

Tyler Independent School District

District Improvement Plan

2019-2020



Vision

Tyler ISD will focus on successful student outcomes.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

There is a disparity in the mean score achieved and percent of tests with a passing score as evidenced by the breakdown of AP scores in the table below.

Student Group	Mean Score	Passing Rate
All Student	2.8	54%
White	3.0	66%
Asian	2.8	56%
Hispanic	2.4	39%
African American	2.0	25%

Demographics Strengths

Although there is disparity among the number of tests taken by each student group, all student groups that are widely represented in our district participate in the AP programs.

Student Group	# Tests
All Student	971
White	510
Asian	78
Hispanic	266
African American	80

Priority Problem Statements

Problem Statement 1: Students who need remediation continue to struggle (i.e. SPED, ELL, 504, and struggling learners)

Root Cause 1: Lack of effective intervention strategies and systems.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students reading skills are preventing success across all curriculum areas.

Root Cause 2: Lack of teacher training regarding how to teach reading.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students of poverty are not making progress in literacy skills.

Root Cause 3: Parents do not know how to help students at home.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Students are not showing significant progress on MAP, NWEA.

Root Cause 4: Progress monitoring and formative assessment lack consistency.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Teachers turn over is higher at campuses where students are the most at risk.

Root Cause 5: Teachers are inexperienced (less than 5 years); and get overwhelmed and leave.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: AP Scores are not consistent across all demographics and student groups.

Root Cause 6: Lack of consistency in content and teaching strategies among AP Teachers

Problem Statement 6 Areas: Demographics

Problem Statement 7: Some CTE courses and programs of study are not aligned with regional workforce needs.

Root Cause 7: Lack of cohesive planning and collaboration and planning in relation to Career and Technical Education within the district.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: By the Spring of 2020, 79% of Tyler ISD third grade students will be on grade level according to Rasch Unit (RIT) Scale scores.

Performance Objective 1: By the Spring of 2019, 81% of the third grade students will meet the standard on the 3rd grade state assessments.

Evaluation Data Source(s) 1: State assessment results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Foundational reading skills such as phonemic awareness and phonics will be a top PD priority.	2.4, 2.6	Principals and Central Admin Staff	Improved reading outcomes for students				
Problem Statements: Student Achievement 1 Funding Sources: 199 (Local) - 0.00, 211 (Title I) - 0.00, State Compensatory - 0.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Rewrite Curriculum to improve explicit phonics instruction improving equity across all demographic groups.	2.4	Principals and Central Admin Staff	Improve 3rd grade reading scores by 10%				
Problem Statements: Student Achievement 1 Funding Sources: 199 (Local) - 0.00							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students reading skills are preventing success across all curriculum areas. **Root Cause 1:** Lack of teacher training regarding how to teach reading.

Goal 1: By the Spring of 2020, 79% of Tyler ISD third grade students will be on grade level according to Rasch Unit (RIT) Scale scores.

Performance Objective 2: By the Spring of 2019, 78% of the students in grade levels, Kindergarten through 3rd Grade will attain grade level Rasch Unit (RIT) Scale scores in Reading according to the Northwest Evaluation Association Measures of Academic Progress data.

