 school year.

Date: 10/12/2023

Purpose: A combination of stakeholders will discuss topics that will positively affect student's success.

Location: TEAMS

Time: 3:45 PM – 4:45 PM

ENGAGE
Celebrations
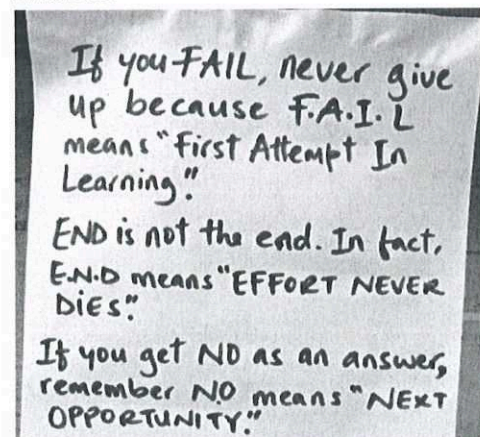
EXPLORE
Meeting Norms

COMMUNICATE
CPAC Purpose
Introduction of Members
Campus Goals

EMPOWER
Share/Review 2023-2024 CIP

LAUNCH

> If you FAIL, never give up because F.A.I.L means "First Attempt In Learning."
>
> END is not the end. In fact, E.N.D means "EFFORT NEVER DIES."
>
> If you get NO as an answer, remember NO means "NEXT OPPORTUNITY."

SBE CPAC NOTES
10/12/2023

Roles and responsibilities of the CPAC are to:

- obtain broad-based community, parent, and staff input, and provide information to those persons on a systematic basis.
- be involved in the development of the CIP and monitoring of progress through signaling.
- support the District's Goals and Objectives, specific to the academic achievement and growth of students served by the campus and aligned with the Profile of a Graduate.
- meet for the purpose of implementing planning processes through community-based accountability and site-based decision making in accordance with Board policy and administrative procedures.
- assist the campus principal with the development, review, and revision of the campus improvement plan. (Education Code 11.253(c) See Campus Level Plan at BQ(LEGAL))
- consult with the principal in the planning, operation, supervision, and evaluation of the campus educational program. (Education Code 11.253(h))
- approve the portions of the Campus Improvement Plan addressing campus staff development needs. (Education Code 11.253(e))
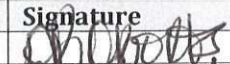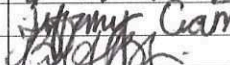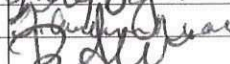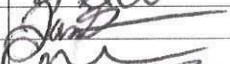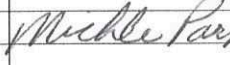
Members:

Introduction of 2022-2023 Members

Campus Data

CIP Share/Review

Attendees:

CPAC Members	Last Name	First Name	Position	Signature
	ROBERTS	NIKKI	*Principal*	
	PATEL	MILLI	*Assistant Principal*	
	MANCILLA	LAURA	*Grade K- Classroom Teacher*	
	CRAMER	TIFFANY	*Grade 1- Classroom Teacher*	
	BENJAMIN	BRITNEY	*Grade 2- Classroom Teacher*	
	CAMERON	TIFFANY	*Grade 3- Classroom Teacher*	
	ALCALA	BIANCA	*Grade 4- Classroom Teacher*	
	GREENHOUSE	JASMINE	*Grade 5- Classroom Teacher*	
	MCKEEVER	CARRIE	*SPED- Classroom Teacher*	
	OKOLI	KRIS	*ABL/PE Teacher*	
	LINARES	SCHEMICA	*District Representative*	
	PARKER	MICHELE	*Parent*	
	SVATEK	MIKE	*Business Representative*	

Date: 12/04/2024

Purpose: A combination of stakeholders will discuss topics that will positively affect student's success.

Location: TEAMS

Time: 4:00 PM – 4:30 PM

ENGAGE
Celebrations

EXPLORE
Meeting Norms

COMMUNICATE
CPAC Purpose
PAC
Review of Campus Goals & Progress
Review of MAP
Review of Checkpoint Data (Grades 3-5)

EMPOWER
Open forum for questions regarding progress

LAUNCH

IF THE PLAN DOESN'T WORK,
CHANGE THE PLAN
BUT NEVER THE GOAL.
WWW.DAILYINSPIRATIONALQUOTES.IN

Members

CPAC Members	Last Name	First Name	Position	Signature
	Roberts	Nikki	Principal	
	Patel	Milli	Assistant Principal	
	Prince	Logan	Classroom Teacher	
	Jones	Alyssa	Classroom Teacher	
	Thompson	Eryca	Classroom Teacher	
	Cameron	Tiffany	Classroom Teacher	
	Leal	Evelyn	Classroom Teacher	
	Williamson	Clintonia	Classroom Teacher	
	Daniels	Jodie	Classroom Teacher	
	Page	LeShunda	District Representative	
	Parker	Michele	Parent	
	Sayrie	Dara	Business Representative	