

Banquete Independent School District

Banquete Junior High School

2024-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

The Mission of Banquete Junior High is to provide a high quality education in a safe, respectful, and inclusive environment.

Vision

Our vision is to create a loving, respectful, and encouraging community at Banquete Junior High.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

23-24 Student Demographics

84.1% Hispanic

15.1% White

61.2% Eco. Dis.

55% At Risk

23-24 Teacher Demographics

83% Hispanic

17% White

64% with 10 or more years of experience

Demographics Strengths

64% of the teachers at BJH have 10 or more years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over 60% of the students at BJH are Economically Disadvantaged and do not know enough about the post secondary opportunities available to them.

Root Cause: Many of our parents are not aware of post secondary opportunities beyond HS that are available for their children. BJH must work closely with the BHS to ensure that students at the JH level are exposed to these opportunities.

Priority Problem Statements

Problem Statement 1: Over 60% of the students at BJH are Economically Disadvantaged and do not know enough about the post secondary opportunities available to them.

Root Cause 1: Many of our parents are not aware of post secondary opportunities beyond HS that are available for their children. BJH must work closely with the BHS to ensure that students at the JH level are exposed to these opportunities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of parental involvement at BJH. BJH needs to increase the number of parents participating in Parental Involvement activities.

Root Cause 2: BJH needs to create more opportunities at various times so that number of parents that are able to participate in these activities can increase.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%.

Root Cause 3: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: MTSS Program has a lack of specificity and goals. BJH needs to do a better job of defining level of intervention needed.

Root Cause 4: Focus has not been prioritized towards this individual program.

Problem Statement 4 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 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 1: All teachers hired at BJH will be highly qualified for the 2024-2025 school year.

High Priority

Evaluation Data Sources: Highly Qualified Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Potential new teachers to BJH will go through an interview process that includes members of the Campus Leadership Team. The interview committee will ensure that potential new teachers are "highly qualified" or in a teacher program to gain certification.</p> <p>Strategy's Expected Result/Impact: We will see an increase in MAPS Data in the Top 2 Quin tiles of at least 10% .</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. Root Cause: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.</p>

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 2: All new teachers at BJH will be assigned a mentor and will meet with once a month with a designated district mentor in order to help increase teacher retention.

High Priority

Evaluation Data Sources: Sign In Sheets
Mentor List

Strategy 1 Details	Reviews			
<p>Strategy 1: Mentors will meet with their Men-tees at the start of the school year and throughout the school year. They will also meet with a district designated Mentor once a month to go over classroom tips and strategies. New teachers will also complete a book study once a semester with the designated Mentor.</p> <p>Strategy's Expected Result/Impact: Strategies will help ensure that BJH increases teacher retention for the 24-25 school year.</p> <p>Staff Responsible for Monitoring: Principal Mentors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. Root Cause: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.</p>

Goal 2: Build a strong foundation of reading and math

Performance Objective 1: Teachers will utilize common planning period for PLC meetings in order to go over DATA and ensure rigor is happening in the classroom through vertical planning.

High Priority

Evaluation Data Sources: MAPS Data
STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet weekly during their planning periods and every other week during their planning period for Department PLC meetings where lessons and DATA will be evaluated.</p> <p>Strategy's Expected Result/Impact: We will see an increase in the Top 2 quin tiles of MAPS of at least 10% and in an increase in Met and Masters scores on the STAAR by at least 10%</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. Root Cause: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.</p>

Goal 2: Build a strong foundation of reading and math

Performance Objective 2: 8th Grade Social Studies will improve the number of students passing the 8th grade Social Studies STAAR test by at least 15%.

High Priority

Evaluation Data Sources: Social Studies STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal and curriculum director will ensure that BRES strategies are being incorporated into the classroom instruction that is taking place in the 8th grade Social Studies classroom. The principal will work with the Social Studies teacher to ensure that an effective YAG is in place.</p> <p>Strategy's Expected Result/Impact: Number of students passing the Social Studies STAAR test will increase by at least 15%.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Social Studies Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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 No Progress
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. Root Cause: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.</p>

Goal 2: Build a strong foundation of reading and math

Performance Objective 3: Students that under performed on the MAPS Reading and Math portion will receive services through the MTSS program.

High Priority

Evaluation Data Sources: MAPS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: MTSS meetings with classroom teachers and parents will occur if a student is struggling with Math and Reading. Students will be monitored closely and intervention strategies will be utilized with the student.</p> <p>Strategy's Expected Result/Impact: At least 55% of BJH students will show growth on the MOY MAPS test in December of 2024.</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: MTSS Program has a lack of specificity and goals. BJH needs to do a better job of defining level of intervention needed. Root Cause: Focus has not been prioritized towards this individual program.</p>

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 1: BJH will ensure that that at least 50% of our 8th graders participate in the P-Tech program at the High School for the 2025-2026 school year.

