Irving Independent School District

Pierce Early Childhood School

2024-2025 Improvement Plan

Mission Statement

Pierce Early Childhood School exists to support all children's academic, social, emotional and ethical development for life long success.

Vision

To set our students up for life long success, we envision a school in which staff:

- Pursue continuous professional growth through professional development and collaboration
- Continually assess, monitor feedback and reflect to ensure student progress
- Act as role models with consistency in all areas
- Provide engaging learning experiences
- Build the student's foundation at their personal level of need based on differentiation and awareness

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pierce Early Childhood School has a diverse population. Our students must qualify to attend. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. The programs that PK 3 and PK 4 students can enroll in consist of the following: Tuition based, Early Childhood Special Education, PreK 3 Half Day and/or PK4 Full Day. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. Our PreK 3 classrooms have a student ratio of 18 students to 2 adults and the PreK 4 classrooms have a student ratio of 22 students to 2 adults.

Our population for the 2023-24 school year of our 280 students is distributed as outlined below:

African American   5%

Hispanic   85.71%

White   5%

American Indian   1.43%

Asian   2.50%

Eco. Dis.   84.64%

Limited English Proficient   65.36%

SPED: 24 students
Homeless: 8 students

Demographics Strengths

One strength in demographics is that our teacher and staff population mirror that of our student population in language. Students and parents see teachers and staff of similar backgrounds and they serve as mentors for them.

Students at Pierce are exposed to diversity of cultures, races, and abilities, which will prepare them for their world.

There are 7 different languages spoken in the homes of our students.

The African American population slightly increased from the year before.
Hispanic population has decreased by 1%
White population has decreased by 2%
American Indian Population has slightly increased
Asian Population remained the same
Economically Disadvantaged decreased by 9%
LEP has decreased by 2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are 7 different languages spoken in the homes of our students. Translation is only provided in Spanish and English.   **Root Cause:** There is no one on campus to translate into the other languages.

Student Learning

Student Learning Summary

Pierce Early Childhood School strives to provide students with a strong foundation that will lead to a successful transition to kindergarten.

For Annual Yearly Progress, Pierce is paired with Gilbert Elementary, which received a B rating and two distinctions for the 2021-2022 school year.

2023-2024

PreK 4 Circle Data:

94% of students were on target with rapid letter naming

88% of students were on target with phonological awareness

90% of students were on target with writing skills

93% of students were on target with math skills

84% of students were on target with social/emotional skills

2023-2024 PreK 3:

99% of students were able to identify 10 letters

96% of students were able to rote count to 10

96% of students were able to identify 3 shapes

PK 3 Circle Story retell:

90% of students were on target with Story Retell which measures Oral Language acquisition

Student Learning Strengths

The staff at Pierce work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons include small groups, hands-on work stations, and independent learning. The beauty of working with the young child is that they are learning from their entire environment all the time. Every encounter in their environment is new and filled with opportunities for learning. Students at this age learn by doing, and this stands as the fundamental method of teaching and learning on our campus.

Strengths:

PK 4:

Data indicates that teachers do an effective job with teaching letter awareness, such as letter names and sounds, which is the foundation for next level reading skills. Data also indicates a high level of students are on target with writing skills.

PreK 3:

At the Beginning of the year, only 38% of our PreK 3 students were on target with story retell skills, which is represented through oral language development. By the end of the school year, 90% of our PreK 3 students were on target.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling. **Root Cause:** Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attended school.

Problem Statement 2: Students are unable to manage emotions, which impacts their learning and the learning of those around them. **Root Cause:** When students are screaming and throwing items in the room, because they are unable to manage their emotions, this disrupts the learning environment for all students.

Problem Statement 3 (Prioritized): The math portion of the Circle Assessment provides an overall success rate based on 7 math skills: rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations. **Root Cause:** There are 7 sets of math skills that must be mastered in order be considered proficient that are built throughout the school year.

Problem Statement 4 (Prioritized): Math skills are built throughout the school year. **Root Cause:** Students need multiple exposures of math skills in order for them to master concepts. Exposure and targeted learning needs to be presented in an effective manner in whole group, small group, and RTI time.

