

DeSoto Independent School District
District Improvement Plan
2018-2019



Mission Statement

The mission of DeSoto ISD is to prepare each student academically and socially to be a problem solver and productive citizen for a 21st-century global society.

Call to Action

DeSoto ISD is committed to empower all students with knowledge and skills to become competitive analytical thinkers who work collaboratively and individually in the pursuit of future endeavors.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
District Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
District Context and Organization	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: DeISD will increase overall student achievement to meet or exceed state standards at the Meets level or above in all content areas.	16
Goal 2: DeISD will establish key processes to support, retain, develop, and attract quality teachers and campus leaders as measured by Human Resources data report.	18
Goal 3: DeISD will improve effective family and community communication for district and campus information, program, and events.	19
Goal 4: DeISD will improve fiscal health and sustainability of the district by pursuing funding and resource options that will provide an equitable and quality education for all students while ensuring fiscal responsibility and accomplishing the district's mission and goals.	20
PBMAS Intervention Strategies	21
Title I Schoolwide Elements	22
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	22
1.1: Comprehensive Needs Assessment	22
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	22
2.1: Campus Improvement Plan developed with appropriate stakeholders	22
2.2: Regular monitoring and revision	22
2.3: Available to parents and community in an understandable format and language	22
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	22
3.1: Develop and distribute Parent and Family Engagement Policy	23
Title I Schoolwide Element Personnel	24
District Education Improvement Committee	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

DeSoto ISD is a 6A, suburban district 15 miles south of Dallas in north Texas. The 23 square mile district serves students in most of DeSoto, and the Dallas County portions of Glenn Heights and Ovilla.

DeSoto ISD is a minority majority school district. The current student enrollment is 9434. 75.2% of the district student population is African American, 19.6% of the district student population is Hispanic, and less than 3% of the student population is white, Asian, Native American, and/or Pacific Islander. 72.4% of the district student population is Economically Disadvantaged. Below is a breakdown of the student groups from DeSoto ISD.

Current Enrollment - 9,434

- 7,099 African American
- 1,852 Hispanic
- 194 White
- 241 Two or more Races
- 26 Asian
- 19 Native American/American Indian
- 3 Pacific Islander

Special Education Enrollment - 852 (9.0%)

LEP/Bilingual/ESL Enrollment -790 (8.4%)

At-Risk Population - 4,762 (50.5%)

Economically Disadvantaged 6,828 (72.4%)

Demographics Strengths

- DeSoto ISD maintains an average of 9,500 students enrolled annually serving consistent student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A significant portion of the student population is at-risk. **Root Cause:** 72% of the student population is economically disadvantaged.

Student Achievement

Student Achievement Summary

DeSoto ISD Accountability Summary

Third grade reading and math dropped across all campuses in 2018 from prior year in all areas except one campus that had growth. Fourth grade writing dropped in half of the elementary schools, and 7th grade fell in one of the three middle school. Reading in 6th grade fell for the District and 2 of 3 campuses at the Approaches level. Meets and Masters is significantly below previous year in both 6th reading and math. Social studies in 8th grade saw gains in all levels in 2 of 3 schools. Algebra I saw gains in most levels. US History saw gains except at alternative campus and was one point below state. English I had small gain but 15 points below the state average in Approaches, 17 below in Meets, and 5 points below in Masters. English II mirrors English 1 with slight gains but again below state 13 points in Approaches, 16 points below in Meets, and 6 points below in Masters.

Summary: DeSoto ISD has seen growth in some areas over last year, but is below the state in all three levels in all areas except US History. DHS matched the state average at the Approaches level in US History.

Student Achievement Strengths

- Fifth grade had gains in Approaches in all tested areas.
- Seventh grade math saw growth at all three performance levels.
- All three middle schools saw growth at Approaches level in 6th grade math.
- DHS saw growth in all three levels in Biology and US History.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite academic gains, DeSoto ISD is significantly below the state average in all three levels of STAAR performance. **Root Cause:** Tier one instruction, implementation of curriculum, ensuring objective matches what is taught and assessed at the level of STAAR standards.

