

Texarkana Independent School District
Waggoner Creek Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Waggoner Creek Elementary currently serves approximately 300 students in grades Kindergarten through Fifth Grade. Student demographics have remained consistent over the past several years. Capacity is set for 396 students.

In the campus's first year (2016-2017), there were three Kindergarten classrooms in order to accommodate student enrollment and two classes per grade level for first through fifth grades. In order to serve our students, we employ classroom teachers, activity teachers, dyslexia teachers, two administrators, one instructional coach, one counselor, one math interventionist, one reading interventionist, one part-time reading interventionist, one behavior specialist, one 504 coordinator, testing assistant, paraprofessionals, one nurse, custodial staff members, and child nutrition staff members. Staff demographics have remained consistent over the past several years.

Approximately 3-5% of the student population receives Special Education Services through the Collaborative and Resource Settings. On average, 5-10% of the student population receives Speech Therapy and/or other Related Services. 17-20% of students receive 504 Services, approximately 30 students receive Gifted and Talented services, and Waggoner Creek serves only a few students in the ESL Program. Less than half of the student population is Economically Disadvantaged. About 80% of the student population is comprised of transfer students.

Staff Quality, Recruitment, and Retention

Waggoner Creek Elementary staff members are dedicated to professional growth and development. Staff members work collaboratively with one another and other teachers across the district to develop differentiated instructional methods. Multiple staff members hold Masters Degrees, and the school counselor is a National Certified Counselor pursuing her LPC.

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, review Leader in Me information, and monitor campus and individual goal progress.

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential

challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Many Waggoner Creek Elementary staff members are emerging leaders. Since the opening of the campus, the main reasons for teachers choosing to leave Waggoner Creek Elementary have centered around relocation to another town/city or pursuing Educational Leadership opportunities.

Average class size is 20 students.

Parents and Community

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential growth and development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus. Considering 80% of our students are transfer students, it is evident our parents are dedicated to finding a compatible school that will meet their children's needs, and they make the choice to transport their children to Waggoner Creek. Hundreds of parents and community members attend campus events. Waggoner Creek Elementary hosts academic and interactive programs at the school such as Music Programs, Fall Festival, First Grade Parent Workshop, Kindergarten Camp, Kindergarten Graduation, and other activities, and attendance always exceeds expectations. Parents and community members serve as guest speakers in the classroom discussing their careers and life experiences.

Demographics Strengths

Student demographics have remained consistent since the opening of the school.

Staff members take lead roles in presenting information during What's Up Wednesday meetings and serve on various leadership teams for the campus.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus.

Student Learning

Student Learning Summary

Note: STAAR was not administered in 2020.

Below is a comparison of STAAR scores for the past five years at the Approaches level.

- Reading scores indicate an increase in performance from 86% in 2021 to 88% in 2022.
- There was a decrease in Math scores from 2021 to 2022.
- There is no longer a Writing STAAR test.
- Science scores increased by one percentage point from 2021 to 2022.

	STAAR 2017	STAAR 2018	STAAR 2019	STAAR 2021	STAAR 2022
TEA	Met	Met	Met	Met	Met
Rating	Standard	Standard	Standard	Standard	Standard
Reading	78%	77%	81%	86%	88%
Math	89%	90%	88%	80%	77%
Writing	73%	50%	61%	80%	N/A
Science	84%	88%	82%	81%	82%

Below is a chart showing the various performance levels of our students on all tests. Data shows an increase in all performance categories.

- The number of students at the Approaches level remained steady at 82%.
- The number of students at the Meets level increased from 49% to 57%.
- The number of students at the Masters level increased from 22% to 30%.

	2017	2018	2019	2021	2022
Approaches	82%	80%	81%	82%	82%
Meets	48%	49%	40%	49%	57%
Masters	23%	19%	18%	22%	30%

2022 Campus STAAR results showed an increase in Third and Fourth Grade Reading scores and an increase in Third Grade Math Scores. Decreases were noted in 2022 in Fifth Grade Reading and Math. Fourth Grade Math decreased from 81% in 2021 to 68% in 2022.

