Clark County School District

Rogers, Lucille S. ES

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

Public Presentation Date: August 20, 2025

Mission Statement

Lucille S. Rogers Elementary School is committed to promoting academic excellence and social responsibility in a community where students, faculty, and family discover greater ways of learning.

Vision

"Our vision is to create an engaging and supportive learning environment where students thrive academically through active participation, curiosity, and challenge. In partnership with families and the community, we empower every child to grow, succeed, and develop a lifelong love of learning."

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at
https://nevadareportcard.nv.gov/DI/nv/clark/lucille_s._rogers_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Reading:
SBAC projected proficiency increased from 41.2% to 50.7% as measured by the 2025 MAP Growth Reading Spring benchmark.

The Special Education student group scoring above the 70th percentile increased from 8.29% to 9.57% as measured by the 2025 MAP Growth Reading Spring benchmark.

Kindergarten students scoring above the 70th percentile increased from 18.09% to 37.93% as measured by the 2025 MAP Growth Reading Spring benchmark.
1st grade students scoring above the 70th percentile increased from 25% to 32.71% as measured by the 2025 MAP Growth Reading Spring benchmark.
2nd grade students scoring below the 40th percentile decreased from 42.61% to 34.86% as measured by the 2025 MAP Growth Reading Spring benchmark.
3rd grade students scoring below the 40th percentile decreased from 46.09% to 36.07% as measured by the 2025 MAP Growth Reading Spring benchmark.
4th grade students scoring above the 70th percentile increased from 30.65% to 37.82% as measured by the 2025 MAP Growth Reading Spring benchmark.
5th grade students scoring above the 70th percentile increased from 16.35% to 34.48% as measured by the 2025 MAP Growth Reading Spring benchmark.

Math:
SBAC projected proficiency increased from 43.3% to 52.6% as measured by the 2025 MAP Growth Math Spring benchmark.

The Hispanic student group scoring above the 70th percentile increased from 27.6% to 34.07% as measured by the 2025 MAP Growth Math Spring benchmark.
The Asian student group scoring above the 70th percentile increased from 47.54% to 54.76% as measured by the 2025 MAP Growth Math Spring benchmark.
The Native Hawaiian/ Pacific Islander student group scoring above the 70th percentile increased from 27.78% to 53.85% as measured by the 2025 MAP Growth Math Spring benchmark.
The Black student group scoring below the 40th percentile decreased from 51.13% to 42.86% as measured by the 2025 MAP Growth Math Spring benchmark.
The Special Education student group scoring above the 70th percentile increased from 11.9% to 13.04% as measured by the 2025 MAP Growth Math Spring benchmark.

Kindergarten students scoring below the 40th percentile decreased from 26.8% to 19.54% as measured by the 2025 MAP Growth Math Spring benchmark.
1st grade students scoring above the 70th percentile increased from 32.1% to 35.5% as measured by the 2025 MAP Growth Math Spring benchmark.
2nd grade students scoring below the 40th percentile decreased from 53% to 39.4% as measured by the 2025 MAP Growth Math Spring benchmark.
3rd grade students scoring below the 40th percentile decreased from 40.1% to 28.69% as measured by the 2025 MAP Growth Math Spring benchmark.
4th grade students meeting their spring growth target increased from 63.92% to 69.64% as measured by the 2025 MAP Growth Math Spring benchmark.
5th grade students scoring above the 70th percentile increased from 26.21% to 42.24% as measured by the 2025 MAP Growth Math Spring benchmark.

Student Success Areas for Growth

Reading:

T45.33% of the Asian/Pacific Islander student group scored above the 70th percentile compared to 18.45% of the Black/African American student group as measured by the 2025 MAP Growth Reading Spring benchmark.
44.44% of the Asian/Pacific Islander student group scored above the 70th percentile compared to 24.06% of the Black/African American student group as measured by the 2025 MAP Growth Reading Spring benchmark.

The Special Education student group scoring below the 40th percentile decreased from 88.89% to 78.57% as measured by the 2025 MAP Growth Reading Spring benchmark.

Math:
The English Learner student group scoring below the 40th percentile increased from 39.84% to 41.01% as measured by the 2025 MAP Growth Math Spring benchmark.

The Two or More Races student group scoring below the 40th percentile increased from 36.78% to 40.22% as measured by the 2025 MAP Growth Math Spring benchmark.
100% of The American Indian/Alaska Native student group scored below the 40th percentile as measured by the 2025 MAP Growth Reading Spring benchmark.

The Special Education student group scoring below the 40th percentile decreased from 86.96% to 78.57% as measured by the 2025 MAP Growth Math Spring benchmark.

Student Success Equity Resource Supports

 Weighted funds employ educational personnel who provide services for at-risk and ELL students and provide professional learning opportunities.

