



★ 2024 ★

The Future Our Kids Deserve







# **Our 2024 plan starts on page 14.**

But before we get there,  
we'd like to share a story.

A story about Jefferson Parish.

A story about what is possible.

A story about us.



# Meet Sophia.

Sophia is retired after working for many years  
in Jefferson Parish Schools as a  
paraprofessional, teacher, and principal.

She truly believes “we love, we learn, we lead”  
and that students deserve an education to help them succeed  
in life and make our world a better place.





An illustration showing the back of a person's head and shoulders. The person has dark skin and short, dark hair. They are wearing a blue garment. The background is a warm orange-yellow gradient. In the upper right, there are three vertical, light-colored rectangular shapes that look like window panes or bars, suggesting the person is looking out from inside a room.

**One morning, Sophia was having  
an early breakfast with her son.**

She felt sad that for the first time in over  
30 years, she wouldn't be spending the first day  
of school welcoming her new students.





"You know something, Christopher,"  
Sophia said to her son.

"I sometimes wonder if I made  
a difference in children's lives."





**“Of course you did,”**

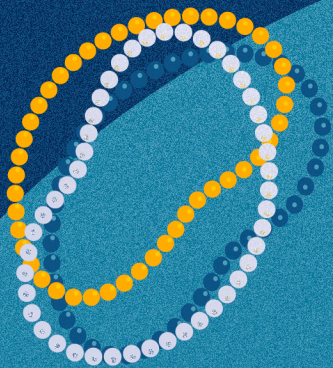
Christopher said to his mom.

“Remember when we ran into Joshua at Gretna Fest?”

“He loved your cooking club in elementary school. You also later encouraged him to take those career and technical education classes.”

“After he graduated, he couldn’t wait to open his now successful restaurant in Bucktown that brings joy to the community and provides jobs for other families.”





