

Lancaster Independent School District
BAMO 9th Grade Campus
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barack and Michelle Obama Ninth Grade Campus (or BAMO 9GC) is situated within the community of Lancaster, Texas in Dallas County. Lancaster is approximately 15 miles south of Downtown Dallas and has a population is 38,867. The median income for a family is 48,498. The racial makeup of the city is 51.00% Black or African American, 11.59% Hispanic, 35.63% White and less than 2.00% other races. Lancaster is the largest African American majority city in Texas.

BAMO 9GC has a population of 513 students: 79% Black or African American, 17% Hispanic and less than 1% other (to include White, American Indian and Two or more races). There are 236 females and 277 males enrolled. Currently, 433 students qualify for free or reduced lunch.

BAMO 9GC strives to provide a variety of educational opportunities. Instructional programs are designed to meet individual needs and maximize student success. Curricular offerings include remedial, regular and advanced courses. Programs for special populations include At-Risk, English as a Second Language, Gifted and Talented, Special Education, STEM and Career and Technical Education (CTE).

Student Achievement

Student Achievement Summary

HISTORICAL DATA: 5 YEAR LOOK

The data in the table represents the 3 EOC Exams taken in the 9th Grade at Lancaster High School. Targets for student performance at BAMO 9GC were created around this data set. Specific targets are defined in Goals 1,2 and 3 of this plan.

	Average	2018	2017	2016	2015	2014
English I	55%	55%	52%	54%	61%	53%
Biology	83%	83%	80%	82%	88%	81%
Algebra I	64%	73%	68%	56%	61%	61%
Distinctions	N/A	Science S. Studies	Science S. Studies	S. Studies	Science S. Studies	Science ELAR

School Culture and Climate

School Culture and Climate Summary

Our motto is "Greater Expectations Equals Greater Results When You Expect Excellence Everyday." This motto sets the tone for teaching and learning at BAMO. We are working diligently to establish and then maintain a healthy, results-oriented culture rooted around high expectations for staff and students. At this juncture in our inaugural year, our focus is:

- 1) putting planning/instructional support structures in place for teachers
- 2) putting structures in place for effective collaboration
- 3) creating a healthy and productive culture of excellence
- 4) practicing restorative discipline
- 5) effectively communicating school goals and campus expectations to all stakeholders

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

RETENTION

N/A

STAFF QUALITY

BAMO 9GC has a diverse staff roster of 59. The experience ranges from new to teaching to plus 20 years.

RECRUITMENT

Of the 59 total staff, 10 are new to Lancaster ISD. The other 49 staff members transferred to BAMO 9GC from other campuses in the district. There is currently one vacancy for a special education paraprofessional.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings and district professional development sessions. Teachers will follow the IRGs as well as use the adopted curriculum for each content with fidelity.

INSTRUCTION AND ASSESSMENT

Teachers consistently review multiple student data sources to plan for and deliver instruction following the lesson cycle. Teachers assess students' learning on a daily basis via demonstrations of learning and weekly assessments. Other forms of assessments embedded throughout the school year include: district common formative assessments, district benchmarks, mock STAAR assessments, and the EOCs/STAAR. These assessment/accountability pieces foster alignment between what is expected to be taught, what is actually taught, and what students master. When a student does not meet standard on assessed curriculum, immediate intervention and/or reteach is performed to ensure student mastery.

Parent and Community Engagement

Parent and Community Engagement Summary

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. We created the parental involvement committee to spearhead initiatives towards getting parents actively involved in their child's learning. Some events we plan for parents include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, STEM Family nights for all content areas.

Aside from the aforementioned events, the school strives to communicate and keep parents informed by sending home course syllabi/descriptions from the teachers, monthly calendars from the principal, and other district and community communication pieces. The school also sends progress reports home every 3 weeks. Report cards go home at the end of each 6 week period.

School Context and Organization

School Context and Organization Summary

Administrators (Principal and Assistant Principal)	2
Instructional Coaches	2
Counselor	1
Registrar	1
Administrative Assistant	1
Registered Nurse	1
ELAR Department	4
Math Department	4
Biology Department	3
Social Studies Department	3
Foreign Language Department	2
Fine Arts Department	6
Career and Technical Education	5
Physical Education	2
Athletic Trainer	1
Special Education	4
JROTC	1
Paraprofessionals (includes 1 vacancy)	5
Cafeteria staff	7
Custodial staff	5

