

# **Houston Independent School District**

## **308 North Houston Early College High School**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

It is our mission to deliver the highest quality educational experience by maintaining a college culture within a diverse, supportive, public high school.

## Vision

It is our mission to deliver the highest quality educational experience by maintaining a college culture within a diverse, supportive, public high school.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

#### ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

#### iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on the student growth and achievement data for North Houston Early College HS for the years 2021-2022 and 2022-2023, we can identify several areas of strength and academic improvements:

#### Areas of Strength:

- In the 2022-2023 academic year, the school demonstrated significant strength in the subject of "Biology." The data shows that 99% of students "Approached" this subject, and 71% of students achieved the "Masters" level, which is an outstanding performance.

#### Academic Improvement:

- In the 2022-2023 academic year, the school exhibited notable improvements in several subjects:
  - In "Algebra," there was a substantial improvement from 2021-2022 to 2022-2023. The percentage of students who "Approached" this subject increased from

91% to 95%, and the percentage of students achieving "Masters" increased significantly from 39% to 57%.

- In "English I," there was an improvement as well, with 97% of students "Approaching" the subject in 2022-2023 compared to 93% in 2021-2022. The percentage of students reaching "Masters" increased from 30% to 31%.

#### **Areas of Student Excellence:**

- In the 2022-2023 academic year, the school excelled in the following areas:
  - In "Biology," 99% of students "Approached" the subject, and 71% achieved the "Masters" level.
  - In "Algebra," 95% of students "Approached" the subject, and an impressive 57% reached the "Masters" level.
  - In "English I," 97% of students "Approached" the subject, and 31% achieved the "Masters" level.
  - In "U.S. History," all students "Approached" the subject, and 69% achieved the "Masters" level.

These improvements and areas of strength can be attributed to various factors, including effective teaching strategies, dedicated teachers, focused student support, and curriculum enhancements. It's essential for the school to continue identifying and implementing best practices in these areas to maintain and build upon their success in the future.

#### **Problems of Practice Identifying Student Achievement Needs**

**Problem of Practice 1:** In the 2022-2023 academic year, North Houston Early College HS excelled in "Biology" with a 99% "Approaches" rate, but the "Masters" level performance remains stagnant at 10% , not comparable to the 31% masters of ELA. **Root Cause:** Possible root causes for the decline in "Masters" level performance in "Biology" include ineffective pacing and curriculum misalignment with state standards. Pre-AP curriculum does not include all STAAR tested TEKS, so alignment is critical.

**Problem of Practice 2:** In "Algebra," improvements were seen in Meets and Masters level, but 5% of students still did not meet the subject standards in the first testing administration, highlighting a persistent issue. **Root Cause:** Possible root causes for students not meeting standards in "Algebra" include variations in teaching quality and the need to assess and enhance the effectiveness of instruction-assessment-feedback loop and strategic intervention systems, specifically for persistent Tier III students.

**Problem of Practice 3:** While "English I" showed progress with a 97% "Approaches" rate and there was growth in the "Masters" level, increasing to 31%, there was declining growth in English II masters level (17%) indicating the data-driven and targeted instruction was not sustained. **Root Cause:** Possible root causes for limited mastery growth in "English II" include gaps in curriculum alignment, assessment and feedback effectiveness due to timely data-driven instruction, and targeted individualized support in-class and after school .

# School Culture and Climate

## School Culture and Climate Summary

Based on our data analysis, North Houston Early College High School has showcased several key strengths in our school's culture and climate. One of our foremost strengths is our proactive approach to attendance management. We've ensured that each grade level has a dedicated Spanish-speaking employee to communicate efficiently with our Spanish-speaking families, addressing tardies and absences promptly. Additionally, our commitment to holistic student development is evident. Every student is actively involved in at least one club or organization, fostering a sense of belonging and inclusivity within our school community.