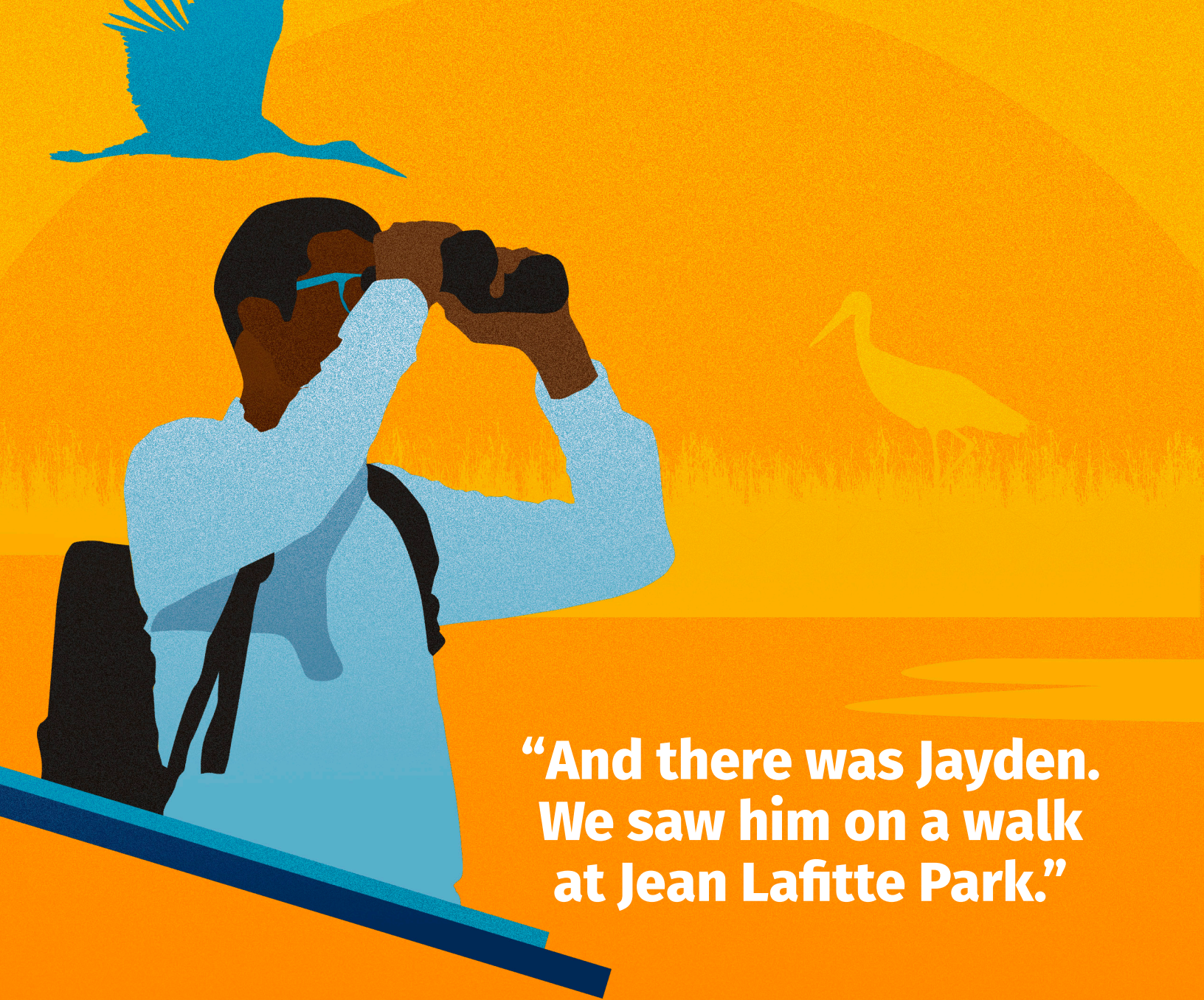
## **“You mattered to Isabella.”**

“When you saw her at the Mardi Gras parade, she told you it was your tutoring in 8<sup>th</sup> grade that helped her catch up in math and science.”

“Once you helped her figure things out, she developed a love for those subjects. It’s what made her decide to go to medical school and become a doctor here in Jefferson Parish.”







**“And there was Jayden.  
We saw him on a walk  
at Jean Lafitte Park.”**

“He said you were the reason why he works so hard to restore our coasts. When he was in third grade, you invited a councilwoman to come talk to the class and assigned them an erosion project.”

“Jayden said the project pushed him to read more on the subject and want to change the world. Today he is the director of his own coastal restoration team.”





**“What about Ashley,  
the woman you sat next to at  
the Saints game?”**

“She reminded you of all of the different roles you  
gave her in your pre-k class, like line leader.”

“They developed her leadership skills  
so she could become a police officer.”



**“Remember Emily,** who we saw at your school's groundbreaking ceremony? She's now president of the school's Parent Teacher Organization.”

“She thanked you and said it all began when you gave her tips on how to study math with her child.”

“You made her realize the difference families and community members can make.”







# **“You matter to me.”**

“I’ve watched you serve  
others my entire life.”

“You helped me understand  
why education is so important for  
kids and our community.”

“You are why I decided  
to become a teacher.”





# Sophia realized she **HAD** made a difference!

Christopher told his mom,  
“You don’t have to stop helping kids  
just because you’re retired.”

After finishing their beignets and coffee,  
Sophia went with Christopher to read  
to the new students in his class  
on the first day of school.







# Like Sophia, we all have a role to play in moving our kids forward.

A strong public school system benefits the entire community. If you live or work in our parish, the success of our schools matter.

Regardless of their beliefs, identity, address, skin color, citizenship, ability, gender, or their family's income, all students deserve an education to help them succeed in life and make our world a better place.

Keep reading to learn how we're going to work together in Jefferson Parish to create the best education and future for our kids and our community.





## Why do we exist?

We provide the education our students deserve to succeed in life and make our world a better place.



## How do we behave?

### WE LOVE

- We love our students.
- We love our colleagues.
- We love our work.
- We love our opportunity.

