

# Lancaster Independent School District

## Belt Line Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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# Mission Statement

Empowering ALL students' purpose and passion through quality education.

**The Belt Line Elementary staff, in collaboration with parents and community, will passionately invest in the self-sustaining success of all students.**

## Vision

Every graduate a success!

**At Belt Line Elementary, all students are eager to take ownership of their learning and work towards self-sustaining success.**

# Core Beliefs

## We Believe

- **Equity in education is a human right.**
- **Educators, parents, and students share in the responsibility of developing graduates who are well-rounded individuals.**
- **Engaged, relevant learning and real-world experiences prepare students to lead productive lives.**
- **Learning is a lifelong process that is enhanced by taking risks.**
- **Growing from past experiences creates opportunities for future success.**
- **Purposeful planning to meet individual students needs leads to intentional outcomes for student success.**
- **All students and staff have the right to a safe and secure learning environment.**

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# Comprehensive Needs Assessment

Revised/Approved: October 14, 2022

## Demographics

### Demographics Summary

2021-2022 Enrollment: 470. 2022-2023 Enrollment: 540

Demographics Breakdown: 84% African American, 10% Hispanic, 2% White & 4%, Other

Economically Disadvantaged 82%

Talented & Gifted (TAG): 6%

Special Education (SPED): 7%

English Language Learners (ELL): 1%

Student Gender Distribution: 230 males & 310 females.

Mobility rate: 32.7

Total Teaching Staff: 31 Teachers, 94% Females and 6% Males

Teacher Demographics Breakdown: 0% Hispanic, 98% African American, 2% White

Teachers by years of experience: 20 teachers have six or more years of experience, 11 have 0-5 years of experience

2021-2022 Student Attendance Rate: 95.5

Belt Line currently serves 540 students in PK3 through Fifth Grade. Staff includes 21 homeroom teachers, 3 Special Education teachers (1 lifeskills, 1-ECSC, 1 Inclusion/CM) 4 elective teachers (Innovative Lab, Art, Music, PE) and 1 Interventionist.

Professional support staff consists of 1 Assistant Principal, 1 math Teacher on Special Assignment(TOSA), 1 reading TOSA, our nurse and counselor. Paraprofessional support staff consists of one library assistant and 18 instructional para-professionals: 2-special education, 1 ISS para, 1 Head Start/ 1 Pre-K4, 6 PK3 paras, 3 RtI paras and 4 Bright Beginnings. One administrative assistant and one PEIMS clerk also serve Belt Line.

The principal and Reading TOSA are new to the campus. We also have a total of 8 classroom teachers new to the campus and our math TOSA is new to her role but previously served as a 4th/5th grade teacher on staff. Three RtI Paraprofessional positions were added last year as an added support for anticipated learning gaps due to the pandemic.

All staff members meet the criteria for Highly Qualified as measured by NCLB.

### **Demographics Strengths**

The demographics of our teaching staff reflects the demographics of the student body.

The teaching staff is experienced with the majority (over 50%) having more than 5 years of teaching experience.

All teachers are highly qualified and certified to serve students.

The administrative team has an average of 28 years of experience in education.

We have seen an increase in the enrollment of PK3 students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Belt Line has a large number of students in foster care, single parent homes or grandparents raising grandchildren. **Root Cause:** Our district encourages open enrollment, and we have a fair amount of students who live in rented homes or apartment complexes in our school zone.

# Student Learning

## Student Learning Summary

Belt Line Elementary School received a "B" accountability rating and received four distinctions in 2021-22.

Distinctions were earned in Math, Reading/Language Arts, postsecondary readiness and closing achievement gaps. Intentional plans are being made to improve student performance on STAAR and receive an "A" rating.

