

Houston Independent School District

352 Farias Early Childhood Center

2023-2024 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Farias ECC will provide a high quality education for all students in a safe and caring environment.

Vision

Farias ECC will develop children who are caring, creative, confident, collaborative and critical thinkers to prepare them for Kindergarten and beyond.

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	8
Parent and Community Engagement	11
Priority Problems of Practice	12
Comprehensive Needs Assessment Data Documentation	13
Key Actions	14
Key Action 1: Grow instructional staff capacity to provide high student engagement during instructional blocks.	14
Key Action 2: Expand implementation of Phonological Awareness Development with high-yielding strategies during literacy instruction.	16
Key Action 3: By June 1, 2024 100% compliance will be ensured for evaluations and referrals for evaluation so that any students showing an academic or developmental concern is addressed.	17
State Compensatory	19
Budget for 352 Farias Early Childhood Center	19
Personnel for 352 Farias Early Childhood Center	19
Title I Personnel	20
Site-Based Decision Making Committee	21
Addendums	22

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:

- Literacy in English showed significant improvement from 42% proficiency at the beginning of the year to 94% by the end of the year.
- Literacy in Spanish consistently maintained high proficiency levels, with 99% proficiency at the end of the year.

Academic Improvement:

- Math proficiency in English improved from 41% at the beginning of the year to 83% by the end. This is a notable improvement.

Student Excellence:

- Students excelled in Literacy and Math in both English and Spanish, with particular strength in Literacy across languages.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Problem of Practice-English PreK 4 Students have scored in the high 70% percentile for the subtests of Alliteration and Sentence Segmentation of the EOY CIRCLE Progress Monitoring tool which is below HISD's expectation of 85% or above **Root Cause:** 1. English PreK teachers do not understand the systematic process of phonological awareness. 2. English teachers not understand the end goal of Alliteration and Sentence Segmentation from the Texas Prekindergarten Guidelines.

Problem of Practice 2: Students lacking high levels of student engagement that include students speaking to each other to explain their thinking. **Root Cause:** 1. Teachers not familiar with ways of engaging students to express their thoughts and learning. 2. Teachers not understanding the development of intellectual skills such as problem solving and other forms of critical thinking.

Problem of Practice 3 (Prioritized): Math proficiency in English improved from 41% at the beginning of the year to 83% by the end, which is a notable improvement. **Root Cause:** To further enhance Math proficiency in English, the school should identify the effective teaching methods and strategies that led to this improvement. This may involve training teachers to use these strategies consistently, providing additional resources, and monitoring progress to sustain and improve Math proficiency.

School Culture and Climate

School Culture and Climate Summary

The 2022-2023 attendance rate was 91.70 which is 3.3% lower than the district average of 95.0% attendance for PreK ECH campuses thus preventing our students to achieve academic goals for the EOY and building meaningful connections with their peers and building predictable routines and procedures in their classrooms.

1. BOY Needs Assessment and EOY reflection opportunities for staff and parents.
2. Bi-weekly Team PLCs and Monthly Staff PLCs.
3. Quarterly SDMCs and SDMC Box
4. Beginning of the year Family and Community Engagement surveys to evaluate the school climate.
5. End of Year Title I Parent Surveys
6. Monthly Coffee with the Principal meetings.
7. Team Lead meetings
8. PULSE feedback

School Culture and Climate Strengths

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

Our staff continues to grow in capacity and provide a high-quality education to our students and a high level of service to our families and community. 1. School Family structure impacts teacher and staff retention positively. Our data shows that our HISD staff has not left Farias ECC to another HISD campus unless it has been for promotion purposes. (2017-2019). As of 2019, no member of Farias ECC has left the campus for another HISD campus even for promotion purposes.

2. Farias ECC has strong collaboration and team support.
3. Farias ECC staff members are given many opportunities to give feedback and impact decision-making.
4. Farias ECC model our School mission.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Although we have a low retention rate, and this school has a reputation for building capacity within our building (i.e. Teaching assistants become teachers, parents become office staff members or TAs), our teaching staff with professional degrees have expressed a lack of opportunity for leadership growth that moves beyond the Team Lead position. **Root Cause:** 1. Small campus and staff and budget do not lend themselves to promotion for professional positions within the school setting. 2. Principal may need guidance on how to grow professional staff using creative methods to retain them instead of losing them to other districts for promotions.

Problem of Practice 2: Teachers may not feel confident assuming leadership roles and responsibilities. **Root Cause:** 1. Lack of experience and confidence in managing a teacher and a leadership role. 2. Unwillingness to assume responsibilities beyond their teaching position.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Throughout the academic year, students' proficiency in Literacy and Math was evaluated at the beginning (BOY), middle (MOY), and end (EOY) of the year, categorized by language (English and Spanish). In English Literacy, the proficiency rate started at 42% (BOY), rose to 70% (MOY), and significantly increased to 94% (EOY). Similarly, in English Math, proficiency rates increased from 41% (BOY) to 55% (MOY) and further improved to 83% (EOY). In Spanish Literacy, proficiency rates climbed from 47% (BOY) to an impressive 94% (MOY) and remained high at 99% (EOY). Spanish Math proficiency increased from 29% (BOY) to 83% (MOY) and reached 99% at the end of the year. These results indicate remarkable progress in student proficiency, showcasing the effectiveness of teaching strategies and interventions, especially in Spanish Literacy and Math, over the course of the academic year.

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

At Farias ECC, there were 23 teachers as of June 1, 2023. Four teachers left the campus by October 25, 2023, resulting in a turnover rate of 17%. The staff attendance rate was 95%, showcasing a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, exemplifying our proactive approach in attracting exceptionally skilled educators to our 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:

The data for Farias Early Childhood Center (ECC) provides information on the demographic characteristics of the school's teaching staff, including gender distribution and years of experience.

Strengths:

- **Gender Diversity:** The data indicates that Farias ECC has a gender-diverse teaching staff, with 21 female staff members and 4 male staff members. Gender diversity can contribute to a well-rounded and inclusive learning environment.
- **Experience Levels:** The school has a mix of teaching experience levels, with both relatively new teachers (17 staff members with ≤ 5 years of experience) and experienced teachers (4 staff members with ≥ 11 years of experience). This mix suggests a balanced approach to staffing, which can benefit both novice and veteran educators.