Integral to our efforts in shaping students' character is our weekly character education lessons delivered through advocacy. Here, we delve into specific traits and emphasize focus areas for each month, ensuring our students not only excel academically but also grow personally and ethically.

Our school-wide Social Emotional Learning (SEL) initiatives encompass a range of activities and events. From the drug prevention focus of Red Ribbon Week and the safety emphasis of the Say Something initiative, to the recognition of student and staff achievements through monthly awards, we prioritize the overall well-being and growth of our students. Cultural celebrations play a significant role in our school environment. We celebrate Apollo Night for Black History Month and host Lotería for Hispanic Heritage Month, emphasizing our commitment to diversity and inclusivity. Meanwhile, field trips and Saturday college visits further enrich our students' learning experiences and prepare them for future educational opportunities.

Collectively, these efforts highlight our dedication to fostering a positive, inclusive, and thriving school environment.

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Student behaviors improved. We have low numbers of discipline referrals and suspensions so far this year. This can be attributed to:

Higher administrative presence in hallway and classrooms multiple times per day

Implementation of the new, SDMC-approved cell phone policy

Regular counseling services

The new weekly tracking and call system are making a positive impact on attendance. Week 7, NHECHS exceeded our ADA goal with 98.55% attendance.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Despite achieving high levels of academic achievement, there were some increases in student disciplinary issues, particularly with 9th grade and first-arrival

10th grade students. **Root Cause:** The root cause of this issue can be attributed to a lack of acclimation to NHECHS culture and expectations. The NHECHS mentoring system must be revamped to ensure 9th and new 10th graders receive consistent onboarding.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from North Houston Early College High School illustrates consistently high levels of student achievement across various subjects and years, indicating a strong foundation of teacher quality and effective instructional methods. In the 2022-2023 academic year, a vast majority of students met or exceeded the standards in Biology (99%), Algebra (95%), English I (97%), English II (98%), and U.S. History (100%). Even in the previous academic year (2021-2022), students showed commendable performance in Algebra (91%), Biology (94%), English I (93%), English II (93%), and U.S. History (100%). These remarkable results suggest that North Houston Early College High School maintains a consistently high level of teacher quality, providing an environment conducive to student growth and achievement across various subjects. The data reflects a successful and effective teaching approach, emphasizing a strong commitment to educational excellence and student success at the school.

### What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At North Houston Early College High School, as of June 1, 2023, there were 22 teachers. By October 25, 2023, only two teachers had left the campus, resulting in a relatively low turnover rate of 9%. Additionally, the staff attendance rate remained commendably high at 94%. North Houston EC HS demonstrates a commitment to retaining its teaching team and maintaining a high level of dedication among its educators. The low turnover rate and strong staff attendance rate reflect the school's emphasis on providing a quality education environment for its students and supporting its teaching staff.

### How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

### What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.



Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted. The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes.

To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

### **What systems are in place to build capacity and support?**

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

### **Staff Quality, Recruitment, and Retention Strengths**

The following strengths were identified based on a review of the 2022-2023 data:

North Houston Early College High School exhibits several strengths in its recruitment, retention, and professional development practices:

- **Balanced Staff Distribution:** The campus maintains a well-distributed staff in terms of years of experience. There are educators with different levels of experience, including those with less than five years, 6-10 years, and over 11 years of experience. This balance can be attributed to effective recruitment practices that target both novice and experienced educators.
- **Gender Diversity:** The school promotes gender diversity among its staff. With 13 female and 2 male staff members, they ensure that both genders are represented. This reflects a commitment to providing equal opportunities and fostering a diverse work environment.
- **High Retention Rate:** The campus exhibits strength in retaining its staff. With a low turnover rate, they are likely implementing effective retention strategies. This could involve creating a positive and supportive working environment, offering professional development opportunities, and recognizing the contributions of staff members.

The campus is also likely to focus on professional development practices, which support these strengths. They may provide mentorship programs for newer staff members, targeted workshops to enhance skills and competencies, opportunities for collaborative learning communities, and individual growth plans to help educators continue their professional development.

