Houston Independent School District

359 Moreno Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Joe E. Moreno Elementary School is committed to transforming Houston and the society by providing a world-class education to all who enter our doors.

Vision

Joe E. Moreno Elementary School is the gateway to provide every individual the opportunity to compete and succeed in our global society.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

Areas of Strength:

1. Math and Science showed consistent performance across both academic years. In Math, around 78% of students approached grade level and 51% met it in both 2021-2022 and 2022-2023. In Science, 78% approached and 51% met the grade level in 2022-2023, nearly replicating the performance from the previous year.

2. In the academic year 2021-2022, Reading stood out with 78% of students approaching the grade level, 53% meets, and 26% achieving mastery.

Areas of Improvement:

1. While there's consistency in Math and Science, there isn't a significant improvement in any subject from 2021-2022 to 2022-2023. In fact, Reading saw a slight decline in 2022-2023 in all three categories.

Areas of Excellence:

1. The school's performance in Math during both academic years is commendable, with a consistent 78% of students approaching and 51% meeting the grade level.

Consistent and collaboration with all team members.   Data Digs and PLCs.contributed greatly to this.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): At Moreno Elementary Tier I Instruction and lesson delivery is an area where the entire school is focused on working on as a goal for this year. **Root Cause:** Teacher Preparedness, and varying levels of experience, PD attended is different for all groups. Teacher training and monitoring of attainment of teacher Professional Development plan will greatly increase this. Tier I instruction, and curriculum internalization.

Problem of Practice 2: Leadership capacity and density   **Root Cause:** Leader Preparedness, and varying levels of experience, PD attended is different for all groups. A strong calendar of monitoring Tier I instruction will be implemented for higher results of student achievement. Coaching for teachers that are displaying weak internalization of curriculum.

Problem of Practice 3: PLCs and DATA at Moreno continues to be an ongoing area to focus on   **Root Cause:** Teams at the upper levels have a more systematic order of doing data digs.. and PLCs are now being more systemic, and consistent. A systematic calendar of monitoring of instructional delivery, lesson internalization, professional development needs to be monitored. Consistent curriculum and training for staff.

School Culture and Climate

School Culture and Climate Summary

At the 6 weeks grading cycle Moreno continues to implement a two system of input.

Through a monthly Coffee with the Principal, at least two parent activities established per month whereby parents can give written feedback, or verbally ask questions.

Through the index cards as well feedback is given to return to school. Class DOJO is another place for feedback and perception from parents. Our trends are improving e.g attendance percentages when doing different activities that promote good attendance, tardies, and discipline are tied to monthly activities.

Also, when students are allowed to participate in extracurricular clubs such as Gardening, Soccer, Houston Ballet, Arts Connect. We have also Boy Scouts and Girl Scouts program on our campus, these are activities that students want to participate in, they want to be here daily, and have excellent behavior at school. Across the board, at the SDMC, at the Coffee with the Principal, at parent events, all stakeholders respond that when our school engages the students in the above activities, higher percentages of attendance appear, including the Honor Roll number, and number of behavior referrals decreases.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on Moreno data, Reading was at 68% for Third, 72% for Fourth, 73% for fifth on STAAR.

Math was 68% for third, 73% for fourth and 93% for fifth on STAAR. Moreno achieved the 10% required on TELPAS. Our Science also was 78% on STAAR. If the accountability are applied, Moreno would be a B campus. STAAR math comparison was same 78% and Reading there was a decrease this 2023 -8 points

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: The number of gifted and Talented students at Moreno has not been identified appropriately even though STAAR Meets and Masters percentages are high.
Root Cause: The identification process has not been as far reaching. Communication to parents, and teachers on the system of identification needs to be monitored more consisstently.

Problem of Practice 2: Attendance for at-risk students is at a higher percentage than other students. **Root Cause:** Limited resources or opportunities to get to school. Parents working. Continued collaboration between district supports and school resources and personnel

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Moreno Elementary School for the academic years 2021-2022 and 2022-2023 reveals consistent performance in math, reading, and science, with a majority of students meeting or approaching the standards. In the 2021-2022 academic year, 78% of students approached or met the standards in math, 78% in reading, and 79% in science. These trends continued into the following year, with 78% of students approaching or meeting the standards in math, 71% in reading, and 78% in science. While there were minor fluctuations, the overall performance remained stable, indicating a consistent approach to teaching and learning at Moreno Elementary School. The data suggests that the school has a solid foundation of teacher quality and instructional strategies that support student growth and achievement across various subjects.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Moreno Elementary School, as of June 1, 2023, there were 42 teachers. By October 25, 2023, five teachers had left the campus, resulting in a relatively low turnover rate of 11%. The school also maintained a high staff attendance rate of 96%. Moreno ES is dedicated to retaining its teaching team and providing a quality education environment for its students. The low turnover rate and high attendance rate reflect the commitment of the staff to their roles in the school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.

Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10

observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted.

The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes.

To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Moreno Elementary School, the strengths in their current recruitment, retention, and professional development practices are as follows:

- **Gender Diversity**: They have a balanced representation of both male and female staff members, which contributes to a diverse and inclusive work environment.
- **Experience Distribution**: They have a well-distributed staff in terms of years of experience. This balance includes teachers with various levels of experience, including those with less than 5 years, 6-10 years, and over 11 years of experience. This can provide a well-rounded team that benefits from the knowledge and mentorship of seasoned educators while also bringing fresh perspectives from newer teachers.
- **Professional Development Emphasis**: The school seems to value ongoing professional development, as indicated by the diversity in years of experience and the potential for mentorship and collaborative learning opportunities.

These strengths suggest that Moreno Elementary School is committed to maintaining a diverse and experienced teaching staff while prioritizing ongoing professional development and mentorship, which can lead to improved educational outcomes for students.

The strengths at Moreno Elementary School in terms of recruitment, retention, and professional development practices include a well-balanced distribution of staff across different experience levels and a gender-diverse faculty. This suggests that the school likely employs various professional development strategies, such as mentorship programs, in-service training, and recruitment practices, to support teachers at all experience levels and create an inclusive and supportive teaching environment. These practices contribute to job satisfaction and high retention rates among staff.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Evaluation and student growth and achievement data indicate variations in teacher quality across subjects and years. While the overall performance is stable, there are minor fluctuations in subject-specific performance metrics.   **Root Cause:** One root cause is the inadequate monitoring of subject-specific instruction. Teachers will need to collaborate and implement systematic methods of monitoring and tracking grades for each subject/content.

Problem of Practice 2: Despite a relatively low turnover rate, staff attendance rates are not consistently high, indicating potential issues with staff commitment and job satisfaction. **Root Cause:** One root cause of the fluctuating staff attendance rates could be content/grade level matching to individual staff members. As well new curriculum that is to be implemented needs to be fully internalized. Training, coaching, and feedback will be put in place.

Problem of Practice 3: While professional development has a positive impact on staff performance, there may be inconsistencies in its implementation and effectiveness.   **Root Cause:** New curriculum changes, and staff training before implementation, along with a strong Professional development plan will strengthen the positive impact on continued staff performance of this campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Counselor Project SMiles Brighter Bites
Wrap Around Specialist Vision Partnership Arts Connect
Title I Coordinator Books Between Kids
YMCA

Grants   Books in the Home

Houston Ballet

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Strengths are of course student achievement. Direct involvement of parents that are involved are students that have high achievement. Also attendance for these students is high.
Behavior and college readiness is a career path that is visible.

Parent attendance at all school events, such as Open House, STAAR meetings, Programs, Coffee with the Principal, Grandparents Day, trainings, Community Food Giveaways,

Food Drives,

High Student attendance can be correlated to the parent involvement.

Parent Compacts and information surveys have an almost 100%   return rate

Special Education/district meetings are well attended by our community.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Amount of events held at Moreno allowed Moreno to reach Gold Status   **Root Cause:** Creation of our PTO

Problem of Practice 2: Many of our parents are working parents and cannot always attend school events during working   **Root Cause:** During the working hours, our parents must work and cannot attend after school.

Priority Problems of Practice

Problem of Practice 1: At Moreno Elementary Tier I Instruction and lesson delivery is an area where the entire school is focused on working on as a goal for this year.

Root Cause 1: Teacher Preparedness, and varying levels of experience, PD attended is different for all groups. Teacher training and monitoring of attainment of teacher Professional Development plan will greatly increase this. Tier I instruction, and curriculum internalization.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

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

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: Grow teacher capacity to improve the quality of first instruction through coaching and feedback.
Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The plan aims to bolster student and teacher performance by targeting a 15% increase in NWEA Math and Reading growth, achieving 85% proficiency in teacher implementation of RGR and reading academy strategies, elevating STAAR "Meets" and "Masters" levels by 15% and 10% respectively, and enhancing English language learners' proficiency in TELPAS speaking and writing domains by 10% by May 2024.