A five -year trend of STAAR data is depicted in the chart below:

Content	2016	2017	2018	2019	2022
3 <sup>rd</sup> Math	80	80	73	79	80
4 <sup>th</sup> Math	63	70	78	63	78
5 <sup>th</sup> Math	86	89	96	93	64
3 <sup>rd</sup> Reading	65	67	53	76	80
4 <sup>th</sup> Reading	55	50	71	71	78
5 <sup>th</sup> Reading	72	65	78	87	75
4 <sup>th</sup> Writing	64	53	69	66	N/A
5 <sup>th</sup> Science	77	55	85	89	75

## MAP K-2 Math Data

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	58	24	41.4%	25	43.1%	7	12.1%	2	3.4%
3	44	16	36.4%	18	40.9%	9	20.5%	1	2.3%
4	33	20	60.6%	6	18.2%	4	12.1%	3	9.1%
5	46	22	47.8%	22	47.8%	2	4.3%	0	0.0%
<b>Total</b>	<b>181</b>	<b>82</b>	<b>45.3%</b>	<b>71</b>	<b>39.2%</b>	<b>22</b>	<b>12.2%</b>	<b>6</b>	<b>3.3%</b>

## MAP K-2 Reading Data

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	57	13	22.8%	19	33.3%	12	21.1%	13	22.8%
3	43	11	25.6%	18	41.9%	6	14.0%	8	18.6%
4	33	8	24.2%	19	57.6%	4	12.1%	2	6.1%
5	46	20	43.5%	17	37.0%	6	13.0%	3	6.5%
<b>Total</b>	<b>179</b>	<b>52</b>	<b>29.1%</b>	<b>73</b>	<b>40.8%</b>	<b>28</b>	<b>15.6%</b>	<b>26</b>	<b>14.5%</b>

#### MAP K-2 Science Data

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	46	19	41.3%	21	45.7%	4	8.7%	2	4.3%
<b>Total</b>	<b>46</b>	<b>19</b>	<b>41.3%</b>	<b>21</b>	<b>45.7%</b>	<b>4</b>	<b>8.7%</b>	<b>2</b>	<b>4.3%</b>

#### Student Learning Strengths

Areas of strength in student achievement for Belt Line Elementary are:

1. 3rd Grade Math
2. 3rd Grade Reading
3. BLE received a distinction in Reading.
4. BLE received a distinction in Math.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Belt Line Elementary did not receive a distinction amongst our comparison group in Science for 2021-22. **Root Cause:** Belt Line Elementary is working to strengthen student achievement in STEAM/science from grade level PreK through 5th grade.



# School Processes & Programs

## School Processes & Programs Summary

Belt Line Elementary instructional staff is rated using the T-TESS Instructional rubric. This rubric ensures that evaluations are objective, while training teachers on how to develop their craft, to improve student achievement. Weekly classroom observations are captured in STRIVE, allowing teachers to review feedback. Teachers plan their lessons and upload into the campus shared drive to be reviewed by the instructional leadership team. Feedback, is constructive, providing reinforcements and refinements. BLE is committed to being intentional with staff efforts, and creating a positive environment for teaching and learning. This collegial atmosphere is an embedded recruitment, support and retention tool.

## School Processes & Programs Strengths

The teaching and support staff at Belt Line Elementary has internalized the themes of "We believe" & "It's Grow Time" and the mantra "Exceed." Thus, teachers are becoming more open to feedback, knowing that their development is one of the critical factors to ensure students achievement. All staff, both teachers and paraprofessionals receive training and development.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** A few staff members are finding it difficult to align with new leadership, policies and procedures. **Root Cause:** Previous administration failed to hold staff members accountable for certain duties and responsibilities, thus creating a culture of apathy, disinterest and disengagement.

# Perceptions

## Perceptions Summary

Our commitment at Belt Line Elementary is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers, and inspire learners prepared to thrive in the twenty-first century.

BeLiEve is the motto for Belt Line Teaching & Service Academy. Belt Line Elementary has earned a reputation of academic excellence through the hard work of our students, teachers, parents, and staff. At Belt Line, we believe that it is important for our students to be connected to school through positive relationships and a strong sense of community. We believe that every student can learn and be successful if provided the right supports and opportunities. Our teachers and staff are committed to providing all students with an appropriate and challenging educational experience in a respectful environment that fosters learning and growth. In addition to our core course offerings, we are also proud to offer full-day PreK-3 programs on our campus. We encourage all to experience our school culture, one that is focused on providing students with the academic and social resources that will prepare them to achieve more than a diploma.

A crucial part of success for students is attendance. As a parent or guardian, it is essential to maintain an attitude that “Attendance Matters” and for students to be in school and ready to learn each day. At Belt Line, we will assist in helping parents and families understand the importance of instructional time and school attendance. Additionally, at Belt Line, we recognize that family and community support are integral to our success. This is why we encourage parents to join us as a volunteer through PTA and other avenues. Parents/guardians play the most important roles in a student's success, and we invite all to collaborate with us in your student's education.