District Culture and Climate

District Culture and Climate Summary

DeSoto ISD is committed to transparency, serving as responsible stewards of the resources entrusted from the community, ensuring the district is fiscally sound, and restoring the pride and excellence of its school system. In order to foster a positive district culture and improve student achievement, the district recognizes that leaders must engage in collaborative practices with all stakeholders to make informed decisions regarding district practices. The district has implemented culture and climate surveys to continue to address and improve district practices to retain students, parents, staff, and community involvement.

District Culture and Climate Strengths

- The district will continue to do the work of evaluating each area of its operation with the intent to identify and resolve areas of opportunity for the improvement through its ACT Initiative--be accountable, communicative, and transparent.
- The district is committed to frequent communication across different platforms to provide information and updates to its parents and community members.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: DeSoto ISD must be intentional about moving forward to ensure a better future for the students, staff members and families. **Root Cause:** Engaging all stakeholders in open communication forums to allow an opportunity to receive updates and ask questions.

Problem Statement 2: The district must actively monitor purchasing and accounting procedures and revisions, where necessary, to align with TEA compliance expectations and regulations. **Root Cause:** Training and education of staff on budget management and purchasing processes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the Texas Academic Performance Report:

- Professional Staff =850.7
- Teachers =658.8
- Professional Support =130.8
- CAmplus Administration(*School Leadership*)= 36.1

Techer by highest degree:

- No Degree =12.8
- Bachelors =380.5
- Masters =253.7
- Doctorate =11.7

Teachers by Years of Experience:

- Beginning =76.2
- 1-5 Years= 192.1
- 6-10 Years =129.1
- 11-20 Years =190.8
- Over 20 =70.5

Teacher turnover rate: 21.2%

The majority of DeSoto ISD teaching staff is between 1-10 years of experience. In order to increase student achievement, DeSoto ISD will need to focus on strategies of increasing teacher retention rates through the development of support instructional strategies and mentoring relationships for new teachers.

Staff Quality, Recruitment, and Retention Strengths

- TAPR analysis show DeSoto ISD teacher salaries are comprable to salaries across the state.
- Results from the culture & climate survey will identify areas to address in retaining quality, recrutiment and retention efforts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: DeSoto ISD has failed to retain teachers. **Root Cause:** Lack of new teacher development and incentives for retaining quality teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In DeSoto ISD, increasing the quality of instruction is a high priority. To ensure consistency of instructional pacing and expectations, the district has implemented Instructional Planning Guides to be used for effective lesson planning and with professional learning. Analyzing the TAPR (*Texas Academic Performance Report*) and STAAR assessment results, there is indication that DeSoto ISD has shown minimal growth in core academic areas as it relates to the comparative performance of the region and the state. The TEA 2017 Accountability Summary shows that DeSoto ISD has made the most gains in the areas of Student Progress and Post Secondary Readiness. To address the area of Student Achievement, the district will need to plan for more intentional professional development designed for effective instructional delivery and student engagement to increase student performance. To progress monitor student performance, the district has implemented Common Formative Assessments (*2-per academic school year*) & Benchmark (*1 mock-STAAR*) to project student performance and provide targeted support and intervention.

DeSoto ISD offers a variety of academic enhancement and enrichment programs such as Gifted & Talented, Career & Technology Education, Early College and magnet theme-based academies. Through such programs, students are able to engage in an environment of choice with the incorporation of project-based and blended learning. Furthermore, such programs have aid the district in maintaining a consistent 4-year graduation rate and a high CTE coherent sequence (*annual graduates*) that is higher than the state.

Curriculum, Instruction, and Assessment Strengths

- SAT/ACT annual graduate results are significantly higher than the state and region by a minimum of 18%.
- TAPR (*Texas Academic Performance Report*) shows the most growth in the area of academic growth as compared to the region and state.
- STAAR Reading/English performance increased in each grade-level from 2017 to 2018.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: STAAR/EOC performance continues to yield below region and state results. **Root Cause:** Lack of targeted professional learning on increasing student performance.

