

McKinney Independent School District
Valley Creek Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley Creek Elementary has been in existence for 27 years. The campus is composed of 550 students. Our student ethnic distribution is composed of 75% White, 13% African American, 8% Hispanic, and 4% Asian/Pacific Islander. We have 17% of our students are identified as Economically Disadvantaged; 2% are limited English Proficient; 11% are served through our Gifted and Talented Program; 12% meet the state "at-risk" criteria; and 10% of the student population receive special education services. Our students achieved a 96.9% attendance rate during the 2017-2017 school year.

Demographics Strengths

We serve a primarily homogeneous student population. This is a strength as our students enjoy a "neighborhood school" experience. Most of our students live in close proximity to the school which enhances the school community atmosphere and communication. The vast majority of our students come to school having shared experiences and relationships outside of school. These shared experiences enhance our ability to connect with students in designing and implementing meaningful learning experiences.

Student Achievement

Student Achievement Summary

Our student achievement data continues to be an area of strength for our campus. During the 2017-2018 school year, STAAR results indicated that of our 3rd Grade students, 95% approaches grade level and 46% achieved mastery level in Reading. Our 4th Grade students achieved 89% approach grade level and 42% achieved mastery level in Reading, and 81% approached grade level and 26% achieved mastery in Writing. Of our 3rd grade students, 91% approached grade level and 41% achieved mastery level in Math. Our 4th grade students achieved 93% approaching grade level and 42% achieved mastery level in Math. Finally, of our 5th Grade students, 97% approached grade level and 46% met mastery level in Reading, 97% approached grade level and 45% met mastery in Math, and 91% met approaching grade level and 26% achieved mastery level in Science.

Student Achievement Strengths

Valley Creek students continue to excel in all formal and informal assessment criteria. STAAR results indicated that we maintained a standard of excellence by scoring well above the state and district averages. Student performance in Reading, Math, & Writing demonstrate outstanding growth and achievement especially in the approaches levels in Reading, Science, and Math. Additionally, our students performed superior in MAP, DRA and iStation assessments (K-5) which aligns with local assessments and student report card scores. Cohort data indicates significant student growth a students progress from grade to grade.

School Culture and Climate

School Culture and Climate Summary

Valley Creek strives to maintain a vital, positive school culture and climate for students and staff and was honored to receive the High Reliability Schools Level 1 Certification and is currently pursuing High Reliability Schools Level 2 - Effective teaching in Every Classroom. We want all students to feel Valley Creek is a safe place to learn and grow. Students should be challenged each day to reach their highest learning potential. Teachers work together collaboratively to provide learning experiences that are engaging for the students and make connections to their lives. Principal's weekly electronic newsletter encourages teachers to reflect on teaching strategies, challenges teachers professionally, and shares staff appreciation statements which will directly align with Campus Improvement Goals.

School Culture and Climate Strengths

Valley Creek staff members recognize and reward positive behaviors students exhibit in the classroom. Past student survey data indicates a strength in safety and student support on the part of staff members and their families, as well as high student ratings of teacher quality and expectations. Our campus will move forward into our second year of Responsive Classroom Morning Meeting. In order to support student leadership and Project Based Learning we will promote student's responsibility for their learning. The Sunshine Committee plans staff events which supports staff cohesiveness across the campus. Valley Creek embraces opportunities for community service projects throughout the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We employ 47 professional staff members. All classroom teaches meet state and federal "highly qualified" criteria. The average years of experience for teachers is 11 years.

Staff Quality, Recruitment, and Retention Strengths

Valley Creek has a veteran staff with multiple years of teaching experience with a low turnover rate. The district provides a new teacher mentoring program for incoming MISD staff members which our administrators support and supplement at the campus level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have strong district curriculum with multiple support components. Our teachers have a variety of resources for instruction and assessments to engage students and measure student performance in the classroom.

Curriculum, Instruction, and Assessment Strengths

Our teachers are committed to implementing the curriculum with fidelity while differentiating for the range of academic needs on our campus. Teacher leaders from each grade level keep our staff up to date on district curriculum and assessment issues through opportunities to share in curriculum updates at the campus level.

Parent and Community Engagement

Parent and Community Engagement Summary

We are fortunate at Valley Creek to have an involved community base that is very supportive of the school. We are always looking for new ways to engage our community. Our PTA is very involved and membership is a strength for this campus. PTA hosts several school-wide events throughout the year that encourage family involvement. They also support grade levels and individual teachers with grants for projects or other specific classroom needs.

