

Aledo Independent School District
Stuard Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps



Comprehensive Needs Assessment

Revised/Approved: October 30, 2018

Demographics

Demographics Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 43 staff members: 34 teachers, 3 professional support, 2 campus administrators and 4 educational aides.

Our campus is 84.5% White, 9.7% Hispanic, 3.6% Two or more races, .9% African American, .9% Asian, and .3% American Indian. There are 5.4% of students receiving Special Education services and 5.6% of our students are served in the Gifted and Talented Program. Our attendance rate is 97.4%. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

Demographics Strengths

The student population has been consistent in comparison data for the last three years. The mobility rate is 5.8% which is below the state and district averages. We earned a distinction designation in Top 25 Percent: Comparative Closing the Gaps.

Although there has not been a large shift in our demographics, our student needs are changing. Student diversity is increasing slightly each year and we must meet the needs of all students. Our attendance goal for the school year is 98% and although we made great improvements, we must continue to help our students reach that goal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Attendance rate, although improved, has not yet met our goal of 98%. **Root Cause:** Parent communication about expectations and our campus attendance initiative.

Student Achievement

Student Achievement Summary

Student achievement has been consistent in most areas but there has been a drop in our Writing scores. Students score well on STAAR tests in Science, Reading, Math and Writing overall. Our scores have been well above state averages in the 4 Indices on our 2017 Performance Index. Our score for Index 1 is a 93 and the target score is 60. Our score for Index 2 is 45 and the target score is 32. Our score for Index 3 is 34 and the target score is 28. Our score for Index 4 is 74 and our target score is 12. Our overall 2017 Accountability Rating is Met Standard.

Student Achievement Strengths

Strengths

- *Student achievement is consistent in all grade levels (STAAR and STAR Early Literacy). Teachers are able to meet the academic needs of the students while pushing them to excel into Meets and Masters scores on STAAR. This is a school-wide effort from Kindergarten to fifth grade, from Computer Lab to the Science Lab, from PE to Library and from the Office to the Cafeteria. Strengths include Authentic Assessments, a good balance of success and challenge to grow student learning and the use of multiple teaching styles to accommodate the multiple student learning styles.*
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- *Student academic needs are changing. We are encountering students who are struggling in reading and math at the lower grades and need differentiated and small group instruction in the classroom. Although we are meeting many student needs, we need to be sure that we've considered all least restrictive placements through RtI before we make the move to Special Education or 504 referrals. As more data becomes available, we will need to see how the STAAR test information dictates our student and teacher needs. We need to ensure that we are meeting the needs of our English Language Learners, Economically Disadvantaged students as well as our Special Education students. Our school needs to continue to provide opportunities for student created projects as a means of assessment. Our CIC has met and formed a plan to increase our student attendance to 98%. We must continue to communicate the attendance expectations and requirements to our staff, students and community and set up incentives to encourage student attendance.*

Needs

- *Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:*

** Staff development with a focus on serving ELL students - \$2,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000.*

- *Title 1 funding will be utilized to provide services to ELL students in the following areas:*
 - * *Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000.*
- *In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:*
 - * *Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000.*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need to continue to increase our goal of Closing Performance Gaps (Index 3). **Root Cause:** Challenging staff and students to continue to improve through increasing academic best practices.

School Culture and Climate

School Culture and Climate Summary

The climate and culture of Stuard Elementary is good. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents.

The staff continually searches for best practices to increase our school climate and make positive changes to our school culture.

School Culture and Climate Strengths

Strengths

- Empowered staff and students, professionalism by the staff, staff team work, parental support and administrative support are our strengths. Students, parents and staff feel safe at school and are able to focus on learning. Staff utilizes a Social Contract, high student expectations and safe physical environment all help to strengthen our school culture and climate.*
- Safety is also a concern that has begun to be addressed through new policies and procedures. A district wide Bullying Prevention program that includes various reporting opportunities has been implemented throughout AISD. We are continuing to make changes in our school climate to help us achieve our attendance goals.*

Needs

- Title 4 funding, \$20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts.*

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some instances of Bullying are being reported to staff. **Root Cause:** Students unaware of what Bullying is and the how to appropriately respond to negative behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Stuard Elementary staff members are all considered highly qualified by NCLB standards. Staff development opportunities are offered to help staff meet the identified needs of the students. Staff input is solicited throughout the year to empower all staff to reach their full potential. There are open lines of communication to the administrative staff to make sure the expectations are the same for all students, staff and parents.