When we take the time to stay connected, forge positive relationships, celebrate our achievements, and continue to build on our successful foundation, we can foster a learning environment where our entire Belt Line Elementary community thrives.

Belt Line Teaching & Service Academy is a place where exceptional teaching and learning are the norm.

## Perceptions Strengths

This year, our theme at Belt line Elementary is "It's Grow Time."

At BLE, we take the time to stay connected, forge positive relationships, celebrate our achievements, and continue to build on our successful foundation.

We foster a learning environment where our entire Belt Line Elementary community thrives.

Belt Line Teaching & Service Academy is a place where exceptional teaching and learning are the norm.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some community members are slow to adapt to new policies and procedures. **Root Cause:** Previous administration had been in place for over five years.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- STEM and/or STEAM data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** We will provide world-class teaching and learning experiences whereby each student grows and develops at least one grade level every academic year.

**Performance Objective 1:** Belt Line Elementary School's daily instruction in General Ed, Special Education, ESL, and Gifted and Talented education will reinforce and/or improve every student's reading, math and science skills and learning gaps, as measured by campus and district assessments, ensuring that at least 90% of all students are meeting or exceeding grade level.

## High Priority

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR Reading/Math/ Science assessments





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional staff in 3-5 will meet vertically biweekly and PK-2 will meet horizontally weekly in team meetings/cluster to discuss reading strategies and analyze data each 3 or 6 weeks. <b>Measure:</b> 20% increase in student performance on assessed TEKS (Really Great Reading, Amira, MAP data, campus and district assessments) <b>Staff Responsible for Monitoring:</b> Principal,TOSAs  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide tutoring/small group instruction for students that are not progressing and those that require enrichment <b>Measure:</b> 20% increase in student performance on assessed TEKS(Really Great Reading, MAP data, campus and district assessments) <b>Staff Responsible for Monitoring:</b> classroom teachers/ special populations teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure that teachers and staff are provided with multiple opportunities to attend effective and relevant professional development. <b>Measure:</b> Increased teacher knowledge and performance in implementing effective instructional practices. <b>Staff Responsible for Monitoring:</b> District/campus instructional specialist  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide intervention for students at 4th and 5th grade that did not pass or take STAAR in accordance with HB4545 <b>Measure:</b> Close the achievement gap in ELAR & Math. <b>Staff Responsible for Monitoring:</b> Principal/TOSAs/ classroom teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide students with opportunities to master targeted TEKS based on specific learning needs <b>Measure:</b> Advancement into TEK mastery and overall improvement in all ELAR, Math & Science skills using instructional and assessment tools such as Progress Learning and Really Great Reading <b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionist, RTI Aides  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math -	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** We will provide safe and secure learning environments whereby all students and staff are physically and emotionally safe.

**Performance Objective 1:** All students at BLE will be citizens of a nurturing learning environment that will provide them with social emotional learning that will enable them to succeed academically and socially through the guidance and counseling program.

**Evaluation Data Sources:** Move This World Reports, campus surveys and SEL Feedback from teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Belt Line Elementary teachers will deliver daily SEL lessons from Move this World SEL program and community mentors will deliver SEL lessons through mentorship programs. <b>Measure:</b> Counselor reports outcomes with an expected outcome of 15% decrease in discipline referrals and 15% decrease in referrals to the school counselor. <b>Staff Responsible for Monitoring:</b> Community mentors, teachers, school counselor, administrators  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The school counselor will provide SEL based guidance lessons monthly. Focusing on SEL competencies monthly. <b>Measure:</b> Increased motivation to display positive SEL traits. <b>Staff Responsible for Monitoring:</b> School counselor  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 2:** We will provide safe and secure learning environments whereby all students and staff are physically and emotionally safe.

**Performance Objective 2:** All students at BLE will be citizens of a safe and healthy learning environment that will enable them to succeed academically and physically through the district's health and safety regulations.

