

Cypress-Fairbanks Independent School District

Kirk Elementary School

2023-2024



Mission Statement

At Kirk Elementary, we work collaboratively to develop an inviting, supportive learning environment in which all members feel valued. We will engage learners in a rigorous and relevant curriculum that empowers students to participate in rich academic discussions that lead to future successes.

Vision

At Kirk Elementary, we believe in developing lifelong learners who will become the compassionate leaders of tomorrow.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

SCHOOL PROFILE

Kirk Elementary is a campus in Houston, Texas. Kirk Elementary opened its doors in 2000. Kirk Elementary is projected to serve 878 students in grades EC - 5 during the 2023-2024 school year, which is an 36 from the previous year of 914.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Common Assessment Data
- Discipline Data
- Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 10, 2023 and again on September 20, 2023 to develop and finalize the CNA. The meetings were held in the library.

At the first meeting on May 10,2023 , principal Katie Ford led

Went over the purpose of meeting CIP Goals Strategies/ Data Budget Building updates 8:45-4:10 New hours Email/ Marque/ social media for school events
Closed over the summer

Budget Went over each type of budget

We are title 1 because we have 50+ students ED Title 1 budget-\$351,390

Class size reduction for 2nd and 5th grades \$7,000-

Parent involvement Talked about garden committee to save money

Field Trips- \$5,000 Temporary Worker-

Math intervention curriculum and teacher will come everyday

Esser budget: Tutoring, Temp Worker, SEL, PBIS Rewards Went over Rating- Overall B Explanation of CIP- CIP Review Went over strategies for our goals together

in table groups DATA Review Went over the Protocol for Examining Data Form and how to fill it out Discussed Strengths and needs with our table group Closing

Discussed and agreed on budget proposition Discussed Gardening costs being high, discussed volunteer programs Explore options, and get back to a decisions for ready to grow gardens Discussed final thoughts on Budget

At the second meeting on Septmenr 20, 2023 the CPOC went over
Overall Data: We have areas to improve and areas we will focus on for improvement.

Strategies: As we look at all our data, we will continue focusing on ways to improve our scores. We will be engaging in collaborative planning that focuses on student application of TEKS. Teachers will:

- engage in individual planning that focuses on differentiation for their specific student population
- Implement daily number talks in order to build students' number sense and problem-solving abilities
- Intentionally prepare for planning by completing a pre-planning lesson guide focused on analyzing the TEKS
- Create hands-on science experiences that engage students and provide opportunities for them to read, think, talk, write, and type

Title 1 Budget: At this time we are still looking to hire staff to be paid from Title One allocated funds. In the event that we cannot find qualified staff, we will redistribute those funds to extra duty pay, temporary workers, and instructional supplies

ESSER III Budget: We are using funds for a master teacher who will work with SPED teachers, GEN ED teachers, and paras to plan, model, and improve our special programs.

Eagle Burgmann Donation: We are using this donation to support blended learning and Social Emotional Learning.

The council is coming together to come up with this school year's CIP Goals.

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 In reading, all sub populations are not performing as well as our white population. Through the root cause analysis process, we identified We need to intentionally prepare for planning by examining grade level TEKS and essential vocabulary in order to plan for instruction for all learners.

Our second identified priority problem is in the area of student achievement, specifically Students are not meeting the target goals for the meets and masters level levels in math. . Through the root cause analysis process, we identified Math: We need to intentionally prepare for planning by spending time studying the grade

levels TEKS, essential vocabulary and focal points in order to plan hands on and relevant lessons.

Our third identified priority problem is in the area of student attendance, specifically there has been a 3.62% decrease in the overall attendance percentage from 2017/18 - 2022/23. Through the root cause analysis process, we identified that after the importance of school attendance has not been clearly communicated to the community.

Student Achievement

Student Achievement Strengths

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

In 3rd grade reading our Eco Dis population surpassed the targets at the approaches level in reading.

AA students in 4th grade reading met the target at the approaches level.

