# Aledo Independent School District

# Walsh Elementary

# 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science

# Mission Statement

MISSION:

As a community of learners, we at Walsh Elementary are dedicated to inspiring young people. Through a climate of respect and high expectations, we will foster creative minds, healthy bodies and honorable character in order to lead today, explore the world and build the future.

MOTTO:

Growing Greatness

# Vision

Aledo ISD Vision Statement:

Growing greatness through exceptional experiences that empower learners for life.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our third year as a community school, educating all students in our area. Our current population at Walsh is 590 students with 44.7% female and 55.3% male. The breakdown of ethnicity is as follows: African American 2.9%, Other 6.5 %, Caucasian 71.2%, and 19.3% is Hispanic. Our economically disadvantaged population is 18.2%. The percent of students receiving special education services is 10% and our students receiving ESL services is 2.9%. Additionally, we have 3.2% of our students receiving GT services. Walsh has been deemed a Title I school based on our demographics. Walsh is proud to have two campus administrators, one full-time counselor, one full-time campus librarian, thirty eight full-time instructional professionals, one full-time diagnostician, four full-time special education instructors and four instructional aides, as well as four part-time professional staff members.

At Walsh, we are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development and create continuous high-quality work. Our state of the art facility has collaborative areas, thinking walls, innovative technology, an art classroom, maker space, and science labs to meet the needs of all our students.

Walsh gathered data from many sources in developing our Comprehensive Needs Assessment. The Walsh process for reviewing our data, identifying our campus foundational strengths and needs began after compiling results from STAAR data, accountability ratings, and other assessment end of year results. From that data and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

**Demographics Strengths**

- Walsh boasts a highly qualified faculty that focuses on the whole child.

- 97% of our core faculty staff are ESL Certified.

- Walsh faculty focuses on continuously growing as a team to meet the needs of all students.

- Walsh culture and climate is rooted in collaboration, communication, creativity, and critical thinking.

- Students at Walsh have a belief system based of the Power of Yet/Growth Mindset.

**Needs**

  - Walsh attendance rate was at 97.34% for the 2018-2019 school year, which put Walsh in the fourth quartile for accountability.

# Student Achievement

**Student Achievement Summary**

Walsh Elementary School believes that achievement and success for all students is the main priority. With two years of data, we compared our school to that of the district scores.

Growth for students was due to the implementation of purposeful instruction, specific interventions, and continuous monitoring of student data throughout the school year.

As a campus, we have implemented district instructional practices and developed processes that engage students through high quality instruction. Walsh staff has worked to create a master schedule that allows for intervention and student tutoring. Through the PLC at Work process, we are able focus on the 4 questions:

1. What is it we want students to learn?
2. How will we know if each student learned it?
3. How will we respond if some students don't learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

During tutoring, our staff works to strengthen skills and close learning gaps.

Based on the results of the STAAR Data, Walsh was awarded two Distinctions; Academic Achievement in English-Language Arts/Reading & Science.

Our teams evaluated our school performance data and determined that while we have students approaching knowledge of the content, they are not meeting and mastering the content knowledge. Our data below demonstrates a need to ensure what we teach, how we teach the curriculum, and design instruction that embeds a balanced literacy approach to teaching. While our District Problem of Practice is focused on progress growth in the area of writing, our campus will also address a need for mastery in the area of mathematics.

2019 Data

|  | ELAR | Math | Writing | Science |
|---|---|---|---|---|
| Percent Approaching Content Knowledge | 91% | 86% | 82% | 85% |
| Percent Meeting Content Knowledge | 66% | 62% | 61% | 74% |
| Percent Mastering Content Knowledge | 48% | 38% | 27% | 50% |

2019 Data

| Target Area: Math | School | District |
|---|---|---|
| Percent Approaching Content Knowledge | 86% | 94% |
| Percent Meeting Content Knowledge | 62% | 75% |
| Percent Mastering Content Knowledge of Math | 38% | 46% |

**Student Achievement Strengths**

Strengths:

- A strong climate and culture around high quality work and mastery of skills and knowledge.

- Specific student intervention time in the master schedule to work with small groups, conduct pull out workshops and hone in on targeted skills.

- Innovative thinking amongst staff to monitor the progress of targeted student population.

- Awarded two Distinctions: Academic Achievement in English-Language Arts/Reading & Science.

- Teachers meet weekly in collaborative teams to disaggregate data & plan intervention accordingly.