Student Group	Challenge	Solution
English Learners	**Math:** The Special Education student group scoring below the 40th percentile decreased from 86.96% to 78.57% as measured by the 2025 MAP Growth Math Spring benchmark.	Utilize Imagine Learning, increased focus on discourse and meaning-making opportunities during instruction.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	**Reading:** 45.33% of the Asian/Pacific Islander student group scored above the 70th percentile compared to 18.45% of the Black/African American student group as measured by the 2025 MAP Growth Reading Spring benchmark. 44.44% of the Asian/Pacific Islander student group scored above the 70th percentile compared to 24.06% of the Black/African American student group as measured by the 2025 MAP Growth Reading Spring benchmark. **Math:** The Two or More Races student group scoring below the 40th percentile increased from 36.78% to 40.22% as measured by the 2025 MAP Growth Math Spring benchmark. 100% of The American Indian/Alaska Native student group scored below the 40th percentile as measured by the 2025 MAP Growth Reading Spring benchmark.	Inclusion of culturally responsive instructional materials, targeted differentiation and scaffolding, Project Lit, No Place for Hate.
Students with IEPs	**Reading:** The Special Education student group scoring below the 40th percentile decreased from 88.89% to 78.57% as measured by the 2025 MAP Growth Reading Spring benchmark. **Math:** The Special Education student group scoring below the 40th percentile decreased from 86.96% to 78.57% as measured by the 2025 MAP Growth Math Spring benchmark.	Increased collaboration between general education and special education teachers.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Reading: Only about 35% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment. Mathematics:

Only about 39% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment.

Critical Root Cause: Reading: Students need more exposure to student-centered, grade-level instruction aligned to the rigor of the NVACS. Students who have mastered grade level standards need additional differentiation/enrichment. Mathematics: Students need more exposure to student-centered, grade-level instruction using math manipulatives and problem-based learning. Students who have mastered grade level standards need additional differentiation/enrichment.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Weekly PLC meetings were consistent.

Adult Learning Culture Areas for Growth

PLC meetings will focus on instructional strategies, specifically the reteaching section of the structure data meeting protocol.

Adult Learning Culture Equity Resource Supports

Weighted funds employ educational personnel who provide services for at-risk and ELL students and provide professional learning opportunities.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	**Reading:** 45.33% of the Asian/Pacific Islander student group scored above the 70th percentile compared to 18.45% of the Black/African American student group as measured by the 2025 MAP Growth Reading Spring benchmark. 44.44% of the Asian/Pacific Islander student group scored above the 70th percentile compared to 24.06% of the Black/African American student group as measured by the 2025 MAP Growth Reading Spring benchmark. **Math:** The Two or More Races student group scoring below the 40th percentile increased from 36.78% to 40.22% as measured by the 2025 MAP Growth Math Spring benchmark. 100% of the American Indian/Alaska Native student group scored below the 40th percentile as measured by the 2025 MAP Growth Reading Spring benchmark.	Intentional discourse surrounding support and strategies to meet the unique needs of all student groups.

Student Group	Challenge	Solution
Students with IEPs	**Reading:** The Special Education student group scoring below the 40th percentile decreased from 88.89% to 78.57% as measured by the 2025 MAP Growth Reading Spring benchmark. **Math:** The Special Education student group scoring below the 40th percentile decreased from 86.96% to 78.57% as measured by the 2025 MAP Growth Math Spring benchmark.	Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): At the end of the 2024-2025 school year, administrative walk data from the Tier I Monitoring Tool showed that tasks aligned to standards were seen in 53% of classroom observations. Forty-nine percent of observations showed evidence of scaffolding to help all students access Tier I learning.
Critical Root Cause: Lack of time to collaborate. PLC meetings have become business meetings and not focused on data.

Connectedness

Connectedness Areas of Strength

85% of students surveyed responded favorably to the question: "Do you have a teacher or other adult from school who you can count on to help you, no matter what?" on the Panorama survey.

66% of black students surveyed felt a sense of belonging, as compared to 63% of all respondents.

More consistent small group and classroom lessons occurred with the school counselor and school social worker.

Connectedness Areas for Growth

59% of students surveyed felt a sense of belonging to the school, down from 65% on the Spring 2024 Panorama benchmark. There is a 6% difference between the Hispanic student group (54%) who responded to the survey and all respondents who responded to the survey (61%) as to whether they feel a sense of belonging at school.

Connectedness Equity Resource Supports

Weighted funds employ educational personnel who provide services for at-risk and ELL students and provide professional learning opportunities.