Professional Development Practices - Diversity in Teaching Staff: Farias ECC boasts a gender-diverse teaching staff, with a balance between female and male educators. This diversity can contribute to a well-rounded and inclusive learning environment, ensuring that students are exposed to a range of perspectives and role models.

Additionally, the presence of both relatively new teachers and experienced teachers suggests a balanced approach to staffing. The school values both the enthusiasm and fresh perspectives that new teachers bring, as well as the depth of knowledge and experience that seasoned educators offer. This balance in

experience levels may extend to the school's professional development practices, with programs designed to support growth and development for educators at all stages of their careers.

Diversity in the teaching staff suggests a commitment to fostering a dynamic and inclusive learning community. A comprehensive understanding of the school's professional development practices and their impact would require additional data and a detailed assessment of specific programs.

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

Problem of Practice 1: The evaluation and student growth data at Farias Early Childhood Center indicate significant disparities in student achievement between English and Spanish language proficiency. Students who are proficient in Spanish consistently outperform their English-proficient peers. **Root Cause:** The primary cause is the difference in language-specific teaching strategies. To address this, the school should evaluate and improve the strategies used for English language proficiency students to ensure they catch up with their Spanish language-proficient peers.

Problem of Practice 2: Farias ECC experiences a relatively high teacher turnover rate, which can disrupt the stability of the teaching staff. **Root Cause:** The main cause is the ineffectiveness of teacher retention strategies. To mitigate this, the school should work on improving its teacher retention strategies and creating a more conducive work environment to retain experienced educators.

Problem of Practice 3: While Farias ECC has a diverse teaching staff, it needs to ensure that diversity translates into an inclusive and equitable learning environment for students. **Root Cause:** The cause is the need to ensure that the diversity of the teaching staff translates into a truly inclusive and equitable learning environment. The school should invest in diversity and inclusion training and practices to maximize the benefits of a diverse teaching staff.

Parent and Community Engagement

Parent and Community Engagement Summary

At Farias ECC, family and community engagement is a top priority with a diverse range of activities and resources to support parents and students. These initiatives include monthly events like "Coffee with the Principal," a series of "Parenting Trainings," and family literacy and math nights. Active participation in the Parent-Teacher Organization (PTO) is encouraged, and there are events like "Raise a Reader," "Grandparents Day," and perfect attendance celebrations every six weeks that involve parents.

Historically, parents have shown a strong interest in trainings that equip them with academic, social, and emotional strategies to support their children at home. There are no reported barriers preventing parental involvement, and the school consistently achieves the highest level of parent engagement, as recognized by the Family and Community Engagement (FACE) program.

Farias ECC has established meaningful partnerships with organizations like Prelude Music Foundation, Children's Museum of Houston, Depelchin, HIPPY, Upwords, Barbara Bush Literacy Foundation, Books Between Kids, and Mr. McKinney's Historic Foundation, which hosts the Christmas PALS program. These collaborations enhance the school's ability to provide valuable resources and support to families, community members, and students.

Parent and Community Engagement Strengths

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

1. Fosters literacy development
2. Fosters confidence in students
3. Parent programs foster confidence in decision making as parents.
4. Empowers parents to support children at home.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Although we rank in the top 25% of all schools in community engagement, we must maintain momentum in order to increase campus enrollment, We must draw students beyond our boundaries through diverse media highlighting school events. **Root Cause:** 1. Lack of fully developed multi-media presence such as Twitter and Facebook. 2. Lack of systematic distribution of school information to local day cares and highly visited venues such as grocery stores for recruitment of students.

Problem of Practice 2: Our families are 70% new to the campus and lack an understanding of what it means to be involved in their child's learning. **Root Cause:** 1. System of enrollment is complex. 2. Many of our parents are not tech savvy nor do they have an email address. 3. An average of 30 students are lost each year in the waiting to be accepted process.

Priority Problems of Practice

Problem of Practice 1: Math proficiency in English improved from 41% at the beginning of the year to 83% by the end, which is a notable improvement.

Root Cause 1: To further enhance Math proficiency in English, the school should identify the effective teaching methods and strategies that led to this improvement. This may involve training teachers to use these strategies consistently, providing additional resources, and monitoring progress to sustain and improve Math proficiency.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: Grow instructional staff capacity to provide high student engagement during instructional blocks.

Strategic Priorities:






Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase use of MRS strategies

Indicator 1: Instructional staff will use multiple response strategies every 4 min. as noted during classroom observations and documented on lesson plan.

Indicator 2: Teachers will use a minimum of three different MRS strategies throughout daily lessons.

Indicator 3: 100% of students will be actively engaged during daily core instructional block by the second grading cycle.






Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase of multiple response strategies</p> <p>School Leaders' Actions</p> <p>Develop knowledge of the 8-student engagement MRS strategies and apply to grade level content.</p> <p>Create training content for explanation and application of multiple response strategies for use and implementation during teacher professional development beginning with August preservice, monthly PLCs and professional development days. Training will include application at the Prek Level with curriculum resources.</p> <p>Create a bank of resources in Curriculum binder with specific examples for daily use.</p> <p>Staff Actions</p> <p>During monthly PLCs, instructional teams will develop and model MRS strategies and resources that include thematic and alignment to essential instructional questions.</p> <p>During preservice professional development week, teams will model strategies to each other to practice strategies in groups for feedback and coaching from leadership.</p> <p>Use pacing calendar to implement MRS strategies to receive coaching and feedback from instructional leaders during spot observations.</p>	Formative			Summative
	Feb	Mar	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Expand implementation of Phonological Awareness Development with high-yielding strategies during literacy instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase phonological awareness

- Indicator 1:** PK 4 Students will achieve 90% mastery in the EOY Phonological awareness subtests as demonstrated on the CIRCLE Progress monitoring tool.
- Indicator 2:** PK 4 Students will achieve 85% in Syllabication, Alliteration, Rhyming, Words in a sentence, and Onset-Rime (English) subtests of the phonological awareness of monthly diagnostic PA assessment in alignment to curriculum pacing.