Problem Statement 5 (Prioritized): Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause:** It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

School Processes & Programs

School Processes & Programs Summary

All Irving ISD Pre-K classrooms use the SAAVAS resource to help teach the Pre-K Guidelines. The resource is aligned with the Pre-K Guidelines and was created with input from experts in early childhood education. Additionally, the district has recruited Pre-K teachers to collaborate to write curriculum for Irving ISD. PreK 3 uses the Frog Street resource to teach PK 3 competencies.

In PK 4, CIRCLE Assessment data will determine students who need accelerated math and/or reading instruction and/or students who are at risk. In PreK 3, one portion of the Circle Assessment data, Story Retell, is used to identify if student's language acquisition is on target for their age. The data from CIRCLE as well as a sub-set of report card school readiness skills will be used to determine students' growth from beginning of the year (BOY) to the end of the year (EOY). Campus wide data talks will occur during Guiding Coalition and Purposeful Planning meetings throughout the school year. Weekly data talks will occur during Collaborative Team Time throughout the year. Individual teacher data talks will occur twice a year, one in the fall and one in the spring.

The teachers meet weekly to plan lessons to address areas of the curriculum. We consistently focus on rigor and increasing student engagement. Special education teachers use objectives outlined in students' IEPs (Individualized Education Program) in addition to the Pre-K Guidelines and the Frog Street curriculum resource to design instructional activities and measure progress. All teachers need additional strategies for meeting the needs of English Language Learners (ELLs) and sped students receiving inclusion time in the general education classroom.

Collaborative Teams, which support the PLC process, are an integral part of the school and our organization. Collaboration amongst the professionals on campus helps to maximize student learning. Although our data points are based on learning at a local level, we analyze student data to monitor and adjust instruction as needed. Our primary job is to get our earliest learners ready to be successful in kindergarten, whether that is a general education setting or a self-contained special education setting, or anything in between. We fully understand that closing the learning gap is important in preparing students for success. All students are expected to be ready to attend college, if they so choose!

All Instructional Assistance have been trained using the Conscious Discipline Brain research that provides information on emotional management of self and students. This training will help support Instructional Assistants as they support students who struggle with managing their emotions. In 23-24, IAs were also provide training on how to engage students in RLA using playbased playdough activities.

At Pierce, teachers have access to many of the latest technology tools to teach our students for a world beyond what we know now. Each teacher has access to his/her own laptops, iPad, and a large interactive flat screen TV to use with their students. Every student is assigned an iPad for learning in the classroom. We support technology with the Digital Learning Coach (also our librarian) and our Campus Technician (shared between the three Pre-K schools.)

Pierce was named a Model PLC Campus in August of 2021 and continues to hold that annual distinction for school year 2024-2025. Our Guiding Coalition modified the group Norms that we believe are vital for effectively moving forward collaboratively as a campus and the Norms will stay the same for 24-25:

- Have positive intentions while actively participating by abstaining from side conversations.
- Be mindful of time restrictions by following the agenda.
- Approach problems with solutions in mind.
- Act as role models by exhibiting professional practices and demeanor.

The Guiding Coalition has also implemented a different type of agenda begining in the 2023-20234 school year to include a time frame and roles for members in order to help teams stay on task and focused on student learning. The agenda also includes the four questions that guide the collaborative team meetings that include: What students are suppose to Learn? How do we know if they have learned it? What do we do if they don't get it? and What do we do if they do get it? We will continue to use the agenda to maximize time and define roles to help effectively guide meetings.

School Processes & Programs Strengths

The curriculum utilizes a variety of resources including SAAVAS and Frog Street curriculum, which was created by top experts in early childhood. Frog Street Curriculum has Conscious Discipline strategies embedded in the teaching in order to support social/emotional learning for our PreK students. The Pre-K Guidelines are taught to some degree each six weeks, and previously taught guidelines are spiraled throughout the year. The report card, Guidelines and curriculum resources are aligned, and parents receive accurate information on what their children are actually learning through report cards every six weeks. Our teachers utilize CIRCLE to identify students who are At Risk.

