

Valley School Continuous Improvement Plan (2016)

Plans will be reviewed annually at the November School Board Meeting

1. **Purpose Statement**: The purpose of the Valley School Continuous Improvement Plan (VSCIP) is to provide a framework to work from, striving to improve student learning in the Valley School District consistent with the District purpose of “Improving the Lives of Children and Families.
2. **Values/Commitments Statements**: We believe that all students can learn and achieve at high levels. Every student is special and unique, possessing their own set of strengths. The staff at Valley is committed to growing those strengths and helping all students develop academically, socially and emotionally. The Valley School staff generated the following values. All staff should be: Honest; Caring; Responsible; Respectful; Fair.
3. **School Profile**
 - a. The strengths of Valley School include:
 - i. A well-trained, hard-working staff dedicated to meeting the needs of all students.
 - ii. Students willing to learn, and parents/guardians working with the school to help with their child’s education.
 - iii. A supportive team, infrastructure if you will, across the Valley School District committed to providing the resources necessary to best serve the children and families attending Valley School.
 - iv. A comprehensive framework for effective instruction – Marzano.
 - v. Quality curriculum with a plan to deliver that curriculum.
 - vi. A focus on continuous improvement including a collaborative/team approach to problem solving and planning. Utilizing Quality Learning tools and techniques to ensure all stakeholders have a voice.
 - vii. Professional development opportunities.
 - viii. Quality facilities.
 - b. Student Demographics
 - i. School enrollment: 210
 - ii. Free and Reduced: 79%
 - iii. Average attendance: 91.5%
 - c. Staff Information (see appendix for list of staff members and assignments)
 - i. Certificated Staff: Grades K, 2, 3, & 5 have 1.0 FTE. per grade; Grades 1 & 4 have 2.0 FTE per grade; Grades 6,7,8 have one teacher each for Math, Language Arts, Science, Social Studies and Core Support; One Special Education teacher, one Reading Specialist, One 0.75 P.E. teacher, a 0.5 Counselor, A 0.5 SOAR room/solutions room teacher and a full-time principal.
 - ii. Support Staff: One main secretary, one support secretary, fourteen para-professionals, and two part-time AmeriCorps service members. The paras serve Special Education, classroom push-in and pull-out programs, help deliver Title and LAP services, and cover a variety of duties.

- iii. The certificated staff and support staff help with other staffing needs throughout the district including filling the following roles: Athletic Director; coaches for football, volleyball, girls and boys basketball, baseball and fast-pitch softball; Drama; ASB; Yearbook; Advisors; and Pep Club.

4. Holistic Indicators of Success and Progress

a. Achievement Data

Spring 2016 Valley School Smarter Balanced/MSP Testing Results

VS K-8 - ELA SMARTER SUMMATIVE					
GRADE	#STUDENTS TESTED	OVERALL %PROFICIENT		#STUDENTS TESTED	#STUDENTS PROFICIENT
3	28	43		28	12
4	24	38		24	9
5	28	50		28	14
6	17	59		17	10
7	29	31		29	9
8	25	28		25	7
TOTAL				151	61
(61/151) = 40%					

VS K-8 - MATH SMARTER SUMMATIVE					
GRADE	#STUDENTS TESTED	OVERALL %PROFICIENT		#STUDENTS TESTED	#STUDENTS PROFICIENT
3	28	29		28	8
4	24	46		24	11
5	28	43		28	12
6	17	47		17	8
7	29	24		29	7
8	25	32		25	8
TOTAL				151	54
(54/151) = 36%					

VS K-8 - MSP SCIENCE SUMMATIVE					
GRADE	#STUDENTS TESTED	OVERALL %PROFICIENT		#STUDENTS TESTED	#STUDENTS PROFICIENT
5	28	50		28	14
8	25	84		25	21
TOTAL				53	35
(35/53) = 66%					