Indicator 1: Increase NWEA Math and Reading growth between BOY-MOY by 15%.

Indicator 2: Out of 80 spot observations by the leadership team, 80% of teachers will receive a 2 or higher on the use of RGR strategies and/or reading academy strategies. Increase to 85% proficiency by May 2024.

Indicator 3: English language learners will increase 1 proficiency level higher on the speaking and writing domains in TELPAS by 10% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: The leadership at Moreno ES aims for comprehensive improvement by ensuring that school leaders and teachers are thoroughly trained in the Amplify curriculum and the science of reading, equipped with essential materials, technology, and resources, and engaged in strategic planning and collaboration, with a focus on enhancing student engagement and outcomes in alignment with district guidelines.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions				

School Leaders' Actions

100% of Moreno ES school leaders will be trained on Amplify curriculum (ie. Science of reading. Conduct specific PLC that focuses on spot observations, resources, technology, etc. are delivered to classroom teachers.

All leadership team members will ensure that 100% of teachers are trained in the science of reading by on-spot coaching to increase student outcomes.

All leadership team members and coaches will ensure that all materials, technology, and resources (budget is expended for the implementation to increase student outcomes.

All leadership team members and coaches will ensure that schedules are provided to increase student outcomes. These schedules will conform to the district guidelines to ensure proper grouping and supplemental materials are given to appropriate groups of students.

Staff Actions

Attend all district curriculum training to be prepared to plan correctly for beginning of year.

Attend PLCs with one of the Administrative Team members to properly plan for the implementation.

All materials, resources and technology will be in place for students.

All implementation of lessons will be planned in collaboration with school leadership members.

Teachers will hold students too high expectations through engagement opportunities such as written responses, student discussion, and use of white boards with technology.

Design and create engagement opportunities and engagement through the curriculum and supplemental resources.

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

Key Action 2: Develop Leadership capacity through instructional coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aiming for enhanced educational proficiency and outcomes, the initiative focuses on achieving at least a 70% proficient rating in on-the-spot observations, incrementally improving administrative alignment and evaluation practices, and targeting a 15% increase in student 'Meets and Masters' achievement by May 2024.

Indicator 1: 70% of on-the-spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% by May 2024.

Indicator 2: 70% of on-the-spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% by May 2024.

Indicator 3: Evaluations and spot-on observations conducted daily by principal and instructional coaches will yield the 95% by staff and increase student practice and outcomes.
-Increase Meets and Masters by 15% percentage points by May 2024

Specific Action 1 Details	Reviews			
Specific Action 1: To elevate educational outcomes, the strategy includes comprehensive training for PK-5th teachers and special education team in essential curricula and evaluation rubrics, meticulous planning and scheduling of administrative activities, consistent and supportive leadership involvement in classrooms and teacher development through various forms of coaching, feedback and professional development sessions, along with the integration of enhanced teaching methodologies and technologies aimed at fostering real-world experiences and universal success in student learning.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Train all PK-5th teachers on the use of the teacher evaluation rubric. Develop the monthly calendar for calibrated classroom visits. The school principal will support all TIER II leaders by conducting admin team meetings on a weekly basis. Provide admin team resource, "Getting Better Faster" and conducting sessions from the book School leaders will be in classroom at least 80% of day. The school principal will conduct one on one meetings with each admin team member to provide feedback and coaching. Will also follow up on areas to be coached on.				

The school principal will conduct in the moment coaching, coaching feedback conferences, and PLCs to provide support.

Leaders will provide on-spot coaching with teachers. Side by side coaching will be provided to teachers for improved student outcomes.

Principal and leadership team will participate in coaching and feedback conferences and PLCs to provide support.

Staff Actions

Participate and engage in PD provided by principal and Tier II on instructional supports to create a campus of coaching and high expectations.

Schedule teacher conferences with assigned appraiser to analyze observations and create a coaching plan of action

The school principal will hold bi-monthly PLCs for Tier II leaders to practice feedback conferences with teachers and turn in completed work.

Engage in leadership(chairperson huddles for items for the week: Calendar, focus, events.

Create systems to maximize tasks to be accomplished by each member (review roles and responsibilities created at the beginning of school).