We will continue to ensure our Collaborative Teams are focused on developing their own Essential Standards and Common Formative Assessments. Data is reviewed within the collaborative team meetings, during our Guiding Coalition meetings, during staff meetings, and with teachers individually. Sharing amongst the different groups allows the whole Learning Community to celebrate student success.

Professional learning communities are in place and structured to support and increase student learning. Teachers meet in their teams at least once a week for PLC's and use the designated PLC days throughout the year to plan and analyze classroom data.

SeeSaw is our learning platform.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom. **Root Cause:** More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Problem Statement 2 (Prioritized): Very young students are unaware of germs and most have not been in big groups to be exposed to communicable sicknesses. **Root Cause:** Very young students are suseptable to communicable illnesses, especially when it is there first time being exposed to a larger group of their peers, which impacts attendance.

Problem Statement 3 (Prioritized): At the beginning of the school year, more than half of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 101 students were receiving speech therapy. **Root Cause:** A big percentage of PreK students do not come to school with intelligible language.

Problem Statement 4 (Prioritized): Currently, there is a teacher shortage. **Root Cause:** There are very few teachers that are applying for posted positions, therefore, when new teachers are hired, we put forth great efforts to support, coach, and retain them.

Problem Statement 5 (Prioritized): Not all staff are informed of information provided during a guiding coalition meeting that was discussed on the agenda, which can cause a breakdown in the area of communication. **Root Cause:** Team Leads to not deliver the information to the teams or a team lead is absent and does not get the information presented until a later time.

Perceptions

Perceptions Summary

Pierce was named a Model PLC Campus in August of 2021 and continues to hold that annual distinction for school year 2024-2025. Our Guiding Coalition modified the group Norms that we believe are vital for effectively moving forward collaboratively as a campus:

- Have positive intentions while actively participating by abstaining from side conversations.
- Be mindful of time restrictions by following the agenda.
- Approach problems with solutions in mind.
- Act as role models by exhibiting professional practices and demeanor.

The Guiding Coalition has also implemented a different type of agenda this school year to include a time frame and roles for members in order to help teams stay on task and focus on student learning.

In 2022-2023, our campus implemented a Parent Teacher Organization. Information was shared with parents during parent orientation night about the different ways that they can participate in their child's school experience. We have continued the monthly PTO meetings, which has created a bigger pool of parent volunteers this school year.

In 2022-2023, our campus implemented an All Pro Dad's organization that was held 4 times during the school year. Our counselor leads this group in discussions that support a strong father to child relationship. We have continued the All Pro Dad's meetings at our campus, which has increased in participation this school year.

Pierce Early Childhood has a highly qualified professional staff. When prospective personnel are interviewed, priority is given to those with knowledge of child development and teaching strategies for early learners.

Our staff continues to be a Professional Learning Community, learning and growing together to be the best teachers they can be for our students. There is traditionally very little turnover. Attendance rates for staff are good overall, with individuals experiencing problems in this area being addressed as needed. Our Guiding Coalition is used to facilitate our programs within the school, with this group functioning as a school wide leadership team as well. Ongoing professional development is embedded into our meeting structures and Collaborative Teams meet weekly to address ongoing instructional needs. Teachers are evaluated using the T-TESS system, and teachers in need of assistance are addressed in a supportive and timely manner.

The Foundation of Pierce Early Childhood School

Mission

Pierce Early Childhood School exists to support all children's academic, social, emotional and ethical development for lifelong success. #EveryPandaEveryDay

Vision

To set our students up for lifelong success, we envision a school in which staff:

- Pursue continuous professional growth through collaboration and professional development
- Continually assess, monitor feedback and reflect on student data to ensure student progress for all students
- Provide engaging learning experiences
- Build the student's foundation at their personal level of need based on differentiation and awareness

Collective Commitments

To achieve the shared vision of our school, Pierce Early Childhood staff have made the following commitments:

1. We will provide a consistent environment that recognizes and accepts the students' academic, social-emotional and cultural needs.
2. We will commit to creating a positive culture that fosters relationships among all stakeholders.
3. Within our Teams we will support each other with honesty, an open mind and a positive mindset.
4. We will model positive attitudes, values and ethics.
5. We will learn and understand our students' backgrounds and treat them as individuals.
6. We will commit to embrace change with a focus on what we can control.