Specific Action 1 Details		Reviews			
Specific Action 1: Increase phonemic awareness School Leaders' Actions Provide training in PA development during professional development days and PLC. Add instructional practices for including Shift 2 (Phonemic awareness) from Science of Reading Book. Provide on spot coaching for teachers during the literacy instructional block. Staff Actions Ensure consistent implementation of research based phonological awareness instruction with curriculum fidelity. Include daily intentionally designed mini lessons of up to 10 min. for phonological awareness using instructional strategy cards. Analyze student data on monthly diagnostic tools to ensure progress.		Formative			Summative
		Feb	Mar	Apr	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Key Action 3: By June 1, 2024 100% compliance will be ensured for evaluations and referrals for evaluation so that any students showing an academic or developmental concern is addressed.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increase operational efficiency of referrals for evaluation

- Indicator 1:** Any new request or referrals for evaluation by either a parent, teacher or staff member will be added to our campus IAT log within 24 hours of receipt of concern.
- Indicator 2:** Schedule and attend biweekly IAT meetings to discuss any student that was added to our IAT log.
- Indicator 3:** Ensure teachers refer in a timely manner (within 30 instructional days) by providing training AND coaching on when and how to refer a student.

Specific Action 1 Details	Reviews			
Specific Action 1: Develop enhanced operational procedures School Leaders' Actions Provide workshop opportunities where teachers will complete their documentation necessary and or discuss whether to refer or not. Workshops will be developed and scheduled for teacher support monthly. Understand and define district policies and procedures according to the new superintendent's initiatives by attending required training sessions beginning in August 2023 and throughout the year. Any parent or teacher documentation will be provided and if needed, support will be provided by scheduling weekly appointments for follow up and or support. Staff Actions Teachers will communicate with parents in a timely manner if any concerns are pointed out by a coach or if there is a student not showing progress. Progress will be shared at the conclusion of each grading cycle Complete and submit any referral documentation needed as follows: report concern within 24 hours of concern receipt, 48 hours of a parent request, 15 days for IAT meeting documentation. SPED staff will need to provide biweekly updates and inform teachers and admin of any pending documentation needed.	Formative			Summative
	Feb	Mar	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for 352 Farias Early Childhood Center

Total SCE Funds: \$87,423.00

Total FTEs Funded by SCE: 1.3

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Farias Early Childhood Center 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 Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 352 Farias Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cynthia Shorter	Tchr, Pre-Kindergarten	0.8
Jose Nieto	Teaching Assistant-10M	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Luna	Tchr,Interventn Gnrl-Ttl1 Hrly	Title 1	1
Christopher Doria	Teaching Assistant-10M	Title 1	1
Erika Soria-Martinez	Teaching Assistant-10M	Title 1	1
Mrs Cynthia Zamarripa	Parent Engagement Rep,10M-Ttl1	Title 1	1
Viviane Gonzalez-Lopez	Teaching Assistant-10M	Title 1	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laura Balderas	Principal
Parent	Mindy Becker	Parent
Parent	Jennifer Miller	Parent
Community Representative	Martha Trevino	Community Member
Business Representative	Rogelio Tristan	Business Representative
Classroom Teacher	Nancy Guzman	Professional Staff-Teacher
Classroom Teacher	Laura Garcia	Professional Staff-Teacher
District-level Professional	Tobi Robinson	Professional Staff - Other School Based Professional
District-level Professional	Olivia Aguayo	Professional Staff- Non Instructional Staff Member
District-level Professional	Christopher Doria	Professional Staff-Other
District-level Professional	Ana Zuniga	Professional Staff - Other
District-level Professional	Luz Garcia	Non-Instructional Employee

Addendums

Farias ECC

Campus Profile

Non-NES	A2	A	Shana Perry	Leigh Curry	Leon Scott
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Maria Nevarez-...

Principal

No Match

Years of Experience

No Match

Years on Campus

2022 ACCOUNTABILITY INFO

STAAR: Raw Score

STAAR: Scaled Score

CCMR: Raw Score

CCMR: Scaled Score

Grad Rate: Raw Score

Grad Rate: Scaled Score

Action Plan URL

[🔗](#)

QUICK COUNTS

49

Total Staff

398

Count of Student Id

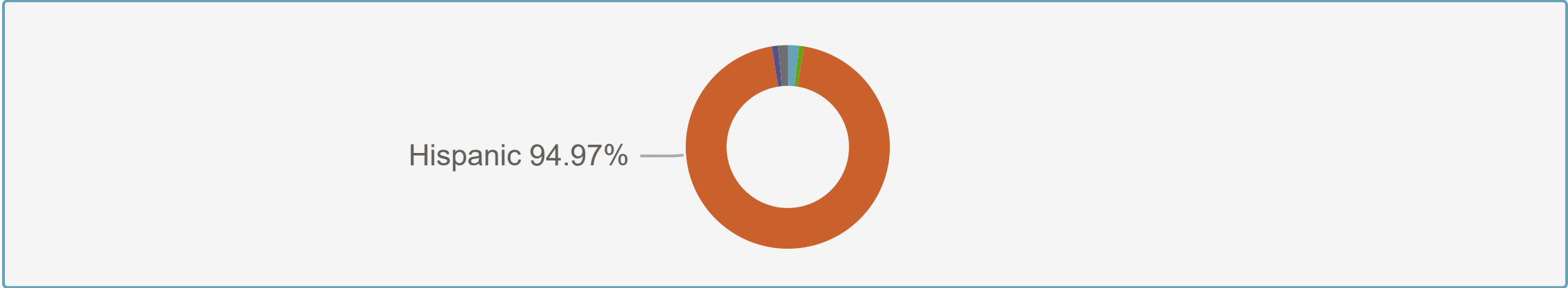
21

Full-Time Teachers

14

Av. Years Tchr. Exp.

