Clarke County School District

SCHOOL IMPROVEMENT PLAN WITH 90-DAY ACTIONS

Important Dates	
Draft Due	7/31/2023
LSGT Approval	8/31/2023
45-Day Check	Oct/Nov 2023
90-Day Check	Early Jan 2024
Spring Revisions	Late Jan 2024
135-Day Check	Feb/Mar 2024
180-Day Check	May 2024

District: Clarke County

School: Cedar Shoals High School

Principal: Antonio Derricotte

Principal Supervisor: Dr. Neill Crosslin

*The **School Improvement Plan** serves as a road map that provides clarity to specific priorities and actions that are most important during the entirety of the school year and over the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's goals.*

District Theory of Action

Focusing on leader capacity and actions in the 3 Priority Areas of Instructional Leadership, Planning and Assessment, and Climate and Culture will increase student achievement and graduation rates.

Needs Assessment

Data Analysis

Area	Student Groups	21-22	22-23	% Change	Race/Ethnicity	21-22	22-23	% Change
HS American Lit Proficient or Above	All Students	27.20%	23.90%	-3.30%	Black Students	20.20%	11.80%	-8.40%
	SWD Students	19.20%	4.90%	-14.30%	Hispanic Students	16.50%	20.20%	3.70%
	EL Students	0.00%	4.50%	4.50%	Two or More Race	37.50%	42.90%	5.40%
	Gifted Students			0.00%	White Students	55.60%	41.30%	-14.30%
HS Algebra I Proficient or Above	All Students	18.00%	17.70%	-0.30%	Black Students	10.80%	7.40%	-3.40%
	SWD Students	3.90%	6.10%	2.20%	Hispanic Students	23.00%	24.10%	1.10%
	EL Students	2.00%	7.80%	5.80%	Two or More Race	18.80%	25.00%	6.20%
	Gifted Students			0.00%	White Students	35.90%	37.80%	1.90%
PBIS ODR Rates (per 100 Students)	All Students	58.49	25.66	-32.83	Black Students	75.93	39.00	-36.93
	SWD Students	103.37	46.62	-56.75	Hispanic Students	28.14	16.35	-11.79
	EL Students	34.29	29.90	-4.39	Two or More Race	45.21	31.40	-13.81
	Gifted Students	6.64	5.88	-0.76	White Students	16.89	10.23	-6.66
PBIS ISS Rates (per 100 Students)	All Students	23.52	36.36	12.84	Black Students	26.55	52.12	25.57
	SWD Students	35.35	52.31	16.96	Hispanic Students	12.15	22.88	10.73
	EL Students	22.14	42.27	20.13	Two or More Race	15.07	47.67	32.60
	Gifted Students	1.42	6.37	4.95	White Students	17.35	13.02	-4.33
PBIS OSS Rates (per 100 Students)	All Students	56.20	79.34	23.14	Black Students	80.65	135.39	54.74
	SWD Students	88.89	109.61	20.72	Hispanic Students	15.99	21.92	5.93
	EL Students	17.14	27.84	10.70	Two or More Race	17.81	89.53	71.72
	Gifted Students	4.27	23.04	18.77	White Students	3.20	26.51	23.31
4-Year	All Students	71.20%		-71.20%	Black Students	73.70%		-73.70%
	SWD Students	60.50%		-60.50%	Hispanic Students	66.70%		-66.70%

Graduation Rate	EL Students	33.30%		-33.30%	Two or More Race			0.00%
	Gifted Students			0.00%	White Students	75.00%		-75.00%
Data Resources	CCSD Data Analytics		GOSA Data Dashboards		Georgia Insights Dashboards		GA Milestones Comparisons by RESA	

Needs and Goals

Your school's year-long goals in 4 areas: ELA, Math, Climate & Culture, and Graduate Rate.

