

LaRue Miller Elementary

**Campus Improvement Plan
2023-2024**



Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We BELIEVE:

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity**.
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success

Priority 2: Capacity Building and Effective Leadership

Priority 3: Culture, Climate, and Safety

Priority 4: District Operations and Financial Stewardship

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Midlothian Balanced Scorecard Priorities

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of LaRue Miller Elementary School are:

Student Data:

Grade Level Breakdown:

- *7 Early Elementary Students*
- *16 Pre-K Students*
- *52 Kindergarten Students*
- *79 1st Grade Students*
- *86 2nd Grade Students*
- *93 3rd Grade Students*
- *87 4th Grade Students*
- *84 5th Grade Students*

Ethnicity:

- *0% American Indian or Alaskan Native (1 student)*
- *0% Asian (3 students)*
- *8% Black or African American (39 students)*
- *71% White (357 students)*
- *14% Hispanic/Latino (69 students)*
- *7% 2 or More Races (36 students)*

Gender:

- *Female: 43% (217 Students)*
- *Male: 57% (287 Students)*

Special Populations:

- *Gifted and Talented: 8% (41 students)*

- *Emergent Bilingual: 1% (6 students)*
- *Economically Disadvantaged: 16% (82 students)*
- *Special Education: 18% (93 students)*
- *At Risk: 7% (36 students)*
- *504 Services: 7% (35 students)*

2022-2023 Student Attendance Rate:

- 21-22: 95% Attendance Rate
- 22-23: 95.6% Attendance Rate

Teacher Demographics:

Teacher Ethnicity:

- *White: 97% (36 teachers)*
- *Hispanic: 3% (1 teacher)*

Teacher by Gender:

- *Female: 92% (34 teachers)*
- *Male: 8% (3 teachers)*

Teachers by Years of Experience:

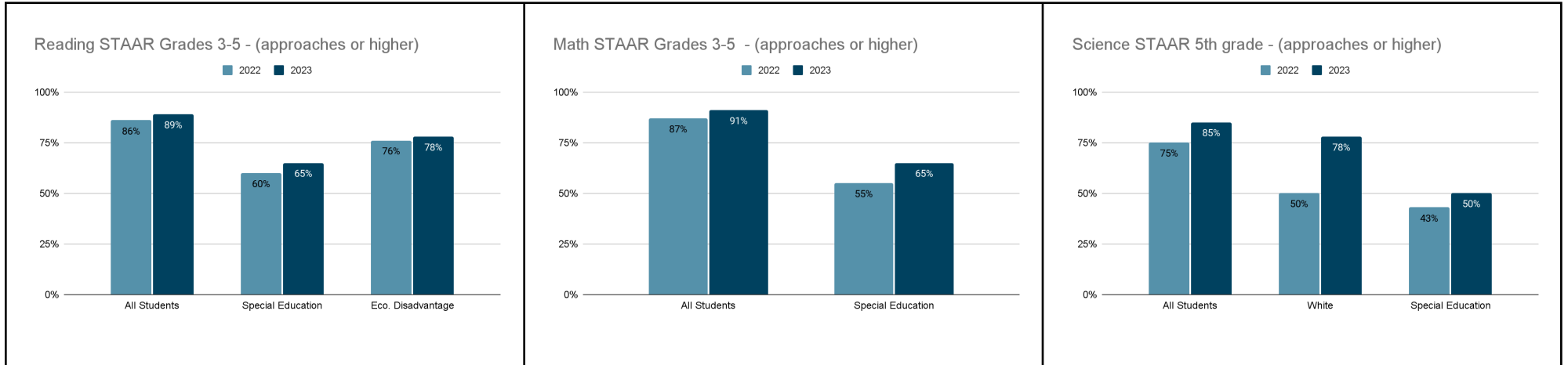
- *Beginning Teachers: 3% (1 teacher)*
- *1-5 Years: 11% (4 teachers)*
- *6-10 Years: 30% (11 teachers)*
- *11-20 Years: 43% (16 teachers)*
- *21-30 Years: 13% (5 teachers)*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
<i>In School Suspension (ISS)</i>	<i>71</i>
<i>Out of School Suspension (OSS)</i>	<i>0</i>
<i>DAEP</i>	<i>0</i>