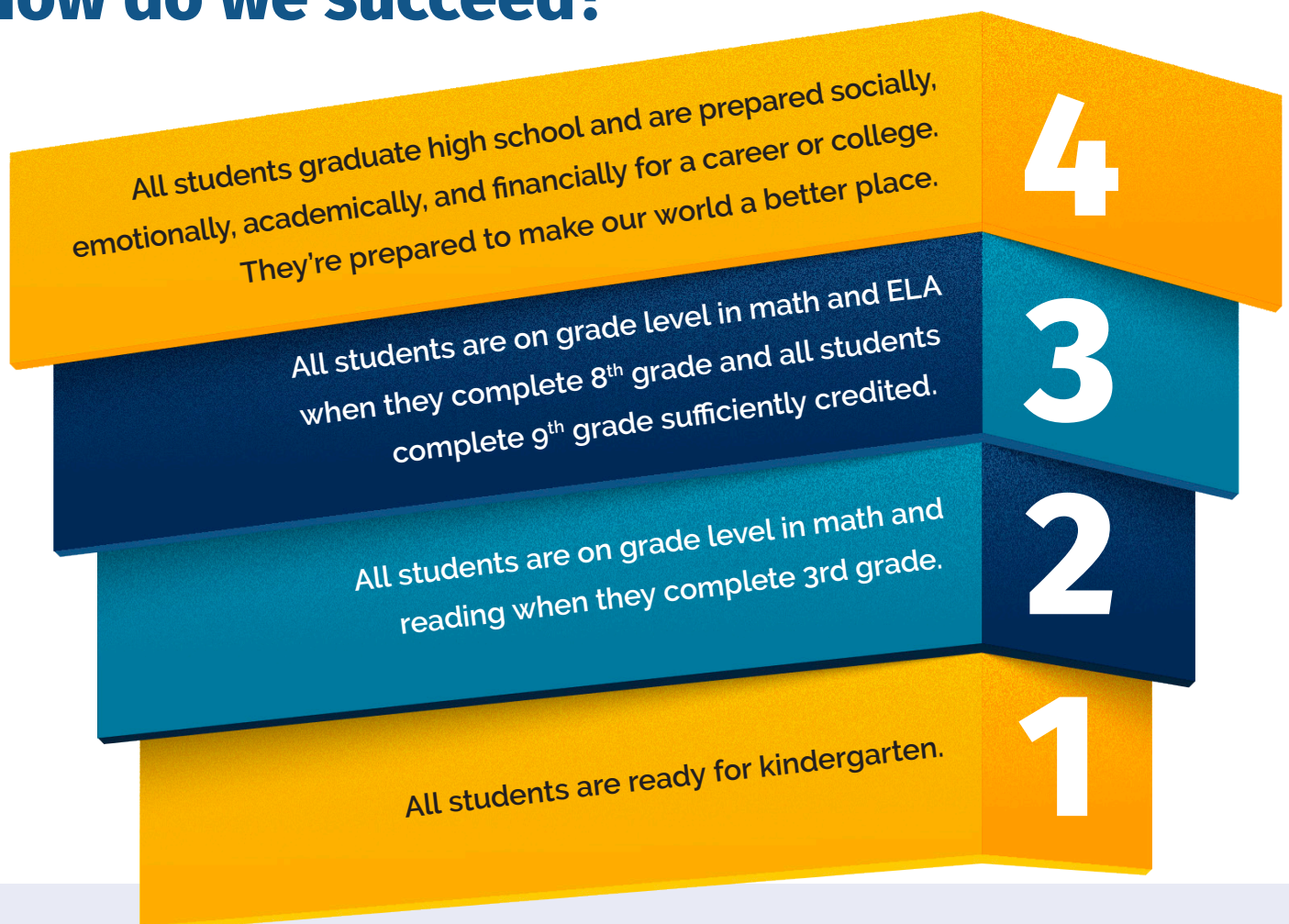
### WE LEARN

- We learn by having high expectations for all students.
- We learn to ensure learning for all students through access to rigorous content, deep engagement, and strong instruction.

### WE LEAD

- We lead students to have opportunities to develop their leadership skills.
- We lead using servant-leadership tenets within our organization.
- We lead the region, state, and nation as a model for educational excellence.
- We lead as a proof point of successful urban education.

## How do we succeed?





# Why is this important?

**When students graduate high school, they are more likely to:**

- Have a great and fulfilling job
- Earn a higher income
- Enjoy a healthier life
- Live longer
- Be a strong role model
- Be a responsible citizen

**And our community is more likely to have:**

- A quality workforce
- A stronger economy
- Healthier citizens
- Families that come and stay
- Businesses that come and stay
- Higher property values
- Safer neighborhoods
- A stronger military

**If students do NOT graduate high school, they are more likely to:**

- Be unemployed
- Live in poverty
- Have a shorter lifespan
- Be incarcerated

**And our community is more likely to have:**

- A less skilled workforce
- A weaker economy
- Less healthy citizens
- Families that either leave or never come
- Businesses that either leave or never come
- Lower property values
- Unsafe neighborhoods
- A weaker military



# How will we know if we succeed?

Cohort graduation rate	
NOW	2024
<b>71.8%</b>	<b>90%</b>
CTE credentials	
NOW	2024
<b>4,578</b>	<b>9,156</b>
Hours of eligible college credits earned	
NOW	2024
<b>6,598</b>	<b>10,000</b>
Workforce Ready students	
NOW	2024
<b>577</b>	<b>1,154</b>
Average ACT composite score	
NOW	2024
<b>18.7</b>	<b>20</b>
LEAP 2025 Basic Plus	
NOW	2024
<b>66%</b>	<b>100%</b>
LEAP 2025 Mastery Plus	
NOW	2024
<b>37%</b>	<b>50%</b>