All staff are required to complete flex time during the summer and certified teachers are required to complete 6 hours of GT updates over the summer. Teacher goal setting in collaboration with campus administration is required through T-TESS.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Professional staff is 100% highly qualified. Various resources are provided to all staff including staff development, department meetings, grade level meetings and administrative meetings. Faculty meetings are scheduled at least once a month, CIC meetings are scheduled regularly and grade levels are required to meet once a week. A sign in sheet, agenda and minutes (SAM) is required at all meetings. There is administrative support of the staff.*
- All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI continues to be a need as student needs change. Teacher support systems must work together to help retain quality professional staff.*

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$7,000 allocated for Stuard.*

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff development focused on AISD Problem of Practice (PoP). **Root Cause:** This is the first year having this PoP and we are still working through how this looks for our staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which lead to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence of our aligned curriculum and consistent instruction in the classrooms. AISD is working toward full district alignment. The continued use of Fundamental 5 practices, the use of Thinking Maps taken to the Frame and to Critical Writing in grades K – 5, Expository Writing through Thinking Maps and Balanced Literacy are some of the keys to our success.

Curriculum, Instruction, and Assessment Strengths

Sharing of ideas, team planning and consistent instruction are all strengths. Success on state mandated assessments and sharing in the education of our students is a definite strength. Parental support is also a major strength in our student and staff success. Consistent use of Thinking Maps taken to the Frame, Fundamental 5, Critical Writing and Balanced Literacy are also initiatives that are being addressed. Our Scope and Sequence and Vertical and Horizontal Alignment are a strength at our school and in our district.

Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. The differences in student abilities from the top of the class to the bottom are becoming larger. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class. We need to continue to look for professional development opportunities for our staff so that we meet the needs of our students; specifically with Special Education and Economically Disadvantaged students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Consistent use of Thinking Maps taken to the Frame/taken to Writing. **Root Cause:** Staff development and setting the expectations for each classroom and grade level teacher.

Parent and Community Engagement

Parent and Community Engagement Summary

There is a very real sense of community with the Stuard Elementary family. Parents, staff and students all feel a part of the process. Communication has played an instrumental role in keeping everyone on the same page and striving for the same goal. Our families are very important to the educational process as well as to the safety and security of our school.

Parent and Community Engagement Strengths

Watch D.O.G.S program, Raptor sign in/out system, Volunteer coordinator, PTO, marquee sign and school newsletters all help to make our parents feel a part of the school and the educational process. Parent and staff climate surveys are distributed online and the results are shared with central administration as well as campus staff. Activities include: Movies with Mom, Teams of Tomorrow, Runner's Club, Veteran's Day Program, Cowtown 5K, Daddy/Daughter Dance, Grandparent's Day Breakfast and an active PTO. We involve the community through our AISD app, Remind App, Stuard Web page, Stuard Facebook Page, Teacher web pages as well as our PTO newsletter.

Communicating with all stakeholders is paramount in garnering support of the changes. School wide procedures need to be re-visited regularly at CIC meetings to ensure consistency and relevancy. It is imperative that our parents are a part of our attendance goal.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Continued communication and community outreach. **Root Cause:** Balancing community opportunities with family time.

School Context and Organization

School Context and Organization Summary

Stuard elementary is one of 5 elementary schools in Aledo ISD.

In addition to receiving state and local funds, Stuard receives Title II and Title III Federal Funds.

School decision making is a coordinated effort of a site based Campus Improvement Committee (CIC) consisting of teachers, a teaching assistant, campus administrators, business representative, community representative and parent representative.

There is a need for differentiated instruction (small groups) in reading, writing and math. We are able to meet that need through our grade level meetings, Response to Intervention (RtI), computer programs such as I Station, Reflex Math, MAP, Think through Math and small group instruction. We are continually analyzing student data to ensure that student needs are met through individualized instruction or small group instruction through RtI time, reorganization of schedules to include grade level meetings, common planning time, RtI meetings and training in balanced literacy. District initiatives have also been implemented: Critical Writing, Balanced Literacy, Fundamental 5 and Thinking Maps. There have been additions in technology hardware to the classrooms (teacher iPads, student Chromebooks and Promethean ActivPanels) that have encouraged changes in teacher's presentation of content.