Demographics Strength

STAAR/End of Course Exam Data:



- **49% of Eco Dis in grades 3- 5 meet grade level expectations on the 2023 Reading STAAR**
- **59% of Special Education students in grades 3-5 approached grade level expectations on the 2023 Reading STAAR**

Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math				
	EOY Circle Math				
Kinder	mClass Assessment Math BOY	16%	65%	19%	
	mClass Assessment Math EOY	3%	35%	62%	
1st Grade	mClass Assessment Math BOY	7%	50%	43%	
	mClass Assessment Math EOY	5%	36%	59%	
2nd Grade	Math MAP BOY	18%	82%	29%	8%
	Math MAP EOY	21%	79%	36%	8%
3rd Grade	Math MAP BOY	15%	85%	41%	13%
	Math MAP EOY	21%	79%	55%	21%
	STAAR 2022	12%	88%	67%	39%
	STAAR 2023	17%	83%	49%	23%
4th Grade	Math MAP BOY	13%	87%	60%	36%
	Math MAP EOY	12%	88%	62%	33%
	STAAR 2022	16%	84%	63%	37%
	STAAR 2023	9%	91%	73%	47%
5th Grade	Math MAP BOY	9%	91%	69%	32%
	Math MAP EOY	9%	91%	53%	22%
	STAAR 2022	13%	87%	55%	29%
	STAAR 2023	5%	95%	75%	39%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading				
	EOY Circle Reading				
Kinder	mClass Assessment Reading BOY	27%	24%	22%	27%
	mClass Assessment Reading EOY	6%	9%	43%	42%
1st Grade	mClass Assessment Reading BOY	13%	19%	35%	33%
	mClass Assessment Reading EOY	2%	11%	35%	52%
2nd Grade	Reading MAP BOY	25%	75%	29%	13%
	Reading MAP EOY	20%	80%	37%	15%
3rd Grade	Reading MAP BOY	22%	78%	50%	19%
	Reading MAP EOY	21%	79%	46%	25%
	STAAR 2022	10%	90%	67%	44%
	STAAR 2023	19%	81%	55%	20%
4th Grade	Reading MAP BOY	9%	91%	57%	31%
	Reading MAP EOY	9%	91%	52%	33%
	STAAR 2022	12%	88%	59%	35%
	STAAR 2023	8%	92%	65%	40%
5th Grade	Reading MAP BOY	8%	92%	60%	32%
	Reading MAP EOY	15%	85%	59%	29%
	STAAR 2022	20%	80%	58%	37%
	STAAR 2023	7%	93%	73%	37%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Miller	3.17		Miller	3.82		Miller	4.77

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	10%	90%	40%	7%
	Science MAP EOY	7%	93%	58%	20%
	STAAR 2022	25%	75%	44%	21%
	STAAR 2023	15%	85%	56%	28%

Perceptions

Mission Statement:

The mission of Midlothian ISD and LaRue Miller Elementary is to educate students by empowering them to maximize their potential.

Vision:

At LaRue Miller Elementary, we unleash curiosity and inspire greatness in every child to foster a love for learning, creativity, and academic excellence.

Motto: Unleashing Curiosity, Inspiring Greatness

Staff retention:

- Staff retention: 81%
- Staff transferred: 8%

Capturing Kids' Hearts Survey from the Beginning of the Year 2022 - to End of the Year 2023