Spring 2015 Valley School Smarter Balanced/MSP Testing Results

VS K-8 - ELA SMARTER SUMMATIVE					
GRADE	#STUDENTS TESTED	OVERALL %PROFICIENT		#STUDENTS TESTED	#STUDENTS PROFICIENT
3	23	47.8		23	11
4	26	65.4		26	17
5	18	50		18	9
6	19	36.8		19	7
7	24	33.3		24	8
8	18	33.3		18	6
				TOTAL	58
				58/128= 45.3%	
VS K-8 - MATH SMARTER SUMMATIVE					
GRADE	#STUDENTS TESTED	OVERALL %PROFICIENT		#STUDENTS TESTED	#STUDENTS PROFICIENT
3	22	31.8		22	7
4	26	50		26	13
5	18	44.4		18	8
6	19	15.8		19	3
7	24	29.2		24	7
8	18	22.2		18	4
				TOTAL	42
				42/127=33.1%	
VS K-8 - MSP SCIENCE SUMMATIVE					
GRADE	#STUDENTS TESTED	OVERALL %PROFICIENT		#STUDENTS TESTED	#STUDENTS PROFICIENT
5	18	66.7		18	12
8	18	61.1		18	11
				TOTAL	23
				23/36=63.9%	

MAP ASSESSMENT RESULTS 2014/15 SCHOOL YEAR

MATH						READING					
Grade (# of students)	Fall Proficiency (+50%)	Projected Growth (Average)	Spring Proficiency	Actual Growth (Average)	Met/Exceeded Expectations (#students) & %	Grade (# of students)	Fall Proficiency (+50%)	Projected Growth (Average)	Spring Proficiency	Actual Growth (Average)	Met/Exceeded Expectations (#students) & %
K (19)	(12) 57%	18.68	(12) 57%	17.26 (-)	(9) 47.4%	K (19)	(13) 62%	15.95	(13) 62%	16.95 (+)	(10)52.6%
1 (16)	(11) 69%	17.56	(11) 69%	17.81 (+)	(8) 50%	1 (16)	(11) 69%	16.68	(11) 69%	18.19(+)	(11) 69%
2 (24)	(20) 83%	14.38	(20) 83%	16.96 (+)	(14) 58%	2 (24)	(16) 67%	13.04	(18) 75%	14.29 (+)	(16) 67%
3 (19)	(10) 53%	14.32	(11) 58%	14.84 (+)	(10) 53%	3 (19)	(14) 74%	10.32	(12) 63%	8.58 (-)	(7) 37%
4(25)	(16) 64%	11.56	(19) 76%	17.64 (+)	(21) 84%	4(25)	(14) 56%	8.28	(14) 56%	11.6 (+)	(19) 79%
5 (17)	(9) 53%	10	(10) 59%	14.18 (+)	(12) 71%	5 (16)	(12) 75%	5.5	(11) 69%	3.44 (-)	(8) 50%
6 (20)	(4) 25%	7.75	(6) 30%	9.35 (+)	(12) 60%	6 (20)	(7) 35%	5.25	(9) 45%	7.1 (+)	(11) 55%
7 (21)	(11) 52%	6	(11) 52%	7.76 (+)	(11) 52%	7 (21)	(7) 33%	4.05	(16) 76%	9.0 (+)	(18) 86%
8 (16)	(6) 38%	4.69	(8) 50%	9.44 (+)	(11) 69%	8 16)	(10) 63%	2.88	(11) 69%	7.06 (+)	(10) 63%
School Average (177)	(99)56%		(108)61%		(108)61%	School Average (176)	(104)59%		(115)65%		(110)63%

