Lancaster Independent School District

JD Hall Learning Center

2019-2020

Accountability Rating: Not Rated

Mission Statement

Campus Mission Statement

It is our goal to develop future ready leaders by meeting the social, emotional, and academic needs of each scholar.

Campus Motto

I am respectful, I am responsible, and I am ready to learn!

Vision

J.D. Hall will be a campus where students lead, achieve, and believe in being balanced scholars.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and TRS.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The JD Hall STEM Learning Center is the central location for the following programs: 1). The DAEP (Discipline Alternative Education Program); and 2). The AAA (Academic Acceleration Academy) credit recovery program.

The DAEP is a behavior management program that services 3rd - 12th grades from every campus within the district.

AAA is a credit recovery program that serves High School students who are at risk of not graduating.

Engage 100% of our AAA students in guidance sessions to evaluate academic and CCMR options and the impact of their decision making process.

Engage 100% of our DAEP students in guidance sessions to evaluate behavior decisions and the impact of their decision making process.

Train 100% of the staff in current, research-based, effective instructional strategies.

Train 100% of staff in techniques that encourage positive behavior to deescalate volatile situations.

Develop a positive campus culture where students are motivated to achieve academically and behaviorally.

Decrease the number of campus referrals and suspensions by 70%.

Demographics Strengths

1. We have a AAA credit recovery program that allows students to complete courses via Apex Learning.

2. 100% of staff participated in Boys Town and CHAMPS Behavior Management Professional Development which provided effective instructional strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a significant amount of students sent to DAEP due to drug related offenses. **Root Cause**: Lack of drug awareness and drug programs for students on the home campus.

Problem Statement 2: We have a significant amount of under-serviced and unidentified students with social and emotional challenges or needs. **Root Cause**: Lack of student identification and under service on the home campus.

Student Achievement

Student Achievement Summary

Students in grades 3-5 will receive instruction in a self-contained setting. Students in grades 6-12 will receive instruction in the core academic from certified secondary teachers. Curriculum alignment is an essential element that is taken very seriously. To ensure that our students stay on course and do not fall behind the home campus instruction, teachers will follow the District's curriculum guide (TEKS Resource System) and will collaborate with teachers at the home campus. Academic progress is continued while assigned to DAEP. Efforts have been put in place to increase elective grades. Google Classrooms are created for each elective class and student's home campus elective teachers upload student work. Students complete work and communicate to their elective teacher of record via Google Classroom.

Student Achievement Strengths

1. Teachers attended cluster meetings at the High School, Middle School, and Rolling Hills Elementary throughout the year.

2. Teachers followed the Scope and Sequence and collaborative with teachers from the home schools to ensure there was no gap in academic expectations.

3. AAA students receive tutoring from the Core teachers at JD Hall. The number of graduates from the AAA (Academic Acceleration Academy) has increased each year.

4. Elementary classes are kept under ten students which allows for more one-on-one direct teaching.

5. Teachers meet weekly to collaborate learning and instructional strategies to be used across curriculum.

School Culture and Climate

School Culture and Climate Summary

Our teachers are arranged in an instructional format that supports learning and collaboration. They are participants and contributors to a learning community that aligns goals for continuous instructional improvement. This configuration and partnership with our feeder campuses will ensure high academic standards for all.

Additionally, our staff provides interventions that demonstrate the development of confidence and a respectful and responsible character. We will provide opportunities for students to participate in projects, sessions, and activities that encourage them to think critically, evaluate the impact of their decision, explore and discover their talents, interests, and aspirations. We will meet the needs of all students regardless of their cultural background, medical conditions, behavioral patterns, or academic performance.

School Culture and Climate Strengths

1. Teachers have common planning where weekly meetings are facilitated by the Instructional Coach and Administrator.

2. Students demonstrate respectful and responsible behavior.

3. Students participate in "Overcoming Obstacles" daily (Character Development class).

4. JD Hall & AAA students participate in Community Building Circles

5. The structured environment of JD Hall provides a learning environment that is safe for both the student and staff. Systems are in place to monitor all students entering the building, student academic and disciplinary progress.