Evaluation Data Source(s) 2: MAP Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Campus Instructional Leadership Team for each campus to focus on instructional needs of campus. CILT meets regularly and provides mentor-ship for new teachers.</p>	2.5	Principals, Principal supervisors	Improve the quality of instruction on each campus and increase consistency of instructional quality.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 (Local) - 0.00</p>							
<p>Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Professional development for teachers to improve quality of reading instruction in each classroom. To focus on scaffolding and remediation for struggling readers.</p>	2.4	Principals and District Central Admin staff	Improved NWEA MAP scores				
<p>Problem Statements: Demographics 1 Funding Sources: 199 (Local) - 0.00</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Tyler ISD will improve Summer Programs that address SEL and academic needs.</p>	2.5, 2.6	District Central staff	Improve Reading NWEA scores for students by 5%.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 199 (Local) - 0.00, 211 (Title I) - 0.00</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) All Pre_K teachers in Tyler ISD will use the written curriculum and participate in High Quality PD to include Voyager and CLI.</p>	2.6	Principals and Central Admin staff	Improve Kindergarten readiness as determined by the CIRCLE by 10%.				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 (Local) - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Improve low-performing schools 5) Parent Engagement Sessions to help parents understand how to help their new readers at home.	3.1, 3.2	Principals	Improve NWEA MAP scores by 5%, Improve CIRCLE scores by 5%.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 (Local) - 0.00							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students who need remediation continue to struggle (i.e. SPED, ELL, 504, and struggling learners) Root Cause 1: Lack of effective intervention strategies and systems.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers turn over is higher at campuses where students are the most at risk. Root Cause 1: Teachers are inexperienced (less than 5 years); and get overwhelmed and leave.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not showing significant progress on MAP, NWEA. Root Cause 1: Progress monitoring and formative assessment lack consistency.
Parent and Community Engagement
Problem Statement 1: Students of poverty are not making progress in literacy skills. Root Cause 1: Parents do not know how to help students at home.

Goal 2: By the conclusion of the 2019-2020 school year at least 55.7% of Tyler ISD graduates will be considered College, Career, and Military Ready.

Performance Objective 1: The percentage of Tyler ISD students taking Advanced Placement examinations in May 2020 who score a 3 or higher will meet or exceed 52.5 percent.

Evaluation Data Source(s) 1: May 2020 AP exam results

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 1) AP Teachers will participate in an AP summer institute a minimum of every three years.	2.5	Principal and Central Administration Staff	Improve percentage of students scoring 3 or higher on an AP exams to at least 52.5%				
Problem Statements: Demographics 2 Funding Sources: 199 (Local) - 0.00							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: AP Scores are not consistent across all demographics and student groups. Root Cause 2: Lack of consistency in content and teaching strategies among AP Teachers

Goal 2: By the conclusion of the 2019-2020 school year at least 55.7% of Tyler ISD graduates will be considered College, Career, and Military Ready.

Performance Objective 2: The percentage of Tyler ISD high school students completing an advanced or dual credit course will meet or exceed 48.5% during the 2019-2020 school year.

Evaluation Data Source(s) 2: 2020 Texas Academic Performance Report (TAPR)
Student transcripts

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 1) Enrollment information for advanced and dual credit courses will be shared with students and parents.	2.5, 3.2	Principal and Central Administration Staff	Increased percentage (at least 48.5%) of students completing an advanced or dual credit course .				
Problem Statements: Demographics 2							

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 2: AP Scores are not consistent across all demographics and student groups. Root Cause 2: Lack of consistency in content and teaching strategies among AP Teachers

Goal 3: By the conclusion of the 2019-2020 school year at least 63.4 percent of Tyler ISD graduates will have been enrolled in a CTE coherent sequence of courses aligned with Industry-Based Certifications.

Performance Objective 1: Tyler ISD students will earn at least 400 TEA-recognized, Industry-Based Certifications during the 2019-2020 school year.

Evaluation Data Source(s) 1: PEIMS data
Eduthings CTE tracking software

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Equity Plan Strategy TEA Priorities Connect high school to career and college 1) CTE course offerings for students in areas identified by regional workforce data.	2.5	District central admin staff	Increase the correlation of CTE course offerings to regional workforce needs by 5%.				
Problem Statements: Curriculum, Instruction, and Assessment 2							
TEA Priorities Connect high school to career and college 2) Conduct a local comprehensive needs assessment to identify areas of strength and areas in need of improvement in the District's Career & Technical Education Program.	2.4, 2.5	District Administrative Staff	Increase the correlation between CTE course offerings and local workforce needs by at least 5%.				
Problem Statements: Curriculum, Instruction, and Assessment 2							
							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Some CTE courses and programs of study are not aligned with regional workforce needs. Root Cause 2: Lack of cohesive planning and collaboration and planning in relation to Career and Technical Education within the district.