Schoolwide Instructional Focus

At Pierce Early Childhood School, we will support all students in developing emergent literacy skills and language development.

The campus has several community partners that help meet the needs of both our students, parents, and staff throughout the school year.

Perceptions Strengths

Professional learning communities are in place and structured to support and increase student learning. Teachers meet in their teams at least once a week for PLC's and use the designated PLC days throughout the year to plan and analyze classroom data.

During the Parent Orientation/Title 1 meetings, the administrative team will present volunteer opportunities to parents. Parents will be informed about our PTO, campus volunteer opportunities, and background checks that are mandatory in order to volunteer on campus. Volunteer opportunities will be presented at every PTO meeting and will be listed in the monthly parent letters.

Both professional and paraprofessional staff have the opportunity to receive professional development opportunities. These training's enhance the teaching and learning that is happening in each classroom. Teachers are able to collaborate through Collaborative Team Meetings, and content area PreK in Action Meetings. Instructional aides received social emotional development training along with their classroom partner teachers at the beginning of the school year through Capturing Kids Hearts in 22-23. Instructional aides have all received Conscious Discipline Brain Research training to support students who struggle with managing their emotions. IAs also received training in engaging learners in playbased playdough RLA activities. Three team leads from the Guiding Coalition and admin attended a solution tree training (Amplify Impact: Coaching Collaborative Teams in PLCs at Work) in order to understand and implement coaching strategies within weekly collaborative team time in 2023-2024. The rest of the team will attend the same training in 2024-2025.

We have grown together as a staff and continue to work to implement the best research-based instructional strategies in every classroom. We have developed instructional leaders in content areas and best practices for early learners to help provide growth toward instructional improvement and, in turn, to foster independent thinkers.

Teachers and support staff are invited to participate in the interview process, establishing the characteristics for the right fit for our campus.

Community Partners include the following organization:

Westfork Village: clothing donations, book donations, support for celebrating teachers during the BOY and during Teacher Appreciation Week

Senior Heritage Center: Angel Tree, where adults select students to purchase presents for

Irving HS student council (project adoption): students purchase presents for students

Singley Academy HS student council (project adoption): students purchase presents for students

Nimitz HS CTE students: students come to volunteer time in classrooms that are interested in becoming teachers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: First year PTO organization had no more than 5 to 6 members attend meetings throughout the school year.   **Root Cause:** It was our first year implementing a PTO at our campus.

Problem Statement 2 (Prioritized): Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. Several MTSS meetings were held during the 23-24 school year focusing on behavior concerns.   **Root Cause:** Students are new to school and are learning how to be a part of the classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Problem Statement 3 (Prioritized): This school year, we have had between 2-5 parents consistently volunteer at the campus.   **Root Cause:** Families are unaware of volunteer opportunities on campus.

Problem Statement 4: Low attendance at hosted family events.   **Root Cause:** Planned activities were not advertised well.

Professional Development Implementation

Professional Development Implementation Summary

Pierce is a Professional Learning Community. Through weekly Collaborative Team time, after school on Wednesdays, and a variety of learning opportunities both before and after school and during planning periods, Pierce staff are provided a variety of professional learning opportunities. Many staff members will attend outside adult learning opportunities through Region X and other providers and then return to Pierce to share their learning with the rest of the staff. Topics for growth include: Literacy, Math, Differentiation, Special Education strategies, English Language Learning strategies, behavior strategies and general early childhood learning strategies. Emphasis will be on our vision, which involves developing a love of learning, which means professional development should focus on brain-based strategies to engage students in age-appropriate learning. Implementation of professional learning will be monitored through walk throughs and student work.

Professional Development Implementation Strengths

Pierce staff are eager to learn new strategies and share them with each other. This Professional Learning Community environment ensures that our students are receiving the best practices in instruction and teachers who are focused on engaging learning experiences. Each year our PD covers the 10 domains of the Pre K Guidelines, which aligns with requirements from the HB 4 Law.

Priority Problem Statements

Problem Statement 1: All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom.