6. AAA students are engaged in weekly Naviance (CCMR online software) Modules

7. AAA students participate in college visits throughout the year.

8. AAA students participate in "Senior Recognition & Rites of Passage" at the end of the year.

9. AAA students are assigned mentors.

10. DAEP -Student of the week

11. AAA -Student of the month.

12. AAA students are eligible to receive "Second Chance Scholarship".

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students learn behavior strategies at DAEP that are not reinforced when they return to their home campus. **Root Cause**: There are not consistent behavior strategies utilized district-wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The JD Hall STEM Learning Center consists of five (5) Disciplinary Alternative Education Program (DAEP) teachers and one (1) paraprofessional; one (1) student advisor; one (1) Academic Acceleration Academy (AAA) teacher; one (1) counselor; and one (1) Administrative Assistant. The entire staff is Crisis Prevention Institute (CPI) trained. DAEP teachers consist of 5 year teachers to teachers with over 30 years of teaching experience.

Retention at JDH is high and therefore, the need for recruitment is low. Recruitment efforts will consist of highly qualified teachers certified in needed grade level and/or content.

Staff Quality, Recruitment, and Retention Strengths

1. JD Hall practices an open-door policy for all staff. The staff is certified in their specific area of responsibility.

2. Staff are sent to in-district and out-of-district training and conferences yearly to ensure they are exposed to and are practicing 21st century instruction and understand the student population the JDH serves.

3. Staff birthdays, achievements, and losses are recognized, celebrated, and comforted appropriately.

4. Employee of month celebrations.

4. Retention is high given that staff members understand their role and value their part in student behavioral and academic success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a high need for Staff Development and Professional Development focused on topics centered around behavior techniques, SEL, and Restorative Discipline. **Root Cause**: Not all staff are knowledgeable of SEL, de-escalation strategies, and/or Restorative Practices.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The JD Hall STEM Learning Center uses TEKS Resource System as the district's viable curriculum in core subjects. Teachers align their lessons according to the appropriate grade-level TEKS and Year At a Glance (YAG). For electives, the home campus teachers provide the content, books (if applicable), and upload assignments and exams in Google Classrooms created for each elective class.

Our purpose is to provide a caring learning environment where staff are sensitive to the needs of the whole child. Students assigned to the J.D. Hall STEM Learning Center at Rocky Crest will experience the opportunity for academic success in a non-traditional educational setting.We provide a relative, positive, engaging, rigorous, and hands-on programs to all students. The concurrent use of prescriptive interventions and resources to aid in the development of appropriate social skills and proper decision-making strategies with effective instructional strategies will allow students to realize their potential and prepare them for multiple academic options.

Curriculum, Instruction, and Assessment Strengths

1. Student class size is fifteen (15) or less.

2. Courses completed in Apex Learning by AAA students. EOC standards meet by 95% of AAA students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students who are sent to DAEP often have significant learning gaps and deficient. **Root Cause**: Students with behavior issues are frequently sent out of the class and miss critical teacher instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent/guardians attend orientation prior to a student starting at the DAEP or AAA. Constant communication between teachers and parents/guardians is made via a point sheet that a student receives on a daily basis. We also send home a monthly newsletter with parenting tips and a character emphasis.

Various community agencies will visit our campus to deliver life skills sessions for students and/or parents on a rotating schedule. These sessions are designed to provide resources and to assist students in making good choices. Similar programs have been effective in reaching students and serving as resources for parents. One hundred percent of our DAEP students receive group and\or individual counseling.

Parent and Community Engagement Strengths

1. JD Hall is in partnership with several outside sources that provide mentoring, counseling, and responsive services to our students.

2. JD Hall partners with agencies that supply our students and families with clothing and other requested resources.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental turn out at events is low. **Root Cause**: More parental involvement is needed.