Needs	Goals	Progress Metrics
Students served through our SPED and ELL programs are not performing at the same rate as their peers in ELA. Students served through the SPED program were 4.9% proficient and ELL students were 4.5% proficient versus 23.9% proficient for all other students on the ELA EOC in 2022-2023.	Goals will be based on initial data and performance on the Reading Inventory.	Show growth on the student RI, pass/fail data,
Increase the number of students on track to graduate with their cohort by informing parents of extended learning opportunities for student(s)	Increase graduation rate from 73% to 76% through enrollment in Pathway to Success Program (PSP), Saturday School, and tutoring sessions to increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).	Senior cohort data, on-track status
Students served through our SPED and ELL programs are not performing at the same rate as their peers in Math. Students served through the SPED program were 2.2% proficient and ELL students were 5.8% proficient versus 17.7% proficient for all other students on the Algebra 1 EOC in 2022-2023.	Increase student engagement and increase rigor across all content areas	Increase passing rates
We need to improve our climate to reward positive behaviors to foster overall growth and success of students and the entire educational community	Reduce ODR and OSS while encouaging and rewarding positive behaviors	Attendance, behavior referrals broken down by race and ethnicity, health survey data,

Plan Development Narrative *(pre-populated)*

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation initiative forward. The school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learning		**District Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation	
Antonio Derricotte	*8/31/2023*	*Jennifer Scott*	*8/20/2023*
Principal Signature	Date	Chief of Academics & Student Supports Signature	Date

Priority #1 - Instructional Leadership

Needs and Goals

	Needs *(pre-populated from previous tab)*	Goals *(pre-populated from previous tab)*
1	Students served through our SPED and ELL programs are not performing at the same rate as their peers in ELA. Students served through the SPED program were 4.9% proficient and ELL students were 4.5% proficient versus 23.9% proficient for all other students on the ELA EOC in 2022-2023.	Goals will be based on initial data and performance on the Reading Inventory.
2	Increase the number of students on track to graduate with their cohort by informing parents of extended learning opportunities for student(s)	Increase graduation rate from 73% to 76% through enrollment in Pathway to Success Program (PSP), Saturday School, and tutoring sessions to increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).
3	Students served through our SPED and ELL programs are not performing at the same rate as their peers in Math. Students served through the SPED program were 2.2% proficient and ELL students were 5.8% proficient versus 17.7% proficient for all other students on the Algebra 1 EOC in 2022-2023.	Increase student engagement and increase rigor across all content areas
4	We need to improve our climate to reward positive behaviors to foster overall growth and success of students and the entire educational community	Reduce ODR and OSS while encouaging and rewarding positive behaviors

Root Cause Analysis in Priority #1 - Instructional Leadership

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need?

Strong instructional practices are not consistent throughout the building, creating learning gaps and student subgroups being underserved. The team conducted a root cause analysis using the five whys to increase meaningful Tier 1 instruction in a culturally relevant classroom. Our SPED and ELL students are not showing proficiency on EOCs or earning sufficient credits to stay on track to graduate with thier cohort. Teachers serving our special populations need to plan collaboratively with their content teams in order to plan appropriate accommodations to serve their students.

Theory of Action in Priority #1 - Instructional Leadership

Up to 3 statements. What will be different if you are successful in addressing this priority?

1	If leaders...	conduct walkthroughs that provide clear, consistent, timely feedback based	then teachers will...	use the feedback and data to adjust their instruction	and then students will...	engage in more rigorous and engaging work
2	If leaders...	create a shared understanding of strong instructional practices and strategies	then teachers will...	increase rigor and engagement in the culturally relevant classrooms	and then students will...	complete an appropriate amount of challenging work that leads to improved classroom outcomes

3	If leaders...	establish clear expectations and create opportunities for collaborative planning	then teachers will...	have more opportunities to plan collaboratively with their content teams, SPED, and ESOL co-teachers	and then students will...	show increased proficiency on common assessments