MAP ASSESSMENT RESULTS 2015/16 SCHOOL YEAR

MATH						READING					
Grade (# of Students)	Fall Proficiency (+50%)	Projected Growth (Average)	Spring Proficiency	Actual Growth (Average)	Met/Exceeded Expectations (# students) & %	Grade (# of Students)	Fall Proficiency (+50%)	Projected Growth (Average)	Spring Proficiency	Actual Growth (Average)	Met/Exceeded Expectations (# students) & %
K (23)	(9) 39%	23.26	(9) 39%	15.57 (-)	(8) 34.8%	K (25)	(11) 44%	18.84	(6) 24%	13.08 (-)	(6) 24%
1(18)	(9) 50%	19.89	(9) 50%	21.28 (+)	(12)66.7%	1 (18)	(11) 61%	18.22	(12) 67%	20.67 (+)	(10)55.6%
2 (18)	(13) 72%	15.28	(12) 67%	12.28 (-)	(6) 33.3%	2 (18)	(12) 67%	13.78	(11) 61%	6.28 (-)	(3)16.7%
3 (25)	(12) 48%	14.28	(10) 40%	12.72 (-)	(12) 48%	3 (25)	(17) 68%	11.16	(18) 72%	12.48 (+)	(15) 60%
4 (20)	(11) 55%	12.45	(16) 80%	14.9 (+)	(13) 65%	4 (20)	(11) 55%	9.25	(15) 75%	15.45 (+)	(17) 85%
5 (27)	(18) 67%	11	(17) 63%	11.56 (+)	(14)51.9%	5 (27)	(16) 59%	6.7	(16) 59%	6.7	(16)59.3%
6 (13)	(11) 85%	8	(10) 77%	8.54 (+)	(9) 69.2%	6 (13)	(7) 54%	4.46	(11) 85%	5.46 (+)	(7) 53.8%
7 (27)	(9) 36%	6.37	(10) 40%	5.67 (-)	(17) 63%	7 (25)	(13) 52%	4.8	(10) 40%	3.04 (-)	(10) 40%
8 (24)	(17) 71%	4.875	(15) 63%	2.875 (-)	(12) 50%	8 (24)	(15) 63%	3.04	(15) 63%	1.83 (-)	(11)45.8%
School Average (195)	(109)56%		(108)55%		(103)53%	School Average (191)	(113)59%		(114)60%		(95)50%

MAP Assessment Results
FALL 2016/FALL 2015 Proficiency Rates
Based on 50%+ Norm Referencing

MATH				READING			
2016 Grade (# of Students)	2016 Fall Proficiency (+50%)	2015 Grade (# of Students)	2015 Fall Proficiency (+50%)	2016 Grade (# of Students)	2016 Fall Proficiency (+50%)	2015 Grade (# of Students)	2015 Fall Proficiency (+50%)
K 17	(5) 29%	K 27	(10) 37%	K 18	(5) 28%	K 27	(12) 44%
1 23	(7) 30%	1 22	(10) 45%	1 23	(5) 22%	1 22	(14) 64%
2 21	(14) 67%	2 19	(13) 68%	2 21	(12) 57%	2 19	(12) 63%
3 22	(8) 36%	3 26	(13) 50%	3 22	(8) 36%	3 26	(18) 69%
4 32	(15) 47%	4 23	(12) 52%	4 32	(19) 59%	4 23	(13) 57%
5 22	(16) 73%	5 30	(18) 60%	5 23	(12) 52%	5 30	(16) 53%
6 27	(17) 63%	6 16	(12) 75%	6 28	(17) 61%	6 16	(10) 63%
7 14	(7) 50%	7 31	(9) 29%	7 14	(6) 43%	7 31	(15) 48%
8 24	(11) 46%	8 28	(19) 68%	8 23	(10) 43%	8 28	(18) 64%
School Average	100/202 50%		116/222 52%	School Average	94/204 46%		128/222 58%

