

Greenville Independent School District
New Horizons High School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 19, 2024

Mission Statement

New Horizons High School prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

Vision

We educate today...you succeed tomorrow!

Core Beliefs

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- *We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.*

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- *We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.*

We believe our exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.*

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- *We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.*

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- *We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.*

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Demographics	5
Student Programs	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: New Horizons High School (NHHS) will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. ("B:" or Better)	18
Goal 2: NHHS will maintain a safe and disciplined environment conducive to scholarly learning and employee effectiveness.	21
Goal 3: NHHS will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.	22
Goal 4: NHHS will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)	23
Goal 5: Communication among the NHHS employees, students, parents, and the community will be accurate, consistent, timely, effective, and interactive.	24
State Compensatory	26
Budget for New Horizons High School	26
Personnel for New Horizons High School	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

New Horizons High School is an alternative high school that serves approximately 80-85 students. The student population is small and constantly changing due to students graduating and new students enrolling. As well as serving as the District's alternative high school, NHHS also houses the Newcomer's Center for students who are arriving and attending schools for the first time in the United States. We have seen an increase over the past few years in our Newcomer's program enrollment.

Student Demographics	Count	Percent
Gender		
Female	29	37.66%
Male	48	62.34%
Ethnicity		
Hispanic-Latino	49	63.64%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	13	16.88%
Native Hawaiian - Pacific Islander	0	0.00%
White	9	11.69%
Two-or-More	6	7.79%

81.82% of students are identified as economically disadvantaged at New Horizons High School which is just slightly below the district average. However, this is a fluid projection due to new enrollees throughout the year. Though many of our students face economic hardships, we focus on the strengths they bring to the school. Many students are raised by grandparents or other relatives, and transportation can be an issue, so we prioritize home visits to build trust and communication.

This year NHHS has partnered with the Texas Workforce Commission to help students that are near graduation transition either into the workforce or post secondary education. As well, students are able to be part of the National Junior Reserve Officer Training Corps (NJROTC). NHHS believes in educating the whole child and laying the foundation for success.

Programs that students are identified as being a part of include:

Student Programs	Count	Percent
Dyslexia	3	3.90%
Gifted and Talented	2	2.60%
Regional Day School Program for the Deaf	0	0.00%
Section 504	12	15.58%

Student Programs	Count	Percent
Special Education (SPED)	5	6.49%
Bilingual/ESL		
Emergent Bilingual (EB)	41	53.25%
Bilingual	0	0.00%
English as a Second Language (ESL)	35	45.45%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	3	3.90%

In addition, NHHS is also the home for the Greenville Alternative Education Program (GAEP). Enrollment for this program is averaging approximately 28 students.

Demographics Strengths

The dynamics of our campus allow our scholars to begin to develop empathy and understanding of other cultures struggling to attain the English language. Teachers, substitute teachers, parents, and visitors can see integration throughout our campus.

- *62% of Special Education students achieved "Approaches" or better on all tests*
- *78% of Hispanic students achieved "Approaches" or better on Algebra I*
- *Implementation of a NJROTC program*

Problem Statements Identifying Demographics Needs

Problem Statement 1: The label of drop-out recovery and having an AEP campus attachment create a negative stigma causing a decline in scholars seeking a valuable education at NHHS. **Root Cause:** There needs to be more positive publicity recruitment and student-oriented programs at New Horizons High School.

Student Achievement

Student Achievement Summary

New Horizons High School is proud of the projected "B" rating from the Texas Education Agency. Our goal is to continue growing students and strive for an "A".

Focus areas for 2024-2025: English I and II

Action Steps:

- TSIA (Texas Success Initiative Assessment)) administer on campus
- Begin Enrolling Newcomers in ESOL or ELDA to Close the GAP
- Begin Enrolling Scholars dually with PJC for CCMR
- Begin Enrolling Scholars in R.O. T. C. Program for CCMR
- Begin Building Leaders in the Leadership Program

Algebra I					Biology				
	Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %		Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %
2024	45%	55%	6%	0%	2024	52%	48%	3%	0%
English I					English II				
	Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %		Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %
2024	44%	56%	14%	0%	2024	76%	24%	12%	0%
U.S. History									
	Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %					
2024	25%	75%	18%	8%					

Student Achievement Strengths

- Projected "B" rating
- 75% of scholars achieved "Approaches" or higher in US History
- 18% of scholars achieved "Meets" in US History and 8% of students achieved "Masters"
- All 5 subjects had scholars in the Meets percentile range.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Minimal use of differentiation and utilization of small group instruction in the classroom. **Root Cause:** Lack of professional learning opportunities regarding small group instruction.

School Culture and Climate

School Culture and Climate Summary

The administrative team and the teachers invest extra time, money, and effort into the success of our scholars. The culture and climate are high due to the number of graduates from our junior and senior classes. Our teachers work hard to establish positive relationships with our students. As a result, most students invest in their own learning. We are proud of our culture and the "We" spirit that has been created.

The campus administration has worked hard to insure that teachers and staff feel supported. Teachers collaboratively plan each week and have a voice in the decisions of the school. Our Professional Learning Community (PLC) helps drive the culture of our campus. As well, the principal and assistant principal are responsive to student discipline issues.