These strengths indicate that North Houston Early College High School is committed to providing a conducive and inclusive environment for both students and staff while prioritizing ongoing growth and development in the educational field.

The general statement about Professional Development Practices at North Houston Early College High School is that they are designed to create a balanced and

inclusive work environment that values the contributions of both novice and experienced educators. These practices prioritize gender diversity and promote retention by providing a supportive and nurturing atmosphere. The campus likely offers professional development opportunities that cater to the specific needs of their staff, fostering ongoing growth and development.

### **Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem of Practice 1:** NHECHS consistently excels in various subjects. Yet, a challenge lies in social studies-related subjects, particularly in AP classes. AP Human Geography with a lower success rate in the 2022-2023 academic year (9.5%). There were increases in both AP World History and AP US History, yet there are opportunities for growth, considering STAAR Meets/Masters level of APWH and APUSH scholars. **Root Cause:** The root cause of this AP performance in social studies core may be attributed to the need for curriculum or instructional improvement. Analyzing the teaching methods for EBs, vertical alignment and curriculum used for AP social studies subjects is needed to addressing this AP performance gap.

**Problem of Practice 2:** At North Houston Early College High School, there is a performance gap between upper and lower-grade students. In 2022-2023, 95% of 11th and 12th graders met or exceeded standards, but only 65% of 9th graders and 70% of 10th graders did so. **Root Cause:** The root cause of this inconsistency in staff quality may be linked to differences in teacher recruitment at the lower grades, professional development, and evaluation processes. The school should focus on refining its recruitment strategies and offering targeted professional development opportunities, and ensuring a comprehensive teacher evaluation system to improve staff quality uniformly.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At North Houston Early College, family and community engagement is a vital aspect of their educational approach. Meetings at the school are primarily focused on various key areas, including grade-level matriculation, college supports, community partnerships and opportunities, updates from Houston Community College (HCC), social and medical services for students and families, interventions and supports, safety, and student progress updates encompassing College, Career, and Military Readiness (CCMR), Advanced Placement (AP), grades/credits, associate degree progress, and attendance. The school also provides academic tutorial supports through TSI/SAT/PSAT boot camps and after-school tutorials.

Challenges to achieving greater parental involvement include the distance of some families' residences from the campus, making face-to-face meetings difficult to attend. Additionally, language barriers are a concern for families whose first language is Spanish.

To address these challenges, North Houston Early College offers Teams Parent Meetings after hours on a monthly basis and is responsive to alternate meeting times with administrators when needed. We have also taken steps to address language barriers by hiring more Spanish-speaking staff to provide immediate customer service and support, fostering better communication and engagement within the school community.

## Parent and Community Engagement Strengths

North Houston Early College offers Teams Parent Meetings after hours on a monthly basis and is responsive to alternate meeting times with administrators when needed. We have also taken steps to address language barriers by hiring more Spanish-speaking staff to provide immediate customer service and support, fostering better communication and engagement within the school community.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** In the 2022-2023 academic year at North Houston Early College High School, there was a noticeable reduction in parent volunteers, with only three parents signing up for VIPs. **Root Cause:** Time Constraints: Parents juggle multiple responsibilities, limiting their free time for volunteering. Lack of Awareness: Communication gaps hinder parents' awareness of volunteering opportunities. Language Barrier: Non-native speakers may hesitate to volunteer due to language barriers and cultural differences.