Root Cause 1: More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: At the beginning of the school year, more than half of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 101 students were receiving speech therapy.

Root Cause 2: A big percentage of PreK students do not come to school with intelligible language.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling.

Root Cause 3: Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attended school.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The math portion of the Circle Assessment provides an overall success rate based on 7 math skills: rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations.

Root Cause 4: There are 7 sets of math skills that must be mastered in order be considered proficient that are built throughout the school year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Math skills are built throughout the school year.

Root Cause 5: Students need multiple exposures of math skills in order for them to master concepts. Exposure and targeted learning needs to be presented in an effective manner in whole group, small group, and RTI time.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.

Root Cause 6: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Very young students are unaware of germs and most have not been in big groups to be exposed to communicable sicknesses.

Root Cause 7: Very young students are suseptable to communicable illnesses, especially when it is there first time being exposed to a larger group of their peers, which impacts attendance.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Currently, there is a teacher shortage.

Root Cause 8: There are very few teachers that are applying for posted positions, therefore, when new teachers are hired, we put forth great efforts to support, coach, and retain them.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. Several MTSS meetings were held during the 23-24 school year focusing on behavior concerns.

Root Cause 9: Students are new to school and are learning how to be a part of the classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: This school year, we have had between 2-5 parents consistently volunteer at the campus.

Root Cause 10: Families are unaware of volunteer opportunities on campus.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Not all staff are informed of information provided during a guiding coalition meeting that was discussed on the agenda, which can cause a breakdown in the area of communication.

Root Cause 11: Team Leads to not deliver the information to the teams or a team lead is absent and does not get the information presented until a later time.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 1: Performance Objective 1:
By May 2025, 94% of PreK 4 students will be Proficient in Rapid Letter Naming on the Circle assessment (English/Spanish combined).

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
PLC Essential Standards Data
Circle Progress Monitoring Data

Strategy 1 Details		Reviews			
Strategy 1: PK 4 Teachers will focus on teaching letter naming to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on letter naming mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build rapid letter naming.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will know 20 letters in preparation for Kindergarten. **Staff Responsible for Monitoring:** Teachers, Academic Specialist, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3		30%			
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling.   **Root Cause**: Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attended school.

School Processes & Programs

Problem Statement 1: All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom. **Root Cause**: More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Problem Statement 3: At the beginning of the school year, more than half of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 101 students were receiving speech therapy. **Root Cause**: A big percentage of PreK students do not come to school with intelligible language.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 2: Performance Objective 2:
By May 2025, 88% of PreK 4 students will be Proficient in Phonological Awareness on the Circle assessment (English/Spanish combined).

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
PLC Essential Standards Data
Circle Progress Monitoring Data

Strategy 1 Details	Reviews			
Strategy 1: PK 4 Teachers will focus on teaching phonological awareness to mastery and record data in their Essential Skill documents in collaboration with Early Childhood Special Education teachers, whose students also focus on phonological awareness mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build phonological awareness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will be proficient in phonological awareness skills in order to be ready for Kindergarten.	20%			
Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators				
ESF Levers: Lever 5: Effective Instruction				
Problem Statements: Student Learning 1 - School Processes & Programs 1, 3				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling.   **Root Cause**: Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attended school.
School Processes & Programs
Problem Statement 1: All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom.   **Root Cause**: More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

School Processes & Programs
Problem Statement 3: At the beginning of the school year, more than half of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 101 students were receiving speech therapy.   **Root Cause**: A big percentage of PreK students do not come to school with intelligible language.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 3: Performance Objective 3:
By May 2025, 93% of PreK 4 students will be Proficient in Math on the Circle assessment (English/Spanish combined).

HB3 Goal

Evaluation Data Sources: Essential Standard Data
Common Formative & Summative Assessment Data
Circle Progress Monitoring Data

Strategy 1 Details	Reviews			
Strategy 1: PK 4 Teachers will focus on teaching math skills to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on math skills. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build math skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Math skills will build until the end of the school year. **Staff Responsible for Monitoring:** Teachers Administrators Academic Specialist **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 1	5%			

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling.   **Root Cause**: Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attended school.
Problem Statement 3: The math portion of the Circle Assessment provides an overall success rate based on 7 math skills: rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations.   **Root Cause**: There are 7 sets of math skills that must be mastered in order be considered proficient that are built throughout the school year.
Problem Statement 4: Math skills are built throughout the school year.   **Root Cause**: Students need multiple exposures of math skills in order for them to master concepts. Exposure and targeted learning needs to be presented in an effective manner in whole group, small group, and RTI time.