Parent and Community Engagement

Parent and Community Engagement Summary

DeSoto ISD hosts many parental and community engagement events to foster the collaboration of all stakeholders. The district's goal is to build strong, positive relationships between school and home as an imperative component to developing the academic and social development of each student. DeSoto ISD engages parents and the community through events such as Super Family Science Night, Back-to-School Fair, Attendance Meetings, Parent-Teacher Conferences, Homecoming Parades, etc.

Parent and Community Engagement Strengths

- Universal Voly system for parent and community volunteer opportunities.
- Various communication platforms to inform of district and campus events.
- Soliciting parent and community involvement on district and campus committees.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The district and schools must see all families as a valuable resource (with various skill sets); allowing ongoing two-way communication with parents and providing a more inclusive climate for all parents/families. **Root Cause:** Continued staff support with training and professional development to understand how to effectively engage families.

District Context and Organization

District Context and Organization Summary

The district's new organizational structure is arranged to provide an eagle-eye precision emphasis on teaching and learning for all levels of employees. The district has worked diligently to develop a common definition of equity and Tier 1 instruction to create aligned and an inclusive environment for learning. The district is creating and implementing systems to identify, select, and empower leaders with tools to address students' social, emotional and behavioral challenges. DeSoto ISD has established procedures and safeguards to protect the financial integrity and technology resources available.

District Context and Organization Strengths

- Revision of the district's organizational structure to optimize effectiveness and efficiency.
- Safeguards and accountability procedures for financial and technology purchases.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Inconsistencies and inequities have contributed to misalignment of the organizational structure. **Root Cause:** Lack of effective organizational structure and accountability.

Technology

Technology Summary

Through various district and grant-funded initiatives, teachers are able to access and infuse a variety of technology platforms and devices to enhance teaching and learning in the classroom. An increase in document cameras and student Chromebook access has aid in the increase of student achievement in certain areas. There is a need for DeSoto ISD to continue to identify opportunities for technology funding and professional learning to assist in expanding the use of technology in the classroom.

Technology Strengths

- DeSoto ISD has a variety of technology programs and devices available of campuses.
- Grants (*Gear Up, ACE, & A2E2*) have aid the district in supplying technology devices in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: In DeSoto ISD there is a need to create consistency of technology availability by classroom and campus. **Root Cause:** Lack of funds available to purchase devices.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- 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.

- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and 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

- Budgets/entitlements and expenditures data

Goals

Goal 1: DeISD will increase overall student achievement to meet or exceed state standards at the Meets level or above in all content areas.

Performance Objective 1: 2018-2019 STAAR Domain I: Student Achievement results will reflect an overall 5% increase at the meets and above level as measured by the TEA accountability system by June 2019.

Evaluation Data Source(s) 1: State Accountability System

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 1. Implement a TEKS aligned viable curriculum	Campus Administrators, District Instructional Supervisors, District level Administrators	Improve the quality of instruction in the classroom as measured by observations & common assessment data Increase achievement in STAAR tested areas				
PBMAS 2) Provide job-embedded training on data-based observation and feedback intervention methods to coach and grow teachers' instructional capacity, expectations for rigorous learning, structured observations (mini), feedback and implementation on of feedback.	Campus Administrators, District Content Facilitators, District level Administrators	Improve the quality of instruction in the classroom as measured by observations & common assessment data Increase achievement in STAAR tested areas				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: DeISD will increase overall student achievement to meet or exceed state standards at the Meets level or above in all content areas.

Performance Objective 2: By June 2019, 100% of DeSoto ISD students will have opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration to aid in increased student achievement.