**Problem of Practice 2:** The problem of Practice #2 pertains to the absence of an active Parent-Teacher Organization (PTO). Although our parent participation has seen an increase and we consistently have high attendance at our meetings, this was a contributing factor in not securing the Platinum designation. Instead, we were recognized with the Gold status for the 2022-23 academic year. **Root Cause:** Differing Expectations: Parents may attend meetings to stay informed about their child's education, but they might not see active participation in the PTO as part of their role. Time Commitment Concerns: While attending occasional meetings is feasible, some parents might feel that participating in the PTO requires a more significant time commitment that they cannot afford.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

## **Student Data: Behavior and Other Indicators**

- Discipline records

## **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Key Actions

**Revised/Approved: October 23, 2023**

**Key Action 1:** Increase teacher demonstration of rigorous, highly effective, data-driven Tier I Instruction.

**Strategic Priorities:**





Transforming Academic Outreach, Cultivating Team HISD Talent

**Indicator of Success 1:** The improvement of tier 1 instruction will be reflected in student achievement on STAAR and in the teacher evaluation system.

**Indicator 1:** By December 2023, 85% of teachers will perform at or above the proficient level on TTESS Dimension 2.5 - Monitor & Adjust, at or above 8 out of 10 points during spot observations, 90% by the EOY.

**Indicator 2:** 80% of teachers will be proficient or higher in overall instructional practice as measured by the new teacher evaluation rubric.

**Indicator 3:** By November 2023, 85% of scholars will perform at or above MEETS in STAAR Aligned assessments, and 95% by March 2024

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus leaders will leverage PLCs and Spot observations to improve teachers' tier 1 quality of instruction.</p> <p><b>School Leaders' Actions</b></p> <p>Monitor teacher tracking of student achievement and standards performance every 3rd and 6th week.</p> <p>Facilitate PD for Content PLCs on high-yield Common Instructional Framework strategies (Multiple-response strategy-aligned) and small group instruction bi-weekly</p> <p>Weekly spot observations and coaching by content department chair to provide real-time feedback to targeted teachers</p> <p>Principal leads monthly calibration walks with appraisers and coaches to tiered teacher classrooms, determining strengths/growth areas and next steps</p> <p><b>Staff Actions</b></p> <p>Administrative assistant provides associate teacher coverage for professional development needs and fills orders for instructional materials. Max. 72-hour turnaround on orders; monthly coverage for calibration walks/EOC PLCs</p> <p>Weekly lesson plan submission by 7:00 am, Monday, and daily, effective implementation of lesson plan</p> <p>Plant operator ensures clean and orderly classrooms for optimal learning environment</p> <p>Campus Testing Coordinator trains all faculty/staff to facilitate optimal testing environment for all district, interim and summative local, state, national exams</p>	Formative			Summative
	Feb	Mar	Apr	June
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**Key Action 2:** Scholars will meet or exceed Early College Distinction Outcomes Based Measures of comparable Texas early college high schools through mastery of college-level academic knowledge and skills

**Strategic Priorities:**

Transforming Academic Outreach





**Indicator of Success 1:** Indicators of success for students meeting/exceeding Early College expectations will be reflected in student achievement in State and Nationally normed assessments.

**Indicator 1:** For the 23-24 STAAR EOC, 40% of scholars will perform at MASTERS level on English I and II; 50%, on Biology; 60% on Algebra I; 80% on US History

**Indicator 2:** 60% of the Accelerated Testers, by the end of 9th grade, will score 530 or higher on PSAT 8/9; 80% will score 530 or higher on PSAT NMSQT; 95% will meet CCMR Standards on SAT Math by the end of 11th grade