Entering 10 <sup>th</sup> grade sufficiently credited	
NOW	2024
<b>76.3%</b>	<b>95%</b>
8 <sup>th</sup> Grade Math Basic Plus	
NOW	2024
<b>38%</b>	<b>100%</b>
8 <sup>th</sup> Grade ELA Basic Plus	
NOW	2024
<b>60%</b>	<b>100%</b>
8 <sup>th</sup> Grade Math Mastery Plus	
NOW	2024
<b>15%</b>	<b>50%</b>
8 <sup>th</sup> Grade ELA Mastery Plus	
NOW	2024
<b>35%</b>	<b>50%</b>

3 <sup>rd</sup> Grade Math Basic Plus	
NOW	2024
<b>70%</b>	<b>100%</b>
3 <sup>rd</sup> Grade ELA Basic Plus	
NOW	2024
<b>64%</b>	<b>100%</b>
3 <sup>rd</sup> Grade Math Mastery Plus	
NOW	2024
<b>42%</b>	<b>50%</b>
3 <sup>rd</sup> Grade ELA Mastery Plus	
NOW	2024
<b>43%</b>	<b>50%</b>
Meeting PreK TS Gold expectations	
NOW	2024
<b>93%</b>	<b>98%</b>

## District Performance Score

NOW  
**70.6 C**

2024  
**100 A**

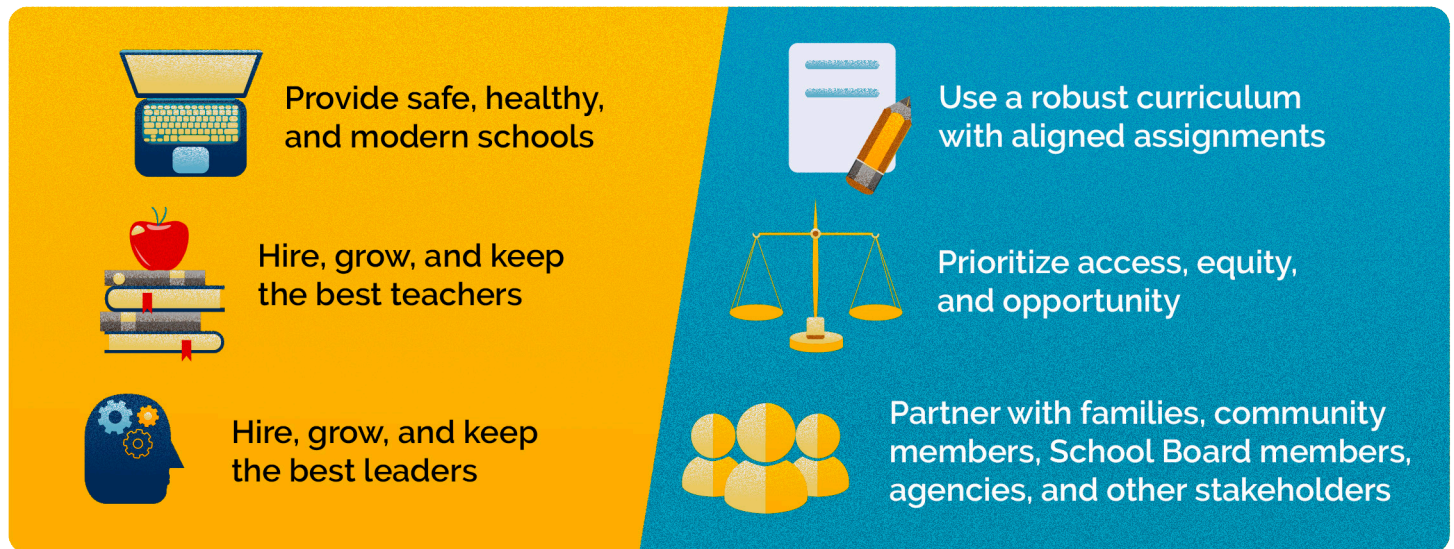
3-8 <sup>th</sup> Grade Math & ELA Basic Plus	
NOW	2024
<b>62%</b>	<b>100%</b>
3-8 <sup>th</sup> Grade Math & ELA Mastery Plus	
NOW	2024
<b>34%</b>	<b>50%</b>

Students' discipline referrals	
NOW	2024
<b>56,343</b>	<b>45,074</b>
Daily student attendance rate	
NOW	2024
<b>93%</b>	<b>95%</b>

Students identified as gifted and talented	
NOW	2024
<b>2,629</b>	<b>5,258</b>
Top-rated teachers retained	
NOW	2024
<b>82%</b>	<b>90%</b>