School Context and Organization

School Context and Organization Summary

We have targeted additional resources for social skills and character education training. Through the partnerships established with community agencies, we are eager to take a proactive approach by providing intervention to students who demonstrate behaviors that would ordinarily lead to placement here. In an effort to provide a seamless instructional transition, our teachers will collaborate with elementary and secondary campuses to remain aligned with the District's instructional plan. We will also continue to enhance campus, classroom, and professional libraries. Additionally, we focus on meeting the various needs of the whole child, as we continue to see greater numbers of students assigned to alternative programs.

The main goal of the campus is that students leave JD Hall more positive in who they are, confident in their academic abilities, and focused on their academic goals for high school and beyond.

School Context and Organization Strengths

1. JD Hall students receive counseling and social services without charge to the families.

2. We have made major gains in our use of Restorative Discipline; as a result students are learning to settle matters without physical confrontation.

3. Students participate in Community Building Circles in each teachers classroom.

4. Principal conducts COSA/ Circle of Support and Accountability Transition meetings when students are preparing to return to the home campus.

Technology

Technology Summary

JD Hall has a computer lab and a math class with computers. The building is equipped with WiFi throughout the campus, allowing teachers to be mobile with a laptop.

Teachers continue to use instructional technology effectively, with a balance of computer-assisted/teacher directed instructions.

Technology Strengths

1. JD Hall has a computer lab with fifteen (15) computers.

2. Teachers use instructional technology.

3. JD Hall has projectors in all classrooms, the computer lab, and the conference room.

5. The campus has a comprehensive security system that monitors the multi-purpose room (serves as the cafeteria and auditorium), hallways, and perimeter of the campus. Each classroom has a computer station, printing capabilities, and WiFi.

6. AAA students have 20 laptops and 5 Chrome books.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all classrooms have projectors for instructor use. **Root Cause**: Budget

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 Performance Objectives Summative Review from previous year

Accountability Data

- Texas Academic Performance Report (TAPR) 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve Student Achievement for All

Performance Objective 1: Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards. Increase the integration of technology resources and systems in order to produce 21st century learners.

    Evaluation Data Source(s) 1: 1. Improved local student performance on state testing. 2. Improved local 4-year graduation rates. 3. Improved local college and career readiness.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
TEA Priorities Recruit, support, retain teachers and principals 1) Organize instructional learning communities and provide ongoing opportunities to develop engaging lessons and attend vertical and horizontal meetings on feeder campuses.	2.4, 2.5, 2.6	Principal, Instructional Coach	Attendance at weekly cluster and department planning meetings at the feeder campus will increase student academic achievement and decrease student disruptive behavior.	50%			
TEA Priorities Recruit, support, retain teachers and principals 2) Develop lesson plans using the district template, based on the District's instructional calendar. Provide on-going professional development to accommodate different learning needs. Incorporate TAP instructional strategies in the development of lesson plans.	2.4, 2.5	Principal, Instructional Coach, Teachers	Teachers will create well written lesson plans that are horizontally and vertically aligned. Teacher observations will consistently score at meets or exceeds expectations on the TAP rubric. Teachers will consistently use TEKS Resource System as an instructional resource.	20%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 3) Use a variety of methods (integrated course work, technology-based, project-based learning, etc.) to make real-life connections between school and the rest of the world.	2.5	Principal, Instructional Coach, Teachers	Teachers will develop high quality lesson plans. Weekly class work will become more engaging and include varied technology applications and tools.	20%			
4) Incorporate the use of STEM technology into projects using mobile computing devices to allow for students and teachers to extend their learning beyond the classroom.	2.4, 2.5, 2.6	Principal, STEM Specialist, Instructional Coach, Teachers	Increased student familiarity and use of chrome books in the classroom.	70%			
TEA Priorities Connect high school to career and college 5) Incorporate the use of Apex Learning tutorials for ACT/ SAT preparation.	2.5, 2.6	Principal, AAA facilitator	Increase in AAA student's scores on national college entrance exams.	0%			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 6) AAA students will participate in various tutorial options such as: in class teacher-led tutorials, Apex online tutorials, and after school JD Hall core content teacher tutorials.	2.5, 2.6	Principal, AAA facilitator	Increase student performance on local and state testing.	70%			