Valley School Climate Parent Survey

Event: Open House

Topic:	2015 Feedback: 23 Responses	2016 Feedback: 40 Responses
My Child feels safe at school	Strongly Agree: 39% Agree: 61%	Strongly agree: 63% Agree: 38%
My Child has friends at school	Strongly Agree: 57% Agree: 43%	Strongly Agree: 60 % Agree: 40%
The Staff at Valley School have built strong relationships with my child	Strongly Agree: 57% Agree: 43%	Strongly Agree: 60% Agree: 38% Disagree: 2%
My child knows how to solve conflicts	Strongly Agree: 57% Agree: 43% Disagree: Strongly Disagree:	Strongly Agree: 33% Agree: 55% Disagree: 10% Strongly Disagree: 2%
The learning environment at Valley School is excellent	Strongly Agree: 13% Agree: 87% Disagree:	Strongly Agree: 63% Agree: 35% Disagree: 2%
Adults in my child's school seem to work well with one another	Strongly Agree: 43% Agree: 52% Disagree: 5%	Strongly Agree: 59% Agree: 38% Disagree: 3%
Staff members make me feel welcome at school	Strongly Agree: 26% Agree: 74%	Strongly Agree: 80% Agree: 20%
Staff members value my input	Strongly Agree: 33% Agree: 52% Disagree: 15%	Strongly Agree: 55% Agree: 43% Disagree: 2%
Staff members communicate with me effectively	Strongly Agree: 33% Agree: 52% Disagree: 15%	Strongly Agree: 58% Agree: 37% Disagree: 5%
At school my child is learning how to show good friendship skills.	Strongly Agree: 32% Agree: 59% Disagree: 9%	Strongly Agree: 53% Agree: 40% Disagree: 7%
At school, my child is learning how to treat others with respect	Strongly Agree: 36% Agree: 64% Disagree:	Strongly Agree: 47% Agree: 44% Disagree: 9%
I volunteer to help with school activities either from home or at school. (Disagrees or strongly disagrees because of working)	Strongly Agree: 13% Agree: 26% Disagree: 48% Strongly Disagree: 13%	Strongly Agree: 25% Agree: 39% Disagree: 31% Strongly Disagree: 5%
I communicate with teachers about my child's progress at school	Strongly Agree: 45% Agree: 50% Disagree: 5%	Strongly Agree: 53% Agree: 44% Disagree: 3%
My child enjoys going to school	Strongly Agree: 65% Agree: 30% Disagree: 5%	Strongly Agree: 64% Agree: 31% Disagree: 5%

	Valley School Climate Parent Survey Continued:	
Topic	2015	2016
Please use the following space if you would like to express additional comments or concerns	Two comments about Question 9 being more disagree than agree	Two comments about troubles on the bus
	One comment about a need to communicate better about their child's progress in a timely manner	One comment about having open house prior to school starting
	One comment about not feeling like staff members value parent input	One comment about little evidence of effort to personalize learning to interests and strengths
	One comment about loving Valley School	One comment hoping their child will learn and respect others
	One comment about question 9: "depends on the teacher"	9 very positive comments about loving the school, staff and their children enjoying school

5. Review of Previous Year's Goals and Accomplishments. See previous charts/graphs for data information related to these goals.

- a. The 2015-2016 School-Wide Goals indicated improvement aspirations for Reading, Math and School Climate. The 2015-2016 Map data indicates that 53% of the students school-wide met or exceeded their individual growth goals in math from fall to spring. In reading, 50% of the students met or exceeded their individual growth goals school-wide. Breaking the statistics into grade level bands indicates that: for the K-2 grades 44% of the students overall met or exceeded their individual growth goals in math and 31% in reading; for the 3-5 grades 54% in math and 67% in reading; and for middle school, 59% in math and 45% in reading met or exceeded their growth goals.
- b. In relation to the 2015-2016 school climate goal, we do know that in 2014-2015 we had a total of 603 office infractions, with 111 of those being major infractions of 5 points or more. In 2015-2016 we tracked office infractions a little differently as we moved into our first year as a PBIS school. We had a total of 621 office referrals with 148 of those being level 3 or 4 type offenses. The majority of these offenses were in the middle school. Some factors contributing to this included systems that needed further development and implementation, and an influx of 30 new students beyond what we had projected. Survey information from parents indicate an improvement in almost all positive categories from last year's survey to this year's survey (see Valley School Climate Parent Survey). We received 23 completed surveys in 2015 and 40 in 2016.
- c. The staff was able to work together, and through, a number of opportunities for improvement during the 2015-2016 year. More on those outcomes are covered in #7 of this document.