Reading

Third Grade 2021	Third Grade 2022	Fourth Grade 2021	Fourth Grade 2022	Fifth Grade 2021	Fifth Grade 2022
85%	89%	80%	96%	93%	80%

Math

Third Grade 2021	Third Grade 2022	Fourth Grade 2021	Fourth Grade 2022	Fifth Grade 2021	Fifth Grade 2022
70%	84%	81%	68%	90%	80%

Science

2021	2022
81%	82%

Student Learning Strengths

STAAR

Fourth Grade Reading STAAR scores were successful at the "Approaches" level with only two students not meeting the Approaching standard on the test. 51% of fifth grade students were at the Masters level for the Reading STAAR test. The number of overall students at the Meets level increased from 49% to 57%, and the number of students at the Masters level increased from 22% to 30%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth Grade Math Scores saw an overall decrease at the Approaches level from 2021 to 2022. **Root Cause:** Fourth grade students had significant learning gaps.

School Processes & Programs

School Processes & Programs Summary

Personnel--Policy and Procedures

Recruitment, Hiring, and Placement

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Evaluation, Development, and Advancement of High-Quality Staff

Walkthroughs

Campus Administration will visit classrooms this year as much as possible. Walkthroughs are a top priority and an important part of the appraisal system. This means administration will be out of the office and in the classrooms.

Walkthroughs are formative in nature and used to improve instruction.

After a walkthrough, the teacher will receive feedback via Eduphoria Strive. The feedback is intended to be constructive and positive.

Waggoner Creek adheres to the District Common Instructional Framework. The following categories will be the focus for administration when classroom visits occur:

- Student Engagement
- Instructional Strategies
- Learning Objectives
- Differentiation of Instruction
- Assessment
- Positive Learning Environment

What does Texas Teacher Evaluation and Support System (T-TESS) look like at Waggoner Creek?

- Each classroom teacher to be evaluated using TTESS within the TISD policy will be given a range of dates (1-3 days) to choose from

for their evaluation lesson.

- Once the classroom teacher has chosen the date for the evaluation lesson, the classroom teacher will plan the lesson utilizing the various tools and strategies provided during professional development.
- The classroom teacher can meet with the Instructional Coach to discuss the lesson plan.
- The classroom teacher will meet with campus administration for the Pre-Conference.
- The classroom teacher will be evaluated by campus administration.
- The classroom teacher will meet with campus administration for the Post-Conference.

Professional Practices

Professional Development

Professional Development is planned based on a variety of factors at the campus and district levels. Campus Survey results are considered when planning professional development for Waggoner Creek Elementary Staff. The three primary focuses for Campus Professional Development are Solution Tree, Kagan Structures, and Leader in Me.

Professional Development may be determined for teachers as a result of T-TESS walkthroughs and observations. Waggoner Creek Elementary staff members often research professional development and training opportunities and make requests of administration to attend appropriate workshops and conferences.

Leadership Groups and Decision Making

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress. Different groups of individuals may meet to help make decisions for the campus. For example, Grade 3-5 teachers may meet and make decisions regarding STAAR data, K-2 teachers may meet to discuss TPRI testing and intervention planning, or the whole staff may meet to make decisions regarding a book study.

The Waggoner Creek Elementary Leader in Me Lighthouse Team and Solution Tree Guiding Coalition have been established to review the Campus Common Needs Assessment, review problems, and determine root causes.

Student Achievement Improvement

Solution Tree Teams have been established to prepare intervention by reviewing essential standards and common formative assessments.

Team members analyze assessments to determine student strengths and weaknesses, review demographic assessment results, and then develop plans to target student needs.

Programs and Opportunities for Students

Curriculum and Instruction

- Waggoner Creek Elementary School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to develop our ability to use all components of the TEKS Resource System, we will see student growth on STAAR and all other achievement measures.
- Waggoner Creek Elementary Teachers have collaborated with our Solution Tree Consultant and are working to identify essential standards for math, reading and fifth grade science.
- For 2022-2023, the campus will incorporate a thirty-minute Response to Intervention time during third-fifth grade math, reading, and some ELA classes every day. During this time, all third-fifth grade students will receive math and reading intervention either from their classroom teachers and/or interventionists and instructional aides. Grade-level teams will meet regularly to review student data and the need for intervention.
- Second through Fifth Grade teachers maintain student progress in Math and Reading utilizing the Renaissance Star Assessment.
- Implementation of the Leader in Me program will continue in the fall of the 2022-2023 school year. Emphasis will be placed on tracking goals, lead measures, and creating a Student Lighthouse Team.