Evaluation Data Source(s) 2: Evidence of increased implementation of information and communication technology will be determined through software inventories and usage reports, professional development for tools and resources documentation, and technology inventories.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide instructional resources and technology for teachers to support district curriculum, such as teacher laptops, Chromebooks, projectors, etc.	Campus Administrators District Content Facilitators District Level Administrators	Improve the quality of instruction in the classroom.				
2) Provide access to electronic resources through Classlink for staff and student access.	Executive Director of Technology	Increase immediate accessibility to district and campus provided electronic resources.				
3) Utilize grant funds to expand and upgrade technology to support student development of 21st century learning skills.	Campus Administrators District Content Facilitators District Level Administrator	Increase technology usage in the classroom as evident in teachers' lesson plans.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: DeISD will establish key processes to support, retain, develop, and attract quality teachers and campus leaders as measured by Human Resources data report.

Performance Objective 1: By June 2019, DeISD will establish and refine key hiring and retention processes resulting in a 6% decrease of campus leadership and teacher turnover for exemplary rated professionals measured by Human Resources Data Report.

Evaluation Data Source(s) 1: Texas Academic Performance Report & Human Resources Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Maintain competitive salaries by conducting an annual review of the salaries of neighboring districts.	District level Administrators	Retention of a high-quality workforce				
2) Provide high-quality, on-going research-based professional learning and job-embedded support to all district employees. (Building positive relationships, T-TESS/P-TESS , and family engagement)	Campus Administrators, District Content Facilitators, District level Administrators	Improve teacher capacity				
3) District and Campus administration will continuously monitor morale through climate surveys and use results to improve as necessary.	Campus Administrators, District level Administrators	Facilitate a healthy organizational culture				
4) Identify critical need areas as approved by Board of Trustees.	Superintendent, Chief Officers	Improve the identified critical areas for continued development.				
5) Attend job fairs, recruit from teacher certification programs, and advertise to maintain competitive avenues for attracting highly qualified teachers.	Chief of Human Resources	Teacher recruitment and retention in high needs areas.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: DeISD will improve effective family and community communication for district and campus information, program, and events.

Performance Objective 1: By June 2019, DeISD will increase family engagement by 20% in district and campus events as measured by Voly Volunteer System and event sign-in sheets.

Evaluation Data Source(s) 1: Voly Volunteer System & District/Campus Sign-in Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide varied parental workshops, sessions, and district/campus events. (Back to School Fair, Parent-Teacher Conferences, Attendance meeting, etc.)	Campus Administrators, District level Administrators	Improve family/community engagement				
2) Utilize district website, social media, phone calls, and conferences to keep all stakeholders informed	Campus Administrators, District level Administrators	Improve family/community engagement & increase awareness of opportunities for engagement				
3) District and Campus administration will continuously monitor morale through climate surveys and use results to improve as necessary.	Campus Administrators, District Content Facilitators, District level Administrators	Facilitate a healthy organizational culture				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: DeISD will improve fiscal health and sustainability of the district by pursuing funding and resource options that will provide an equitable and quality education for all students while ensuring fiscal responsibility and accomplishing the district's mission and goals.

Performance Objective 1: By June 2019, DeISD will ensure fiscal responsibility, financial transparency and proper allocation of resources to improve student achievement by decreasing district expenditures.

Evaluation Data Source(s) 1: Quarterly financial reporting and expenditure reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Conduct annual review of the internal controls for budgeting and purchasing.	Superintendents Chief Officers Directors Principals	Improve financial practices and decrease expenditures.				
2) Quarterly financial reports showing actual budget compared to adopted budget	Superintendent Chief Officers Directors Principals	Monthly and/or Quarterly reports detailing decrease in budget expenses.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide job-embedded training on data-based observation and feedback intervention methods to coach and grow teachers' instructional capacity, expectations for rigorous learning, structured observations (mini), feedback and implementation on of feedback.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Each Title I Campus that operates a schoolwide program conducts a comprehensive needs assessment that includes the academic achievement of students, the needs of students who are at risk of failing to meet State standards and barriers for educators, students, and parents. Campus teams meet to analyze data that indicates strengths and areas of need to create the Comprehensive Needs Assessment of the schoolwide campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan addresses the needs of the students on a schoolwide campus as identified through the comprehensive needs assessment. The needs are articulated in the schoolwide plan and address the following:

- Opportunities for all children to meet the challenging State academic standards
- Instructional strategies that strengthen the academic schoolwide program
- Increase the amount and quality of learning time
- Address the needs of all students in the school with special emphasis on the needs of those at risk of not meeting the challenging State academic standards

The Campus Improvement Planning teams consist of the involvement and input of parents, community members, teachers, and the campus principal.

2.2: Regular monitoring and revision

Regular monitoring and revision/evaluation of the Campus Improvement Plan is conducted as necessary based on student needs. However, DeSoto ISD administrators conduct formative reviews in October, January, and March with a summative review in June.

2.3: Available to parents and community in an understandable format and language

DeSoto ISD is in the process of translating the Campus Improvement Plans in an understandable language that our parents can understand. The plans will be available to parents and the public via campus and district websites as well as hard copies located in the campus offices.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

DeSoto ISD Title I Schoolwide campuses annually create, evaluate and distribute School Parent and Family Engagement Policies. The policies are jointly developed with parents and family members of participating children of the schoolwide campus. The policy addressess building capacity for Parent and Family Engagement and shared responsibilities for high student academic achevement.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bostic, Elizabeth	Instructional Coordinator	Teaching and Learning	1.0
Conner, Charvett	Elementary ELAR Facilitator	Teaching and Learning	1
Dawson, Shari	Instructional Coordinator	Teaching and Learning	1.0
Dillard, Erika	Instructional Coordinator	Teaching and Learning	1.0
King, Nicole	Instructional Coordinator	Teaching and Learning	1.0
Lopez, Dawn	Instructional Coordinator	Teaching and Learning	1.0
Ross, Karen	Elementary Math Facilitator	Teaching and Learning	1.0
Sanders, Stephanie	Instructional Coordinator	Teaching and Learning	1.0
Taylor, Montwanette	Instructional Coordinator	Teaching and Learning	1.0
Waits, Vicky	Instructional Coordinator	Teaching and Learning	1.0
Williams, LaWanda	Instructional Coordinator	Teaching and Learning	1.0
Williams-McCowan, Alicia	Instructional Coordinator	Teaching and Learning	1.0
Young, B'Chesca	Instructional Coordinator	Teaching and Learning	1.0

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Karen Brown	Teacher
Classroom Teacher	Donald Miller	Teacher
Classroom Teacher	Laurencio Arroyo	Teacher
Classroom Teacher	Nashiha Tabor	Teacher
Classroom Teacher	Juan Ronco	Teacher
Classroom Teacher	Tawanda Fisher	Teacher
Administrator	Shon Joseph	Principal
Classroom Teacher	Vonda Johnson, 8/23/18	Teacher
Administrator	Homer Webb, 8/23/18	Administrator
Administrator	Bridget Nevels, 2/14/19	Principal
Classroom Teacher	Allen Burton	Teacher
Classroom Teacher	Jennifer Mazone, 2/14/19	Teacher
Classroom Teacher	Shannon Loftis	Teacher
Administrator	Sissy Lowe	Principal
Classroom Teacher	Bridgette Hicks	Teacher
Classroom Teacher	Robbie Austin	Teacher
Classroom Teacher	Twynnette Anderson	Teacher
Administrator	Kelli McWashington, 2/14/19	Principal
Classroom Teacher	Vanessa King	Teacher
Classroom Teacher	Sora Patterson	Teacher
Classroom Teacher	Dawn Miller	Teacher
Administrator	Dinando Bazile	Principal
Classroom Teacher	Jalisa Jackson	Teacher
Classroom Teacher	Bethany Flores	Teacher
Administrator	Keishia Coleman	Principal