School Processes & Programs

Problem Statement 1: All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom.   **Root Cause**: More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 4: Performance Objective 5:
By May 2025, 90% of PreK 4 students will be Proficient in Early Writing Skills on the Circle assessment (English/Spanish combined).

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
PLC Essential Standards Data
CIRCLE Progress Monitoring Data

Strategy 1 Details		Reviews			
Strategy 1: PK 4 Teachers will focus on teaching proficient writing skills. PK 4 Teachers will design CFA's and classroom activities each 6 weeks to build proficient writing skills.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will be at a proficient level of writing in order to be ready for kindergarten. **Staff Responsible for Monitoring:** Teachers, Academic Specialist, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5		10%			

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.   **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 5: By May 2025, 83% of PreK 4 students will be proficient in Rapid Vocabulary on Circle Assessment.

    HB3 Goal

    Evaluation Data Sources: Common Formative & Summative Assessment Data
    PLC Essential Standards Data
    Circle Progress Monitoring Data

Strategy 1 Details	Reviews			
Strategy 1: PK 4 Teachers will focus on rapid vocabulary to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on rapid vocabulary mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build rapid vocabulary skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
	N/A			
Strategy's Expected Result/Impact: Students will be successful on the Circle Assessment in rapid vocabulary skills in preparation for Kindergarten.				
Staff Responsible for Monitoring: Teachers				
Academic Specialist				
Administration				
ESF Levers:				
Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 5 - School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling. **Root Cause**: Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attended school.
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

School Processes & Programs

Problem Statement 1: All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom. **Root Cause**: More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 6: Performance Objective 6:
By May 2025, 90% of PreK 3 students will be Proficient in Story Retell on the Circle assessment (English/Spanish combined).

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
PLC Essential Standards Data
CIRCLE Progress Monitoring Data

Strategy 1 Details	Reviews			
Strategy 1: PreK3 teachers will collaborate in Professional Learning Communities to focus on story retell by using hand gestures, visuals that represent story elements, and encourage students to speak in a full sentence when answering story retell questions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will be at a proficient level of retelling a story, which will increase their oral language development in literacy. **Staff Responsible for Monitoring:** Teachers, Academic Specialist, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Processes & Programs 3	10%			

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

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.
School Processes & Programs
Problem Statement 3: At the beginning of the school year, more than half of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 101 students were receiving speech therapy. **Root Cause**: A big percentage of PreK students do not come to school with intelligible language.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 7: By May 2025, 80% of PreK 3 students will be proficient at naming 10 letters.

Evaluation Data Sources: Essential Standard Data
Common Formative Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will develop targeted learning activities and Common Formative Assessments to track data on early literacy skills every 6 weeks that focuses on letter naming.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: PreK 3 students will be proficient at naming 10 letters in preparation for PreK 4. **Staff Responsible for Monitoring:** Teachers Academic Specialist Administrator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Processes & Programs 3	25%			

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

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

School Processes & Programs
Problem Statement 3: At the beginning of the school year, more than half of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 101 students were receiving speech therapy. **Root Cause**: A big percentage of PreK students do not come to school with intelligible language.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 8: Performance Objective 7:
By May 2025, 95% of PreK 3 students will be Proficient in rote counting to 10 (English/Spanish combined).

HB3 Goal

Evaluation Data Sources: Essential Standard Data
Common Formative & Summative Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will develop targeted learning activities and Common Formative Assessments to track data on numeracy every 6 weeks that focuses on rote counting to 10.	**Formative**			**Summative**
	Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Students will be able to rote count to 10 in order to prepare for PreK 4. **Staff Responsible for Monitoring:** Teachers Academic Specialist Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5	10%			

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

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 4: Math skills are built throughout the school year. **Root Cause**: Students need multiple exposures of math skills in order for them to master concepts. Exposure and targeted learning needs to be presented in an effective manner in whole group, small group, and RTI time.
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 9: By May 2025, 96% of PreK 3 students will be proficient at naming 3 shapes.