# What is most important to achieve our goals?



## Priority 1: Provide safe, healthy, and modern schools

Action	Action Step
Have safe and positive school environments	<ul style="list-style-type: none"> <li>Utilize a restorative practices approach throughout the district</li> <li>Utilize a trauma-informed approach throughout the district</li> <li>Implement a common discipline matrix across schools</li> <li>Use In-School Suspension (ISS) to mediate, reteach, and build students' character</li> <li>Create an off-site suspension program to reduce at-home suspensions and build students' character</li> <li>Utilize the <i>Leader In Me</i> program to promote student leadership and character building</li> <li>Implement the <i>Speak Up</i> program in our high schools</li> <li>Utilize School Resource Officer program</li> <li>Collect, review, and share student discipline data</li> <li>Enforce single point of entry model on each campus</li> <li>Conduct annual trainings to support staff when responding to a crisis or threat on our campuses</li> <li>Conduct crisis intervention training with students and staff</li> <li>Utilize a digital system to provide real-time information about who is in the building</li> </ul>
Have healthy and comfortable school environments	<ul style="list-style-type: none"> <li>Ensure schools are clean and well-maintained</li> <li>Ensure schools have safe drinking water and quality air</li> <li>Continue to provide nutritional eating programs</li> </ul>
Have modern schools	<ul style="list-style-type: none"> <li>Earn public support to fund the Master Facilities plan as approved in 2018</li> <li>Implement energy conservation and recycling measures</li> </ul>

## Priority 2: Hire, grow, and keep the best teachers

Action	Action Step
Identify vacancies early	<ul style="list-style-type: none"> <li>Conduct Intent to Return process</li> <li>Gather feedback from exiting teachers</li> </ul>
Hire teachers early	<ul style="list-style-type: none"> <li>In partnership with the Jefferson Federation of Teachers (JFT), continue <i>Quality from the Start</i> initiative and target recruitment areas by teacher demographics, schools, and content areas</li> <li>Conduct strategic staffing trainings with principals and hiring teams</li> <li>Use teacher profile when making talent decisions</li> </ul>
Onboard teachers well	<ul style="list-style-type: none"> <li>Strengthen and expand <i>Embark</i>, our new teacher onboarding model</li> </ul>
Utilize a teacher pipeline	<ul style="list-style-type: none"> <li>Implement a year-long residency teacher training program that certifies teachers in-house</li> <li>Strengthen support staff-to-teacher pipeline</li> <li>Select and utilize high-quality mentor teachers</li> </ul>



Provide teachers timely, actionable feedback and meaningful, job-embedded professional development	<ul style="list-style-type: none"> <li>• Expand National Institute for Excellence in Teaching (NIET) model of full System for Teacher and Student Advancement (TAP) schools or NIET Best Practices schools</li> <li>• Implement the TAP instructional rubric district-wide to drive instructional practices</li> <li>• Use walkthrough observation evidence to provide differentiated professional development through cluster meetings</li> <li>• Design a balanced academic calendar that supports district priorities and minimizes students' summer learning loss</li> </ul>
Give teachers leadership opportunities	<ul style="list-style-type: none"> <li>• Strengthen our teacher leader program, <i>Ignite</i></li> <li>• Provide multiple career pathway opportunities for teachers</li> <li>• Ensure Instructional Leadership Teams (ILTs) promote teacher leadership</li> </ul>
Have a meaningful goal setting process for teachers	<ul style="list-style-type: none"> <li>• Implement common assessments and use data to drive learning</li> <li>• Ensure teachers focus on individual students when setting Student Learning Targets (SLTs)</li> <li>• Set individual teacher goals to promote professional growth</li> </ul>
Celebrate teachers	<ul style="list-style-type: none"> <li>• Partner with the community to host an annual celebration that recognizes and honors our Highly Effective teachers</li> </ul>
Pay teachers well	<ul style="list-style-type: none"> <li>• Have a competitive compensation system that values effective teaching</li> <li>• Compensate teachers who take on additional leadership responsibilities</li> <li>• Ensure teachers have the supplies needed to be successful in their classrooms</li> <li>• Pay substitute teachers well</li> </ul>