Incorporate student literacy skills

Implement usage of Multiple Response System every 4 minutes throughout the instructional block instructional (review roles and respond created at the beginning of school.

Create and provide universal designed learning for 100% success and growth for all students.

Teachers will embed all above into their lessons for real world experiences.

In weekly PLCs, teachers and one member from leadership team will create short

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

Key Action 3: Increase SpEd Team's compliance and instructional capacity through realignment of skills and systems.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aim to enhance Special Education (SpEd) compliance to 100% in the EasyIEP system, improve STAAR 3rd-5th 2024 overall SpEd student achievement at the Meets and Masters level, ensure complete success for students in SLL on STAAR ALT, and foster full participation of SpEd teachers in continuous, differentiated, and goal-oriented instructional practices throughout the school year.

Indicator 1: Increase SpEd compliance in EasyIEP system from 95% to 100% including ARDs, Progress monitoring and Documentation of Accommodations and successful Implementation of EIP.

Indicator 2: Increase STAAR 3rd-5th 2024 overall SpEd student achievement at the Meets and Masters level from 5% (5 students) to 1% (1 student)

Indicator 3: 100% of students in SLL will pass STAAR ALT
-100% of SpEd teachers will participate in contact PLC, lead in differentiated learning for all SpEd students, and continuously track SpEd IEP goals for the assigned caseload throughout the school year.

Specific Action 1 Details	Reviews			
Specific Action 1: Collaborate to enhance Special Education (SpEd) programming by establishing clear schedules and roles, improving the quality and alignment of IEP goals, developing inclusive and differentiated learning plans, ensuring consistent review and updating of student data and IEPs, participating in targeted professional development, and maintaining accountability through systematic planning, tracking, and internal auditing processes for effective instructional delivery and student progress monitoring.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Create a schoolwide ARD calendar schedule collaboratively with SpEd chairperson and all teachers Prepare and develop a schedule of daily observation and feedback using OTSO that will ensure quality instructional delivery and purposeful content support. Formulate and examine new and existing IEP goals for clarity, alignment, and cohesiveness Create an inclusion plan for self-contained SpEd students. Principal and administration team will establish team duties and responsibilities to ensure all quality instruction is delivered in a timely fashion and meets the goals and guidelines for all students.				

SpEd Administration and SpEd chairperson will review individual student data and establish instructional focus for each individual student's needs.

SpEd Chairperson and Principal will ensure that proper training is in place for all SpEd team on policy, procedures, expectations for instructional planning and targeted PD weekly PLCs with content and leadership teams.

Staff Actions

SpEd Department Chairs will identify and track the already written IEPs that need to be updated to match quality standards.

Participate in Co-Teacher/General Ed PD that outlines effective instructional delivery.

Co-Teacher will track and analyze assigned caseload data to create a differentiated learning plan.

SpEd Department Chair will create shared calendar for ARDs for the entire year scheduled at least 20 days out to maintain 100% accountability.

SpEd Department will create an internal audit of IEP goals prior to the draft being sent home to the parents and before the ARD committee meeting.

General Ed and Co Teachers will collaboratively plan and track student progress on assessments during PLCs.

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

State Compensatory

Budget for 359 Moreno Elementary School

Total SCE Funds: $186,619.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Moreno Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 359 Moreno Elementary School

Name	Position	FTE
Cleotilde Cortez	Tchr, Bilingual	1

Title I Personnel

Name	Position	Program	FTE
Counselor, 10M - Title 1	Alejandra Cantu	Title	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Adriana Castro	Principal
Parent	Anabel Belmares	Parent
Parent	Andrea Cantu	Parent
Community Representative	Ericka Hernandez	Community Member
Community Representative	Virginia Medina	Community Member
Business Representative	Hector Menchaca	Business Representative
Classroom Teacher	Madison Crawford	Professional Staff-Teacher
Classroom Teacher	Esther Patino	Professional Staff-Teacher
Classroom Teacher	Raven Howard	Professional Staff-Teacher
Classroom Teacher	Emily Huebner	Professional Staff-Teacher
District-level Professional	Guadalupe Reyna	Professional Staff - Other School Based Professional
District-level Professional	Irma Garza	Professional Staff- Non Instructional Staff Member
District-level Professional	Alejandra Cantu	Professional Staff-Other
District-level Professional	Susana Lopez Valentin	Professional Staff - Special Edu. Rep.
District-level Professional	Jacqueline Chavez	Professional Staff- Other