Technology

Technology Summary

1. BAMO 9GC is a one-to-one campus as it relates to the 4 core classes: ELAR, Math, Biology and Social Studies (these classes are outfitted with chromebooks).
2. Non-core classes have access to checkout chromebooks as needed from the media center.
3. The Principles of A/V class has a combination of chromebooks, Macbooks and digital cameras for video production.
4. The special education classes have devices solely dedicated for their department.
5. All classrooms are outfitted with dry erase boards and projectors that sync wirelessly to staff laptops.
6. All teachers have laptops and are able to operate them without being hardwired.
7. Teachers have wireless/mobile classroom phones.
8. The cafeteria and gym have blue-tooth capability.
9. There are large projector screens in the library and cafeteria.
10. There are 5 large TVs mounted throughout the building for display purposes.
11. There is an electronic marquee in front of the building.
12. Visitors must ask for permission to enter the building (and get buzzed in) via an intercom system and are seen via a camera at the front door.
13. Visitors are given computer-generated badges via the Raptor system. This system alerts campus and district level staff if access is denied due to a prohibited criminal history.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- School safety data

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate

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: We will use effective instructional practices that motivate and actively engage students in the area of ELAR and develop necessary intervention plans for any student not performing well.

Performance Objective 1: STAAR EOC Exam scores will improve by at least 10% at the Approaches, Meets and Masters level.

ELAR TARGETS (2018 to 2019):



Approaches 55% to 70% +15%

Meets 32% to 42% +10%


Masters 3% to 13% +10%

Evaluation Data Source(s) 1: Evidence of increased student achievement in ELAR will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will model and systematically lead students through each part of the writing process: Prewriting Drafting Revising Editing Publishing	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
2) Teachers will create student portfolios to store writing pieces; students will deposit 2-3 papers into their portfolios each six weeks	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

3) Teachers will lead students in giving one another other high quality feedback when scoring writing pieces using the STAAR Writing Rubric	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
4) Students will complete daily oral language practice 3-4 times a week	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
5) All students will receive explicit instruction that enhances vocabulary acquisition	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
6) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
7) All teachers will receive 2-4 TAP observations with feedback to strengthen Tier I instruction	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
8) Students will complete APEX lessons consistently throughout the school year	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
9) Teachers will be provided additional resources and materials to supplement the curriculum	1) Administrators	1) Build teacher capacity 2) Increase student mastery				
10) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
12) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
13) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

14) Students will read 2-3 grade level appropriate novels each six weeks and answer STAAR formatted questions based on the text	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: We will use effective instructional practices that motivate and actively engage students in the area of Math and develop necessary intervention plans for any student not performing well.

Performance Objective 1: STAAR EOC Exam scores will improve by at least 10% at the Approaches, Meets and Masters level.

















MATH TARGETS (2018 to 2019):

- Approaches 73% to 83% +10%
- Meets 29% to 39% +10%
- Masters 7% to 17% +10%

Evaluation Data Source(s) 1: Evidence of increased student achievement in Math will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will receive explicit instruction that enhances vocabulary acquisition	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
2) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
3) All teachers will receive 2-4 TAP observations with feedback to strengthen Tier I instruction	1) Administrators 2) Instructional Coaches	1) Build teacher capacity 2) Increase student mastery				
4) Teachers will implement several STEM activities throughout the school year	1) Instructional Coaches 2) Classroom teachers	1) Increase student mastery				
5) Students will complete APEX lessons consistently throughout the school year	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

6) Teachers will be provided additional resources and materials to supplement the curriculum	1) Administrators	1) Increase student mastery				
7) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
8) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	1) Administrators 2) Classroom teachers	1) Increase student mastery				
9) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
10) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will support writing across contents by incorporating reflective journal writing activities	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: We will use effective instructional practices that motivate and actively engage students in the area of Science and develop necessary intervention plans for any student not performing well.

Performance Objective 1: STAAR EOC Exam scores will improve by at least 10% at the Approaches, Meets and Masters level.

SCIENCE TARGETS (2018 to 2019):

- Approaches 83% to 93% +10%
- Meets 47% to 57% +10%
- Masters 11% to 21% +10%

Evaluation Data Source(s) 1: Evidence of increased student achievement in Science will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will receive explicit instruction that enhances vocabulary acquisition	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
2) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	1) Classroom teachers	1) Increase student mastery				
3) All teachers will receive 2-4 TAP observations with feedback to strengthen Tier I instruction	1) Administrators 2) Instructional Coaches	1) Increase teacher capacity 2) Increase student master				
4) Teachers will implement several STEM activities throughout the school year	1) Instructional Coaches 2) Classroom teachers	1) Increase student mastery				
5) Students will complete APEX lessons consistently throughout the school year	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
6) Teachers will be provided additional resources and materials to supplement the curriculum	1) Administrators	1) Increase student mastery				

7) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	1) Administrators 2) Classroom teachers	1) Increase student mastery				
8) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
9) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
10) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will support writing across contents by incorporating reflective journal writing activities	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Establish and effectively articulate campus crisis plan to ensure students and staff are safe in the event of a crisis.