Enrichment and Acceleration

Waggoner Creek Elementary was awarded a grant to be implemented during the summer of 2022 and into the school year of 2022-2023. The grant allows students eight additional school days during the school year for Leader in Me activities, Discovery Learning Time, and small group instruction opportunities.

Significant Enrollment in Special Populations

Waggoner Creek Elementary currently provides Dyslexia services for approximately 31 students which represents 10% of our student population. To serve our growing number of students identified with Dyslexia, multiple staff members have been trained in special Dyslexia programs.

It is worth noting there has been an increase in the number of students who receive Speech Therapy services.

Procedures

Technology

Students will utilize the campus computer lab on an activity rotation schedule. During their time in the computer lab, the computer lab teacher provides high-quality instruction to students, following the technology applications TEKS. Educational software programs including Prodigy and Study Island have been made available to all classroom teachers. Currently, all classrooms are equipped with teacher computers, LCD projectors, document cameras, Mimios, and Apple TVs. Kindergarten-Second grade students have access to Chromebook carts, and WC is one-to-one Chromebooks in Third-Fifth Grades. During the second semester, all students will have access to a school-provided Chromebook.

School Conditions for Learning

- The Master Schedule was created and adopted by the campus with District expectations in mind regarding classroom time standards.
- Grade-Level and Vertical Team Meetings are regularly held.
- A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

Equity of Students

Programs are available for all students based on student needs. Response to Intervention, for example, is not just for struggling students but is also provided to students who excel to provide opportunities for even further growth.

Classroom Management

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required.

School Processes & Programs Strengths

One-to-one Chromebooks in third-fifth grades.

Full-time Reading and Math Interventionists will provide support for students and teachers.

Grade-level and Vertical Teams provide an opportunity for in-depth desegregation and vertical alignment.

A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

Perceptions

Perceptions Summary

Student Engagement

Discipline

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required. Teachers and Administrators proactively work with students to establish relationships and understand each child's needs for support. Staff works to foster appreciation for student differences and encourages alternate paths for behavior correction prior to the need for consequences.

Conflict Reduction

Leader in Me implementation will continue in 2022-2023.

The Counseling Center will offer opportunities for students to come together in a proactive way to learn social skills focused on working together and appreciating other's differences and ideas. Students will be given guidance in establishing positive mental health practices.

The Behavior Interventionist also proactively works with students to resolve conflicts.

Staff Engagement

Mentoring Results

- New teachers are assigned a Campus and District Mentor to work with them throughout the year regarding curriculum, lesson planning, and classroom management.
- Waggoner Creek teachers often seek out opportunities to visit another teacher's classroom to observe lesson presentation and classroom procedures. Teachers will collaborate about the observation and discuss ways to implement new strategies.
- Teachers will also model lessons for their mentoree to assist with lesson delivery.

Family and Community Engagement

Participation Measurement

Waggoner Creek Elementary School encourages active community involvement through a variety of methods and activities because we

believe that ultimately the success of any instructional program is significantly influenced by parent and community support. In order to achieve support, parents must become involved as partners in education of their students. Waggoner Creek Elementary School is fortunate to have many supportive family members and community partners.

Family and Community involvement is measured by sign-in sheets provided at each event.

Volunteers in Public Schools (VIPS) members hold planning meetings at least once a month during the year. VIPS offers parent nights, fund raising activities, and assistance with various school programs. Events include the Waggoner Creek Fall Festival and community service projects.

The Campus Quality Improvement Committee is comprised of a variety of members including administrators, teachers, community members, business owners, and parents. This Council is designed to evaluate the needs of the campus and work toward improvement solutions.