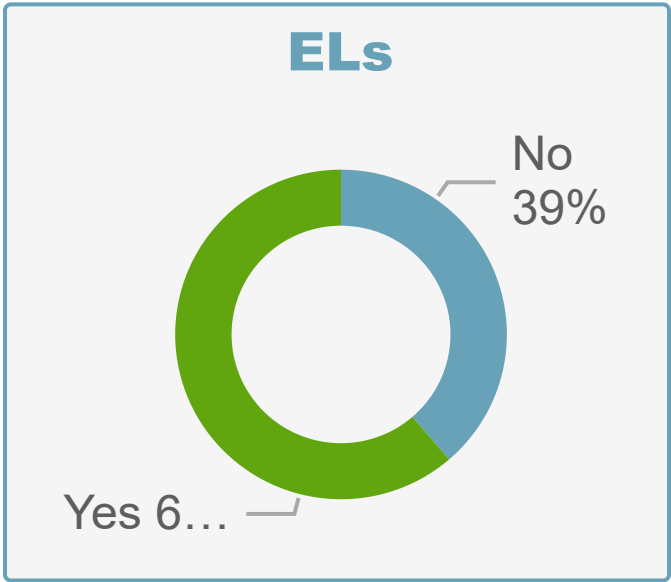
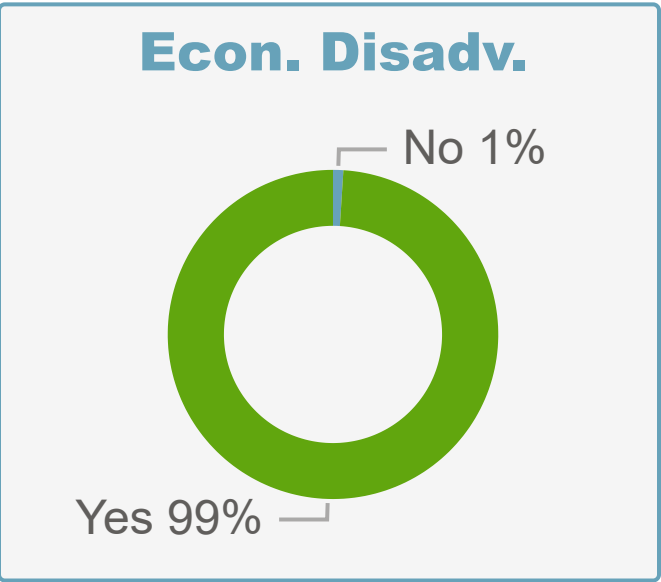
DEMOGRAPHICS



Campus	K	PK
Farias ECC	3	395

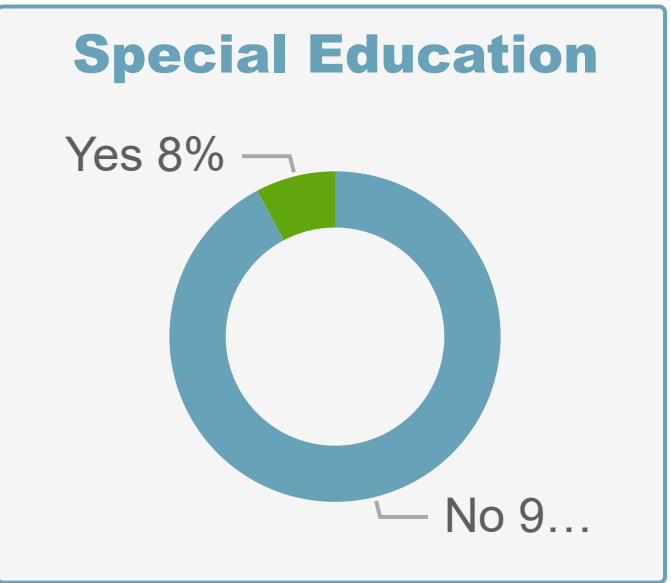
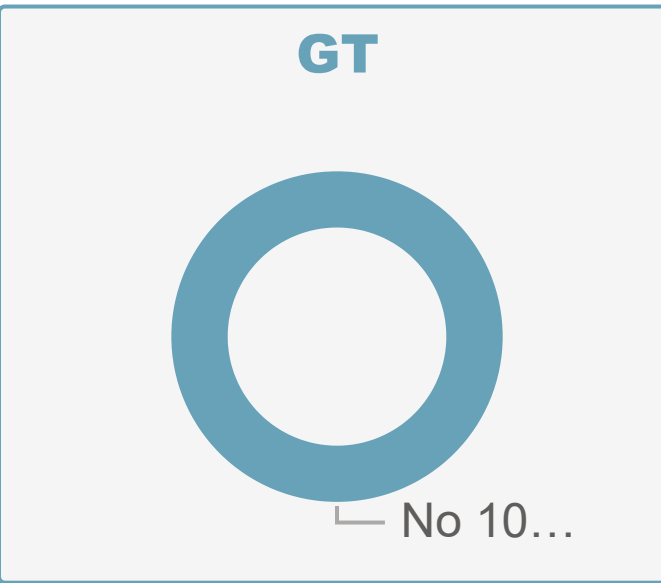
95%

Average Staff Attendance



93%

Average Student Attendance



Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	113	33	29%	0	0		0	0	
Math	English	95	23	24%	0	0		0	0	
Literacy	Spanish	164	83	51%	0	0		0	0	
Math	Spanish	163	57	35%	0	0		0	0	

Kindergarten

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	10787	303.52	0	0%	4612	42.76%	1711	15.86%	1638	15.18%
Farias ECC (352)	3	321.67	0	0%	1	33.33%	1	33.33%	0	0%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	2826	26.2%	53	10784	21.46	0	0%	4840	44.88%	1575
Farias ECC (352)	1	33.33%	53	3	35	0	0%	1	33.33%	0

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	14.6%	4369	40.51%	0	0%	51	10785	6.48	0	0%
Farias ECC (352)	0%	2	66.67%	0	0%	55	3	0	0	0%

School	mCLASS DIBELS BOY 23-24										
	Phonemic Awareness - PSF									Letter Sounds NWF-CLS	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	
	#	%	#	%	#	%	#	%	#		
Houston ISD	3690	34.21%	2504	23.22%	3003	27.84%	1587	14.71%	45	7173	
Farias ECC (352)	3	100%	0	0%	0	0%	0	0%	0	0	