6. Areas of Focus for Continuous Improvement

- a. The staff met to analyze year end data on June 13 and June 14, 2016, to celebrate successes and to identify areas for improvement. The MAP data was utilized as our benchmarking tool for Math and

Reading. Other data used included STAR Reading, DIBELS, to a minor extent SBA results which were limited at this point, classroom based assessments, survey data, and professional judgement.

- b. After considering the data we had, which came from across stakeholder groups including students, parents and staff, the primary participants in determining areas for improvement were the certificated staff members and some support personnel.
- c. We believe that all students can achieve at high levels. Demonstrating strong performance in Reading and Math will enhance each student's chance of success and create an opportunity of lifelong learning. Additionally, focusing on school-wide positive behavior support using the Positive Behavioral Interventions and Supports (PBIS) framework, will improve educational outcomes for all students. Creating a culture where we look for, recognize, and reinforce positive behaviors at a high rate will promote an atmosphere conducive to quality learning. Additionally, working with students on reaching appropriate solutions and developing skills to build resiliency will have long lasting positive outcomes.

7. Specific improvement goals for the year:

The Valley School staff worked through PDSA cycles to determine opportunities for improvement for the 2016-2017 school year based on needs and available resources. The following represents the results of that work.

Overall Premise: DESIRED: ALL students receive academic instruction and supports that allow them to learn and achieve grade level standards from teachers who have the time and energy to meet their individual needs.

Middle School Staffing Planning For 2016-2017

- Implement a 5 period core with a core support class each period. The advantages of this will be: Each class can be taught its grade level curriculum; smaller overall class sizes which will allow more interaction with students; the ability to split the larger classes – 6th and 8th grades; the expansion of intervention opportunities throughout the day; the opportunity for middle school students to do service work in a variety of ways that fit their interests, i.e. teacher assistants, peer tutors and support, and acceleration opportunities.

K-5 Priorities for Staffing 2016-17

- 1) Unanimously, the number one solution is “Split challenging classes (for 2016-17 first grade, fourth grade, and a half split of Kindergarten), and/or provide a full time basic education para if not splitting the class and provide extra pay for teachers of Core classes over 25 students”.
- 2) The number two solution is “Have a staffed “Restart Room” available for students”.

Student Growth Goals:

The following school-wide goals have been set for the 2016-2017 school year. These school-wide goals were established based on data throughout the year and in coordination with late start and in-service work during the 2015-2016 school year. These school goals were drafted during the June 13 and June 14 in-service training/work sessions, and updated with additional data being considered.

There are three categories of goals established as school-wide focuses, two relating directly to student achievement in Reading and Math, and one related to School Climate/Culture. Each Professional Learning Community established their student achievement goals based on the data they interpreted for their grade level band. The School Climate/Culture goal took into consideration input from all grade level bands and formulated a single goal that applies to all staff regardless of level.

While working to achieve the following goals, please keep in mind the district-wide goal and emphasis on engaging the community. How can we best engage our families in helping us serve our students to meet and exceed our goals? What are ways we can get the community involved and participate as key players? Obviously we are already doing some wonderful things in this regard, but what possibilities for improvement are there? Here is a list to consider:

- Facilitate parent/staff/student meetings including conferences
- Parent communication: Phone calls, emails, letters, meetings
- Parent Group: Meetings and sponsored events
- Orientation, curriculum night, activity events and nights, volunteers, transitions
- Quarterly award celebrations
- Supervision of theater productions, music events, sports
- Website updates, contributions to newsletters, social media
- SOAR store and other program support
- Trainings
- Utilizing strengths and talents in the community
- Other ideas?