<u>Student Group</u>	<u>Challenge</u>	<u>Solution</u>
<u>Racial/Ethnic Minorities</u>	59% of students surveyed felt a sense of belonging to the school, down from 65% on the Spring 2024 Panorama benchmark. There is a 6% difference between the Hispanic student group (54%) who responded to the survey and all respondents who responded to the survey (61%) as to whether they feel a sense of belonging at school.	Culturally responsive book studies (Lost At School).

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students lack a sense of belonging to the school.
Critical Root Cause: Student centered instruction versus teacher centered instruction. Lack of student reassessment opportunities and feedback conferences. Lack of consistent school social worker and school counselor groups and lessons not occurring due to class coverage needs.

Priority Problem Statements

Problem Statement 1: Reading: Only about 35% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment. Mathematics: Only about 39% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment.

Critical Root Cause 1: Reading: Students need more exposure to student-centered, grade-level instruction aligned to the rigor of the NVACS. Students who have mastered grade level standards need additional differentiation/enrichment. Mathematics: Students need more exposure to student-centered, grade-level instruction using math manipulatives and problem-based learning. Students who have mastered grade level standards need additional differentiation/enrichment.

Problem Statement 1 Areas: Student Success

Problem Statement 2: At the end of the 2024-2025 school year, administrative walk data from the Tier I Monitoring Tool showed that tasks aligned to standards were seen in 53% of classroom observations. Forty-nine percent of observations showed evidence of scaffolding to help all students access Tier I learning.

Critical Root Cause 2: Lack of time to collaborate. PLC meetings have become business meetings and not focused on data.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students lack a sense of belonging to the school.

Critical Root Cause 3: Student centered instruction versus teacher centered instruction. Lack of student reassessment opportunities and feedback conferences. Lack of consistent school social worker and school counselor groups and lessons not occurring due to class coverage needs.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
  - Districtwide survey
  - Behavior events
  - Absenteeism
  - Classroom observations
  - PLC meetings
  - One-on-one observations

Adult Learning Culture

- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
  - Classroom observations
  - New teacher mentors
  - Observation cycles
  - PLC meetings and structures
  - Professional development

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Other
  - Panorama Survey

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Reading:
Increase the percent of students projected proficient in ELA from 50.7% (Spring 2025) to 56% by 2026 as measured by the 2026 MAP Growth Assessment Spring benchmark.

    Formative Measures: MAP Growth

    Aligns with District Goal

Improvement Strategy 1 Details				Reviews		

Improvement Strategy 1: Ensure grade-level instruction aligned to NVACs is occurring during Tier 1 instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
1	Reading: Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text through implementation of consistent Tier I instructional materials (HMH Into Reading)	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026	No review	No review	
2	Reading: Teachers will explicitly teach close reading strategies to assist students in understanding the text and how to answer questions.	Administration RBG# Literacy Specialist Learning Strategists Teachers	8/2025-5/2026			

Position Responsible: Administration

Resources Needed: Reading:
Read by Grade 3 literacy specialist
Learning strategists
Interventionist to provide small group targeted intervention
High quality complex text
Schoolwide curriculum (HMH)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: HMH Into Reading

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Reading: Only about 35% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment. Mathematics: Only about 39% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment. **Critical Root Cause**: Reading: Students need more exposure to student-centered, grade-level instruction aligned to the rigor of the NVACS. Students who have mastered grade level standards need additional differentiation/enrichment. Mathematics: Students need more exposure to student-centered, grade-level instruction using math manipulatives and problem-based learning. Students who have mastered grade level standards need additional differentiation/enrichment.

Inquiry Area 1: Student Success

SMART Goal 2: Mathematics:
Increase the percent of students projected proficient in mathematics from 52.6% (Spring 2025) to 58% by 2026 as measured the 2026 MAP Growth Assessment Spring benchmark.

    Formative Measures: MAP Growth

    Aligns with District Goal

Improvement Strategy 1 Details					Reviews		

Improvement Strategy 1: Ensure grade-level instruction aligned to NVACs is occurring during Tier 1 instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
1	Mathematics: Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text through implementation of consistent Tier I instructional materials (EnVisions)	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026	No review	No review	
2	Mathematics: Teachers will explicitly teach discourse strategies that include the use of sentence stems and academic vocabulary.	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026			
3	Mathematics: Teachers will use manipulatives as a scaffold to deepen student understanding.	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026			

Position Responsible: Administration

Resources Needed: Math:
Learning Strategists
Accountable Talk sentence stems
enVisions 2020 manipulative kits
Number Talks book
Professional learning to support embedding of number talks in enVisions 2020 lessons

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: enVisions math

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Reading: Only about 35% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment. Mathematics: Only about 39% of students are above the 70th percentile as measured by the Spring 2025 MAP Growth Assessment. **Critical Root Cause**: Reading: Students need more exposure to student-centered, grade-level instruction aligned to the rigor of the NVACS. Students who have mastered grade level standards need additional differentiation/enrichment. Mathematics: Students need more exposure to student-centered, grade-level instruction using math manipulatives and problem-based learning. Students who have mastered grade level standards need additional differentiation/enrichment.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026 school year, 80% of classroom observations will include standard-aligned tasks and assessments with evidence of scaffolds to support student learning as measured by site-based instructional walk data.