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	21.76	0	0%	5590	77.93%	1263	17.61%	2135	29.76%	1796	
Farias ECC (352)	0	0	0%	3	0%	0	0%	0	0%	0	

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS			Decoding NWF-WRC							
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%		#			#	%	#	%	#	%
Houston ISD	25.04%		56	7173	1.95	0	0%	0	0%	8951	124.79%
Farias ECC (352)	0%		0	0	0	0	0%	0	0%	3	0%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC					Word Reading - WRF				
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	1833	25.55%	0	0%	23	7161	5.6	0	0%	0
Farias ECC (352)	0	0%	0	0%	0	0	0	0	0%	0

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Vocabulary	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	0%	7780	108.64%	3004	41.95%	0	0%	36	372	13.21
Farias ECC (352)	0%	3	0%	0	0%	0	0%	0	0	0

School	mCLASS DIBELS BOY 23-24										
	Vocabulary							RAN			
	Well Below Benchmark			Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark	
	#	%	#	%	#	%	%			#	%
Houston ISD	155	41.67%	78	20.97%	139	37.37%		312	97.91	67	21.47%
Farias ECC (352)	0	0%	0	0%	0	0%		0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN				Lexile	Risk Indicator Level				
	Below Benchmark		At or Above Benchmark		# Tested	# Tested	At Risk		Low Risk	
	#	%	#	%			#	%	#	%
Houston ISD	33	10.58%	212	67.95%	10787	298	33	11.07%	265	88.93%
Farias ECC (352)	0	0%	0	0%	3	0	0	0%	0	0%

Circle Assessment Summary for PK4 - Tested Campus: 2022 - 2023										
Farias ECC (352)										
Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	62	26	42%	56	39	70%	52	49	94%
Math	English	59	24	41%	56	31	55%	52	43	83%
Literacy	Spanish	152	71	47%	143	134	94%	141	140	99%
Math	Spanish	152	44	29%	143	119	83%	141	140	99%

Circle Assessment Summary for PK4 - Tested Campus: 2021 - 2022										
Farias ECC (352)										
Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	115	24	21%	81	57	70%	80	74	93%
Math	English	99	20	20%	82	48	59%	89	70	79%
Literacy	Spanish	175	60	34%	168	146	87%	167	160	96%
Math	Spanish	173	42	24%	168	122	73%	167	158	95%



Farias ECC Coffee with the Principal Agenda August 2023

School Mission: Our School Family will provide a high-quality education to all students in a safe and caring environment.

Farias ECC Academic Goals
90% of our students will identify a minimum of 40 letters. /90% de nuestros alumnos identificarán un mínimo de 40 letras.
90% of our students will identify a minimum of 20 sounds. /90% de nuestros alumnos identificarán 20 sonidos.
90% of our students will count 4 out of 5 sets correctly. /90% de nuestros alumnos contarán 4 de 5 grupos correctamente.

Discussion Points	Notes
Welcome and Connection/ <i>Bienvenida y conexión</i>	
Parent Connection/ <i>Conexión de padres</i>	
Student and Family Support/ <i>Apoyo para los alumnos y las familias</i> <ul style="list-style-type: none"> School Counselor-Luz Garcia Wraparound Resource Specialist-Olivia Aguayo 	
Parent Vision/ <i>Visión de padres</i>	
Farias ECC goals/ <i>Metas de Farias</i> <ul style="list-style-type: none"> School Mission PreK Guidelines Student Engagement 	
Instructional Ideas for the home/ <i>Ideas instructivas para el hogar</i>	

Questions/Concerns	.
<p>Important Dates:</p> <ul style="list-style-type: none"> • Sept. 13 PTO Meet and Greet • Sept. 20-Children's Museum parent event • Sept. 25-Fall Holiday/No School • Sept. 27-Open House (4:30 PM to 6:00 PM) 	



Houston Independent School District (Distrito Escolar Independiente de Houston)

TITLE I, PART A PROGRAM SIGN-IN SHEET (Título I, Hoja de registro)

School Name: **Farias ECC**

Date/Time: **SEP. 27, 2023**

Session Name: **PTO ELECTIONS**

Presenter: **MRS. ZAMARRIPA / MS. Aguayo**

Parent Involvement Types (please check one):

Conference _____ Ed/Training _____ Family Literacy _____ Planning **X** Volunteer _____

Last Name (Apellido)	First Name (Nombre)	Child's Name (Nombre y Apellido del hijo/a)	Phone (Teléfono)	Teacher (Maestro/a)
✓ Becker	Mindi	Clark Becker	937-287-9248	ms. Nieto
✓ Arias	Aldi	Alexa Elvir	346-694-9702	Mrs. Nieto
✓ Estrada	Isana	Liliana Estrada	832-387-8038	Ms. Guzman
Castillo	Alex	Anakin & Alex Bentancourt	832-923-2143	Mr. Lopez
✓ Pineda	Maria	Dacia Dias	832-277-1352	ms. Sanchez
MORFIN	AIDA	XARENI RAMIREZ	346-243-0194	MS. PALOS
Vargas	Maria	Litzy Licea	713-775-1871	MS Guzman
Aguilar	Alejandro	Litzy Licea	832-783-5922	MS Guzman
✓ Perez	Cynthia	Brielle Hernandez	713-480-2414	MS. Perdomo
✓ Perez	Darlene	LEAH R. VELAZQUEZ	281-929-1452	MS Nieto
✓ LUNQUEIA	Priscilla	Damian Alejandro	832-860-2363	MS. Lopez



Houston Independent School District (Distrito Escolar Independiente de Houston)

TITLE I, PART A PROGRAM SIGN-IN SHEET (Título I, Hoja de registro)

School Name: Farias ECC

Date/Time: SEP. 27, 2023

Session Name: PTO Elections.