Student Achievement Goal Reading/ELA:

Grades K-2: During the 2016-2017 school year, 80% of students K-2 will meet/exceed their Fall to Spring Projected Individual Growth Goal or Spring Benchmark on MAP. Using a tiered model of instruction that includes classroom instruction, differentiated classroom instruction, push-in and/or pull-out intervention, students will receive targeted instruction in areas of need.

Grades 3-5: In order for students to produce clear and coherent writing using the writing process (3, 4 and 5) students in the 2016-17 school year will demonstrate measurable growth with 55% of 3rd-5th grade students achieving a proficient level on the Smarter Balanced test. Progress will be based on multiple measures of data including Smarter Balanced interim block assessments and classroom based assessments. Using a pre-post classroom writing assessment on a 1-4 point scale, all students will grow one point.

Grades 6-8: All students will show one year growth on their informational text Reasoning and Evidence: Make an inference or draw a conclusion about a text or make an inference or draw conclusions in order to compare texts and use supporting evidence as justification/explanation. Measurements: Interim Block Assessment and Fall/Spring MAP reading assessments.

Student Achievement Goal Math:

Grades K-2: During the 2016-2017 school year, 80% of students K-2 will meet/exceed their Fall to Spring projected individual growth goal or Spring Benchmark on MAP. Using a tiered model of instruction that includes classroom instruction, differentiated classroom instruction, push-in and/or pull-out intervention, students will receive targeted instruction in areas of need.

Grades 3-5: During the 2016-2017 school year, students will show one year's growth based on multiple measures of data in numbers and operations, with a focus on fractions as measured on the fractions Interim Block Assessment and MAP data.

Grades 6-8: #3 of Standards for Mathematical Practice (CCSS): Construct viable arguments and critique the reasoning of others. Measurements: Interim Block Assessment and classroom based formative assessment.

School Climate Goal:

Grades K-8: During the 2016-2017 school year Valley School will continue to refine and improve our implementation of PBIS principles and processes. All staff will be involved in helping students learn and practice self-management skills that promote a positive, rewarding, safe and engaging learning environment. Consistent practices to teach students to properly self-manage will be modeled and implemented. Reward systems will be in place and followed to ensure weekly, quarterly and semester rewards for students/classes. The number of office tickets will drop 50% from the 2015-16 total of 621, to less than 311 for the 2016-2017 year as tracked through the Skyward program. SOAR Room referrals will be tracked separately and studied to determine effectiveness of the interventions. Additionally, student surveys will indicate high levels of student satisfaction regarding school experience, learning environment, climate and safety as administered twice during the year.

8. Utilizing School's Strengths:

- a. We have a strong teaching staff that is committed to working together to accomplish our goals. We collaborate in grade level bands of K-2, 3-5, and 6-8 to further analyze data, discuss progress monitoring, implement strategies to target areas of growth, adjust and supplement curriculum, vertically align subjects, and help determine professional development. The support staff, consisting of para-professionals, AmeriCorps personnel and department leads as applicable, meet once a month to collaborate on everything from schedule development to working in areas of their own strength to best serve students.
- b. We have dedicated one hour each week (Monday Late Starts) to working collaboratively to accomplish the goals we have established. This commitment by staff is a strength.
- c. We have strong intervention processes in place. We have a Reading Intervention Specialist to support our reading program and staff. Additionally, we have our Principal, who is also our LAP/Title director, and our Special Education Director working with the Reading Specialist, classroom teachers and support personnel to deliver the necessary services to enhance student learning and achievement. The SPED/WIN Leadership Team meets at least once a month, with the scheduled meeting the last Thursday of each month, to discuss coordination of services and areas of concern. We have added to key intervention programs this year. First, we are implementing Dreambox, a math support program, school-wide as part of a grant we are participating in.

Secondly, we are piloting an exciting reading intervention program from Science Learning called Fast ForWord.