Evaluation Data Sources: Essential Standard Data
Common Formative & Summative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will develop targeted learning activities and Common Formative Assessments to track data in math on student's ability to name three shapes each 6 weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PreK 3 students will be proficient at naming 3 shapes in preparation for PreK 4. **Staff Responsible for Monitoring:** Teacher Academic Specialist Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5	**Nov**	**Feb**	**Apr**	**July**

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

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 4: Math skills are built throughout the school year. **Root Cause**: Students need multiple exposures of math skills in order for them to master concepts. Exposure and targeted learning needs to be presented in an effective manner in whole group, small group, and RTI time.
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 10: Pierce Early Childhood School will end the year with an annual attendance rate of 94%.

Evaluation Data Sources: Weekly and Six Weeks Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: #EveryPandaEveryDay Attendance Initiatives will continue with weekly prizes, six weeks prizes, EOY prizes, attendance celebrations, perfect attendance picture posting on the attendance wall and certificates for both parents and students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Maintain and or exceed the district's goal of 94% attendance. **Staff Responsible for Monitoring:** Administrators Teachers Attendance Clerk Attendance Committee **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

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

Performance Objective 10 Problem Statements:

School Processes & Programs
Problem Statement 2: Very young students are unaware of germs and most have not been in big groups to be exposed to communicable sicknesses. **Root Cause**: Very young students are suseptable to communicable illnesses, especially when it is there first time being exposed to a larger group of their peers, which impacts attendance.

Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 1: The campus will attract, develop, and maintain educators committed to students by attending all job fair opportunities held by the district. Once new teachers are hired, they will be assigned effective mentors for the first two years. The campus will continue the Professional Learning Community (PLC) process to ensure there is collaboration of teachers for embedded professional development.

> **Evaluation Data Sources:** HR invites to job fair opportunities
> District Connect-Ed Mentoring Program
> Collaboration Team Time Agendas

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all new teachers are supported during their first and second year of teaching by doing the following:	**Formative**			**Summative**
Assign an experienced and trained mentor for support Academic specialist support will be provided via check ins, modeling, providing any instructional material needed,	**Nov**	**Feb**	**Apr**	**July**

collaboration in creating intense RTI plans for students
Team leads will support new teachers with embedded professional development during collaborative team time.
Administrative check-ins for additional supports needed
 	
    Strategy's Expected Result/Impact: All teachers will receive supports needed throughout the school year, with a targeted focus on new teachers.
    Staff Responsible for Monitoring: Teachers
Team Leads
Mentors
Academic Specialist
Administration
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 4
	10%			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Currently, there is a teacher shortage.   **Root Cause**: There are very few teachers that are applying for posted positions, therefore, when new teachers are hired, we put forth great efforts to support, coach, and retain them.

Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 1: By May 2025, 84% of PreK 4 students will be Proficient in Social Emotional Behaviors on the Circle assessment (English/Spanish combined).

Evaluation Data Sources: CLI Circle Report
PreK 4 Report Cards
PreK 3 Compentency Sheet

Strategy 1 Details	Reviews			
Strategy 1: PK Teachers will focus on teaching age appropriate social emotional skills. Teachers will review and analyze data and design classroom activities each 6 weeks to increase social emotional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: 84% of PreK 4 students will be Proficient in Social Emotional Behaviors on the Circle assessment in preparation for Kindergarten. **Staff Responsible for Monitoring:** Teachers Counselor Academic Specialist Administrators Counselor **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - Perceptions 2	5%			

Strategy 2 Details	Reviews			
Strategy 2: MTSS meetings will be held with campus and district experts focusing on instruction and intervention strategies for struggling students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: 84% of PreK students will be Proficient in Social Emotional Behaviors on the Circle assessment in preparation for Kindergarten. **Staff Responsible for Monitoring:** Teachers Counselor Academic Specialist Administrators Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 5 - Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.   **Root Cause**: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Perceptions
Problem Statement 2: Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. Several MTSS meetings were held during the 23-24 school year focusing on behavior concerns.   **Root Cause**: Students are new to school and are learning how to be a part of the classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 1: The campus will provide guardians with information on monthly events and engagement opportunities that they can participate in to support their child's academic and SEL growth.