Presenter: MRS. ZAMARIPA / MS. Aguayo

Parent Involvement Types (please check one):

Conference _____ Ed/Training _____ Family Literacy _____ Planning ☒ Volunteer _____

Last Name (Apellido)	First Name (Nombre)	Child's Name (Nombre y Apellido del hijo/a)	Phone (Teléfono)	Teacher (Maestro/a)
✓ de Siguenza	Yeni	Chelsea Siguenza	281-683-2644	Mrs. Silva.
✓ Silva	Celesee	Dulce Coronado	316-757-1033	Ms. Garcia
Adelina	Flores	Isaac Peraza	832-364-1659	Ms. Sanchez
✓ Lluvia	Larios	Abraham Larios	832-570-3110	Mrs. Zepeda
✓ Diaz	Nancy	Emmanuel G Diaz	837-858-0391	Mr Delgado
✓ Diaz	Enrique I	Emmanuel G Diaz	832-858-5095	Mr. Delgado
✓ Avila	Miriam	Jacob Ambrosio Avila	832-770-0578	Ms. Rodriguez
✓ Hernandez	Mette	Brielle Hernandez	832-564-6687	ms. Perdomo
ESPINOZA	JUANITA	Katherine Espinoza	832-201-7940	Ms. Iglesias
✓ Alexandre	Suzanne	Damian Alexandre	281-965-0485	MS. Lopez
✓ Dayana Perez		Leah R. Velazquez	979-291-4586	MS. Pardo



Houston Independent School District (Distrito Escolar Independiente de Houston)

TITLE I, PART A PROGRAM SIGN-IN SHEET (Título I, Hoja de registro)

School Name: Farias ECC Date/Time: SE P. 20, 2023
 Session Name: CMH. "RAISING A READER" Presenter: MRS. ZAMARRIPA

Parent Involvement Types (please check one):

Conference _____ Ed/Training X Family Literacy X Planning _____ Volunteer _____

Last Name (Apellido)	First Name (Nombre)	Child's Name (Nombre y Apellido del hijo/a)	Phone (Teléfono)	Teacher (Maestro/a)
Arias	Aldi V.	Alexa Elvir	346-649-97-02	Mrs. Nieto
Morales	Celene	Delilah Ostio	409-457-72 47	Delgado
Morales	Celene	Valeria Ostio	409-457-72 47	Zepeda.
Ruano	Jossetine	Hendrid Cordova	832-872-0826	Ms. Garcia
Del Carmen	Olga	Michelle MS DelCarmen	619 4535006	Mrs. Mahan
Mendoza	Alma	Jasmine Garcia	346 365 4464	Ms. Palos.
MORFIN	AIDA	XARENI RAMIREZ	346 243 0194	MS. PALOS
Medrano	Lisbeth	Scarleet Jimenez	713-319-7673	MS. MIHAC
Perez	Maria	Alejandra Santos	832-373-1424	MS. Torres
MARTINEZ	Jessica	Yazlen G. MURCH	832 805 7786	Mr. Delgado
Martinez	Maria	Camila Hernandez	832-888-4247	MS. Garcia
Romero	Ana	Martine Romero	832 283 8592	
Landin	Maryel.	Juan M. Aldame	832-6596303	Sanchez.



Houston Independent School District (Distrito Escolar Independiente de Houston)

TITLE I, PART A PROGRAM SIGN-IN SHEET (Título I, Hoja de registro)

School Name: Farias ECC

Date/Time: SEP. 20, 2023

Session Name: CMH - "RAISING A READER"

Presenter: MRS. ZAMARRIPA

Parent Involvement Types (please check one):

Conference ☐

Ed/Training ☒

Family Literacy ☒

Planning ☐

Volunteer ☐

Last Name (Apellido)	First Name (Nombre)	Child's Name (Nombre y Apellido del hijo/a)	Phone (Teléfono)	Teacher (Maestro/a)
Silva	Lelesee	Dulce Coronado	346-288-2071	Mrs. Garcia
de Siguenza	Yeni	Chelsea Siguenza	281-683-2644	Mrs. Silva
Iris villanueva	Eliel	Eliel Gonzalez	936 460 1573	Mrs. Garcia
Zamora	Karla Daniela	Emilia N. Alvarado	346-341-4150	Mrs. Torres
Pineda	Ely Velazquez	Mia		
Pineda	Maria	Dacia Dias	832 277 1352	m Sanchez
Wopez	Janet	Luca Munoz	832 853 3204	mr. Delgado
Ortiz	Karen	Ander Rico Ortiz	346-320-95-37	ms. Palos
Quistan	Marlet	Luis Vargas	(713) 894-2677	Ms. Mchan
Miranda	Dunia	Yasuan Quintanilla	281-682-2395	Mrs Mchan
Giron	Gloria	Zoe Osorio	346 321 1326	Mrs Torres
Avila	Carmen	Evelyn Hernandez	346-8049334	Mrs Gusman
Sofia	Villanueva	Nathaly Castellanos	832 965 8275	Mrs Silva



Houston Independent School District (Distrito Escolar Independiente de Houston)

TITLE I, PART A PROGRAM SIGN-IN SHEET (Título I, Hoja de registro)

School Name: Farias ECC

Date/Time: SEP. 20, 2023

Session Name: CMH "Raising a Reader"

Presenter: MRS. ZAMARRIPA

Parent Involvement Types (please check one):

Conference _____ Ed/Training ☒ Family Literacy ☒ Planning _____ Volunteer _____

Last Name (Apellido)	First Name (Nombre)	Child's Name (Nombre y Apellido del hijo/a)	Phone (Teléfono)	Teacher (Maestro/a)
Jessica	FLORES	Justin	Carci a	910 965-3007
Bradly Cantorero	Bradly	Justin	910 806 9325	Garcia
Alvarez	Yesenia	Fernando Orozco	713 517 1123	Ms. Sanchez
Flores	Jorhaver	Jazlyn Maldonado	832 334-7487	Ms. Silva
Gutiérrez	Maria	Angeles L Morales	346 450 0522	Ms. Selva
Morales	Norma	Angeles I Morales	832 537 6662	Ms Silva
Sanchez	Araceli	Lia Sanchez / Omar Hernandez	832 785 6116	Ms Gomez / Ms Chan
Cordero	Noemi	Adael Turubiarter	832-386-8259	Mr. Delgado
Cole	Gelym	Thiago Cole	346-288 1084	Mr Silva
Marron	Caricum o	Thiago Cole	409 337-6800	Mr. Silva
Cruz	Michelle	Michael Najera	832-610-9937	Mchan
Velasquez	Nanci	Angel Ayala	832-441-2409	Ms. Sanchez
Enoe	Ruf	Valery	713 212 9869	Ms tower