Parent and Community Engagement Strengths

We have an active PTA and family community. The general PTA supports our students by providing field trips, teacher grants, class spirit shirts, camp scholarships, volunteer support, other activities, and community service opportunities. Our parents are supportive at home with academic and non-academic activities. They appreciate being informed and want to be active in our school.

School Context and Organization

School Context and Organization Summary

Valley Creek Elementary will have 28 general education teachers during the 2018-2019 school year. Our Special Education team of 4 teachers and 4 paraprofessionals will support our Special Education students. Additionally, our PE, ART and Music teachers provide fine arts and physical education for our 5300 students. Our office staff is comprised of Principal, Assistant Principal, Counselor, Secretary, Registrar, Office Clerk and Nurse. Our MRS and library aide provide support to our teachers and students with print and technology based media.

School Context and Organization Strengths

Our office staff sets the tone for the culture of our school. Parents and community members are warmly welcomed as they enter our school and assisted in their needs. Furthermore, our staff, as a whole, works together in positive, collaborative ways which promotes the family feeling we have at Valley Creek.

Technology

Technology Summary

McKinney ISD and Valley Creek are committed to supporting our students in the 21st century. We realize it is vital to expose and give our students realistic learning experiences through the use of current technology equipment, technology resources and appropriate educational use of social media.

Technology Strengths

Valley Creek students utilize a wide variety of technology equipment. From Interactive Flat Panels, to laptops and iPads, students will use these devices in their learning, and students will use these devices to become producers of their learning. Our district supports teacher competency in incorporating technology when designing lessons through professional development opportunities and use of our Media Resource Specialist.

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
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Goals











Goal 1: Safe and Collaborative Culture: Valley Creek will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Teacher teams and collaborative groups (both district and campus based) regularly interact to promote professional growth regarding curriculum, instruction, assessment, and the achievement of all students.

Evaluation Data Source(s) 1: T-TESS, Eduphoria, Common Formative Assessment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will be compliant with at least 50 hours of professional development and actively pursue opportunities for professional growth which support their professional goals.	Teachers, Administrators	T-TESS, Eduphoria Quarterly professional growth documentation.				
2) Teacher leaders and administration will participate in vertical and grade level PLC meetings to develop campus action plans/initiatives as a result of these collaborative efforts.	Administrators Instructional Coach	PLC Action Plan, PLC Agendas and Minutes				
3) Media Resource Specialist and technology leaders will work with teams to embed technology use into classroom learning to enhance student engagement.	Administrators, Media Resource Specialist	Lesson plans, T-TESS walkthroughs/observations				
4) Five campus extended planning design days will be utilized for teachers to have additional time to collaborate instructionally, develop Common Formative Assessments (CFA), reflect upon colleague instructional videos, and observe other teachers in our school/district.	Administrators Instructional Coach	PLC agendas, action plans, CFA				
5) Fine Arts and Physical Education teachers will collaborate monthly with other campus colleagues within MISD.	Administrators	PLC agendas, minutes and artifacts				

6) Campus Developmental Social Skills (DSSC) teachers will collaborate quarterly with other MISD DSSC staff members to better enhance skills and overall teaching effectiveness within their classrooms.	Administrators SPED coordinators	Artifacts and agendas				
7) The campus will provide a new teacher mentee with a teacher mentor to collaboration and support throughout the school year. Campus mentor coordinator will meet quarterly with mentor/mentees.	Adminstrators	Documentation log Mentor/mentee monthly checklist Survey				
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Goal 1: Safe and Collaborative Culture: Valley Creek will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: Teachers, staff, parents, students, and community will have involvement opportunities and formal ways to provide input regarding the optimal functioning of the school.

Evaluation Data Source(s) 2: parent, teacher, student, and community member survey results, MISD Live Kind rubric

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Opinion data will be collected, shared, reviewed and addressed through various communication modalities.	Administrators	Survey given periodically through the year, communication artifacts, principal's weekly newsletter, school-wide newsletter, staff meeting and ILT/PLC shared meeting agendas				
2) Campus activities will promote the MISD Live Kind Initiative and incorporate components to increase social and emotional well-being of the Valley Creek learning community.	Administrators Counselor Team Leaders	MISD Live Kind Rubric components, grade-level newsletters, campus newsletters				
3) Teachers and administrators will communicate regularly with VC families through multi-media resources including electronic newsletters, websites, Twitter, campus Facebook page, campus fliers, School Messenger, Sunday Principal phone calls, See Saw and Dojo apps, Remind app and conferencing.	Teachers Administrators Office Staff	Grade-level newsletters, campus newsletters, conference sign-in sheets, Twitter and Facebook page				
4) Partnership between school and parent/community involvement including PTA events, field day, PBL projects, field trips, and special grade-level event	Administrators	Volunteer hours, event schedules, meeting agendas				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Safe and Collaborative Culture: Valley Creek will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 3: Teachers, students, parents, and community will perceive the school environment as safe, orderly, and actively promoting leadership development.