The addition of a an assistant principal at NHHS has provided additional support for academics, discipline, and special education students.

School Culture and Climate Strengths

- We have a student resource officer on our campus that ensures the safety of our scholars. Our routines and structures concerning technology encourage trust among our scholars.
- Addition of Leadership Class with NJROTC
- Common PLC

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a limited number of enrichment and/or extracurricular activities for our scholars. **Root Cause:** Our campus is smaller and houses the Alternative Education Program for GHS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff at NHHS consists of one Principal, one Assistant Principal (added 2024-2025), one Counselor, one Special Education Inclusion teacher, and one of each of the following teachers: Math, English 1&2, Biology, U.S. History, Algebra, one Head Secretary, one Receptionist, one ISS teacher, one teacher aide, two custodians, a Communities In School Coordinator and two cafeteria workers. As a result of a growing emergent bilingual student population the campus eliminated two aide positions to hire a English of Speakers of Other Languages I and II teacher. GAEP staff includes two high school teachers, one middle school teacher, and one teacher assistant.

Content coordinators also serve the campus by helping teachers plan.

Staff Quality, Recruitment, and Retention Strengths

The teacher pool casts a wide net for employers and places employees in one place. Stipends are available depending on your field of expertise.

- Low teacher turnover rate for 2023-2024
- Addition of a certified NJROTC instructor
- Addition on an Assistant Principal

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus requires teachers who are dedicated to the success of the students. **Root Cause:** Student dynamics and behavior can impede retention.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

NHHS offers core academic programs in English, Math, Science, and Social Studies, along with technology courses. Instruction includes direct teaching (for EOC-tested subjects) and the APEX online platform, where students can earn original or recovery credit. Super Saturdays allow students to accelerate credit completion, and some may test out of certain subjects. EB Spanish speakers can earn two years of foreign language credit while enrolled at NHHS.

Students are also able to enroll in Dual Credit Courses with PJC in English and Math. This is typically not a large amount of students.

As well, NHHS has added College Bridge which gives access to college classes to NHHS students and impacts our CCMR accountability.

- Low teacher turnover rate for 2023-2024
- Addition of a certified NJROTC instructor
- Addition on an Assistant Principal

All NHHS staff has been trained in the use of DMAC and Edspire to help analyze data. Testing frequency overshadowed the instruction during the 2023-2024 school year and the addition of nine-weeks assessment has been welcomed.

Curriculum, Instruction, and Assessment Strengths

- Collaborative Planning
- Progress monitoring
- Aligned curriculum
- Spiraled reviews

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Data analyzation does not always cause change to teaching practices. Often teachers over rely on the APEX online system. **Root Cause:** Teachers needed additional training engaging activities for a non-traditional setting.

Parent and Community Engagement

Parent and Community Engagement Summary

Our community involvement was higher than our parental involvement. The parents wanted information on passing or failing assessments. However, their involvement in partnering with the teachers and creating a success plan was low.

There is opportunity for growth at NHHS to increase parent communication and increase parent involvement. Parents receive an APEX update weekly. However, the campus administration is working on additional avenues to inform parents of their child's progress including:

- Communication folder
- Positive phone calls
- Monthly parent meetings

Parent and Community Engagement Strengths

The community provided food, encouragement, and games at our events. The community helped to ensure the campus was bright, inviting, colorful, and pleasing to the eye.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not enough campus communication to the parents. **Root Cause:** Systems of communication not fully developed.

School Context and Organization

School Context and Organization Summary

NHHS is an alternative high school that meets the needs of a variety of learners. It also serves as the district's Newcomers program and the Disciplinary Alternative Education Program (DAEP). Students are often referred to NHHS by Greenville High School and sometimes through parent requests. Many Students attending NHHS are behind in credits, experiencing chronic absenteeism, or struggling in a traditional school setting. Some students come to NHHS to complete their high school program at a faster pace and graduated early.

Our charges it to catch students up on their academics and put them on a road to success.

School Context and Organization Strengths

- The programs are highly structured.
- Parental support for the New Comer program was high.
- A smaller campus requires the staff to exist and perform in many roles.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Inconsistent implementation of the school identified priorities. **Root Cause:** Lack of understanding by staff of overall goals and buy in.

Technology

Technology Summary

The scholars at NHHS utilize Chromebooks for instructional purposes (i.e., APEX curriculum, APEX EOC reviews, CTE courses, etc.). Chromebooks are available for students, but there is still a need for more Chromebooks due to growth. The teachers rarely utilized their interactive Whiteboards. Training is needed on how to implement the whiteboard into the classroom effectively.

Technology Strengths

- Every classroom has a whiteboard.
- Each student had a Chromebook.
- Each teacher has a laptop.
- The teachers were trained on how to use the APEX system. This computerized system housed the core content subjects and tests needed for the success of the students.

Problem Statements Identifying Technology Needs

Problem Statement 1: The students were failing the EOC after passing the core subjects in the APEX system. **Root Cause:** More TEKS needed to be embedded into the APEX system.