Perceptions Strengths

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences. These varied backgrounds provide our students with the opportunities to be exposed to new ideas, different ways of thinking, and create a culture of discovery.

Waggoner Creek Elementary School offers a variety of opportunities for family members to visit the campus and for students to showcase their learning.

The Behavior Interventionist also proactively works with students to resolve conflicts.

Priority Problem Statements

Problem Statement 1: Fourth Grade Math Scores saw an overall decrease at the Approaches level from 2021 to 2022.

Root Cause 1: Fourth grade students had significant learning gaps.

Problem Statement 1 Areas: Student Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices









Goals

Revised/Approved: September 14, 2022

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 1: In the area of Mathematics, the cumulative student performance on state assessments will increase to at least 60% of students achieving the Meets Grade Level Standard as evidenced by the 2023 state assessment data.








Evaluation Data Sources: STAAR Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-Level and Vertical Teams will monitor individual student growth on common formative assessments and district summative assessments.</p> <p>Strategy's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Kagan Structures will be utilized in Math Classrooms.</p> <p>Strategy's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: In the area of Reading, the cumulative student performance on state assessments will increase to at least 75% of students achieving the Meets Grade Level Standard as evidenced by the 2023 state assessment data.

Evaluation Data Sources: STAAR Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-Level and Vertical Teams will monitor individual student growth on common formative assessments and district summative assessments.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Kagan Structures will be utilized in Reading Classrooms.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: Student participation in campus decisions will result in increased student performance.


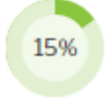




Evaluation Data Sources: Discipline Reports
 Surveys
 Documented Personal Communication with Stakeholders
 Counselor Character and Motivational Lesson Plans
 Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Scheduled Leader in Me time included in the daily master schedule. Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implemented Kagan Cooperative Learning Strategies will allow students opportunities to hold themselves and their peers accountable toward academic and social-emotional success. Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility. Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a Leader in Me Student Lighthouse Team. Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility. Staff Responsible for Monitoring: Campus Lighthouse Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 2: Access to technology platforms and devices will result in increased student performance.








Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: 1-to-1 Chromebook Implementation.</p> <p>Strategy's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 1: Students will become more accountable for their academic and social-emotional success through leadership and cooperative learning.







Evaluation Data Sources: Meeting Agendas and Sign-In Sheets
 Campus Surveys
 Lesson Plans
 Master Schedule

Strategy 1 Details	Reviews			
Strategy 1: Staff members will receive Leader in Me Training. Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained in Kagan Strategies. Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility. Staff Responsible for Monitoring: Instructional Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Lighthouse Team Members will attend a Leader in Me Symposium. Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 1: Increase opportunities for stakeholders to collaborate with students and model leadership.

Evaluation Data Sources: Invitations/Announcements
 Photos/Videos
 Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Invite community leaders and parents to actively participate in events such as the Annual Read Across The Creek event, Fall Carnival, and speaking engagements to address goal setting and leadership in careers and goal setting.</p> <p>Strategy's Expected Result/Impact: Increased student motivation and performance. Increased collaboration between stakeholders and students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a Community Leader in Me Lighthouse Team.</p> <p>Strategy's Expected Result/Impact: Increased student motivation and performance Increase collaboration between stakeholders and students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Angie Griffin	Principal
Non-classroom Professional	Stacey Alexander	Counselor
Non-classroom Professional	Latrell King	Reading Interventionist
District-level Professional	Todd Marshall (2)	Director of Communications, Marketing and Development
Parent	Sarah James (2)	Parent
Classroom Teacher	Jessica Kline (2)	3rd Grade Teacher
Classroom Teacher	Barbara Fugitt (2)	4th Grade Teacher
Administrator	Lindy Davis	Assistant Principal
Business Representative	Christi Hoyt	Business Owner
Classroom Teacher	Rene' Callison	Teacher
Classroom Teacher	Candace Davis	Teacher
Classroom Teacher	Jami Blain	Teacher
Classroom Teacher	Tracie Smith	Teacher
Parent	Christie Page	Parent
Parent	Sherita Gowans	Parent
Community Representative	Fonda Clary	Community Representative
Classroom Teacher	Jennifer Phillips	Teacher