

Clifton Independent School District
Clifton Intermediate School
2017-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Science
Postsecondary Readiness

Board Approval Date: November 13, 2017
Public Presentation Date: November 13, 2017

Mission Statement

Together, we will meet the needs of all scholars by providing a foundation of positive learning in which they are equipped with academic and technological skills to grow as lifelong learners, problem solvers, and productive citizens.

Vision

All scholars achieve at their maximum potentials in an engaging, inspiring, and challenging learning environment that prepares them to serve their community and succeed in a changing tomorrow.

Value Statement

We believe:

- A positive relationship with students, colleagues, and parents is key for successful learning.
- Each student is uniquely made and deserves a safe, supportive, positive, and student-centered environment in which to imagine, grow, and learn.
- Students are the future of our community; therefore, our focus will be on creating lifelong learners capable of being productive citizens.

- Individual student growth should be recognized and celebrated throughout the year.
- There is aptitude within each of our students, and it is the teacher's privilege and responsibility to unlock the potential with engaging lessons that meet the needs of all students.
- The journey of learning is filled with high expectations and reachable goals for all learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student enrollment- 471 students

Students by ethnicity- 53% White, 39% Hispanic, 2% African American, 1% Asian, 5% Two or More Races

English as a Second Language- 13%

Special Education- 9%

Source of data: Texas Academic Performance Report 2016/2017

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a campus the performance levels between our sub-populations indicates an achievement and learning gap. **Root Cause:** The leadership team indicates that our curriculum is not aligned across grade levels.

Problem Statement 2: Differentiation for students is not done at the level necessary to meet all students' needs using instructional strategies that meet the needs of all learners. **Root Cause:** We are lacking in professional development in those areas.

Student Achievement

Student Achievement Summary

Clifton Elementary School earned "Met Standard" for the 2016-2017 school year. Met Standard includes the categories of student achievement, student progress, closing performance gaps, and postsecondary readiness. Distinctions were earned in ELAR/Reading, Science, and Postsecondary Readiness. Distinction designations are awarded for achievement in several areas and are used on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

The state recognizes seven distinctions: Reading/ELA, Math, Science, Social Studies, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

As a campus we met state levels for approaches grade level. We do want to focus on increasing student achievements to the levels of meet/masters grade level.

Student Achievement Strengths

In breaking down data comparing state percentages to CES percentages for 2017, we are performing above the state average in 3rd, 4th, and 5th grade reading. We are also performing above the state average in 5th grade math and science.

While we are performing below the state average in 3rd, 4th math the specific scores are as follows:

3rd math state average is 78%, CES 76%

4th math state average is 76%, CES 71%

4th writing state average is 65%, CES 63%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: CES state assessment scores fall below the state average in 3rd math, 4th math, and 4th writing. The state average in 3rd grade math is 78% while CES is 76%. The state average in 4th grade math is 76% while CES is 71%. The state average in 4th grade writing is 65% while CES is 63%.

Root Cause: Our curriculum is not vertically aligned. Teaching strategies need to be aligned across the grade levels. Academic vocabulary is not aligned and used regularly and consistently.

School Culture and Climate

School Culture and Climate Summary

Survey results indicated teachers collaborate and are supportive of one another. The survey also concludes that the administration is supportive and encouraging of teachers and students. Staff gets along well with one another and with students. Teachers report that resources are readily available and easily attained when asked for something.

School Culture and Climate Strengths

- Collaborative and supportive staff
- Supportive administration

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher: 37

Professional Support: 3.5

Campus Administration: 1.5

Educational Aides: 7

Source of Data: 2016-2017 TAPR Data

Staff Quality, Recruitment, and Retention Strengths

While there is not a defined equity gap as compared to the state, the district recognizes the struggles with attracting, supporting, and retaining excellent teachers. Clifton ISD has difficulty attracting teachers due to a lack of competitive salary schedule as compared to neighboring districts. We also recognize the need to support new teachers to the profession AND to the district, and steps are in place to provide a \$500 salary schedule step increase over the next two years. To better support new teachers, a cohort of administrators and teachers are attending an instructional coaching training to provide teachers in need of assistance with targeted instructional support.