Strategies in Priority #1 - Instructional Leadership						
NEED/GOAL ALIGNMENT	**STRATEGIES**		**LEVEL OF EVIDENCE**	**TIMELINE FOR IMPLEMENTATION**	**COST & BUDGET USED**	**PERSON/POSITION RESPONSIBLE**
Goal 1	*Classroom walkthroughs include specific feedback to deepen the implememtation of the 4 constructs*		Strong	Ongoing Year-long	N/A	Admin and ICs
Goal 2	*Implementation fidelity of high quality instructional materials and effective pedagogy provide intellectual engagement for students*		Strong	Ongoing Year-long	N/A	All faculty
Goal 3	*Grade level planning protocol and process are implemented with fidelity across the school*		Strong	Ongoing Year-long	N/A	All faculty

Results Indicators in Priority #1 - Instructional Leadership		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome** *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student results from formatives, interims & diagnostics, changes in scheduling, etc.*	**Potential Adjustments**
by Tuesday, August 1st, 2023	In school faculty meeting, admin will share the new walkthrough rubric, teachers and admin will define what strong instruction looks like, and teachers will fill out a google form to share their understanding and indicate an area they would like to work on to increase rigor and engagement in the classroom.	
August 2023	Admin will create a walkthrough schedule that will help get feedback to teachers more quickly.	
July 2023	Create a master schedule that maximizes opportunites for collaborative planning.	Collaborative Planning - US History Collaborative Planning - Algebra 1
August 2023	Create supports for co-teachers to enable them to actively engage in delivering and supporting student instruction in whole group or small group format.	
August 2023	PLCs will provide foundational information for strong instruction, to increase rigor and engagement in the classroom.	

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Needs and Goals

	Needs *(pre-populated from previous tab)*	Goals *(pre-populated from previous tab)*
1	Students served through our SPED and ELL programs are not performing at the same rate as their peers in ELA. Students served through the SPED program were 4.9% proficient and ELL students were 4.5% proficient versus 23.9% proficient for all other students on the ELA EOC in 2022-2023.	Goals will be based on initial data and performance on the Reading Inventory.
2	Increase the number of students on track to graduate with their cohort by informing parents of extended learning opportunities for student(s)	Increase graduation rate from 73% to 76% through enrollment in Pathway to Success Program (PSP), Saturday School, and tutoring sessions to increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).
3	Students served through our SPED and ELL programs are not performing at the same rate as their peers in Math. Students served through the SPED program were 2.2% proficient and ELL students were 5.8% proficient versus 17.7% proficient for all other students on the Algebra 1 EOC in 2022-2023.	Increase student engagement and increase rigor across all content areas
4	We need to improve our climate to reward positive behaviors to foster overall growth and success of students and the entire educational community	Reduce ODR and OSS while encouaging and rewarding positive behaviors

Root Cause Analysis in h

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need?

Strong instructional practices are not consistent across content areas which has lead to a decrease in student performance in the majority of subgroups based on fishbone analysis.

Theory of Action in h

Up to 3 statements. What will be different if you are successful in addressing this priority?

1	**If leaders...**	create PLC and vertical planning structures	**then teachers will...**	use data in PLCs and individual planning to inform strong and engaging, student centered lessons	**and then students will...**	demonstrate growth and proficiency in standards-based learning resulting in their earning sufficient credits to stay on track with thier grade level cohort
2	**If leaders...**	provide resources and support through instructional coaching and feedback, opportunities for professional learning, and targeted work within PLCs	**then teachers will...**	use appropriately challenging instructional and engagement strategies and grade level appropriate reading materials	**and then students will...**	meet their reading goals on the RI that will show increased proficiency on the ELA EOC.

3	If leaders...	create consistent structures for assessments across all content areas	then teachers will...	use backward design to create engaging, student centered lessons	and then students will...	have better learning outcomes because assessments are better aligned to classroom instruction.