**Indicator 3:** 80% of scholars will meet TSIA 2.0 readiness or equivalent standards in English and Math



Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus leaders and staff will create systems to improve college readiness through TSIA bootcamps, tracking systems, and monthly meetings.</p> <p><b>School Leaders' Actions</b></p> <p>Develop and implement a plan for TSIA 2.0 boot camps and testing administration during the school day and Saturdays, and publish it on the school calendar.</p> <p>Create a TSIA 2.0 testing team for instruction and testing administration, committed to facilitating and tracking TSI testing progress.</p> <p>Maintain a shared school-wide tracking system of OBMs to identify progress and completion measures that can also be used as a mail-merge tool for communication to students and parents.</p> <p>Create a system in advocacy that (1) monitors student progress in dual credit courses , (2) provides extra support to improve academic behaviors, and (3) includes regular student-centered data conferences.</p> <p><b>Staff Actions</b></p> <p>TSIA 2.0 team facilitates after-school and Saturday TSIA 2.0 bootcamps and/or tutorials with targeted students</p> <p>Parent Engagement Rep (PER) and clerks communicate directly with parents of students required to receive extra support outside of the regular school day.</p> <p>PER facilitates monthly meetings with parents (in English and Spanish)to consistently communicate goals, implementation plans, and solicit parental support of programming</p> <p>10th and 11th grade Advocacy teachers and core English and Math will implement College Spring SAT prep programming. 9th grade advocacy teachers use warm-ups and PSAT prep materials for PSAT 8/9 prep.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Key Action 3:** Increase student effective demonstration of SEL strategies through consistent implementation of campus-wide systems of support

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Indicator of Success 1:** An increase of students effective demonstration of SEL strategies will be reflected by increase participation with campus SEL programs, and an increase in attendance.

**Indicator 1:** A minimum of 150 students will participate in summer enrichment (HCC summer classes, EMERGE, THRIVE, etc.), and a maximum of 10% of the student population will participate in summer school for credit recovery.

**Indicator 2:** By the end of each semester, 80% of students will maintain a minimum 2.5 GPA (C+) or higher on their college transcript

**Indicator 3:** Maintain a monthly average daily attendance of 98%

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> To increase campus attendance, campus leaders and staff will have a system to track attendance/tardies; as well as incentivize student attendance.</p> <p><b>School Leaders' Actions</b></p> <p>Identify students with less than 95% attendance from 22-23 SY and tier them to determine optimal supports at BOY</p> <p>ADA daily and weekly monitoring and action planning to increase attendance and lower tardies</p> <p>Create opportunities to incentivize high attendance and achievement each six weeks cycle</p> <p>Facilitate campus-wide data tracking and celebrations of attendance and academic achievement by advocacy classes</p> <p><b>Staff Actions</b></p> <p>Teacher-lead Advocacy lessons once per week will promote self-management or responsible decision-making skills (syllabus review, calendar and time management, task completion, combating work-avoidance, transcript review, self progress-monitoring - graduation plans, cycle grading)</p> <p>Teacher-Led Advocacy lesson once per week to increase student relationship skills (communication/email etiquette and digital citizenship, self advocacy strategies, conflict resolution, interpersonal skill development with diverse populations, team-building activities)</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

# State Compensatory

## Budget for 308 North Houston Early College High School

**Total SCE Funds:** \$115,677.00

**Total FTEs Funded by SCE:** 1.45

### Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, North Houston Early College High School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, increase STAAR performance on the EOC assessment and for individuals who are at risk for dropping out of high school. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, Economically Disadvantaged, Students who are missing CCMR indicators, and graduation requirements.

## Personnel for 308 North Houston Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ernani Casio	Tchr, Math	1
Janice Omoge	Tchr, English	0.45

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Molly Tavira	Parent Engagement Rep, 12M-Ttl1	Title 1	1

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Samantha Brooks	Principal
Parent	Molly Tavira	Parent
Parent	Alondra Robinson	Parent
Community Representative	Avis Horde	Community Member
Community Representative	Reginald Peters	Community Member
Business Representative	Victoria Gray	Business Representative
Classroom Teacher	Dustin Langley	Teacher
Classroom Teacher	Santiago Ugalde	Teacher
Classroom Teacher	Janice Omoge	Teacher
Non-classroom Professional	Matthew Weaver	Professional Staff
Non-classroom Professional	Jasmin Harris	Professional Staff
Non-classroom Professional	Marcie Coleman	Professional Staff
Administrator	Charlesa Easter	Professional Staff
Non-classroom Professional	Carmen Garcia	Professional Staff