- Mentor/Mentee program is in place with stipends for the mentors

- Half days for teacher planning are built in the master district calendar

- PLC is ongoing, scheduled weekly throughout the year. Plans for those meetings are decided upon with various in-house needs assessments and professional development needs documented via walkthroughs and evaluations.

- Power of 10 meetings will be held a minimum of two times per month excluding months with long holiday breaks such as December and possibly November and March. These meetings are a reflection of John Wink's "Plus 10". These meetings are designed for teachers to learn of classroom strategies and reflect on their own teaching practice.

- Classroom walkthroughs and full evaluations are completed consistently. We have 3 walkthroughs and 1 full evaluation each semester for each professional staff member. That is a total of 2 full evaluations (approximately 45 min each) and 6 walk throughs (approximately 10 min each) for the year per professional staff member.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instruction at Clifton Elementary School is based on state and district standards using TEKS Resource System (TRS). Within TRS staff uses the Year at a Glance (YAG), Instructional Focus Document (IFD), and Performance Assessments (PA). Weekly lesson plans indicate which Texas Essential Knowledge and Skills (TEKS) are currently being taught. Kindergarten and first grade uses PAs while grades 2-5 use unit assessments from TRS.

Lesson plans are monitored through Eduphoria.

Instructional techniques are monitored through T-TESS walkthroughs and evaluations. CES uses various instructional techniques such as inclusion ESL and Special Education inclusion, Special Education resource, differentiated instruction is noted in lesson planning and carried out within daily instruction via small group/centers.

Student achievement is monitored through universal screeners such as Renplace and Istation. Renplace is administered beginning of year, middle of year, and end of year for math and reading. Istation gives us monthly reports for math and reading. Small groups are formed based on data and students are provided intervention as necessary.

Curriculum, Instruction, and Assessment Strengths

- CES has adopted an instructional frameworks that outlines teacher expectations along with curriculum expectations. The frameworks includes: 4-part objective, student engagement, small group instruction, aligned academic vocabulary, CLOSE reading of text, and formative assessment.
- Universal screeners such as Rigby, TPRI, and Renplace are in place for data collection that is used to guide instruction, intervention, and enrichment
- Common planning time
- Inclusion and pull out for SPED
- Inclusion and pull out for ESL
- Student Intervention Team- meets regularly to discuss student needs and takes action on students' needs
- Professional Learning Community (PLC) meetings once per week
- Power of Ten meetings
- Weekly newsletters with T-TESS updates/pointers, plus teacher strategies
- Playbook and reflection notebook
- John Wink +10 goals

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our curriculum, teaching strategies, and academic vocabulary is not aligned from grade level to grade level. **Root Cause:** Lack of professional development in curriculum alignment and lack of instructional coaching.

Family and Community Involvement

Family and Community Involvement Summary

CES offers various opportunities for family to attend functions at the school. Opportunities include PTO meetings, PTO Carnival, Parent Orientation, parent/teacher conferences, Family Literacy Night in the fall, Family Numeracy Night in the spring, Veteran's Day Program, December music concerts, and spring 5th grade musical.

Family and Community Involvement Strengths

- Spanish translator on campus
- Monthly meetings for Spanish-speaking families will begin in January of 2018
- Homework clubs for various grade levels
- Social media communication between the school and parents
- PTO involvement
- Family Literacy Night
- Family Numeracy Night with Open House showcasing student work for the year in their homerooms
- Parent Orientation the first 3 weeks of school
- Parent newsletter sent home the first 3 weeks of school outlining classroom routines and expectations
- PTO Fall Festival Carnival

School Context and Organization

School Context and Organization Summary

Clifton ISD supports Professional Learning Communities (PLCs), teacher collaboration, and vertical alignment.

School Context and Organization Strengths

- PLCs each week
- Vertical Alignment Teaming schedule

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- 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
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

Parent/Community Data

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

Goals






Goal 1: Increase opportunities for parental engagement at all campuses.

Performance Objective 1: Develop and utilize a variety of outreach strategies to ensure communication with parents regarding school news and activities.