Strategies in h					
NEED/GOAL ALIGNMENT	**STRATEGIES**	**LEVEL OF EVIDENCE**	**TIMELINE FOR IMPLEMENTATION**	**COST & BUDGET USED**	**PERSON/POSITION RESPONSIBLE**
Goal 1	*Consistent implementation of collaborative planning processes and structures*	Strong	Ongoing Year-long	N/A	Admin, ICs, and SPED Team Lead
Goal 2	*Using results of formative assessments to inform lesson preparation*	Strong	Ongoing Year-long	N/A	Admin, ICs, SILT team, Teachers
Goal 3	*Using results of interim assessments and iReady data (K-8) to inform planning and decision making*	Strong	Ongoing Year-long	N/A	Admin, ICs, and Teachers

Results Indicators in h		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome** *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student results from formatives, interims & diagnostics, changes in scheduling, etc.*	**Potential Adjustments**
August 2023	Students can articulate learning goals	
September 2023	Identify students who need acceleration and recommend them to PSP	https://www.khanacademy.org/math/algebra

Priority #3 - School Climate and Culture

Needs and Goals

	Needs *(pre-populated from previous tab)*	Goals *(pre-populated from previous tab)*
1	Students served through our SPED and ELL programs are not performing at the same rate as their peers in ELA. Students served through the SPED program were 4.9% proficient and ELL students were 4.5% proficient versus 23.9% proficient for all other students on the ELA EOC in 2022-2023.	Goals will be based on initial data and performance on the Reading Inventory.
2	Increase the number of students on track to graduate with their cohort by informing parents of extended learning opportunities for student(s)	Increase graduation rate from 73% to 76% through enrollment in Pathway to Success Program (PSP), Saturday School, and tutoring sessions to increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).
3	Students served through our SPED and ELL programs are not performing at the same rate as their peers in Math. Students served through the SPED program were 2.2% proficient and ELL students were 5.8% proficient versus 17.7% proficient for all other students on the Algebra 1 EOC in 2022-2023.	Increase student engagement and increase rigor across all content areas
4	We need to improve our climate to reward positive behaviors to foster overall growth and success of students and the entire educational community	Reduce ODR and OSS while encouaging and rewarding positive behaviors

Root Cause Analysis in Priority #3 - School Climate and Culture

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need?

There is a lack of implementation of established structures and systems to delimit the use of phone distractions from students, which has led to less-than-ideal student behaviors and limited focus when in class.

Theory of Action in Priority #3 - School Climate and Culture

Up to 3 statements. What will be different if you are successful in addressing this priority?

1	If leaders...	create a structure to more closely monitor student absences	then teachers will...	consistently communicate with parents regarding attendance	and then students will...	have greater ownership of their attendance and learning
2	If leaders...	support the district's Cell Phone guidelines	then teachers will...	focus on teaching engaging lessons	and then students will...	show higher engagement through the removal of the cell phone distraction
3	If leaders...	facilitate a PBIS plan that is student centered and teacher focused	then teachers will...	consistently implement the plan with fidelity	and then students will...	demonstrate positive behaviors and show a decrease in ODRs

Strategies in Priority #3 - School Climate and Culture

NEED/GOAL ALIGNMENT	STRATEGIES	LEVEL OF EVIDENCE	TIMELINE FOR IMPLEMENTATION	COST & BUDGET USED	PERSON/POSITION RESPONSIBLE
Goal 1	*SILT and ILT monitor PBIS practices*	Strong	Ongoing Year-long	N/A	SILT, ILT
Goal 2	*All school staff model mutual respect, high expectations, concern and empathy for students, staff, parents, and the community*	Strong	Ongoing Year-long	N/A	All school staff, PBIS Team
Goal 3	*Communication processes and procedures ensure that the school SIP goals and priorities are aligned with district Strategic Plan*	Strong	Ongoing Year-long	N/A	Admin, SILT, PBIS Team

Results Indicators in Priority #3 - School Climate and Culture		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome** (*What is the evidence of success? What will be measured and monitored to determine the effectiveness of the strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student results from formatives, interims & diagnostics, changes in scheduling, etc.*)	**Potential Adjustments**
August 2023	Walkthrough form for compliance with cell phones and backpacks being placed in front of the classroom to eliminate distractions.	
August 2023	Student grade level meetings set 23-24 expectations.	
September 2023	Students are in classes engaged in the learning.	create student advisory committee with principal
September 2023	Student pride in the school improves.	
September 2023	Attendance Team will meet to monitor student attendance and suggest interventions with a focus on family communication.	