School Context and Organization Strengths

Our school works well as a team. When there is a student or teacher need, other staff members are quick to offer help and resources. Staff members have been open to the changes that have been made in the best interest of student success. Staff continually seeks growth opportunities through workshops, webinars and collaborative professional development.

We must continue to be open to change and be able to adapt to student needs. We must be vigilant in assessing our student needs and making any changes necessary to our scheduling to accommodate their increasingly diverse needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Student's needs are changing and we must continue to grow staff to prepare to meet ALL student needs. **Root Cause:** Scheduling is always a challenge in order to accommodate student and staff needs.

Technology

Technology Summary

There have been district wide technology upgrades. The student to technology device ratio has been improved. There is, approximately, one device for every 5 students. Each grade level has 10 mini iPads for student use. There are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology.

Technology Strengths

Technology infrastructure upgrades in every classroom. Appropriate staff development and resources available to all staff. Technology work order system in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.

As student needs change, access to varied instruction through technology is imperative. We need to be sure that we are keeping up with the technological advances to reach each student and to help all students excel as our society becomes more and more technologically advanced. Software that can enhance and support classroom instruction should be sought out and made available to all students. We need to be sure to stress to our students and staff that technology is a means, not an end.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continued professional development in technology needed to ensure that we are meeting the needs of our students and staff. **Root Cause:** Technology is an ever changing resource that must be tended to regularly.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Goal 1: What We Teach: Guaranteed and Viable Curriculum

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Evaluation Data Source(s) 1: Progress monitor evidence of the four required lesson plan components through a weekly review by campus administration. Each administrator will review five lesson plans, per week, for the presence of the four required lesson plan components ensuring that 100% of the staff lesson plans will be monitored each semester.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus Administration	100% of teachers' lesson plans reviewed by campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				





<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with the opportunities for written and verbal communication.</p>	2.4, 2.5	Campus Administration District Administration	100% of teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.				
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Goal 2: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD 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: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will utilize Thinking Maps with the frame of reference 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 and utilize the frame of reference with fidelity. Data from daily walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will provide for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
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Goal 2: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD 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 2019.

Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds conducted in the fall and spring.

Summative Evaluation 2:

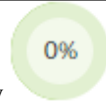
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will implement Framing the Lesson in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.</p>		Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will implement Critical Writing in their daily instruction.</p>	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 2019.				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement Balanced Literacy components in grades K through 2 into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 1: Campus administration will progress monitor evidence of Balanced Literacy implementation. Balanced Literacy consultant will monitor evidence of Balanced Literacy implementation through classroom observations and will provide individual descriptive feedback to staff.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-2 teachers will ensure that students are productively progressing through individual reading goals. Teachers will provide small group, guided reading instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team Balanced Literacy Consultant	100% of K-2 teachers will consistently implement guided reading, in order to advance each student's process increasingly challenging books with fluency and comprehension.				
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Goal 3: Authentic Literacy

Performance Objective 2: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 2: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) K-5 teachers will ensure that students are progressing through the WFBB expository writing grade level specific goals and goals are attained by EOY 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of K-5 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
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Campus Advisory Committee

Committee Role	Name	Position
Administrator	Ron Shelton	Principal
Administrator	David Sweeney	Assistant Principal
Classroom Teacher	Corrina Flatten	3rd Grade Teacher
Non-classroom Professional	Angela Adair	Counselor
Classroom Teacher	Callie Caldwell	4th Grade Teacher
Classroom Teacher	Emily Mooney	2nd Grade Teacher
Classroom Teacher	Jamie Littleton	Kindergarten Teacher
Classroom Teacher	Jayne Wood	Specials Teacher
Classroom Teacher	Kim Martin	1st Grade Teacher
Business Representative	Sarah Wallace	Business Rep
Classroom Teacher	Brittany Crimmings	5th Grade Teacher
Parent	Christen Gullatt	Parent Rep