Evaluation Data Source(s) 1: Number of postings to district website, number of parent involvement opportunities held at each campus, parent conferences (PK-5)-sign-in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents will receive weekly communication in the form of emails, Twitter, Facebook, web postings, Remind App, and/or School Messenger.</p>	6	Campus Administration & Teachers	Documentation of postings.			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Teachers will regularly contact parents/guardians about discipline issues/concerns.</p>	6	Campus Administration, Instructional Staff	Phone logs and conference notes.			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Teachers will regularly contact parents/guardians in regards to students' academic standings.</p>	6	Campus Administration, Instructional Staff	Phone logs and conference notes.			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Students in grade levels 1-5 will take home 3 week progress reports the Wednesday following each 3rd week of every grading period.</p>	6	Campus Administration, Instructional Staff, Office Staff	Signed progress reports returned to school.			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Students in grades levels 1-5 will take home their Report Card the Wednesday following the end of each grading period.</p>	6	Campus Administration, Instructional Staff	Signed report cards returned to school.			

<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Clifton Elementary School will host an Open House in the spring. This will be our Family Numeracy Night. This parental involvement event will include showcasing student work and include activities geared around numeracy.</p>	6	Parental Involvement Committee, Numeracy Committee, Campus Administration	Sign-in sheets, brochures sent home, teacher newsletters documenting the date/time, social media postings			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>7) Conduct annual parent surveys.</p>	6	Campus Administration	Survey results			
<p>8) Continue opportunities and ensure those opportunities are advertised for parents/guardians and community members to be actively involved in the programs of the school such as field trips, Site-Based Decision Making Committee, and PTO.</p>	6	Campus Administration, Instructional Staff, Secretary	Evidence of flyers sent home, postings on FB/Twitter/Web, phone logs.			
<p>9) Parent Portal will be available to all parents. Parent Portal allows parents to monitor their child's grades at any given time. Parent Portal letters are mailed out by the end of the first grading period.</p>	6	Technology Staff, Secretary	Parent Portal website			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>10) Clifton Elementary School will hold parent conferences following the end of the first six week grading period. School has scheduled a 12:30 dismissal in order for this to happen.</p>	6	Campus Administration, Instructional Staff	Sign-in sheets			
<p>11) CES will work with PTO to establish common goals and expectations for the school environment and needs.</p>	6	Campus Administration, Instructional Staff, and PTO	Meeting notes, meeting agendas			
<p>12) Students in PK and Kindergarten will take home a skills based report at each nine week grading period.</p>		Campus Administration, Instructional Staff	Nine week reports			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>13) CES will host a literacy night showcasing the Book Fair and literacy stations for students and parents. This will take place in the fall semester.</p>	5, 6	Principal, literacy committee	Family Engagement			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: All students will graduate from Clifton High School College, Career, or Military Ready (CCMR).

Performance Objective 1: CISD campuses will provide targeted interventions to accelerate student performance in areas of identified academic need.

Evaluation Data Source(s) 1: Student performance data on STAAR; STAR Reading; STAR Math; Istation; Curriculum Based Assessments with a passing standard of 70%

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Flexible scheduling will be used in order to provide tutoring, intervention, and enrichment time to all students.	9	Campus Administration, Instructional Staff	Schedule			
2) Clifton Elementary students will have the opportunity to participate in Fine Arts such as Music and Art.	3, 8	Campus Administration, Instructional Staff	Schedule			
3) Students have the opportunity and are encouraged to participate in Academic UIL.		Campus Administration and Instructional Staff	UIL rosters			
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>4) Teachers will use John Wink strategies in their daily instruction keeping the mindset of +10 growth for all students, implementation of effective planning for excellence in all classrooms and increased rigor for student learning.</p>	1, 2, 4	Principal, teachers				
<p>Critical Success Factors CSF 1</p> <p>5) A minimum of five half day planning sessions will be set aside for teachers to be able to collaborate and plan.</p>	1	Superintendent, princial				
6) Genius Hour for 4th and 5th grade.						
<p>Critical Success Factors CSF 1</p> <p>7) Create and implement an aligned RTi framework. Instruction will be based on data and individual student needs.</p>	1, 9					

<p align="center">Critical Success Factors CSF 1</p> <p>8) Teachers will analyze student data to target individual needs of students in small group instruction as well as intervention. Data will be reviewed in PLC meetings and among grade levels as necessary.</p>	1, 2					
<p align="center">Critical Success Factors CSF 1</p> <p>9) Provide paraprofessional training to help target and support students in small group instruction.</p>	1					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: CISD will provide grade-level foundation Reading and Math.