Professional Learning (PL) Plan

List planned professional learning activities related to your goals and school priorities ensure that you have data aligned to the PL.				
Goal Alignment	**Professional Learning Strategy**	**Timeline**	**Audience**	**Person/Position Responsible**
Goal 1	Structured collaborative planning opportunities that include reflection and feedback on instructional practices while creating unit assessments and daily lesson plans.	August 2023-May 2024	All Teachers	Admin, ICs
Goal 4	PBIS implementation using an effective behavior matrix with a focus on school-wide supports and reward system.	August 2023-May 2024	School Staff	Admin, PBIS Team
Goal 1	Collaborative Teaching model	August 2023-May 2024	Collaborative Teaching Pairs	Admin, SPED Team Leader
Goal 3	Communicate the implementation expectations of professional learning to all teachers and the monitoring that will happen to ensure classrooms are academically challenging using data digs.	July 2023-June 2024	All Teachers	Admin, ICs, SILT
Goal 3	Academic ownership and student engagement	August 2023-May 2024	All Teachers	Admin, ICs
	Academic Ownership Feedback Form			

Family Engagement Plan

Parent Engagement Activities	District Requirement Deadline	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity
School and District Parent & Family Engagement Plan (PFEP) sent home and on school website	Sept. 30, 2023 School specific Annual Title I Meeting	September 29, 2023	Courtni Reese (FCS)	August 8, 2023
School-Family Compact sent home and on the school website	Sept. 30, 2023 School specific Annual Title I Meeting	September 29, 2023	Courtni Reese (FCS)	August 8, 2023
School-Family Compact discussed in parent-teacher conferences (district-wide)	Week of/before Conferences October 5-7, 2023	October 11 & 12, 2023	Courtni Reese (FCS)	August 8, 2023
Annual Title I Parent Meeting held and documents on school website, does not have to be during Open House	Aug. 1-Sept. 16, 2023 School specific	September 13, 2023	Courtni Reese (FCS)	August 8, 2023
Parent Input Meeting Held	March 1-May 5, 2024		Courtni Reese (FCS)	August 8, 2023
Transition Meetings	May 19, 2024	Freshman Summer Bridge- June 5, 2023; Freshman Camp- July 24 & 25, 2023; Freshman Orientation- July 31, 2023	Courtni Reese (FCS)	August 8, 2023
Building Staff Capacity (Fall and Spring)	October 4, 2023 & March 7, 2024		Courtni Reese (FCS)	August 8, 2023
Family Night - Literacy/Reading/Math - Testing and Assessment (Milestones) - Technology (Safety & Copyright Piracy) - ELL Specific Events Others - Community Based	Once a month is recommended. Enter your titles and dates in the next column. (Virtual events are included)	Open House- July 31, 2023; Senior Parent Night- August 31, 2023	Courtni Reese (FCS)	August 8, 2023

Pulse Check Minutes

45 Days Minutes

Priority #1 - Instructional Leadership - Feedback

Pulse Check Minutes

identify and support SPED and ELL population
*SPED - restructuring SPED student, 266 SPED students, majority are in 9th grade, students do not have foundational skills in math and ELA, reviewing goals, accomodations, and modifications on IEPs, direct teachers have resigned (3 total SPED teachers) - long-term sub changes with teacher, putting read180 into place with 21 students (students were not identified last year, 22 new group will start in Jan. - two cohorts, lack of communication with HIL and previous team leader, no new materials will be ordered, abundance of materials here), algebra is a challenge and intervention is needed, Tolbert is serving as admin. of SPED and team leader
*ESOL - serve 150 students, offering sheltered classes this year, 37% are failing a class (40% last year), new teachers have gone to PL to develop skills, refresher for all teachers needed - beginning of next semester, struggling in algebra - only 4 passing, hope to offer foundations class for those students - will begin next year - can we reshape PSP to offer that now