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: Provide a Quality Workforce in a Positive Work Environment

Performance Objective 1: Develop and maintain a staff that seeks, learns, and effectively implements effective strategies to ensure that every student receives a quality education.

Evaluation Data Source(s) 1: All staff members will attend strategically organized Professional Development so that they are prepared to consistently apply best instructional strategies.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) 1). Teacher aligned lesson plans. 2). Provide training in curriculum and behavioral strategies (PD) that are appropriate for use with students attending the DAEP, Region X Workshops, core content local and state conferences, visits to local AEP's as needed. 3). Facilitate weekly vertical and horizontal planning. 4). Allow for common planning times. 5). Continuous monitoring of campus budget and campus needs.	2.4, 2.5, 2.6	Principal, Instructional Coach, Teachers	Increased staff participation in local and state Professional Development. Staff will consistently attend feeder campus Cluster Meetings.	70%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Clear communication internally and to all constituents.

Performance Objective 1: We will develop and implement a communication plan about JD Hall's goals and resources for all families.

Evaluation Data Source(s) 1: 1. Increased number of parent and family volunteers in schools and school activities.
2. Increased number of outside individuals and organizations having direct involvement with the schools.
3. Analyze and evaluate stakeholder surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1). Send monthly newsletters to parents. 2). Parents and students will attend an orientation upon entry into DAEP and AAA. 3). Continued evaluation of parental/guardian involvement in each student's academic and social success. 4). Improved and increased community support. 5). Invite LISD alumni to return and speak to students.	3.1, 3.2	Principal, Student Advisor, Teachers	Monthly DAEP and AAA Newsletter will highlight parent engagement activities. DAEP Orientation Increase in community support Improved student behavior Improved teacher-parent and communication support.	50%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Implement effective support and interventions that address the needs of at-risk students.

Performance Objective 1: Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.

Evaluation Data Source(s) 1: Improved local 4-year graduation rates.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1).AAA (Academic Acceleration Academy)Students will work in Apex Learning to complete courses toward graduation requirements, 2).Track their completion rate(s). 3). AAA students will visit 2 to 3 colleges/universities/businesses within a calendar school year. 4). AAA Students will utilize the Course Percentage Complete Report for planning purposes. 5). Students will utilize a point sheet to record daily progress. 6). Communicate with home school Counselor to indicate the areas in which students need to improve. The home school will provide suggestions, and/or interventions.	2.4, 2.5, 2.6	Principal, Teachers, AAA (Academic Acceleration Academy) Facilitator, Home School Counselor	Graduation rate (from AAA). Number of credits achieved per month Course Completion Report	80%	100%	100%	

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 5: Provide Safe, Secure, and Nurturing Schools

Performance Objective 1: 1. Provide a safe, secure and nurturing environment for all students and staff. Provide effective communication for all stakeholders regarding safety/security.