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation 3.8 NSS Baseline 4.1	CKH Leader Implementation 4.7 NSS Baseline 4	CKH Teacher Implementation 3.7 NSS Baseline 4.1	Teacher/Staff Culture/Climate 4.6 NSS Baseline 4.5	Student 3.6 NSS Baseline 4	Family 4.3 NSS Baseline 4
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Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation 4 NSS Baseline 4.1	CKH Leader Implementation 4.4 NSS Baseline 4	CKH Teacher Implementation 4 NSS Baseline 4.1	Teacher/Staff Culture/Climate 4.6 NSS Baseline 4.5	Student 3.8 NSS Baseline 4	Family 4.3 NSS Baseline 4
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Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, ESGI, Acadience, Amira, On My Way, Handwriting Without Tears, Heggerty, hand2Mind, Guided Math, Stemsscopes Math/Science, FlyLeaf
Tests:	CIRCLE, mClass Assessment, MAP, STAAR
District Resources:	DIGS, Pacing Guides, Wonders, Hand2Mind, Stemsscopes, TRS, Studies Weekly
Program Support Services (Extracurricular Activities, After School programs, etc.)	Math Pentathlon, Destination Imagination, YMCA, All City Choir, News Crew, Student Honor Council, Cup Stacking, PALs, REACH council, Boy Scouts, Challenge Lab, Capturing Kids Heart, PLC, Vertical Alignment, Daily Scheduled Intervention (W.I.N), Pink Day Professional Learning, Instructional Support, Mentor teachers
School Processes & Programs Strengths	
<p>Focused systematic plan to improve student growth and scores with personnel to help support the process. All items stated above factor into the success of student belonging, academic achievement, and staff climate/culture.</p>	

Priority 1: Student Success

District Performance Objective: 1.2							All Students Exhibit Yearly Growth in Core Areas						
Key Strategic Action(s)							1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction						
Strategies and Action Steps			Person(s) Responsible		Campus Performance Objective			Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds		
								#1	#2	#3			
Teachers will implement Accelerated Instruction and deliver interventions aligned with MAP growth data and individual student needs."			Teachers, Interventionist, Administrators		Overall STAAR Growth will increase from 81% to 85% Overall MAP growth will increase from 49% to 52%			S					
Teachers will partner with students to set clear goals, regularly track their progress, and celebrate achievements when they meet their growth targets			Teachers, Interventionist, Administrators		Overall STAAR Growth will increase from 81% to 85% Overall MAP growth will increase from 49% to 52%			S					
District Performance Objective 1.3					Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching								
Key Strategic Action(s)					1.3.a Provide high-quality professional development aligned to student/teacher needs								
Strategies and Action Steps			Person(s) Responsible		Campus Performance Objective			Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds		
								#1	#2	#3			
Implement content focus groups to align best practices for critical TEKS in			Administrators,		Overall STAAR Growth will increase from 81% to 85%			S					

Reading, Math, and Science on Pink/Professional Day.	interventionist, iCoach, teachers	Overall MAP growth will increase from 49% to 52%				
Conduct monthly grade level PLC meetings to comprehensively assess curriculum resources, analyze data and student work, and create shared common assessments to guide teacher planning and instruction.	Administrators, interventionist, iCoach, teachers	Increase the percentage of accomplished level or higher on Domain 4 T TESS evaluation system from 36% to 40%	S			
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 23% from 2023 to 28%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 13% from 2023 to 18%.	S			

√ =Accomplished
C =Considerable
S =Some Progress
N =No Progress
X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.1.b Support employees throughout onboarding and other employment transitions within MISD				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			<i>Review 1 - DEIC (Nov)</i> #1	<i>Review 2 - DEIC (March)</i> #2	<i>Review 3 - DEIC (May-June)</i> #3	
New to MISD teachers will participate in the district Mentoring program with campus mentor and have support from peers on campus	Administrators, Mentor Teacher, Team Leads	Increase percentage of staff retention from 81% to 86% for the 23-24 school year	S			
The administrative team will organize monthly Miller Meet UPs for new teaching staff, aiming to build genuine relationships while supporting their retention and enhancing student success.	Admin, Mentor Teacher,	Increase percentage of staff retention from 81% to 86% for the 23-24 school year	S			

District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 - DEIC (Nov) #1	Review 2 - DEIC (March) #2	Review 3 - DEIC (May-June) #3	
Provide avenues for leadership development through Team Leaders, Capturing Kids' Hearts (Capturing Kids' Hearts) Process Champions, Vertical Team Leads and PLCs to assist in creating and facilitating PD on campus.	Administrators, Team Leaders, Content Leaders	Increase the percentage of teachers who participate in a leadership role from 14% to 19% during the 23-24 school year.	S			