Evaluation Data Sources: HS Enrollment Numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: BJH Counselor along with the BHS Counselor will give a presentation to our current 8th graders over what P-Tech is and how it can benefit them college and career readiness.</p> <p>Strategy's Expected Result/Impact: Help BJH hit their goal for student participation in the P - Tech program</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of the students at BJH are Economically Disadvantaged and do not know enough about the post secondary opportunities available to them. Root Cause: Many of our parents are not aware of post secondary opportunities beyond HS that are available for their children. BJH must work closely with the BHS to ensure that students at the JH level are exposed to these opportunities.</p>

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 2: Students at BJH will have various opportunities throughout the school year to explore various careers they can pursue once they get to high school.

High Priority

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Students at BJH will attend at least two career days throughout the year. Students enrolled in 8th grade will also be given an opportunity to participate in a CTC Summer Camp in order to explore various career fields offered through the Craft Training Center.</p> <p>Strategy's Expected Result/Impact: There will be an increased participation by at least 10% in the P-Tech program.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of the students at BJH are Economically Disadvantaged and do not know enough about the post secondary opportunities available to them. Root Cause: Many of our parents are not aware of post secondary opportunities beyond HS that are available for their children. BJH must work closely with the BHS to ensure that students at the JH level are exposed to these opportunities.</p>

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 3: BJH will develop programs to ensure that students are knowledgeable of post secondary experiences.

High Priority

Evaluation Data Sources: Master Schedule
Teacher Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Every 7th grader at BJH will be enrolled in a College and Career Readiness class so that they can become more aware of post secondary experiences.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge and awareness of post secondary opportunities.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of the students at BJH are Economically Disadvantaged and do not know enough about the post secondary opportunities available to them. Root Cause: Many of our parents are not aware of post secondary opportunities beyond HS that are available for their children. BJH must work closely with the BHS to ensure that students at the JH level are exposed to these opportunities.</p>

Goal 4: Improve lower performing schools

Performance Objective 1: BJH will increase its MAPS scores by 10 % points in the Top 2 Quintiles in the MAPS MOY administration in Dec. 2024.

High Priority

Evaluation Data Sources: MAPS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will effectively use their common planning periods to analyze MAPS Data during PLC meetings. In addition, teachers will use many of the BRES and Lead4Ward strategies to help increase RIGOR in the classroom.</p> <p>Strategy's Expected Result/Impact: At least 55% of the students at BJH will show growth in the MOY MAPS administration.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. Root Cause: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.</p>

Goal 4: Improve lower performing schools

Performance Objective 2: BJH will increase its attendance rate to 95% of the 2025 school year.

High Priority

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Clerk will contact parents of students with more than 5 absences and will document each time they reach out. Attendance meetings will be held with parents and principal for students with excessive absences each semester.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive a monetary award for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. **Root Cause:** Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.

Perceptions

Problem Statement 1: There is a lack of parental involvement at BJH. BJH needs to increase the number of parents participating in Parental Involvement activities. **Root Cause:** BJH needs to create more opportunities at various times so that number of parents that are able to participate in these activities can increase.

Goal 5: Safe, supportive learning environment

Performance Objective 1: BJH will participate in the state required monthly drills 100% of the time.

High Priority

Evaluation Data Sources: Safety Drill Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff and students will participate in various monthly safety drills as required by the state.</p> <p>Strategy's Expected Result/Impact: To help ensure staff will be better prepared for an emergency.</p> <p>Staff Responsible for Monitoring: Principal BJH officer</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The BJH Principal will meet with the officer assigned to the campus each morning.</p> <p>Strategy's Expected Result/Impact: To help ensure staff and students are safe.</p> <p>Staff Responsible for Monitoring: Principal School Officer</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students at BJH outperformed their peers in the majority of all tested subject areas on the state STAAR Exam. Although students performed very well on the MAPS BOY exam, we would like to see an increase in the Top 2 percentiles of at least 10%. Root Cause: Teachers need to address rigor more effectively in the classroom to increase Met and Masters scores on the STAAR and percentages in the Top 2 percentiles of MAPS.</p>

Goal 5: Safe, supportive learning environment

Performance Objective 2: BJH will increase its number of parental involvement meetings by 50%.

High Priority

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: BJH will hold Parents Matter Meetings each month to give parents an opportunity to discuss matters with the Principal and Counselor.</p> <p>Strategy's Expected Result/Impact: Meetings will help increase parent participation at BJH.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a lack of parental involvement at BJH. BJH needs to increase the number of parents participating in Parental Involvement activities. Root Cause: BJH needs to create more opportunities at various times so that number of parents that are able to participate in these activities can increase.</p>

State Compensatory

Budget for Banquete Junior High School

Total SCE Funds: \$34,984.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds will be used to pay the salary for the BJH Library Aide. In addition, supplies for the students to use in the classroom will be ordered for the students.

Personnel for Banquete Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sara Pena	Library Aide	0

Site Based Decision Making Committee

Committee Role	Name	Position
Member	Naomi Rodriguez	Parent
Member	Corina Laraway	Teacher
Member	Zaragoza Gonzalez	Teacher
Member	Heather Russell	Teacher
Member	Jordan Lerma	Teacher
Member	Selene Flores	Teacher
Member	Carlos Flores	Teacher
Member	Alena Garza	Counselor
Member	Ramiro Pena	Principal