What is happening at tier 1? With these failure rates, is there an instructional need? Team worked to reshape mindsets away from supplements (like iXL), working 1-on-1 with outlier teachers
Resources were in abundance and not being used - team states now they are being used, a non-negotiable, highlighting Kendall Hunt strategies in planning, where to remediate within pacing, changing mindset of faculty
78% and 52% failure rates for Algebra and Geometry, respectively - 50% for Algebra 2 - How do we address this? How can the district support you? Team indicates teachers need content and pedagogy, lack of respect (is there documentation? 1 on a PDP?)

Graduation Rate - 9th grade cohort 2027 - 330 students on track, 74 students in red or yellow, contacted all 350 9th-12th grade students failing 1-4 courses; 12th grade students - red-25, yellow-17, green-276, 12 dropouts are identified SPED, dont know current ESOL grade rate for 2024 graduates

What are you doing currently for unknown students? Michelle has tried to contact every person on that list, slowly getting them in, asking for transcripts - could potentially use graduation alliance tool

Climate - no reduction of ODRs, we still see up uptick, no benefits from PBIS

How are we dealing with the security issue? Team indicated work needs to be done. Responsive with big events. 17 SWDs are repeat offenders in fights - now in alternative schools - have at some point been retained or failed classes

How many parents were met with of the most challenging students? all in SPED group and 9th grade boy group, met with 25/27 parents

Strategies:
*increase collaboration between SPED, ESOL, content teachers for collaborative planning - 1 data meeting and 1 collaborative planning meeting - come to meetings prepared, pull and look at data, backwards design
(What was the rollout of the SIP to staff? involvement of SILT team? rollout during pre-planning, emphasis on strong instruction --- use other areas to make excuses, eye opening for SILT members, --- How often do you meet? Do you have the right people on SILT? --- 10 people - 3 department chairs, 2 teachers, counselors)

Staff Google Form was not implemented - teachers want support around time, why they must plan the way they do, students lack of critical thinking and study skills, need SRI literacy tool in place and teachers need to be well versed in literacy

NEXT STEPS - solidify as a team, redeliver expectations to staff, calibrate as a team, do walkthroughs, provide feedback --- there must be an established expectation (coaches rolled out this PL, staff asked for examples in this building with these students)

Pulse Check Minutes

Priority #2 - Planning and Assessment - Feedback

Strategies:
Consistent implementation of collaborative planning - processes and structures --- more teacher-led with administrative presence
Using results of formative assessments to inform lesson preparation

PSP - average of 60 students stay for PSP - majority stay for math, science, edgenuity --- not using state tutoring that was shared 3 weeks ago
 --- Kahnmigo

Priority #3 - School Climate and Culture - Feedback

Strategies:
SILT and ILT monitor PBIS practices
Jag restart in lieu of suspension --- restorative interventions and communication skills ($10,500 for second half of school year)
Refocus on 9th grade students - creating a community, partnering with parents
Need mindset shift in adults - lack of growth mindset, lack of high expectations --- ROOT CAUSE? HOW TO ADDRESS?

Results:
375 referrals --- 230 students

NEXT STEPS - meet with Principal Advisory Board

90 Days Minutes

Priority #1 - Instructional Leadership - Feedback

Strategies:

Results:

Priority #2 - Planning and Assessment - Feedback

Pulse Check Minutes

Strategies:
Results:

Priority #3 - School Climate and Culture - Feedback
Strategies:
Results:

School Improvement Plan Contributors

The following stakeholders collaborated on this School Improvement Plan during ILT, SILT, LSGT, etc.		
Print Name	Member's Signature	Position/Role
Katie Bittler		Instructional Coach
Kerry Hogan		Media Specialist/Building Clarke Innovation Ambassador
Fabian Jones		Assistant Principal
Melissa Perez		Associate Principal of Instruction
Utevia Tolbert		Associate Principal of Operations
Matt Baker		Science Department Chair
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School Improvement Plan Contributors