### Priority 3: Hire, grow, and keep the best leaders

Action	Action Step
Identify vacancies early	<ul style="list-style-type: none"> <li>• Conduct Intent to Return process with leaders</li> <li>• Gather feedback from exiting leaders</li> </ul>
Hire leaders early	<ul style="list-style-type: none"> <li>• Utilize a standardized leader hiring process</li> <li>• Use leader profile when making talent decisions</li> </ul>
Onboard leaders well	<ul style="list-style-type: none"> <li>• Host a new leaders' bootcamp</li> <li>• Provide new leaders year-long onboarding support</li> </ul>
Utilize a leader pipeline	<ul style="list-style-type: none"> <li>• Strengthen our aspiring leaders' program, <i>Operation: LEAD</i></li> </ul>
Provide leaders timely, actionable feedback and meaningful, job-embedded professional development	<ul style="list-style-type: none"> <li>• Expand National Institute for Excellence in Teaching (NIET) model of full System for Teacher and Student Advancement (TAP) schools or NIET Best Practices schools</li> <li>• Implement the TAP instructional rubric district-wide to drive instructional practices</li> <li>• Use multiple sources of evidence to provide differentiated professional development through leader cluster meetings</li> <li>• Ensure Instructional Leadership Teams and cluster meetings follow NIET protocol</li> <li>• Use quarterly data reviews to ensure schools are tracking towards goals</li> <li>• Collaborate with the Jefferson Association of Public School Administrators (JAPSA) to provide ongoing and relevant professional development</li> </ul>
Have a meaningful goal setting process for leaders	<ul style="list-style-type: none"> <li>• Implement common assessments and analyze data to drive learning</li> <li>• Ensure leaders focus on individual teachers when goal setting</li> <li>• Set individual leader goals to promote professional growth</li> </ul>
Celebrate leaders	<ul style="list-style-type: none"> <li>• Partner with the community to host an annual celebration that recognizes and honors our Highly Effective leaders</li> </ul>
Pay leaders well	<ul style="list-style-type: none"> <li>• Have a competitive compensation system that values strong leadership</li> </ul>



## Priority 4: Use a robust curriculum with aligned assignments

Action	Action Step
Have top quality curriculum	<ul style="list-style-type: none"> <li>Keep the same top quality curriculum for five years</li> <li>Follow state guidelines for use of curriculum</li> <li>Purchase ample Tier 1 materials for all content areas</li> </ul>
Support educators to use curriculum	<ul style="list-style-type: none"> <li>Be experts at using the top quality curriculum</li> <li>Support teachers to scaffold up or extend above the curriculum based on students' needs</li> <li>Strengthen and expand <i>Ignite</i>, our teacher leader fellowship</li> <li>Conduct vendor and district-level professional development for leaders and teachers</li> <li>Build capacity with district-level trainers</li> <li>Have the resources and technology needed to deliver the adopted curriculum</li> <li>Provide our <i>Teacher Support Menu</i> to meet teachers' requested needs</li> <li>Utilize the 3-Dimensional Coaching framework to develop our physical education and athletic staff</li> </ul>
Ensure curriculum is used as intended to meet the needs of all students	<ul style="list-style-type: none"> <li>Use a district assessment framework to drive planning and instruction for educators</li> <li>Use district common assessments that are standards-aligned and grade appropriate</li> <li>Use a standardized walkthrough process and online evaluation tool</li> <li>Provide actionable feedback and professional development based on data collected from benchmark assessments and classroom observations</li> <li>Provide professional development to paraprofessionals</li> </ul>
Allow students to own their learning	<ul style="list-style-type: none"> <li>Implement a goal-setting process for students and teachers to track progress together</li> <li>Implement a standard protocol for student-led conferences</li> </ul>
Ensure students know how to read	<ul style="list-style-type: none"> <li>Ensure quality core reading instruction</li> <li>Implement a standard protocol for literacy intervention and extension</li> <li>Incentivize reading through community partnerships</li> </ul>
Ensure high expectations for students	<ul style="list-style-type: none"> <li>Through family, agency, and community partnerships, implement initiatives to increase daily student attendance</li> <li>Standardize instructional leadership positions and job descriptions across all schools</li> <li>Establish and communicate Teaching and Learning framework and align instructional methodologies, programs, curriculum, instruction, professional development, and assessments to the framework</li> </ul>
Create schedules that maximize learning	<ul style="list-style-type: none"> <li>Create standardized and efficient school schedules that optimize intervention and common planning for job-embedded professional development</li> </ul>

## Priority 5: Prioritize access, equity, and opportunity

Action	Action Step
Ensure resources match priorities	<ul style="list-style-type: none"> <li>Implement an equity and priority-based budget and staffing process</li> <li>Ensure federal fund expenditures align to district priorities and initiatives</li> <li>Review vendor contracts annually to assess academic return on investment</li> </ul>
Provide quality PreK seats	<ul style="list-style-type: none"> <li>Increase quantity of PreK seats across the district</li> <li>Provide quality early childhood education programs</li> <li>Align PreK programming to K-2 initiatives and expectations</li> </ul>
Provide academic and enrichment opportunities for PK-8th grade students	<ul style="list-style-type: none"> <li>Strengthen opportunities for the arts and Foreign Language to honor our region's culture</li> <li>Provide equitable access for high school Carnegie Units to be earned in middle school</li> <li>Advance the PK-8 model to increase student retention, improve student outcomes, and limit student transitions</li> </ul>
Provide academic and enrichment opportunities for high school students	<ul style="list-style-type: none"> <li>Ensure equitable access to meaningful Advanced Placement, International Baccalaureate, Dual Enrollment, Honors, and College Level Examination Program (CLEP) offerings for all students</li> <li>Provide students support and opportunities to gain college-level scores on the ACT</li> <li>Provides students opportunities for blended learning approaches</li> <li>Ensure Career &amp; Technical Education (CTE) programming reflects industry needs</li> <li>Support more students to earn career certifications and credentials</li> <li>Partner with local universities to create automatic acceptance programs</li> <li>Partner with local community members to increase internships and mentorships</li> <li>Ensure all students complete Free Application for Federal Student Aid (FAFSA)</li> <li>Offer a personal financial literacy program for all high school students</li> </ul>