In 3rd grade all student met our target at the approaches level in math.

White students surpassed their target goal at the meets level in math.

In 4th grade all students met the target at the approaches level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: In reading, all sub populations are not performing as well as our white population. **Root Cause:** RLA: We need to intentionally prepare for planning and instruction by examining grade level TEKS and implications for instruction in order to plan for all learners.

Problem Statement 2: Math: Student are not meeting the target goals at the meets and masters level in math. **Root Cause:** Math: We need to intentionally prepare for planning and instruction by examining grade level TEKS, grade level focal points and implications for instruction in order to plan for all learners.

Problem Statement 3: Science: All students are not meeting thier targets at the approaches level in science. **Root Cause:** Science: We need to intentionally prepare for planning and instruction by examining grade level TEKS, essential vocabulary and implications for instruction in order to plan hands-on and relevant learning experiences for all learners.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The need to deepen understanding and address specific academic needs of our economically disadvantaged student groups.

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.

90% of staff agree or strongly agree that oppoartunities exist for them to think for themselves.

96% of staff agree or strongly agree that there are opportunities for professional growth available.

93% of staff agree or strongly agree that procedures have been implemented to keep them safe at work.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 12% of staff believe that there are not oppoartunities available for them to provide input. **Root Cause:** Feedback from all staff is only gathered a few times per school year.

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.

90% of staff agree or strongly agree that oppoartunities exist for them to think for themselves.

96% of staff agree or strongly agree that there are opportunities for professional growth available.

93% of staff agree or strongly agree that procedures have been implemented to keep them safe at work.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths







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











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: Teachers will deepen their understanding of grade level TEKS, vertical alignment, implications of TEKS and common mistakes during instruction by engaging in a three part planning process comprised of pre-planning, collaborative planning and individual planning.</p> <p>Strategy's Expected Result/Impact: Teachers will have a deeper understanding of grade level TEKS that promotes strong tier one instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RLA: Teachers will consistently take daily data on the targeted skill and design small groups based on that data to increase students' reading proficiency.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan purposeful and systematic small group instruction, which will result in an increase of students reading achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers, and Reading Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: RLA: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Students will meet meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will implement daily number talks in order to build students' number sense and problem solving abilities.</p> <p>Strategy's Expected Result/Impact: Students will gain a stronger understanding of number sense and the relationships of numbers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math: Teachers will deepen their understanding of grade level TEKS, vertical alignment, implications of TEKS and common mistakes during instruction by engaging in a three part planning process comprised of pre-planning, collaborative planning and individual planning.</p> <p>Strategy's Expected Result/Impact: Teachers will have a deeper understanding of grade level TEKS that promotes strong tier one instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Students will meet meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Science: Teachers will create hands-on science experiences that engage students and provide opportunities for them to read, think, talk, write and type.</p> <p>Strategy's Expected Result/Impact: Students will be able to gain foundational information allowing them to access understanding of the learning objectives.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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 9 Details	Formative Reviews		
<p>Strategy 9: All Students: 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.</p> <ul style="list-style-type: none"> - "WIN" Time is the 25 minutes directly before each grade levels recess time. -Teachers pull small groups based on data to address learning gaps. - Groups may change based on student performance data. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Providing a 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: Students will have the opportunity to engage in areas of interest that tie to the TEKS during large group classes, library maker space activities, the ability to participate in destination imagination, students in the gifted and talented program have the opportunity to participate in DaVinci Day, participate in choir, and the opportunity to explore leadership jobs within the classroom and campus</p> <p>Strategy's Expected Result/Impact: Students will be able to find various activities that help them engage in the whole school program. This will increase student engagement and decrease the need for behavioral interventions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselor, and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: 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>Strategy's Expected Result/Impact: With Title one support, Kirk will implement the following measures.</p> <ol style="list-style-type: none"> 1. Salaries for supplemental staff to assist with meeting student goals in all academic areas. 2. Substitute pay for staff to attend long term planning sessions and staff development in order to improve tier one instruction. 3. Extra duty pay for tutoring and staff development in order to improve tier one instruction. 4. Temporary worker to provide math and reading intervention to assist students in meeting targets listed in CIP. 5. Contracted services to promote hands on learning opportunities for students. 6. Supplies for teachers and students to assist in meeting learning targets. 7. Field trips for students to provide hands on learning opportunities and to build background knowledge. <p>Staff Responsible for Monitoring: Principal, Title one 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>			