> **Evaluation Data Sources:** TItle 1 agenda and sign in sheets
> CIC Agendas and sign in sheets
> Parent Orientation sign in sheets
> Open House sign in sheets
> Parent Meeting Agendas and sign in sheets
> PTO Meeting Agenda and sign in sheets
> Parent Liaison Training sign in sheets
> Campus Event Attendance Sheets
> Report Card Data

Strategy 1 Details		Reviews			
Strategy 1: Parents will be provided the following resources/information:		**Formative**			**Summative**
Ready Rosie Access SAVVAS/Frog Street Family Engagment activities		**Nov**	**Feb**	**Apr**	**July**
Parent Liaison Classess Parent Liaison Communication throughout the school year with current event information Parent Meetings provided by the counselor and librarian Monthly Campus Newsletter Parent Engagment Policy Parent Compact Evening Family Academic Nights Opportunity to become a member of the Campus Improvement Committee Opporunity to become a member of the PTO Title 1 Information Sessions **Strategy's Expected Result/Impact:** Parents will learn best practices for supporting their child in school. Parents will be informed of volunteer opportunities at the campus as well as the requirements for volunteering. Parents will be provided resources to help support their child with academics/SEL at home. Parents will be infomed of campus events occurring both during school and afterschool. Parents will be provided information on how to become a member of the campus PTO and the Campus Improvement Committee. Parents will be informed on the Title 1 Program at Pierce ECS. **Staff Responsible for Monitoring:** Teachers Administrators Librarian Counselor Parent Liaison **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3		10%			

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: This school year, we have had between 2-5 parents consistently volunteer at the campus. **Root Cause**: Families are unaware of volunteer opportunities on campus.

Goal 5: In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.

Performance Objective 1: The campus will make decisions and conduct operations with effectiveness, efficiency, transparency, and accountability by meeting and collaborating with the campus guiding coalition/leadership team once a month and with the Campus Improvement Committee at least 4 times during the school year.

> **Evaluation Data Sources:** Meeting sign in sheets, notes, and surveys.

Strategy 1 Details			Reviews		
Strategy 1: Host collaborative meetings focusing on required agenda items concerning campus operations.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Meeting participants will be made fully aware of discussed campus operations agenda items and Team Leads will deliver the information to their teams.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Guiding Coalition Team Members (Team Leads) Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5	20%			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Not all staff are informed of information provided during a guiding coalition meeting that was discussed on the agenda, which can cause a breakdown in the area of communication. **Root Cause**: Team Leads to not deliver the information to the teams or a team lead is absent and does not get the information presented until a later time.

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Administrator	Linda Torres-Rangel	Principal
Administrator	Lisa Hill	AP
Business Representative	Jeff Gardner	Business Rep (CCN Technology Services, Inc)
Business Rep	Karen Moreno	Business Rep
Community Representative	Pam Meredith	Community Representative
Community Representative	Rev Harry Smith	Community Rep (Pastor ORLC)
District-level Professional	Jose Villasenor	District Personnel
District-level Professional	Gale Wortham	District Personnel
Parent Liaison	Jeanette Zermeno	Parent Liaison
Parent	Maria Aramburo	Parent
Parent	Norma Bernal	Parent
Parent	Kenia Garcia	Parent
Parent	Rosa Gonzales	Grandparent
Parent	Martha Reyes	Parent
Paraprofessional	Zandra Alonso	Paraprofessional
Paraprofessional	Anais Aguirre	Paraprofessional
Academic Specialist	Stefanie Kelley	Academic Specialist
Classroom Teacher	Maria Chavira	Teacher
Classroom Teacher	Lauren Dixon	Teacher
Classroom Teacher	Yumeeka Jenkins	Teacher
Classroom Teacher	Gabriela Lopez	Teacher