TITLE I, PART A PROGRAM SIGN-IN SHEET (Título I, Hoja de registro)

School Name: **Farias ECC**

Date/Time: SEP. 20, 2023

Session Name: CMH-RAISING A READER

Presenter: MRS. ZAMARRI / children's museum of
flurston

Parent Involvement Types (please check one):

Conference _____ Ed/Training X Family Literacy X Planning _____ Volunteer _____

[illegible]

Needs Assessment for Campus Staff

Please choose the response for each item that most closely indicates your level of need for assistance in the area described, so the campus may respond appropriately. This needs assessment is anonymous. Thank you for your help.

A. Little or no need for assistance - B. Moderate need for assistance - C. High need for assistance
--

1. _____ Dealing with stress
2. _____ Finding out what is expected of me as a teacher
3. _____ Communicating with the principal
4. _____ Communicating with other teachers
5. _____ Communicating with parents
6. _____ Classroom management
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction and understanding the curriculum
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Differentiating instruction
15. _____ Completing administrative paperwork
16. _____ Using a variety of teaching methods
17. _____ Facilitating group discussions
18. _____ Grouping for effective instruction
19. _____ Administering standardized achievement tests
20. _____ Understanding the school system's teacher evaluation process
21. _____ Understanding my legal rights and responsibilities as a teacher
22. _____ Becoming aware of special services provided by the school district (content support, employee assistance program, trainings, etc.)
23. List any professional needs you have that are not addressed in the items above.

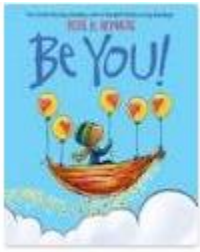
Needs Assessment for Staff Reporting on Student Needs

We want to ensure that our campus develops and provides counseling services that address student needs. This survey intends to gather valuable information based on your observation of what students on your campus may require from a counseling and guidance program/curriculum.

Please be honest in your responses. Only you will know the answers you provide. Thank you for your help.

Students Need Help With	Check
1. Social-Emotional Learning (self-awareness, self-management, social awareness, relationship skills, responsible decision making)	
2. Mental health concerns	
3. Behavior Modification and Self-Regulation Strategies	
4. Bullying/Cyber-bullying	
5. Conflict Resolution and Peer Mediation	
6. Suicide Prevention and Self Harm	
7. Stress-Management	
8. Grief and Loss	
9. Divorce and Separation	
10. Drug and Alcohol Awareness	
11. College and Career Readiness	
12. Study Skills, Organization and Test Anxiety	

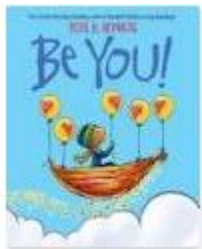
13. Please share any other topic you need help with.



FARIAS encourages you to BE YOU!

23-24 August Pre-Service Professional Development Plan

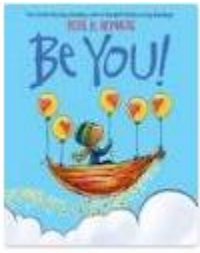
	Time	Activity	Facilitator	Audience
Mon., August 14	8:30 AM - 4:30 PM Agenda A or B	Quality Instruction Conference - Day 1 Location: NRG Center	District Level training	Classroom Teachers and Teacher Assistants
	Agenda A 8:30-10:00 Keynote 10:15-11:45 Session 1 12:00-1:30 Session 2 1:30-2:30 Lunch on your own 2:45-4:15 Session 3	Agenda B 8:30-10:00 Keynote 10:15-11:45 Session 1 12:00-1:30 Session 2 1:30-2:30 Lunch on your own 2:45-4:15 Session		
Tues., August 15	8:30 AM - 4:30 PM Agenda A or B	Quality Instruction Conference - Day 2 Location: NRG Center	District Level Training	Classroom Teachers and Teacher Assistants
	Agenda A 8:30-10:00 Keynote 10:15-11:45 Session 1 12:00-1:30 Lunch on your own 1:00-2:30 Session 2 2:45-4:15 Session 3	Agenda B 8:30-10:00 Keynote 10:15-11:45 Session 1 12:00-1:30 Session 2 1:30-2:30 Lunch on your own 2:45-4:15 Session 3		



FARIAS encourages you to BE YOU!

23-24 August Pre-Service Professional Development Plan

Wed., August 16 or Job Alike**	8:00 AM -11:30 AM	HISD Convocation Event (AM) Location: NRG Center <i>*Parking held at Forest Brook MS or on your own on location (\$25 fee)</i>	Park and ride from: Pavilion or Forest Brook MS	Classroom Teachers and Teacher Assistants
	12:30 PM- 1:00 PM	Lunch provided on campus		
	1:15 PM – 3:15 PM Teachers: 3:15-5:15 PM Schedule parent conferences***	Campus Welcome Back (PM) <ul style="list-style-type: none"> SEL- Connections as a School Family HISD Destination 2035 Q&A Special afternoon treat provided at 3:00 PM	Solis, Velasquez	All Staff
Thurs., August 17 Job Alike**	8:30 AM- 4:30 PM	Curriculum Training* Location: Kingdom Builders Center 6011 W. Orem Dr. 77085 (Office staff and non-instructional staff report to campus)	District Level Training	Classroom Teachers and Teacher Assistants Job Alike defined Roles
Fri., August 18 Job Alike**	8:30 AM- 4:30 PM	Curriculum Training* Location: Kingdom Builders Center (TAs, Office staff and non-instructional staff report to campus)	District Level Training	Classroom Teachers and Teacher Assistants Job Alike defined Roles
Mon., August 21	7:30 AM- 3:15PM	Classroom Work Day (Teachers and Teacher Assistants) Light breakfast provided Lunch on your own		Teachers and Teacher Assistants and Staff
Tues., August 22	7:30 AM (Breakfast snacks provided)	Curriculum Based Training <ul style="list-style-type: none"> Read Alouds 	Solis Velasquez	Teachers and Teacher Assistants

