

Cypress-Fairbanks Independent School District

Holbrook Elementary School

2023-2024



Mission Statement

At Holbrook, we are a team committed to maintaining an engaging environment in which there are no limits to academic and personal success for all students.

Vision

Holbrook students will leave us well educated and ready for what life has to offer.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Holbrook Elementary is a campus in Houston, Texas. Holbrook opened its doors in 1967. Holbrook is projected to serve 815 students in grades PK - 5 during the 2023-2024 school year, which is a decrease from the previous year of 944.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Holbrook's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- STAAR Data Reports
- Attendance Data
- Discipline Data
- TELPAS Data
- End of year Assessment Data PK-2
- End of year Assessment Data PK-2
- MAP Test Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 24, 2023 and again on September 27, 2023 to develop and finalize the CNA. The meetings were held in the Art Room from 4:30 - 6:30pm.

At the first meeting on May 24, principal Becky Mendez, led a review of available data to determine areas of strength and areas of growth needed. The committee evaluated the progress of CIP strategies.

At the second meeting on September 27, 2023, the CPOC reviewed additional STAAR data and goals for 2023-2024 CIP were established.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically students are not demonstrating proficiency in reading skills Kinder - 5th grade. Through the root cause analysis process, we identified the need to build teacher efficacy in the areas of small group instruction, power zone, and instructional planning and delivery.

Our second identified priority problem is in the area of student achievement, specifically students are not demonstrating proficiency in reading skills Kinder - 5th grade. Through the root cause analysis process, we identified the need to build teacher efficacy in the areas of small group instruction, power zone, and instructional planning and delivery.

Our third identified priority problem is in the area of Student Attendance, specifically student attendance is below 95%, student attendance is 91.67%. Through the root cause analysis process, we identified that as a campus we need to provide opportunities that allow students to excel and engage in all areas. (academic, social, clubs, leadership)

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

- 87% of Kindergarten students passed the EOY Math DPM
- 86% of 1st grade students met the passing standard for mClass on the end of year assessment.
- 46% of African American students, 66% of LEP students, and 69% of Hispanic students met the passing standard for 3rd grade Math STAAR
- 3rd Grade Math STAAR All student category scores increased 3% at the Meets level
- 4th Grade Math STAAR All student category scores increased 5% at the Approaches, 11% at the Meets, and 5% at the Masters levels.
- 5th Grade Math STAAR All student category scores increased 11% at the Approaches, 6% at the Meets, and 7% at the Masters levels.
- 3rd Grade Reading STAAR scores in the LEP Current category increased 20% in the Approaches and 15% in the Meets levels.
- 5th Grade Reading STAAR scores in the Hispanic category increased 5% in the Meets levels.
- 5th Grade Science STAAR scores in the all student category increased 2% in the Masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:RLA: Students are not demonstrating proficiency in reading skills in Kinder - 5th grade **Root Cause:** RLA:The need to build teacher efficacy in the areas of small group instruction, power zone, and instructional planning and delivery.

Problem Statement 2: Math: Students are not demonstrating proficiency in reading skills in Kinder - 5th grade **Root Cause:** Math: The need to build teacher efficacy in the areas of small group instruction, power zone, strategies and instructional planning and delivery.

Problem Statement 3: Science: Students are not demonstrating proficiency on Science concepts. **Root Cause:** Science: The need to build teacher efficacy in the areas of small group instruction, power zone, vocabulary and instructional planning and delivery.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Our overall student attendance rate for 2023-2024 was 91.67%. Holbrook fosters strong staff and student relationships, which contribute to the successful implementation of restorative practices on our campus. Daily Team Time lessons with built in class meetings contribute to a positive student environment. We are continuing the implementation of the Leader in Me program in the 2023-2024 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student attendance is below 95% **Root Cause:** School Culture and Climate: As a campus, we need to provide opportunities that allow students to excel and engage in all areas. (academic, social, clubs, leadership)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

The results of the 2022-2023 Employee Perception Survey provided the following information:

- 95% of staff members strongly agree or agree that opportunities exist for professional growth.
- 93% of staff members strongly agree or agree that opportunities are available to provide input.
- 91% of staff members strongly agree or agree that collaboration is encouraged and practiced.
- 97% of staff members strongly agree or agree that quality work is expected of them
- 96% of staff members strongly agree or agree that procedures are in place to keep them safe at work

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Attendance: Staff attendance needs to increase to 95%. **Root Cause:** Teacher/Paraprofessional Attendance: Staff members need to engage in meaningful work, have a collaborative voice, and consistent communication.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Parents respond most readily to direct teacher communication. We have several community organizations that support Holbrook regularly through classroom donations, staff appreciation, and mentoring. We are seeing an increase in parent involvement on field trips, school events, and on our campus facebook page.