**Support diverse and struggling learners**

- Identify needed intervention quickly for all struggling learners and provide the intervention through core content classes as much as possible
- Expand dual language programming
- Implement English Language Learners (ELL) coach program across all schools
- Utilize an onboarding program for students new to the country
- Implement individualized learning plans for ELL students
- Conduct a comprehensive review of special education support and processes and implement needed changes
- Utilize external partnerships with mental health agency providers
- Create offices at every school for mental health providers to support our staff and students
- Reimagine alternative education to serve our students in the most supportive and least restrictive environment
- Provide therapeutic settings for students who need it
- Offer targeted schools mini-grant opportunities for creative programming to enrich the student experience

**Support struggling schools**

- Utilize talents from all units to identify and align support for Transformation schools
- Utilize an onboarding and transition process for Transformation schools
- Use differentiated staffing for Transformation schools
- Ensure the Transformation Advisory Council solicits community resources and advises our work

**Priority 6: Partner with families, community members, School Board members, agencies, and other stakeholders****Action****Action Step****Ensure people's voices are heard and utilized**

- Utilize Superintendent's Councils for students, parents, teachers, principals, and Special Education
- Conduct Discovery Days
- Send and use annual student, family, teacher, leader, and central office surveys
- Ensure the district's communication structure supports priorities
- Tell stories about our students, educators, schools, and district in a meaningful, fun, and relevant way
- Ensure inclusiveness for our charter school partners

**Ensure families understand students' progress towards capstones**

- Ensure the practices, expectations, and policies of reporting student progress give families timely, actionable information that's clear and easy to understand
- Communicate with families via school newsletters that highlight students' social, emotional, behavior, and academic progress
- Provide web-based curriculum resources for families to support students at home
- Establish and strengthen Parent Teacher Organizations (PTOs) at schools

**Give the community opportunities to support students and schools**

- Implement an *Adopt-A-School* program for the community to partner with and support individual schools
- Strengthen "The 128", our community recognition program for key supporters
- Utilize a star speaker repository that consists of alumni, community, and business members
- Host two semi-annual breakfasts for legislators and the business community
- When possible, coordinate with governmental agencies to maximize efficiency

**Have a collaborative and supportive staff**

- Utilize systems and schedules for monitoring success towards capstones and goals
- Share progress to the district's goals on a regular basis
- Have a shared vision of the role and ongoing work of central office to support schools
- Have an annual shared internal calendar
- Conduct regular customer service trainings for support staff
- Provide opportunities for central office staff members to collaborate and celebrate

**Have a knowledgeable and supportive School Board**

- Create and send weekly board update
- Conduct semi-annual board professional learning sessions

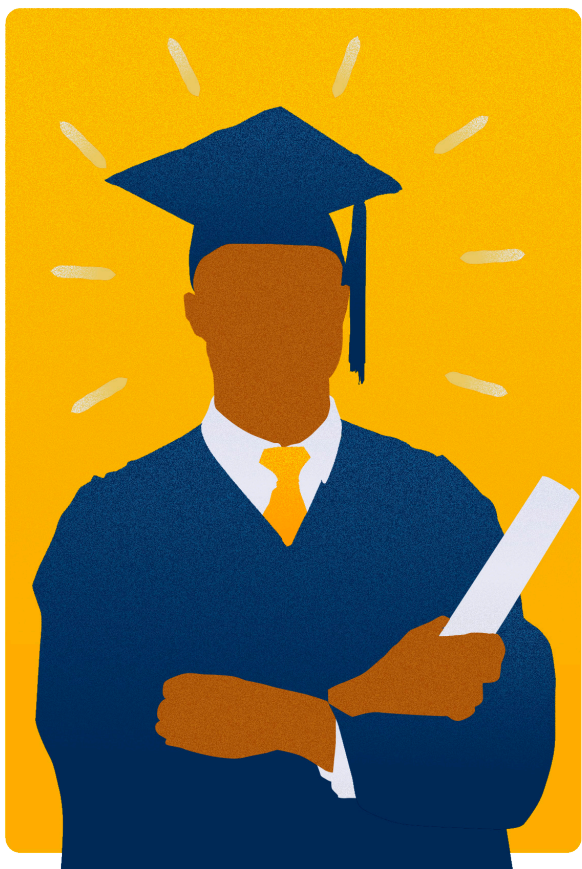
**Make it easy for people to share information and collaborate**