Classroom Teacher	Kevin Lubbe, 8/23/18	Teacher
Classroom Teacher	Dawn Jennings, 8/23/18	Teacher
Administrator	Angela Robinson, 8/23/18	Principal
Classroom Teacher	De'maris Mercado	Teacher
Classroom Teacher	Courtney Jacobs	Teacher
Administrator	Michelle Howard-Schwind, 8/23/18	Principal
Classroom Teacher	Kemesha Jackson	Teacher
Classroom Teacher	Karen Pratt, 8/23/18	Teacher
Administrator	Shanta Duren, 8/23/18	Principal
Classroom Teacher	Delayna Williams, 8/23/18, 2/14/19	Teacher
Classroom Teacher	Stephanie Haynes, 8/23/18	Teacher
Administrator	Deidre Hannible, 8/23/18	Principal
Classroom Teacher	Brenda Cribbs, 8/23/18	Teacher
Classroom Teacher	Jada Lee, 8/23/18	Teacher
Administrator	Shana Hawthorne	Principal
Classroom Teacher	Sandy Williams-Wyche, 8/23/18	Teacher
Classroom Teacher	Jordan Francis, 8/23/18	Teacher
Administrator	Whyndii Dunn	Principal
Classroom Teacher	Gina Adams, 8/23/18	Teacher
Classroom Teacher	Cynthia LeJeune, 8/23/18	Teacher
Administrator	Kieshla Wylie, 8/23/18	Principal
District-level Professional	Joe Williams	Executive Director, Technology
District-level Professional	Deborah Cabrera	Chief Financial Officer
District-level Professional	Latasha Bassette	Coordinator
District-level Professional	Miika Baldwin	Coordinator
District-level Professional	Dannielle Moore, 2/14/19	Coordinator
District-level Professional	Sabrina Richardson	Coordinator
District-level Professional	Tiffanie Blackmon-Jones	Director, Communications

District-level Professional	Nicholas Johnson, 2/8/19, 2/14/19	Director, CTE
District-level Professional	Darrell Baty, 8/23/18	Supervisor, Instructional Technology
District-level Professional	Chasiti McKissic, 2/8/19, 2/14/19	Director, Strategic Campus Support
District-level Professional	Nneka, 8/23/18, 2/14/19 McGee	Director, GT -Advanced Academics
District-level Professional	Jereese Johnson, 8/23/18, 2/14/19	Director, Counseling
District-level Professional	Victoria Miles, 2/8/19	Executive Director, State-Federal Programs
District-level Professional	Helena Castanon-Vargas, 2/14/19	Director, Biligual/ESL/LOTE
District-level Professional	Akweta Hickman	Executive Director, Special Education
District-level Professional	Dr. D'Andre Weaver	Superintendent
District-level Professional	Sonya Cole-Hamilton	Chief of Staff
District-level Professional	Sajade Miller	Chief of Schools/Chairperson
District-level Professional	Mia Stroy, 2/14/19	Chief Human Resources Officer
District-level Professional	Celeste Barretto	Chief Academic Officer
District-level Professional	Benjamin Mackey	Chief of Research, Evaluation, and Design
District-level Professional	Natalia Fernandez, 2/14/19	Chief of Student Services and Support
Parent	Alicia Williams	Parent
District-level Professional	Kathy Ferrell, 8/23/18, 2/8/19, 2/14/19	Executive Director, Future Readiness & Accountability/Chairperson
Administrator	John Jackson, 8/23/18	Assistant Principal
Parent	Laura Dooley, 8/23/18	Parent
Parent	Nell Ingram, 8/23/18	Parent
Community Representative	Karen Reese, 8/23/18	Community Member
Community Representative	Lavra Terhvne, 8/23/18	Chamber of Commerce
Administrator	Kizzy Miller, 8/23/18	Assistant Principal
Community Representative	Dr. Nancy Fair, 8/23/18	Volunteer
Parent	Gretchin Koehling, 8/23/18	Parent