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: Students in grades 3-5 will be invited to participate in after school tutoring based on their STAAR/MAP/DPM assessment data. Strategy's Expected Result/Impact: By May 2024, students that participate in after school tutorials will show at least 10% increase in their EOY assessment data in math and or reading. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker in Math will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: By the end of the current school year, students who participate in the math intervention program will have at least one year of growth according to MAP assessment data. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Specialist in SPED will be hired to assist teachers in the planning and implementation of accommodating and differentiating instructions to students. Strategy's Expected Result/Impact: By the end of the current school year, at-risk students will show a 10% increase in their assessment data from the BOY to EOY assessment in reading and math. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			N/A
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Mental Health Supports: PBIS Rewards - this is an online platform that supports the implementation of PBIS. Strategy's Expected Result/Impact: By the end of the current school year, we will decrease our campus office referrals by 5%. 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 by purchasing additional supplies needed for instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</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 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: The campus will implement the district policies for safety and participate in all required drills as well as safety actions. The campus will implement the district character education lessons, with PBIS to support the safety of the staff and students.</p> <p>Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. The campus will purchase additional radios to ensure each member involved in the safety drills is able to communicate.</p> <p>Staff Responsible for Monitoring: Front desk, Behavior Interventionist, Counselor, Assistant Principals, Principal</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 EOP safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</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 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	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. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal, Behavior Interventionist, Counselor, Assistant Principals</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. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs.</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</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: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/ Paraprofessional Attendance: The campus will share the campus data for each month's attendance for staff for awareness. We will recognize staff efforts and provide continual encouragement to help ease the stress that can cause absences.</p> <p>Strategy's Expected Result/Impact: Teacher/ paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 based on identified needs.







Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The campus will offer opportunities for the parents to feel more comfortable in the school setting through a variety of events such as: Meet The Teacher, Open House Night, and Curriculum Based Family Nights. In addition, parents will be invited to participate in developing our family engagement contract, book fair, Volunteer Appreciation Luncheon, and field days. Materials will be purchased for Family Night for families to create projects together that will allow students to use that knowledge to build schema to support reading texts/books, science skills, and math practice.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Assistant Principals, Family & Community Engagement 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	Kathryn Ford	Principal
Teacher #1	Sandy Nielsen	Teacher
Teacher #2	Tina Malone #2	Teacher #2
Teacher #3	Kristy White	Teacher #3
Teacher #4	Roseanna Layton	Teacher #4
Teacher #5	Maria Sheldon	Teacher #5
Teacher #6	Gabriella Scavella	Teacher #6
Teacher #7	Selena Zamudio	Teacher #7
Teacher #8	Jennifer Amaro	Teacher #8
Other School Leader (Nonteaching Professional) #1	Cindy Campbell	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Carrie Higgins	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Debbie Parker	Administrator (LEA) #1
Administrator (LEA) #2	Shelby Swancoat	Administrator (LEA) #2
Parent #1	Joey Fleece	Parent #1
Parent #2	Wende Wayne	Parent #2
Community Member #1	Amanda Smith	Community Member #1
Community Member #2	Susan Blowey	Community Member #2
Business Representative #1	Thomas Verly	Business Representative #1
Business Representative #2	Larry Thrash	Business Representative #2
Paraprofessional #1	Katherine Isea	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Amanda Flores	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Christina Sanchez	Other School Leader (Nonteaching Professional) #4

Addendums