Evaluation Data Source(s) 3: survey data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The school counselor will develop PALS mentor program for our at-risk students.	Administrators, Counselor	Volunteer sign-in, logs in mentor notebooks	✓	✓	✓	
2) Counselor and teachers will utilize and expand Character Counts and recognize students exhibiting soft skills. Through Morning Meeting, teachers will incorporate opportunities for community-building conversations within the school day to promote positive student perceptions of peer relationships.	Administrators, Teachers, Counselor	Decreased discipline referrals, documentation of soft skills observed Morning Meeting lesson plans, student survey data, student planners				
3) Administrators, teachers and students will engage regularly in goal-setting practices including monitoring and feedback.	Administrators, Teachers	Goal-setting forms, T-TESS Goal-Setting, PLC data meetings			✓	
4) The students and teachers will be involved in programs that promote mental and physical health including Marathon Running Club.	Administrators & Teachers	Boosterthon, counselor guidance sessions, coordinated health meetings, Running Club attendance, Walkathon, discipline data				
5) Student Council Representatives will be active leaders on our campus by acting as role-models, conducting service projects, and supporting the campus as a whole.	STUCO Staff Representative and Administrators	Cougargram, STUCO parent information				
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Goal 1: Safe and Collaborative Culture: Valley Creek will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 4: Valley Creek staff will promote an increase in the student attendance rate.

Evaluation Data Source(s) 4: PEIMS data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and office staff will follow state and district guidelines in reporting attendance, communicating with parents regarding attendance/tardies, and sending home appropriate attendance/truancy documentation.	Teachers Administrators Registrar	Absence/Tardy letters, PEIMS data				
2) Students will be recognized with perfect attendance incentives each quarter during campus-wide assemblies.	Teachers, Administrators, Registrar	PEIMS data				
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Goal 1: Safe and Collaborative Culture: Valley Creek will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 5: Teachers and administrators will address and reduce ISS, OSS and DAEP discretionary placements for all grade levels.

Evaluation Data Source(s) 5: PEIMS data
 Quarterly discipline data reported in staff newsletter.
 MISD Live Kind action plan

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Training will be provided on the education of disabilities, various SPED services, and Dyslexia.	Administrators	Eduphoria, PEIMS				
2) Students will be supported through the RtI process when requiring additional positive behavior supports.	Administrators and Teachers	PEIMS, RtI list				
3) Discretionary placement for ISS, OSS and DAEP will only be utilized as a last resort of intervention and will be shared with the staff quarterly in the staff newsletter. RtI data and interventions will be utilized to support student behavior.	Administrators	PEIMS, VC Chronicle Newsletter, Valley Creek student intervention forms				
4) Support of social and emotional health for students through implementation of MISD Live Kind Initiative and use of Restorative Practice strategies.	Administrators Teachers Counselor	survey data, Live Kind rubric				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Effective Teaching in Every Classroom: We will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction which will prepare students for graduate and post-secondary success.

Performance Objective 1: We will ensure that the percentage of students meeting final recommended standards increases in all core subject areas.

Evaluation Data Source(s) 1: STAAR, MAP, DRA, Istation, TEMI, district benchmarks, observations, and other formal and informal assessments will provide documentation of student progress toward this goal.

Summative Evaluation 1:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will provide quality instruction in grade-level TEKS, as well as, targeted instruction in differentiated groups to meet individual needs for all students (above and below grade level).	Teachers, Administrators	Lesson plans, T-TESS, walkthroughs/observations, RtI documentation, anecdotal teacher notes, STAAR Progress Measures, MAP				
2) Weekly planning sessions guided by the MISD Model of Instruction will include professional dialogue within the Professional Learning Community (PLC) cycle.	Teachers Administrator Instructional Coach	Kid Chat minutes, lesson plans, T-TESS walkthroughs/observations, PLC artifacts				
3) Administrators, instructional coach, and teachers will participate in grade-level PLC data analysis and RtI (Kid Chat) meetings to evaluate various data points and plan for research-based student intervention. As a result, students performing below grade-level, ELLs, and economically disadvantaged (as needed) students will receive intense documented intervention as outlined in individual plans for learning to support student growth goals.	Teachers Administrators Instructional Coach	Individual RtI plans, ELL accelerated learning plans, intervention documentation, progress monitoring data, PLC artifacts				
4) Based on recent STAAR data; lesson design and vertical alignment instructional practices will integrate writing in all subject areas to support increased writing academic achievement for all students.	Administrators Instructional Coach	Student writing samples, PLC agendas and artifacts, school-wide data.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Effective Teaching in Every Classroom: We will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction which will prepare students for graduate and post-secondary success.