Needs:

- Students at Walsh are not reaching appropriate level of mastery in the area of Math.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

# School Culture and Climate

**School Culture and Climate Summary**

Walsh adopted Capturing Kids Hearts, a system where the faculty and staff work as a family with common beliefs and goals. We use this approach to capture the students' minds and hearts, build relationships, make learning fun, and ensure student success. Our parent volunteer program has already shown to help parents acclimate to our culture while contributing to student learning. Walsh has adopted the Watch D.O.G.S Program to bring positive male mentorship to the building.

Walsh has developed a student recognition committee to ensure students are recognized in various ways and at various times across campus. Our students are our focus, and the most important people in the school environment. Student leadership has become a hallmark of our school, and the student council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol, and various community service projects throughout the school year. Students are reminded of their positive impact and influence through attendance recognition.

The Walsh staff is 100% highly qualified and work together to maintain the positive climate and culture that has been established since the doors opened.

Climate and Culture also includes our parent families. We have a guiding coalition, which will routinely check the pulse of the campus and make decisions on the path forward.

A campus survey will be administered in January.

The data sources reviewed to identify areas of need will include questionnaires/surveys, school walkthrough data, focus groups, and meetings.

**School Culture and Climate Strengths**

Walsh Elementary prides itself on creating an environment that is safe and allows for students to take risks. Our goal is always to ensure families feel welcome to enter our building, volunteer their time and team with teachers for the growth of their students. Some of the strengths determined by our teams include:

- All staff work together to create a safe learning environment for students.

- Our Student Council is facilitating projects that promote a positive school culture and climate.

- Capturing Kids Hearts to build relationships, with 100% of staff trained in implementation.

- Our PTO has two activities per month to include parent participation.

- The Family Fun Nights Committee has additional activities planned once a month.

- Our Campus Improvement Committee allows for feedback to improve Walsh Elementary School and includes the whole staff, business owners, community members and parents.

Needs:

- Safety is a concern that has begun to be addressed through new policies and procedures as the campus continues to grow rapidly.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

It is the intention of Walsh administration to recruit and retain highly qualified staff. All Walsh teachers are highly qualified and will have a growth mindset to improve as individuals to positively impact student learning. Continuous learning is a part of the Walsh expectation. The administration will provide support and encouragement to all staff as they meet the needs of every student, every day.

**Staff Quality, Recruitment, and Retention Strengths**

Strengths:

- Professional staff is 100% highly qualified.

- Professional development provided to develop new ideas that promote student success.

- Teacher of the Month selected by peers.

- Administration is in the classrooms coaching teachers and providing support regularly.

- New Teacher candidates are interviewed by a committee of teachers and come prepared to show a sample lesson

- Staff is provided with learning opportunities through Just in Time training.

- Teachers will have opportunities to attend PLC training.

- Math and ELAR tutors support classroom instruction (Title 1 funding - $10,000)

- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success.

- Instructional Specialist to support the PLC at Work process (Title 1 funding - $70,000)

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately $7,225 allocated for Walsh.

- As a Title 1 campus, funding has been allocated to provide additional summer school opportunities in the core areas of instruction. There is approximately $20,000 for personnel.

- Additional certifications are needed for ESL.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

The Walsh Elementary staff believe that consistent implementation of district initiatives, aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. Teachers and grade level teams collaborate to create lesson plans. Campus instruction reflects the use of the TEKS, district curriculum guides, assessment, and research-based resources.

Walsh teachers will intentionally design instruction based on required district components: We Will/I Will/So That I Can statements, Thinking Maps taken to Writing, Critical Writing (beyond note-taking) and Frequent, Small Group Purposeful Talk.

For K-2, teachers utilitze a Balanced Literacy approach to teach early literacy. Grades 3-5 utilitze Write From the Beginning and Beyond.

**Curriculum, Instruction, and Assessment Strengths**

Strengths:

- The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies for not just their class as a whole, but for each unique child
- Meeting in Professional Learning Community Collaborative Teams to collaborate with a Focus on Learning, A Collaborative and Collective Responsibility, and A Results Orientation
- Teachers believe in the District Intructional Focus and implement the initiatives consistently
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond and Fundamental 5 Instructional Strategies
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment-data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers

Needs:

- Ongoing professional development focused on high-level questioning and academic discussion (utilize Title 2 funding of $6, 500)
- Continue to improve upon interventions and extensions for all students through our PLC process
- Research based intervention system for struggling learners and consistent enrichment opportunities for students meeting or exceeding mastery standards
- Vertically aligned essential standards

- More time for Tier 1 and 2 instruction
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN (What I Need)

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Walsh believes that family and community involvement plays a vital role in the success of students. The campus provides several opportunities for volunteering and engagement. Our families are very important to the educational process as well as to the safety and security of our school.