Problem Statement 2: Teachers rarely utilize interactive white boards in the classroom. **Root Cause:** Lack of training.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 5, 2024

Goal 1: New Horizons High School (NHHS) will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. ("B:" or Better)





Performance Objective 1: NHHS will improve student performance with a focus on growth in all EOC tested subject areas (English I, English II, Algebra I, Biology, and US History.) Each student will demonstrate growth.

Evaluation Data Sources: STAAR Performance

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Define small groups and differentiation and increase walk through frequency.

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of walk-throughs. The walk-throughs need to be more intentional. Strategy's Expected Result/Impact: Target students for improved performance. Move more students from the Did Not Meets level to Meets. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement new English for Speakers of Other Languages (ESOL) I and II, and English Language Acquisition and Development. Strategy's Expected Result/Impact: Increased student achievement for emergent bilingual students Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Host Super Saturdays (Saturday School) for students experiencing academic and attendance issues. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Increase reading engagement for students by providing meaningful and relevant reading materials. Strategy's Expected Result/Impact: Increase reading achievement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Professional learning communities will address student learning needs and contributing to campus culture . Strategy's Expected Result/Impact: Better instruction Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: New Horizons High School (NHHS) will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. ("B:" or Better)

Performance Objective 2: NHHS will graduate at least 77 students for the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Texas Success Initiative Assessment testing will be in place and available for scholars. Strategy's Expected Result/Impact: Increased graduates Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: College Bridge will be established for scholars to enroll and earn college preparatory class credit and a CCMR point. Strategy's Expected Result/Impact: CCMR Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Create and NJROTC course with a certified instructor. Strategy's Expected Result/Impact: Increased engagement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: NHHS will maintain a safe and disciplined environment conducive to scholarly learning and employee effectiveness.

Performance Objective 1: We have a full-time student resource officer on our campus. This will help maintain safety. A safe and disciplined environment.

High Priority

Evaluation Data Sources: Monthly Skyward Discipline Report

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Develop a plan and a schedule for the SRO. Discuss problem areas and solutions.

Strategy 1 Details	Reviews			
Strategy 1: Clearly define rules about the duties and responsibilities of the resource officer. Staff Responsible for Monitoring: Principal Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Student Engagement Officer will help engage students, reach parents regarding attendance, and maintain safety of campus by checking doors and perimeter of building. Strategy's Expected Result/Impact: Increased safety and student engagement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>				

Goal 3: NHHS will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Performance Objective 1: We utilize teacher job network to seek qualified applicants and fill all positions.

Evaluation Data Sources: End of year retention rates reported out by the HR department.

Strategy 1 Details	Reviews			
Strategy 1: We will use the PLC meetings to identify where support is needed and to help retain the staff. Strategy's Expected Result/Impact: Job satisfaction Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: New teachers will participate in the District's New Teacher Academy. Strategy's Expected Result/Impact: Better instruction and classroom management Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: NHHS will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 1: We will work with the chief financial officer to report, track, and acquire new funds to attain long-range goals requiring financial needs for the campus.

Evaluation Data Sources: We will use our financial budget.

Strategy 1 Details	Reviews			
Strategy 1: The campus will complete and submit the required monthly budget variance report to the Finance Department. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 5: Communication among the NHHS employees, students, parents, and the community will be accurate, consistent, timely, effective, and interactive.

Performance Objective 1: The parents, students, and community need to receive pertinent information in a more timely and efficient manner.

Evaluation Data Sources: Parent and teacher surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Additional programs will be added to help increase parent and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: The PeachJar program will be added to aid in the dissemination of information. Strategy's Expected Result/Impact: More parents will be informed of the activities/expectations on the campus. Staff Responsible for Monitoring: Receptionist ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will communicate effectively with all parents to ensure scholar's success. Staff Responsible for Monitoring: Principal and Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Community in Schools staff member will work closely with NHHS staff to determine student and family needs and provide different opportunities to meet those needs.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: Communication among the NHHS employees, students, parents, and the community will be accurate, consistent, timely, effective, and interactive.

Performance Objective 2: The district is creating and linking the campuses through a single source website that will disseminate information in a faster and more orderly fashion.

State Compensatory

Budget for New Horizons High School

Total SCE Funds:

Total FTEs Funded by SCE: 16.5

Brief Description of SCE Services and/or Programs

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Personnel for New Horizons High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anthony Deleon	Paraprofessional	1
Barbara McPherson	Biology Teacher	1
Brenda Deleon	Secretary	1
Brianda Ruiz	Receptionist	1
Bruce Cornelius	GAEP Teacher	1
Chelsey Hernandez	Bilingual Teacher	1
Corey Mack	GAEP Teacher	1
Dennis Powers	CTE Teacher	1
Jacqueline Harrison	Paraprofessional	1
Joanette Woods	Counselor	1
Judith Serrano	English Teacher	1
Ladetra Hardeman	Paraprofessional	1
Mary Theobald	U. S. History	0.5
Priscilla Edwards	GAEP Teacher	1
Robert Brown	APEX	1
Sherry Fair	Principal	1
Tamiya Dillard	Paraprofessional	1