Performance Objective 1: Clifton ISD campuses will improve student academic performance in Reading and Math by 5%.

Evaluation Data Source(s) 1: Career Pathways, course offerings, master schedules, T-TESS walk throughs and evaluations, professional development implementation, curriculum-based assessments/benchmarks, lesson plans, PD sign-in sheets, master teacher certifications,

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Targeted ESL students will use Imagine Learning to enhance the learning of the English language.	2, 7, 9	Campus Administration, Instructional Staff	Imagine Learning usage reports			
2) 100% adherence to a standards based, TEKS aligned curriculum.	3, 9	Campus Administration, Instructional Staff	Lesson Plans, Unit Assessments			
3) Utilization of programs such as Istation, Think Through Math, Imagine Learning, and Renplace to provide additional support, intervention, and enrichment for all students.	2, 9	Campus Administration, Instructional Staff	Think Through Math and Istation usage reports.			
4) CES staff will collect data such as Istation, Think Through Math, Imagine Learning, Renplace, teacher observations, grade reports, Curriculum Based Assessments, benchmarks, Rigby, and teacher skills inventories to determine growth levels of each student.		Campus Administration, Classroom Teachers	Data Reports, Student Data Files			
5) All students in the school are encouraged to try out for UIL events by continual reminders, announcements, and invitations from the Principal and Instructional Staff by using a sign up station at morning assembly. GT students are extended a personal invitation from campus administration and/or teachers.		Campus Administration, Instructional Staff	UIL rosters			
6) Gifted and Talented program will be implemented and offered as a pull-out program.		Campus Administration, GT Teachers, Classroom Teachers	GT Schedule			
7) State assessment grades are given STAAR specific tutorials beginning in January from the results of Benchmark data targeting specific skills noted from the benchmarks.		Campus Administration, Instructional Staff				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Grades K-5 has a designated block in their schedule for intervention and/or enrichment. Some grade levels have 45 minutes, some grade levels have 60 minutes, and one grade level has a split intervention/enrichment time. The campus will strive to make all grade levels 60 minutes and no split time for intervention/enrichment.</p>	5, 9	Principal			
<p>9) 1:1 ipad to student ratio in grades 3-5</p>	5	Technology			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>10) Core teachers will have their 30 hour G/T training and yearly updates.</p>		Teachers, principal			
<p>Critical Success Factors CSF 1</p> <p>11) Reading AR incentive program of dog tags for certification levels indicated in the Renplace program.</p>	1	Principal, teachers			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>12) The campus will work towards vertically aligning the curriculum. Power of Ten meetings and professional development days will be used to discuss curriculum alignment and alignment of teaching strategies. Vertical alignment professional development will be given once per six weeks.</p>	1, 8	Principal			
<p>Critical Success Factors CSF 1</p> <p>13) Use high-yield instructional strategies including ELL in planning and instruction to engage all students providing differentiation to engage all students.</p>	1, 4	Principal			
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>14) Create, offer, and provide a variety of professional development opportunities that support teachers to expand their literacy and numeracy practices such as Reading and Math Academies, Master Teacher Certifications, and content area support.</p>	1	Principal, teachers			

<p>Critical Success Factors CSF 1 CSF 2</p> <p>15) Data analysis will be used to drive instruction and individual growth of students. Small group instruction will be used to target areas of individual student needs.</p>	<p>1, 9</p>	<p>Principal, teachers</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: CISD will recruit, support, retain teachers and principals.

Performance Objective 1: CISD will have a teacher retention rate that is equal to or less than the teacher retention average for ESC Region 12.