We involve the community through our AISD app, parent emails, Blackboard texts, Aledo and Walsh web pages, Class Dojo, Walsh Elementary Facebook page, teacher web pages and our PTO newsletter.

**Parent and Community Engagement Strengths**

- Watch D.O.G.S program
- Strong Volunteer Program
- An active PTO
- School newsletters all help make our parents feel a part of the school and educational process
- Parent and staff climate surveys are distributed online and the results are shared with central administration and campus staff
- Activities
    - STUCO
    - Watch D.O.G.S Dads Program
    - PTO events
    - Career Day
    - Classroom helpers
    - Lunch monitors
    - Parent representatives on School Health Advisory Committee
    - Volunteer Appreciation Breakfast
    - AdvoCats Run, Walk or Crawl
    - Daddy-Daughter Dance
    - Mother-Son Dodgeball
    - Grandparent's Day Breakfast
    - Family Science Night
    - Family Fitness Night
    - Elves Night Out
    - Participation in the AISD Art Show
    - Fall Curriculum Night

- Choir Concert
- Cardboard Arcade
- Scholastic Book Fairs
- Kindergarten Round Up & Kinder Kamp
- Annual Food Drive
- Specials Teams including Rhythmic Crew, Bouncers, Fitness Rockers and Jumpers

# School Context and Organization

**School Context and Organization Summary**

Walsh will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Walsh staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole. Additionally, informal surveys are sent out for feedback to make processes smoother.

**School Context and Organization Strengths**

Strengths:

- Teachers meet weekly in collaborative teams and use data to plan interventions and extensions for all students.
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success

Needs:

- Strong staff involvement that respects all voices and ideas.
- Clear expectations for staff regarding procedures.
- Lack of consistency in schoolwide procedures and systems.

# Technology

**Technology Summary**

Walsh Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of differentiated instruction, innovation, creativity, and deeper critical thinking. Each classroom is outfitted with a Promethean Board, 5 iPads or 5 Chromebooks and access to a Chromebook cart (for 3rd-5th and a library cart). Throughout the building, technology is available for teacher and student use, including a ten-foot interactive board for all to use. Our Maker Space also allows for the integration of technology along with two state of the art Science Labs fully equipped with technology for use during investigative lessons. Our staff is trained in district adopted apps as well as many web apps that bring about student engaged learning. Walsh utilizes several forms of communication such as teacher web pages, Class Dojo, Remind, Smore newsletters, as well as having a school Facebook page and Twitter account. Many teachers have created web based pages for parents and extended family to join and follow the happenings in the classroom.

Walsh has formed a technology team comprised of teachers and administrators that provide monthly professional development that is based on school needs and staff interest.

**Technology Strengths**

Walsh Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Teachers utilize individual web pages and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.).

- Professional development provided regularly including teacher tech tips.

- Teachers integrate technology into instruction on a daily basis.

- Technology Team addresses the needs of teachers and students.

Needs:

- Lack of student ability to utilize devices independently.

# Priority Problem Statements

**Problem Statement 1**: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

**Root Cause 1**:

**Problem Statement 1 Areas**: Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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
- TTESS data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

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

# Goals

**Revised/Approved: October 03, 2019**

## Goal 1: How We Teach: Delivery of Instruction

**Performance Objective 1:** Walsh Elementary School will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

    **Evaluation Data Source(s) 1:** Data from Daily Impact Walks

    **Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance. | 2.4, 2.5, 2.6 | Campus Administration District Administration Supervising: Special Education, ESL Instructional Rounds Team | Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence, campus-wide, 90% of the time, by June 2020. | | | | |
| 100% = Accomplished | | → = Continue/Modify | 0% = No Progress | ✕ = Discontinue | | | |

**Goal 1:** How We Teach: Delivery of Instruction

**Performance Objective 2:** Walsh Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

    **Evaluation Data Source(s) 2:** Daily Impact Walks

    **Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Teachers will implement Framing the Lesson in daily instruction. | 2.4, 2.5, 2.6 | Campus Administration District Administration Supervising: Special Education, ESL Instructional Rounds Team | 100% of the teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020. | | | | |
| 2) Teachers will implement Frequent, Small Group, Purposeful Talk (FSGPT) in daily instruction. | 2.4, 2.5, 2.6 | Campus Administration District Administration supervising: Special Education, ESL Instructional Rounds Team | 100% of teachers will utilize FSGPT daily with fidelity, by June 2020. | | | | |
| 3) Teachers will implement Critical Writing in daily instruction. | 2.4, 2.5, 2.6 | Campus Administration District Administration supervising: Special Education, ESL Instructional Rounds Team | 100% of teachers will utilize Critical Writing daily with fidelity, by June 2020. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| | 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✕ = Discontinue | | | |