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Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s)		3.1c Foster a culture of belonging among students and staff				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			<i>Review 1 -DEIC (Nov)</i> #1	<i>Review 2 - DEIC (March)</i> #2	<i>Review 3 - DEIC (May-June)</i> #3	
Capturing Kids' Hearts planning and grade level implementation of Capturing Kids' Hearts resources from the Capturing Kids' Hearts website.	Process Champion team, teachers, Admin	Increase Capturing Kids' Hearts Student Survey from an average score of 3.8 to 4	C			
Implementation of Rater/Affirmers, Class Ambassadors, and Affirmations in classrooms to create a sense of belonging.	Teachers, Administrators	Increase Capturing Kids' Hearts Teacher Implementation Survey average score from 4 to 4.3	S			
Create opportunities that encourage and motivate students and staff to get involved in leading their school such as: Miller News Crew, Student Council, Destination Imagination, Safety Patrol, Math Pentathlon, All-City Choir, Book Buddies, Kindness and Compassion Club, Yearbook, Capturing Kids' Hearts	Administrators, team leads	Increase the number of students and staff actively participating in leadership roles within the school by 11%	S			

By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.6% to 96% for the 23-24 school year.	S			
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.	S			
District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		3.2b Provide opportunities for staff engagement				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Will hold Process Champions and Team Lead meetings monthly to review upcoming events and get feedback from all grade levels. They will also “showcase” classrooms for other staff members to observe implementation.	Team Leaders, Process Champions Administrators	Increase Staff Capturing Kids' Hearts culture and climate survey from an average score of 4.6 to 4.8	C			

<p>Teachers and staff will support and inspire students to become leaders through the implementation of the Capturing Kids Hearts Student Ambassador.</p>	<p>Process Champion Team, Admin</p>	<p>Increase Capturing Kids' Hearts Student Survey from an average score of 3.8 to 4 Increase Staff Capturing Kids' Hearts culture and climate survey from an average score 4.6 to 4.8</p>	<p>C</p>			
<p>Key Strategic Action(s)</p>		<p>Provide opportunities for parent engagement</p>				
<p>Host events targeted at families to increase parent engagement.</p>	<p>Principal</p>	<p>Offer at least one parent engagement program per semester such as open houses, showcases, etc.</p>	<p>S</p>			

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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		<i>Systematic Long-range Facility Management</i>				
Key Strategic Action(s) 4.1.a		<i>Establish a maintenance cycle for the current facilities</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).	S			
Performance Objective 4.2		<i>Effective and Efficient Cross Departmental Work Processes</i>				
Key Strategic Action(s) 4.2.a		<i>Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan	S			

Key Strategic Action(s) 4.2.b		<i>Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations	S			
Key Strategic Action(s) 4.2.c		<i>Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.	S			

Performance Objective 4.3		<i>Commitment to Financial Stewardship</i>				
Key Strategic Action(s) 4.3a		<i>Transparency of financial processes and decisions</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.	S			
Key Strategic Action(s) 4.3b		<i>Demonstrate financial stewardship to community</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.	S			

Key Strategic Action(s) 4.3C		<i>Build system capacity to ensure intentional financial solvency for maximization of district resources</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.	S			

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Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Katie Bergvall	Principal
Administrator	Candace Burke	Assistant Principal
Classroom Teacher	Karyn Story	Teacher
Classroom Teacher	Stacey Davault	Teacher
Classroom Teacher	Stephanie Daniell	Teacher
Classroom Teacher	Donna Scott	Teacher
Classroom Teacher	Beverly Simmons	Teacher
Classroom Teacher	Lee Mooney	Teacher
Teacher	Scott Fiorenza	PE Coach
Instructional Coach	Jeanne Boniol	iCoach
Parent	Andrea Stetz	Parent
Community Representative	Kate Dudley	Community Representative
Business Representative	Mark Burke	Business Owner
District Level Professional	Becki Krsnak	District Administrator
Non-classroom Professional	Amy Boyd	Counselor