Problem Statements Identifying Parent and Community Engagement Needs



Problem Statement 1: Parent and Community Engagement: Opportunities for parents to participate in on-campus activities have been minimal. Most activities were academic only in nature. **Root Cause:** Parent and Community Engagement: There is a need to increase opportunities for families to purposefully engage in the school community. (Open House, Volunteering, Student Showcase, etc)





Goals







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.







Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: We will provide planning opportunities for reading teachers to further build their capacity to implement effective small group instruction, teach in the power zone, and be fully prepared and engaged in planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will effectively implement differentiation into their small group lessons to improve student achievement.</p> <p>Increase in Reading MAP RIT Scores and Growth in mClass</p> <p>Improved student scores on assessments</p> <p>Evidence of improved achievement of sub-pops documented in data reports</p> <p>Evidence of increasing percentages of students at the meets and masters level on academic data charts</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will provide planning opportunities for math teachers to further build their capacity to implement effective small group instruction, teach in the power zone, and be fully prepared and engaged in planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will effectively implement differentiation into their small group lessons to improve student achievement.</p> <p>Increase in Math MAP RIT Scores</p> <p>Improved student scores on assessments</p> <p>Evidence of improved achievement of sub-pops documented in data reports</p> <p>Evidence of increasing percentages of students at the meets and masters level on academic data charts</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will provide planning opportunities for science teachers to further build their capacity to implement effective small group instruction, teach in the power zone, and be fully prepared and engaged in planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will effectively implement differentiation into their small group lessons to improve student achievement.</p> <p>Increase in Science MAP RIT Scores</p> <p>Improved student scores on assessments</p> <p>Evidence of improved achievement of sub-pops documented in data reports</p> <p>Evidence of increasing percentages of students at the meets and masters level on academic data charts</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal</p>	Formative		
	Nov	Feb	May
			












Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: This time will be utilized to provide intervention in the areas of reading, writing, math, and science through:</p> <ol style="list-style-type: none"> 1) Identifying specific skill deficits in students 2) Implementing intervention designed to close the skill gaps 3) Training teachers and paraprofessionals to provide interventions (phonics, fact fluency, number sense, etc) 4) Structuring intervention time to allow interventionists to opportunities to work with small groups of students 5) Implement targeted intervention for EB students <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Classroom teachers, and Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <ol style="list-style-type: none"> 1) Gardening Club 2) Choir, Drum Club 3) Sports Club (Dierker's Champs) 4) Field Trips 5) Leader in Me 6) 5th Grade SURGE Days (Leadership, Community Building, High Performing Teams) <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Positive learning environment centered on growth mindset</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>1) Salaries - The class size reduction teachers in 2nd Grade, 5th Grade, & PreK will assist with meeting our students' goals in all content areas. The 3 additional instructional paraprofessionals for academic intervention will assist with meeting our students' goals in all content areas.</p> <p>2) Temporary Workers - Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>3) Online Learning Resources - Students will utilize online resources to assist with classwork, intervention, and practice at school and at home to assist in meeting or exceeding instructional targets</p> <p>4) Library books, Author Visits, & Classroom library - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</p> <p>5) Professional Development & Consultants - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>6) Contract Services - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets.</p> <p>6) Instructional Supplies - Instructional supplies will provide additional access to items that promote students' academic growth and achievement.</p> <p>7) Incentives/Reinforcers to increase student motivation to meet target goals (academics, discipline, & attendance)</p> <p>8) Extra Duty Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.</p> <p>9) Safety & Security - Materials will promote a safe learning environment for students.</p> <p>10) Action Based Lab intervention & materials - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets.</p> <p>11) Parent Involvement - We will increase parent involvement through the year with events like Open House, Cougar Palooza, Multi-Cultural Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Title 1/Testing Coordinator</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.







Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Teachers will provide before or after school tutoring. Strategy's Expected Result/Impact: Students, with a tutoring attendance rate of at least 90%, will increase their academic performance a minimum of 10% from prior year's performance. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Teachers and Temporary workers will work with students to improve their academic performance. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Class Size Reduction Teacher in Math/Science will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: Students will increase their academic performance a minimum of 10% from prior year's performance. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.









Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community</p> <p>Strategy's Expected Result/Impact: Stakeholders will participate in ensuring Holbrook remains a safe campus for all</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, PBIS Committee, and Staff Members</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Attendance Intervention Committee	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will implement the following professional development opportunities for staff, students, and community: Code of conduct meetings, Project Safety Lessons, Team Time Meetings, Safety Drills, Capturing Kids' Hearts, Crisis Prevention, Leader in Me Lessons, and the use of restorative practices.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Holbrook staff will utilize multiple ways of building positive relationships with students such as but not limited to: daily Team Time, class meetings, social contracts, daily social skill lessons, cool down strategies, movement/regroup breaks, and student interest surveys</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, PBIS Committee</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Development of Professional Learning Communities: By the end of the current school year, 100% of staff members will have the opportunity to serve and provide feedback, input, and recognition for the implementation of the campus mission and vision. Leader in Me, PBIS, and Action Teams.









Evaluation Data Sources: Formal and Informal Feedback
 Committee Participation
 Professional Development Opportunities
 "Holbrook Big Rocks" - Opportunities for staff members to be involved

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development opportunities centered on the 7 Habits of Highly Effective People, Communication Skills, Leadership Skills, and building instructional capacity.</p> <p>Strategy's Expected Result/Impact: Increased staff retention, involvement, and ownership</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development and feedback based on identified needs.







Evaluation Data Sources: Classroom implementation of professional learning
 Walk-throughs
 Classroom Coaching Visits (Instructional & Classroom Management)
 Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and/or video recordings may be utilized to promote teacher and student growth</p> <p>Strategy's Expected Result/Impact: Classroom implementation of professional learning</p> <p>Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed</p> <p>Strategy's Expected Result/Impact: Improved targeted professional development</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 20%.

Evaluation Data Sources: Parent Survey
 Activity sign-in sheets/records
 Volunteers hours on campus
 Parent Involvement on Committees
 VIPS Board

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Holbrook will send multiple invitations to parents and community members to be part of Holbrook events. Invitations will be sent in English and Spanish. Multiple methods of communication will be utilized in order to increase parent and family engagement. Communication methods such as Scholastic Network, Remind, School Messenger, Smore Newsletters will be utilized.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Becky Mendez	Principal
Teacher #1	Cecilia Serrano	PreK Teacher
Teacher #2	Monica Huerta Hart	Kinder Teacher
Teacher #3	Alexis Anderson	1st Grade Teacher
Teacher #4	Giselle Falcon	2nd Grade Teacher
Teacher #5	Tiffany Sanders	3rd Grade Teacher
Teacher #6	Jennifer Gaines	4th Grade Teacher
Teacher #7	Stephanie Harris	5th Grade Teacher
Teacher #8	Evelyn Mgboji	Special Ed Teacher
Counselor	Leonor Cardenas	Counselor
Counselor	Nichole Clark	Counselor
Administrator (LEA) #1	Gwendolyn Fontenette	Assistant Principal
Administrator (LEA) #2	Karri Stewart	Assistant Principal
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Math Interventionist	Kindra Cox	Interventionist
PEAM Teacher	Mary Broadhead	PEAM Teacher
District-level Professional	Kelly Mock	Coordinator of Speech Language Pathology
Behavior Interventionist	Charlotte Womack	Behavior Interventionist

Committee Role	Name	Position
Language Arts IS	Autumn Allison	Language Arts IS
Math / Science IS	Amber Smith	Math / Science IS
Primary Instructional Specialist	Laura Garcia	Primary IS
Librarian	Lianett Puentes	Librarian

Addendums