**High Priority**





**Evaluation Data Sources:** Campus Crisis Plan reports and District safety reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Belt Line Elementary will ensure that all doors, gated areas, entrances and exits are secure 100% of the time. <b>Measure:</b> Safety and secure doors will be monitored by daily door checks and QR Code report will show 100% secure entrances and exits. <b>Staff Responsible for Monitoring:</b> LISD Police, Principal, AP, Crisis Plan Committee, BLE Staff  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Belt Line Elementary staff will be diligent and quick about completing maintenance requests and addressing building issues that affect campus safety and security. <b>Measure:</b> Internal Maintenance Tracking reports and staff anecdotal evidence will show quick completion of maintenance requests. <b>Staff Responsible for Monitoring:</b> Roger Oster, Principal, AP, LISD Maintenance, LISD Police  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** We will maintain fiscal integrity while being exceptional stewards of taxpayers' dollars.

**Performance Objective 1:** At Belt Line Elementary, we will improve the quality of the educational outcomes for our students, while maintaining a balanced budget and being fiscally responsible.





**Evaluation Data Sources:** Campus budget and fund codes

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will ensure that salary allocations address the needs of the campus that do not exceed the annual budget. <b>Measure:</b> Campus will operate within annual budget. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will leverage campus funds with fidelity based on student needs. <b>Measure:</b> All student needs will be met. <b>Staff Responsible for Monitoring:</b> Principal, Dir. Of Finance, Office Assistant  <b>Title I:</b> 2.6 -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will review campus resources consistently to evaluate effective use of classroom resources. <b>Measure:</b> Resources will be used effectively. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, CIP Committee	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** We will establish confidence and integrity within our community through partnership, where we develop a culture of trust through action.

**Performance Objective 1:** Belt Line Elementary stakeholders are engaged and consistently offer support/resources to the campus and maintain a partnership that supports the vision, mission and success of the campus.

**Evaluation Data Sources:** Campus surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will establish community partnerships. <b>Measure:</b> We will gain access to community support/resources. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, AP, PTA  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will provide community service opportunities for students. <b>Measure:</b> Students will develop a sense of community through partnerships. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Afford opportunities for community partners to serve as mentors for students. <b>Measure:</b> Students will gain self-awareness and build positive relationships/character among peers and community. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, AP, Community Partners  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Our theme for the 2022-23 school year is "It's Grow Time". This means that even after devastating pandemic and a high achieving school year, it is our hope that we show growth and achieve an "A" rating from TEA. In order to grow, we are committed to an ongoing analysis of multiple data points in order to be targeted in our efforts. Beyond the academic data which includes standardized tests and diagnostics, attendance, parental involvement and climate/culture data are analyzed as a part of the comprehensive needs assessment.

The analysis of the data kick starts the conversations held amongst teacher leaders as attempts are made to identify root causes that may impact student achievement. Data is reviewed from a vertical and horizontal perspective in order to identify trends over time. Strengths, weaknesses, opportunities and threats are outlined and assist in leading towards possible strategies.

Through the analysis process, several needs tend to rise to the top, but as a team, priorities are identified. These priorities are high leverage and critical to student success.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan Committee includes teacher representatives from several grade levels and teams. Parents are also invited so as to include the critically important parental perspective. Community members also provide insight into the plan. The team met virtually this year.

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is a working document which is reviewed quarterly. Revisions are made based on the status of each strategy and the current needs of the campus. The review is an effective way to maintain a focus on the goals that have been outlined in the plan.

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

The CIP is posted on the school's web page for review by all stakeholders. The plan is available in printed format at the request of all stakeholders. It is written in an understandable format and language.

## 3. Annual Evaluation

## 4. Parent and Family Engagement (PFE)

## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Briana Broussard	TOSA		Full Time
Damitra Massey	RTI Teacher		Full Time
Reneta Perkins	TOSA		Full Time

# 2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Tatanisha Stevenson	Principal
Administrator	LaJoyce Johnson	Asst. Principal
District-level Professional	Ashlee Kimbrough	Counselor
District-level Professional	Damitra Massey	RTI Teacher
Classroom Teacher	Latresia Smith	Teacher
District-level Professional	Reneta Perkins	TOSA (RLA)
Classroom Teacher	Tiffany Henry	Teacher
Classroom Teacher	Barbara Norwood	Teacher
Classroom Teacher	Tara Nelson	Teacher
Parent	Briana Broussard	Parent
Parent	DeMarcus Brewer	Parent
Community Representative	Louis Alexander, Jr.	Pastor
Community Representative	Stephen Nash	Pastor