- d. We have a Student Success Team (SST) that meets each Thursday as needed. The purpose of the Student Success Team (SST) is to identify, develop, and implement alternative educational strategies for students who have recognized academic concerns. The SST typically consists of teachers, school counselor, school psychologist, and special education teacher.
- e. We have begun a Behavior Success Team recently to support our most challenging students which are often affected by trauma as they have grown up. We are using Sound Discipline as our general guide for this work. This is another grant funded opportunity for Valley School with training provided to a core group of staff members who then teach other staff about Social Emotional Learning.
- f. We provide Professional Development opportunities for staff. Some of this PD happens in short sessions during late starts and staff meetings. Other PD happens during our scheduled in-service days. Staff can also choose professional development opportunities and trainings that happen outside the Valley School. This is done in conjunction with what our school goals, professional growth goals and student growth goals enable us to plan.

9. Professional Development to Achieve Goals:

- a. Continued PBIS training through ESD 101
- b. The aforementioned Sound Discipline Training
- c. Ongoing Marzano framework training internally
- d. Smarter Balanced Interim Comprehensive and Block Assessment training
- e. Training on locating state assessment data and information
- f. Data analysis training for MAP and SBA
- g. Professional development opportunities for staff to support Professional Growth Goals and Student Growth Goals
- h. Continued opportunities in professional development to grow staff strengths

10. Developing and Leveraging Parent Involvement:

- a. Please see information on #7 for how parent involvement will be developed and leveraged to support achieving these goals.
- b. Staff and parents are included in the development and implementation of the continuous improvement plan. Parents provide us with information through surveys, conferences, parent meetings and school events. We have a continuous improvement plan of action in place for our staff. We consistently monitor what is going on; we have a comprehensive system of collaboration among all staff in place; the principal works individually with all certificated staff on Professional Growth Goals, Student Growth Goals, and Team Growth Goals; the Special Education Director works closely with all para staff and is responsible for their goal setting and follow-through; the principal works closely with the Reading Specialist and intervention personnel to ensure fidelity of programs, determine intervention support and curriculum, and help determine professional development needs; the principal works with the leadership teams to determine placements of support staff to their strengths as much as possible within the boundaries we have.

Valley School Staff List 2016-2017:

Staff Member:

Position:

Todd Smith	Principal, Title 1/LAP Director		
Theresa Carr	Lead Secretary		
Cristi Gentry	Secretary		
Natalee Reid	Counselor/Homeless Liaison		
Janet Williams	Special Services Co-Director/Teacher		
Jean DeLong	Reading Specialist Teacher		
Becky Gregerson	Kindergarten Teacher	Julie Sautter	First Grade Teacher
Sandy Wayenberg	First Grade Teacher	Misty Larson	Second Grade Teacher
Laci Parks	Third Grade Teacher	Karon Axtell	Fourth Grade Teacher
Sherry Tilla	Fourth Grade Teacher	Kenny Rindlisbacher	Fifth Grade Teacher
Michelle Cregger	M.S. Science Teacher	Jolene Andres	M.S. Math Teacher
Josh Clemmer	M.S. Social Studies Teacher/ Athletic Director	Jan Zilbert	M.S. Core Support Teacher
		Peggy Neal	M.S. Language Arts Teacher
Pamela Harrison	Special Services Teacher		
Rhea Ross	Encore P.E. Teacher		
Gail Churape	Encore Art Teacher/Para-educator		
Susanne Griep	Encore Music Teacher/Para-educator		
Alice Ely	Librarian Encore Teacher/Para-educator/Assessment Coordinator		
Eric Blackburn	Encore Computers/P.E. Teacher/Para-educator		
Renaee Fitzgerald	School Nurse	Lynn McCalip	LPN
Kristin Smith	Para-educator	Kathy Janssen	Para-educator
Linda Carter	Para-educator	Tami Mesecher	Para-educator
Kim Goot	Para-educator	Melanie Gray	Para-educator
Virginia Culler	Para-educator	May Selanders	Para-educator
Barb Proszek	Para-educator	Sharlene Clemmer	Para-educator
Leah Ray	Americorps	Jessica Franko	Americorps