Evaluation Data Source(s) 1: 1.Compliance with all safety standards. 2. Reduce number of students missing instructional time due to disciplinary reasons.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Students will attend "Overcoming Obstacles" a character development class each day. 2. Students will participate in Advisory period utilizing "Move this World" strategies for dealing with stress and behavior challenges, and learn Boys Town Life Skills. 3. Student Advisor will implement an effective education program that focuses on the principles of character, leadership and personal development for students. Staff will receive Professional Development on topics centered around behavior techniques and Restorative Discipline. All staff will receive training in restraint and de-escalation strategies.	2.5, 2.6	Principal, Student Advisor, Teachers, Staff	Decrease in disruptive behavior. Improvement on student's social skills. Improved teacher-student relationships.	80%			
2) Each teacher will lead Community Building Circles. Students in AAA and DAEP will participate in classroom circles a minimum of twice a week.	2.6	Principal	Students will develop improved relationships with teachers and decrease the number of out of class experiences for disruptive behaviors.	30%			
3) Administrator will conduct COSA/ Circle of Support and Accountability (Transition Meetings) to help develop a support plan for students returning to their home campuses.	2.6	Principal, Secretary	Develop a plan to reduce recidivism. COSA's will help build trust and accountability for students, families, and the schools.	80%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 5: Provide Safe, Secure, and Nurturing Schools

Performance Objective 2: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 2: All students will demonstrate an understanding of the principles of character through the implementation of them at school.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, and/or educational development at risk by: Improving the use of Restorative Discipline. Ensuring there are responsive services to address: 1. school drop-outs 2. severe stress 3. child abuse and neglect 4. school age pregnancy 5. gang pressures/involvement 6. harassment issues	2.6	Principals, Student Advisor, Teachers, Staff	Increase in academic achievement. Improved teacher-student relationships. Improvement on student's social skills.	80%			
2) Provide mentorships through community partnerships, district, and campus personnel. Institute programs that allow community partners to share character and social growth techniques with our students.	2.5, 2.6	Principal, Student Advisor, Teachers	Improvement on student's social skills. Improved teacher-student relationships.	0%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 6: Use technology proficiently to create interactive learning experiences.

Performance Objective 1: Technology usage that allows students to learn beyond the classroom.

> **Evaluation Data Source(s) 1:** Teachers will integrate technology into their lessons to improve academic achievement through technology.

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) 1. Students will utilize Google Classroom to complete elective assignments from the home campus. 2. Students will utilize Chrome books /laptop devices to complete SEL interactive behavioral game at least 30 minutes per week.	2.5, 2.6	Principal, 3rd period classroom monitor	1. Students will learn how to upload their assignments for grading by the home campus elective teacher. 2. Students will be able to interact with their home campus teacher while at DAEP. 3. Students will enhance their behavioral skills through the use of online software.	80%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 7: Increase opportunities for students to read and write across all disciplines.

Performance Objective 1: We will develop multiple opportunities for students to write in varied contexts for varied reasons.

Evaluation Data Source(s) 1: Increased writing samples for multiple writing purposes.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1). Teachers will select authentic writing assignments frequently that allow students varied opportunities to utilize their writing skills.	2.4, 2.5	Principal, Instructional Coach, Teachers, ELAR Curriculum Specialists	Students will become accustomed to writing for multiple audiences.	40%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

State Compensatory

Personnel for JD Hall Learning Center:

Name	Position	Program	FTE
Antionette Mathews	Principal		
Bronson Lewis	SPED Inclusion Teacher		
Cynthia Johnson	Facilitator	(AAA) Academic Acceleration Academy	
Donna Black	Social Studies Teacher		
Dwayne Connor	Math Teacher		
Garland Kirkpatrick	Science Teacher		
Joe Smith	Paraprofessional		
Robbie Rice	Administrative Assistant		
Rosalind Johnson	Elementary Teacher		
Shavette Holland	ELAR Teacher		
Terry Tucker	Student Advisor		
Veronica Hamilton	School Counselor		

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Dr. Antionette Mathews	Principal
Classroom Teacher	Shavette Holland	TAP Instructional Coach/Secondary ELAR Teacher/
Classroom Teacher	Cynthia Johnson	AAA Facilitator
Parent	Anthony Wilson Sr.	Parent
Business Representative	Debra Judge	Program Manager
Parent	Rene Mason	parent
Parent	Valerie Roberson	parent
Parent	Kim Wilson	parent
Paraprofessional	Terry Tucker	paraprofessional
Classroom Teacher	Rosalind Johnson	Classroom Teacher