Goal 4: By the Spring of 2020, Tyler ISD will have PBMAS Performance Levels of 2 or better on each STAAR and TELPAS indicator.


Performance Objective 1: Students with disabilities will improve their performance by 10%.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Students with disabilities on elementary campuses will improve their performance by 10%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Equity Plan Strategy TEA Priorities Build a foundation of reading and math 1) 1. Extend contract days for Academic Intervention instructional specialists so that they may effectively plan with general education curriculum and instruction staff including curriculum development, embedded scaffolded interventions and universal design for learning.	2.4, 2.5, 2.6	Executive director will monitor monthly through review of archived C&I documents.	Resources will be provided to all Tyler ISD teachers.				
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 (Local) - 0.00						
TEA Priorities Build a foundation of reading and math 2) 2. Academic Intervention coordinators and instructional specialists will meet monthly with individual special education teachers to provide direct professional learning activities regarding usage of C&I curriculum documents with embedded scaffolding and universal design for learning.	2.5	Documentation of individualized meetings and agendas.	All special education teachers will use the curriculum scaffolds and UDL for planning instruction in resource and inclusion settings.				
	Problem Statements: Demographics 1 Funding Sources: 199 (Local) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 3) 3. Academic Intervention coordinators and instructional specialists will consult with special education teachers through individualized, targeted interventions including modeling strategies for scaffolding within the classroom.	2.5	Documentation of time with special education teachers and activities within the classroom.	Improvement of STAAR scores in all content areas for special 3-8, year-after-exit, and EOC special education students.				
	Problem Statements: Demographics 1 Funding Sources: 199 (Local) - 0.00						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who need remediation continue to struggle (i.e. SPED, ELL, 504, and struggling learners) Root Cause 1: Lack of effective intervention strategies and systems.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not showing significant progress on MAP, NWEA. Root Cause 1: Progress monitoring and formative assessment lack consistency.

Goal 4: By the Spring of 2020, Tyler ISD will have PBMAS Performance Levels of 2 or better on each STAAR and TELPAS indicator.

Performance Objective 2: English Language Learners will improve performance by 10%

Evaluation Data Source(s) 2: STAAR, TELPAS

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Teachers will receive training in Sheltered Instruction and/or SIOP Model		Bilingual/ESL director	Classroom Instruction will be ELL friendly targeting Language Development and Academic Progress.				
2) Bilingual/ESL Instructional specialists and Bilingual/ESL director will conduct Sheltered Instruction Walkthroughs and Coaching Cycles		Bilingual/ESL director	Language Development components and features of the SIOP Model will have a high incidence of implementation as evidenced by the data collected during classroom observations.				
TEA Priorities Improve low-performing schools 3) 7th and 8th grade Avid Excel students will attend a Summer Bridge Program to develop their Academic Language		Bilingual/ESL director Bilingual/ESL Avid Excel Project Manager	Increased TELPAS rating for participating students				

Goal 5: By Spring of 2020 reported Bullying incidents will decrease by 5%

Performance Objective 1: Staff will research and agree on a district wide SEL tool and resources to use across all campuses and grade levels.

Evaluation Data Source(s) 1: Spring 2020

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Committee will be chosen and tool will be chosen for a district wide SEL tool.		Director of Guidance and Counseling	Decrease bullying incidents by 5%.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 (Local) - 0.00							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers turn over is higher at campuses where students are the most at risk. Root Cause 1: Teachers are inexperienced (less than 5 years); and get overwhelmed and leave.

Goal 6: By Spring of 2020 drop out rates will decrease by 3%.

Performance Objective 1: High School students who are behind in their credits will decrease by 10%

Evaluation Data Source(s) 1: Transcripts - Spring 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 1) Students who have to retake the EOC will improve pass at a 50% rate on the second attempt.	2.6	Principal	Improve graduation by 5%.				
Problem Statements: Student Achievement 1 Funding Sources: State Compensatory - 0.00							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students reading skills are preventing success across all curriculum areas. Root Cause 1: Lack of teacher training regarding how to teach reading.