# Goal 2: Professional Learning Community Actions

**Performance Objective 1:** By June 2020, Walsh Elementary will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

**Evaluation Data Source(s) 1:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery | 2.4, 2.5, 2.6 | Collaborative Teams Instructional Specialist Campus Administration District Administration | 83% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020. | | | | |
| 100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue | | | | | | | |

**Goal 2:** Professional Learning Community Actions

**Performance Objective 2:** By June 2020, Walsh Elementary will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

    **Evaluation Data Source(s) 2:** Ratings on the Professional Learning Community at Work Continuum

    **Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Collaborative Teams:<br><br>Indicator #1:<br>* meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. | 2.4, 2.5, 2.6 | Collaborative Teams Instructional Specialist Campus Administration District Administration | 83% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020. | | | | |
| 100% = Accomplished     → = Continue/Modify     0% = No Progress     ✗ = Discontinue | | | | | | | |

**Goal 2:** Professional Learning Community Actions

**Performance Objective 3:** By June 2020, Walsh Elementary will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

    **Evaluation Data Source(s) 3:** Ratings on the Professional Learning Community at Work Continuum

    **Summative Evaluation 3:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | **Dec** | **Feb** | **Apr** | **June** |
| 1) Collaborative Teams:<br><br>Indicator #1:<br>* have established a SMART goal and assess progress toward reaching the goal. | 2.4, 2.5, 2.6 | Collaborative Teams Instructional Specialist Campus Administration District Administration | 83% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020. | | | | |
| | | 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✕ = Discontinue | | |

# Campus Improvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Holly Elgin | Principal |
| Administrator | Ashlee Hammond | Assistant Principal |
| Classroom Teacher | Scott Abbott | 4th Grade Math/Science |
| Classroom Teacher | Kinsey Aquallo | 1st Grade |
| Parent | Angela Artiaga | Parent |
| Classroom Teacher | Melanie Atkins | 1st Grade |
| Classroom Teacher | Michelle Barrett | 3rd Grade Math/Science |
| Classroom Teacher | Kelly Basinger | 5th Math |
| District-level Professional | Miranda Bauer | Instructional Specialist |
| Business Representative | Mary Jean Bentley | Business Member |
| Classroom Teacher | Melissa Cepeda | Music |
| Classroom Teacher | Jessica Chambers | Art Teacher |
| Classroom Teacher | Kim Clawson | 3rd ELAR/SS |
| Classroom Teacher | Juliana Collie | 1st Grade |
| Classroom Teacher | Paige Dorsett | Art Teacher |
| Classroom Teacher | Brandy Emmitte | SpEd Teacher |
| Classroom Teacher | Sarah Flores | 2nd Grade |
| Classroom Teacher | Brooke Green | 5th ELAR/SS |
| Classroom Teacher | Samantha Hatton | Kindergarten |
| Business Representative | Brooke Howerton | Business Member |
| Non-classroom Professional | Meg Irwin | Librarian |
| Community Representative | Jason Johnston | Community Member |

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Emily Kelley | 2nd Grade |
| Classroom Teacher | Sarah Limas | Kindergarten |
| Classroom Teacher | Michelle McGuire | 1st Grade |
| Classroom Teacher | Nadia Nagib | 1st Grade |
| Classroom Teacher | Lendy Nicholson | 3rd ELAR/SS |
| Classroom Teacher | Sarah Percival | Kindergarten |
| Classroom Teacher | Kelly Price | Kindergarten |
| Classroom Teacher | Sarah Restrepo | 2nd Grade |
| Community Representative | Trish Rodriguez | Community Member |
| Classroom Teacher | Shae Segovia | Special Education Teacher |
| Non-classroom Professional | Megan Settle | Counselor |
| Classroom Teacher | Cindy Smith | Kindergarten |
| Classroom Teacher | Kelly Stowe | 3rd ELAR/SS |
| Classroom Teacher | Bobby Taylor | 5th Science |
| Parent | Merideth Tullous | Parent |
| Classroom Teacher | Jen Uselman | 5th ELAR/SS |
| Classroom Teacher | Monica Verner | 1st Grade |
| Classroom Teacher | Lindsey Vinson | 3rd Math/Science |
| Classroom Teacher | Barbara Williams | 2nd Grade |
| Classroom Teacher | Whitney McKimmey | Special Education Teacher |
| Classroom Teacher | Holly Monroe | Kindergarten |