Evaluation Data Source(s) 1: Evaluation indicators for safety will include documentation of the anti-bullying campaign program and schedule, the district/campus crisis plans, Youth Truth Survey feedback, activities and lesson related to online safety and appropriate behavior and discipline data analysis.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement proactive initiatives such as Red Ribbon Week, Anti-Bullying Pep Assembly, etc	1) Counselor 2) LISD Police Department	1) Build positive school climate				
2) Draft campus crisis plan in accordance to the district crisis plan; effectively communicate these plans to all stakeholders	1) Administrators	1) Foster school safety				
3) Conduct monthly drills: fire, tornado, active shooter, etc	1) Administrators 2) Classroom teachers	1) Foster school safety				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Implement an effective education program on each campus that focuses on the principles of character, leadership and personal development for students, staff and parents.

Evaluation Data Source(s) 2: Evaluation indicators will include character program selection, documentation of student leadership development, documentation of character program activities on each campus in lesson plans, scheduled events and programs.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of these principles	1) Administrators 2) Counselor 3) Classroom teachers	1) Decrease the number of student referrals				
2) Teachers will select a "Student of the Week" that demonstrates the principles of character	1) Counselor 2) Classroom teachers	1) Reward system for students				
3) Establish criteria for having student election to create Student Council	1) Administrators 2) Counselor 3) Classroom teachers	1) Create student buy-in 2) Give students a voice in the decision making process				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 3: Evaluation indicators will include meeting agendas, sign-in sheets, and lesson plan documentation of programs and activities for teacher, parent, and student awareness of disciplinary procedures, prevention of sexual abuse, dating violence, school health programs, and issues related to dropout rate, attendance, and graduation rate.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create "Student Incentive" Committee comprised of students and teachers	1) Administrators 2) Counselor	1) Reward system for students	✓	✓	✓	
2) Use Restorative Discipline strategies to corral negative student behaviors	1) Administrators 2) Counselor 3) Classroom teachers	1) Build positive school climate	✓	✓	✓	
3) Identify at-risk students, establish mentor program and develop leadership institute	1) Administrators 2) Counselor 3) Classroom teachers	1) Develop character and leadership skills in problematic students				
4) The counselor will identify students with high referral counts and see them in small groups weekly	1) Administrators 2) Counselor	1) Build positive school climate				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: We will seek out opportunities to actively engage parents in their child's learning as well as seek out opportunities to establish community partnerships.

Performance Objective 1: Create multiple opportunities for parents to engage in their child's learning; and explore ways to establish community partnerships

Evaluation Data Source(s) 1: Evidenced by sign-in sheets, school marquee displays, meeting logs, meeting agendas, parent surveys, School Messenger contact logs, monthly calendars, Superintendent Site Visit feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Enhance the campus website on the LISD webpage to be a more effective tool for external communication with all stakeholders	1) Administrators 2) Administrative Assistant 3) Media Specialist	1) Increase communication				
2) Utilize multiple forms of social media to communicate campus information to students, parents, and community members	1) Administrators 2) Administrative Assistant 3) Media Specialist	1) Increase communication				
3) Host monthly "Coffee and Conversations with the Principal"	1) Administrators	1) Increase communication				
4) Charter a Parent/Teacher Association (aka PTA)	1) Administrators 2) Instructional Coaches 3) Administrative Assistant	1) Increase communication 2) Create opportunities throughout the year for parents to engage with the school community				
5) Create a Parental Involvement Committee	1) Administrators 2) Instructional Coaches 3) Administrative Assistant	1) Create opportunities throughout the year for parents to engage with the school community				
6) Charter "All Pro Dad's" chapter	1) Administrators	1) Increase male presence in the school community				
7) Send home a monthly newsletter or calendar informing stakeholders of school happenings	1) Administrators 2) Counselor 3) Media Specialist	1) Increase communication				

8) Increase usage of School Messenger to keep stakeholders informed	1) Administrators 2) Counselor 3) Media Specialist 4) Administrative Assistant	1) Increase communication				
9) Host Parent/Teacher conferences at least twice a year	1) Administrators 2) Classroom teachers	1) Keep parents engaged in their child's learning				
10) Host at least 3-4 Family STEM nights	1) Administrators 2) Classroom teachers	1) Keep parents engaged in their child's learning				
11) Explore opportunities to establish community partnerships	1) Administrators 2) Counselor	1) Increase community outreach				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Nakesha Reddick	Principal
Administrator	Philia Stewart	Assistant Principal
Non-classroom Professional	Takoya Mandigo	Counselor
Non-classroom Professional	Jonathan Mullins	Instructional Coach
Non-classroom Professional	Jennifer Jones	Instructional Coach
Classroom Teacher	Bel Cobbs	Math Interventionist
Classroom Teacher	Elicia Criss	ELAR Interventionist
Business Representative	Lazonda Gardner	Gardner Preparatory (Owner/Director)
Parent	Francis Mendez	Parent