Evaluation Data Source(s) 1: Teacher retention rate; Exit Surveys, PLC meeting notes, T-TESS walk through and evaluation data; mentor meeting agendas;

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Professional Learning Community (PLC) meetings, Power of Ten professional development meetings, and planning days will be utilized by the campus.	2, 3, 4	Campus Administration, Instructional Staff	PLC Schedule, PLC records, PLC agendas, PLC notebooks			
2) Exit interview questionnaires will be mailed to teachers leaving the district.		Campus Administration, Instructional Staff	Exit interview			
3) Advertise for available positions on our school website, Region 12, and School Spring.	5	Campus Administration, Central Office Administration	Job postings			
4) CES grade teams will hold grade level meetings bi-weekly.	1, 2, 5	Campus Administration, Instructional Staff/Grade Level Leads	Team meeting notes			
5) Region 12 workshops will be available for teachers to attend.	4	Campus Administration	Registration forms, certificates			
6) Provide various opportunities for the staff to be involved in campus decision making through various committees and yearly surveys.	8	Campus Administration, Instructional Staff	Sign-in sheet, notes			
7) CES will use the T-TESS appraisal system for teacher goal setting and feedback from the administration.	4	Campus Administration, Instructional Staff	T-TESS documentation			
8) Staff Walkthroughs and Full Evaluations will be completed in Eduphoria.	1, 2	Campus Administration, Instructional Staff	Walkthroughs and Full Evaluations in Eduphoria			
9) Eduphoria will be used for documentation of lesson plans, documented evaluations, and journaling of parent contacts for students.	1, 2	Campus Administration, Instructional Staff	Lesson Plans in Eduphoria.			
10) Eduphoria will be used for documentation of parent contacts using the "Journaling" option.		Campus Administration, Instructional Staff	Notes in Eduphoria			
11) Fully equipped computer lab is available to all students.		Technology Staff	Sign-in sheet in the computer lab, login tracking via IBoss reports.			


12) CES will demonstrate usage of ipads that are provided to each grade level for student learning and instructional purposes.		Campus Administration, Instructional Staff, Technology Department	Walkthroughs, student login			
13) CES will demonstrate usage of interactive projector as provided to certain classrooms for student learning and instructional purposes.		Instructional Staff, Campus Administration, Technology Department	Lesson Plans, Walkthroughs/Evaluations			
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> 14) Create a mentor cadre of veteran teachers who will support teachers with three years or less experience. The mentor teachers will receive training and a stipend for their role and are expected to meet with mentees to help with campus expectations and instructional planning.		Principal	Documentation from cadre meetings, teacher effectiveness			
<p style="text-align: center;">Critical Success Factors CSF 3 CSF 7</p> 15) Academic coaching training for a team of teachers and administrators to help facilitate instructional planning, plan and lead professional development, and coach teachers in best practices.	4, 5, 8	Principals, teachers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: CISD will recruit, support, retain teachers and principals.

Performance Objective 2: CES will create and maintain a positive working environment which fosters a comfortable working environment allowing time for relationship building.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Staff will use the "Fill the Bucket" system to create and sustain a positive and supportive environment.</p>		Campus administration, counselor, staff	Positive campus climate			
<p>2) CES Staff will participate in "Thick Thursday". This is planned out with 8 teams where each team is responsible for planning the luncheon for the month.</p>	5	Campus administration, counselor, staff	Positive Campus Climate			
<p>3) A secret Santa or Easter Bunny exchange.</p>	5	Counselor	Positive campus climate			
<p>Critical Success Factors CSF 6</p> <p>4) Positive communication with teachers via a variety of methods: face-to-face, email, conference, staff meetings, and morning assembly.</p>		Principas	Positive campus climate			
						

Campus Leadership Team

Committee Role	Name	Position
Administrator	Ronda Kroll	Principal
Administrator	Cheryl Burris	Assistant Principal
Classroom Teacher	Sheri Dyson	Teacher
Classroom Teacher	Kara Ripley	Teacher
Classroom Teacher	Sheila Berg	Teacher
Classroom Teacher	Laura Cosper	Teacher
Classroom Teacher	Kristen Beaird	Teacher
ESL Director	Viki Villarreal	ESL Director
Technology	Sheila Musselman	Technology