Goal 7: Tyler ISD students will improve their physical fitness as measured by the Fitness Gram

Performance Objective 1: There will be at least 5% of elementary students who will participate in before and after school programs offered by Tyler ISD and/or community partners.

Evaluation Data Source(s) 1: Number of students who participate in programs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Improve low-performing schools 1) Athletics Dept and the Elem PE teachers will collaborate to create after school programs.	2.6	Assistant Director of Athletics	Improve physical fitness of Elem students by 10%				
	Funding Sources: 199 (Local) - 0.00						
TEA Priorities Improve low-performing schools 2) Athletics Dept and the Elem PE teachers will collaborate to create after school programs.	2.6	Assistant Director of Athletics	Improve physical fitness of Elem students by 10%				
	Funding Sources: 199 (Local) - 0.00						

Goal 7: Tyler ISD students will improve their physical fitness as measured by the Fitness Gram

Performance Objective 2: Secondary students will improve their physical fitness by 5%.

Evaluation Data Source(s) 2: Program enrollment and Fitness gram results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Improve low-performing schools 1) Careful monitoring improvement of the athletic departments at the Middle school and High School campuses.	2.5	Director and Assistant Directors of Athletics, Principals	Improve Fitness Gram by 5%.				
Funding Sources: 199 (Local) - 0.00							

District Improvement Committee

Committee Role	Name	Position
Administrator	Christy Hanson	Assistant Superintendent of C&I
District-level Professional	Ana Segulin	Director of Bilingual ESL
District-level Professional	Venora Jones Jones	Coordinator of Federal Programs
Classroom Teacher	Chad Kisamore	Teacher- Three Lakes
Classroom Teacher	Lisa Lininger	Teacher-Hubbard, Three Lakes
Classroom Teacher	Scott White	Teacher-Boshears
Media Tech Specialist	Dona Cato	MTS- Peete
Classroom Teacher	Andy Haas	Teacher- Early College
Classroom Teacher	Jack Ford	Teacher-John Tyler
Classroom Teacher	Chele Ashley	Teacher- John Tyler
Classroom Teacher	Marlis Harvard	Teacher- Robert E. Lee
Classroom Teacher	Jordan Dossey	Teacher- Robert E. Lee
Classroom Teacher	Katheryn Ford	Teacher- RISE
Classroom Teacher	Scott Bostik	Teacher- DAEP
Classroom Teacher	Erin Kennedy	Teacher- Boulter
Classroom Teacher	Bryan Reeves	Teacher-Hogg
Classroom Teacher	Kenna Patton	Teacher- Hubbard
Classroom Teacher	Ashley LaCroix	Teacher- Moore
Classroom Teacher	Sara Gomer	Teacher- Austin
Classroom Teacher	Hartley Bernardino	Teacher- Bell
Classroom Teacher	Ofelia Cuevas	Teacher- Birdwell
Classroom Teacher	Carley Smith	Teacher- Bonner

Committee Role	Name	Position
Classroom Teacher	Ashley McClure	Teacher- Caldwell
Classroom Teacher	Miriam Mercer	Teacher- Clarkston
Classroom Teacher	Gloria Davis	Teacher- Dixie
Classroom Teacher	Dana Davis	Teacher- Douglas
Classroom Teacher	Jesus Sanchez	Teacher- Griffin
Classroom Teacher	Danielle Dinger	Teacher- Jack
Classroom Teacher	Emilee Kubara	Teacher- Jones
Classroom Teacher	Amy Browning	Teacher- Orr
Classroom Teacher	Christine Villavisencio	Teacher- Owens
Classroom Teacher	Ricardo Rodriguez	Teacher- Ramey
Classroom Teacher	Betty Berndt	Teacher- Rice
Classroom Teacher	Jenna Evans	Teacher- Woods