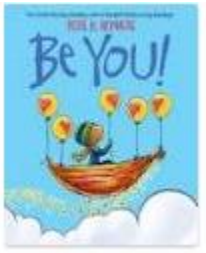


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23-24 August Pre-Service Professional Development Plan

	8:00 AM - 11:30 AM	<ul style="list-style-type: none"> Phonological Awareness 		
	11:30- 12:00 PM	Lunch – Chick-Fil-A		
	12:15 PM- 3:15 PM	Parent Connections		Classroom Teachers
Wed., August 23	7:30 AM (Breakfast snacks provided) 8:00 AM - 11:30 AM	Curriculum Training and Student Engagement <ul style="list-style-type: none"> Curriculum Binder MRS Strategies 	Solis Velasquez	Teachers and Teacher Assistants
	11:30- 12:00 PM	Lunch - Nacho Day		
	12:15 PM- 3:15 PM	Parent Connections		Classroom Teachers
Thurs., August 24	7:30 AM (Breakfast snacks provided) 8:00 AM - 11:30 AM 8:00 AM- 10:00 AM	Coaching and Feedback <ul style="list-style-type: none"> On the Spot Coaching Spot Observation Forms 	Solis Velasquez	Teachers and Teacher Assistants
	11:30- 12:00 PM	Lunch – Hot Dog Day		
	12:15 PM- 3:15 PM	Parent Connections		Classroom Teachers
Fri., August 25	7:30 AM (Breakfast snacks provided) 8:00 AM - 11:30 AM	Daily Procedures <ul style="list-style-type: none"> First week procedures Daily Expectations Opportunity Culture Meeting 11:00-12:00	Solis Velasquez	Teachers and Teacher Assistants
	11:30- 12:00 PM	Lunch – Taco Day		
	12:15 PM- 3:15 PM	Parent Connections		Classroom Teachers

*Curriculum Training Website: <https://www.houstonisd.org/Page/198876> For detailed information regarding expectations and meals.



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23-24 August Pre-Service Professional Development Plan

****JOB ALIKE Website:** <https://www.houstonisd.org/Page/198878>

Job Alike Titles are defined as: Core Enrichment Discipline Teacher: Health/Physical Educations, Counselor, Librarian/Digital Media Specialist, Nurse (Health & Medical), Technologist/CIT (IT), Title I Coordinator, 504 Coordinator

***** Compensation will be provided for parent conferences up to three hours for scheduling and up to five hours for meetings after regular work hours.**

Farias ECC EOY Reflection 2023



Thank you for an ENCANTO school year! You were truly “Fantastical” and “Magical”. We enjoyed our journey with you as a member of our School Family! There was a lot of growing and learning! We appreciate the unique gift you shared with others.

We are happy to share our new theme for the 2023-2024 school year based on the Peter H. Reynolds book, “Be YOU!”. We hope to celebrate our uniqueness and the special voice that we all have to make the world a better place. Please complete the following questions so that we are best prepared for this journey:

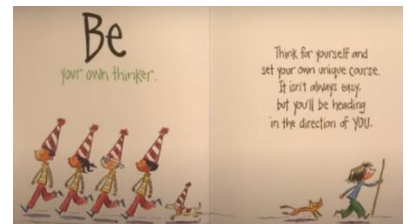
1. My birthday is _____
2. My favorite color is _____
3. My favorite beverage is _____
4. A song that inspires me is _____
5. My favorite salty snack is _____
6. My favorite sweet snack is _____
7. I feel valued and appreciated when _____
8. Where were you born? Be as specific as possible. _____

Name: _____

"We do not learn from experience. We learn from reflection from an experience."-John Dewey

Reflection Questions

1. What brought the most joy working at Farias ECC?
2. What brought you the most challenges?
3. What is one thing I wish the leader(s) to know about me and recommend that it be acknowledged in the following way:
4. Which area of School Culture do I feel we can improve on and how? Shared Vision, Culture of High Expectations, Intentional Family and Community Engagement, Safe School Environment, and Discipline/Orderly Environment?
5. What are 2 items that would be helpful to purchase that will impact student achievement?



Name _____



Farias ECC SDMC

Meeting Date	September 19, 2023
Commitment	Farias ECC will develop children who are <i>caring, creative, confident, collaborative</i> , and <i>capable critical thinkers</i> in a safe and caring environment.
<ul style="list-style-type: none">I. WelcomeII. Members Roll CallIII. Budgets UpdateIV. Safety UpdateV. SDMC Survey RequestVI. Action Plan for 2324VII. Upcoming Student ActivitiesVIII. Questions/Concerns	



Campus Needs Analysis Minutes
Farias ECC
October 25, 2023
3:00 PM

I. Introduction

5 minutes

II. Campus SWOT Analysis

35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions

20 minutes

IV. Minutes Section



Farias ECC CNA Metting Sign In

October 25, 2023

	Name	Title	Signature
✓	Maria Solis	Principal	Maria Solis
✓	Monica Torres	Parent	Monica Torres
✓	Maria Figueroa	Parent	Gonzalez
✓	Christopher Doria	Community Member	Christopher Doria
✓	Cassandra Villarreal	Community Member	Cassandra Villarreal
✓	Jennifer Miller	Business Representative	Jennifer Miller
✓	Isabel McHan	Professional Staff- Teacher	Isabel McHan
✓	Amanda Iglesias	Professional Staff- Teacher	A. Iglesias
✓	Laura Balderas	Professional Staff- Teacher	Laura Balderas
✓	Laura Garcia	Professional Staff- Teacher	Laura Garcia
✓	Luz Garcia	Professional Staff- Other School Based Professional	Luz Garcia
✓	Nancy Arguelles	Professional Staff- Non Instructional Staff Member	Nancy Arguelles