    Formative Measures: Focal Point

    Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Use common data meeting structure and use PLC observation form to ensure structures are followed. Use instructional walks to monitor the transfer of PLC conversations to classroom instruction.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Create a master schedule that includes common planning time for grade levels	Administration	5/2025			
2	Use of Weekly Data Meeting Protocol to guide each meeting	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026			
3	Include intentional discussion of equity supports for reteaching	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026			
4	Conduct instructional walks four times per school year using the school-created observation tool	Administration RBG3 Literacy Specialist Learning Strategists Teachers	8/2025-5/2026			
5	Monthly administrative instructional walks will use the Tier I Monitoring Tool (Focal Point)	Administration	8/2025-5/2026			
6	Conduct leadership team instructional walks using the ELA and Math Look for tools to monitor progress of the goal	Administration RBG3 Literacy Specialist Learning Strategists	8/2025-5/2026			

Position Responsible: Administration

Resources Needed: Instructional coaches
Common planning time
Space for staff to focus with necessary instructional materials
Training on the CCSD Teaching and Learning cycle provided to staff

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: Professional Learning Communities
Level 3: Promising: Analyze data in PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: At the end of the 2024-2025 school year, administrative walk data from the Tier I Monitoring Tool showed that tasks aligned to standards were seen in 53% of classroom observations. Forty-nine percent of observations showed evidence of scaffolding to help all students access Tier I learning.   **Critical Root Cause**: Lack of time to collaborate. PLC meetings have become business meetings and not focused on data.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, 85% or more of students surveyed using the Panorama survey will report they have a teacher or other adult who they can count on to help them.

    Formative Measures: Panorama Survey

    Aligns with District Goal

	Improvement Strategy 1 Details			Reviews		

Improvement Strategy 1: Build social/emotional supports into the class and master schedule.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check Oct	Status Check Feb	EOY Reflection June
1	Implementation of the schoolwide Ron Clark Academy house system Implement and monitor Schoolwide PBIS expectations	All staff	8/2025-5/2026	No review	No review	
2	School counselor and social worker will provide additional support (monthly classroom lessons and small groups)	Administration School counselor School social worker	8/2025-5/2026			
3	Use Check-in/Check-out for targeted students (a variety of staff members have morning meetings with assigned students to provide encouragement, ask how was your day, etc.)	Administration School counselor School social worker	8/2025-5/2026			
4	Provide Raptor Rewards for class and individual rewards	All staff	8/2025-5/2026			
5	Utilize Harmony	Administration School counselor School social worker	8/2025-5/2026			
6	Utilize the No Place for Hate program	All staff	8/2025-5/2026			
7	Administer a site based survey to assess students opinions and perceptions of the school culture and them as learners	Administration School counselor School social worker	8/2025-5/2026			
8	Use Student of the Month photos/Wall of Fame for academics and social skills	Administration	8/2025-5/2026			

Position Responsible: Administration

Resources Needed: Professional learning materials related to improving students belonging and connectedness
Panorama Playbook and screener data
School Counselor
School Social Worker
Harmony instructional materials

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: PBIS
Level 3: Promising: Creating a Positive School Climate and Culture, Sanford Harmony

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students lack a sense of belonging to the school. **Critical Root Cause**: Student centered instruction versus teacher centered instruction. Lack of student reassessment opportunities and feedback conferences. Lack of consistent school social worker and school counselor groups and lessons not occurring due to class coverage needs.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The leadership team and administration meet monthly to review and analyze data. That information is then shared with the SOT for further feedback and finalization.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The leadership team and administration meet monthly to review and analyze data. That information is then shared with the SOT for further feedback and finalization. The agenda is posted on the website.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Additional teachers were purchased with Title I funds which decreases the class size to increase instructional time per student.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

We are intentional about holding events on different days of the week at different times of the day to include as many people as possible.

Continuous Improvement Team

Team Role	Name	Position
Team Member	Christallynne Pagualan	Parent
Team Member	Christine Drollinger	Parent
Team Member	Sylvia Vandever Roberts	Parent
Team Member	Micheal Schwartzman	Support Professional
Team Member	Sarah Bookout	Teacher
Team Member	Cristina Gaff	Teacher
Team Member	Kathryn Hogan	Assistant Principal
CI Team Lead	Jennifer Hamby	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Meet & Greet	8/8/2025	