Performance Objective 2: By the end of the current school year, 100% of LEP students will advance to the next language proficiency level according to TELPAS.

Evaluation Data Source(s) 2: TELPAS Confidential Student Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) In all classrooms, language and content objectives will be utilized to provide purpose for student learning, allow students to monitor their progress toward learning goals, support language acquisition and academic vocabulary development.	Teachers, Administrators	Lesson plans, T-TESS walkthroughs/observations, student interviews, TELPAS				
2) In all classrooms, high-yield strategies, components of a language-rich learning environment, and MISD Model of Instruction will be evident to promote student success with reading, writing, listening and speaking.	Teachers Administrators Instructional Coach	T-TESS walkthroughs/observations, lesson plans, TELPAS ratings				
3) Teachers will collaborate with campus administration monthly to implement and monitor a plan of action to support growth for ESL students.	Teachers, Administrators Instructional Coach	Meeting agendas, action plan, walk-throughs lesson plans, TELPAS ratings				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching in Every Classroom: We will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction which will prepare students for graduate and post-secondary success.

Performance Objective 3: Teachers and administrators will evaluate data, analyze PEIMS codes and address LRE for all students in special education.

Evaluation Data Source(s) 3: PEIMS data, student data sheets, SpEd binders, district and state assessments, Special Populations Campus Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special Education teachers will collaborate in face-to-face meetings with general education teachers. General education and SPED teachers will collaborate on parent communication regarding SPED student progress.	Classroom teachers, Administrators, Special Education teachers	Data sheets, meeting notes and emails				
2) General education teachers will implement, with fidelity, all accommodations and modifications as identified in 504/Special Education individual student plans.	General Education Teachers, Administrators,	T-TESS walkthroughs/observations, lesson plans, grade level assessment accommodations plan				
3) General education and special education teachers will collaborate to support SpEd students' BIP/PBS programming in order to decrease Special Education students' ISS/OSS discipline referrals.	General Education Teachers, Special Education Teachers, Administrators	PEIMS data, Behavior Intervention Plans, Positive Behavior Support Plans				
4) The RtI process will be implemented with fidelity in order to ensure appropriate interventions and placement. The benefits of the RtI process will be communicated to parents. Kindergarten and first grade Dyslexia screeners will be completed for student yearly. Requests for SpEd and Dyslexia referrals will be evaluated with high scrutiny. SpEd data will be monitored for disproportionate percentages in relation to the school's student population.	Administrators, Teachers Dyslexia teachers	PEIMS data, RtI documentation, Dyslexia screeners				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Effective Teaching in Every Classroom: We will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction which will prepare students for graduate and post-secondary success.

Performance Objective 4: Project-based learning (PBL) will be incorporated for selected science and social studies instruction.

Evaluation Data Source(s) 4: PBL Walkthrough tool, lesson plans, T-TESS

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will provide experiences with hands-on science learning, high-yield strategies, and exposure to science and social studies vocabulary across content areas.	Teachers, Administrators, Instructional Coach	Lesson plans, T-TESS walkthroughs/observations, student interviews				
2) Teachers will embed new learning of virtual learning resources (Facebook, Skype, Twitter, iPads, and laptops) into PBL design process in order to enhance student engagement and academic success.	Teachers Administrators	Lesson plans, PBL walkthroughs/observations				
3) Teachers will promote parent and community involvement by informing them of upcoming PBL projects and utilizing them as speakers and assistants for PBL units during the launch, research and share protocols.	Teachers, Administrators	Lesson plans, PBL walkthroughs/observations				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Megan Richards	Principal
Administrator	Lisa Paine	Assistant Principal
Non-classroom Professional	Ebonee King	Instructional Coach
Non-classroom Professional	April Jones	Counselor
Classroom Teacher	Britney Hardin	Fifth grade team leader
Classroom Teacher	Nancy Keys	Fourth grade team leader
Classroom Teacher	Cheryl Carter	Third grade team leader
Classroom Teacher	Mary Smith	Second grade team leader
Classroom Teacher	Lisa Blair	First grade team leader
Classroom Teacher	Julie McCauley	Kindergarten team leader
Classroom Teacher	Victor Chavez	Special Education Team Leader
Teacher	Amanda Kelly	Specials team leader
Media Resource Specialist	Mona Schroeder	Media Resource Specialist.