- Modernize websites and email system
- Have a clear and modern brand
- Utilize digital signature system to create more efficiencies and better workflow
- Modernize technology and have a rotation for technology upgrades



# What does success look like?

## Graduate Profile



### KNOWLEDGEABLE

- Proficient in all standards
- Successfully completes financial literacy program
- Demonstrates creativity and innovation in the arts, technology, and sciences
- Attempts to achieve the highest score possible on the American College Test (ACT) or WorkKeys Assessment

### PERSISTENT LEARNER

- Successfully completes Industry-based certification
- Displays perseverance and commitment in attendance, promptness, and work ethic
- Participates in job-shadowing and/or college tour activities

### COMMUNICATOR

- Effective in written and oral communication
- Exhibits self-control and self-discipline when communicating with others

### ENGAGED CITIZEN

- Participates in school and community activities
- Demonstrates compassion to others
- When eligible, registers to vote
- Volunteers to make the community a better place
- Follows school, district and state rules/laws
- Exhibits integrity

## Teacher Profile

### IMPLEMENTS HIGH QUALITY INSTRUCTION

- Knowledgeable in content and presents content in a meaningful and relevant way
- Develops strong plans for instruction based on current standards and students' needs
- Implements high-quality materials and resources
- Engages all students with hands-on learning and allows students to own their learning
- Provides effective questioning and feedback that enhances student learning
- Caters to different types of learners and differentiates instruction based on individual student needs
- Regularly uses student work and student data to drive instruction

### LEADS THE LEARNING ENVIRONMENT

- Builds strong relationships with students
- Has high expectations for all students
- Fosters a safe, respectful, and caring culture
- Organizes and manages classroom protocols and procedures to be conducive to learning
- Motivates students to succeed

### ACTS PROFESSIONALLY AND ETHICALLY

- Collaborates well with other teachers and staff
- Partners with families and other stakeholders to help students succeed
- Treats everyone with respect
- Willing to grow professionally and owns his/her learning
- Reflects on a regular and ongoing basis to ensure relevant and meaningful practices



## Principal Profile

### INSTRUCTIONAL LEADER

- Develops and articulates a shared vision for excellence
- Establishes measurable academic expectations for all students
- Implements curriculum with fidelity in every classroom
- Ensures instructional improvements through clusters
- Provides actionable feedback and follow-up to improve

### PROFESSIONAL GROWTH LEADER

- Recruits and recommends the best candidates for employment
- Models adult learning, continuous improvement, and professionalism
- Develops staff members
- Ensures quality (instruction, safety, cleanliness, etc.) throughout the school

### STRATEGIC MANAGER

- Facilitates a clear academic strategy for each year
- Aligns resources to primary goals and initiatives
- Delegates tasks to distribute leadership
- Builds culture of consistent feedback for improvement

### ETHICAL LEADER

- Represents school and district with integrity at all times
- Treats everyone with respect
- Adheres to both applicable laws & School Board policy
- Accepts moral responsibility and acts with urgency for stronger academic outcomes
- Has high expectations for all students

### CULTURE LEADER

- Creates a noticeable school culture of academic excellence
- Fosters meaningful relationships with students and employees
- Provides both a positive support system and delivery of consequences fairly
- Supports extra-curricular activities and clubs
- Embraces parent involvement
- Addresses the cultural, language, socioeconomic, and learning diversity in the school community

## School Board Member Profile

- Adopts and implements a shared vision of success
- Understands and adheres to their role
- Has high expectations for all students
- Focuses action on student achievement
- Supports the superintendent to exercise the role of CEO and instructional leader
- Ensures staff members feel supported to take risks
- Understands the district's priorities and goals and how to support them
- Challenges the community to focus on student outcomes, see the positives, and adequately fund our work

## Community Partner Profile

- Recognizes students need multiple sources of support to succeed in school and in life
- Believes in supporting every student's success
- Commits and provides time, resources, and services to schools and students
- Builds meaningful and ongoing relationships with students, families, and staff
- Communicates regularly with school's staff regarding student outcomes, goals, and any unexpected issues.
- Champions the work of students, families, and staff

## Our Students

Approximately 50,000 Students

82%

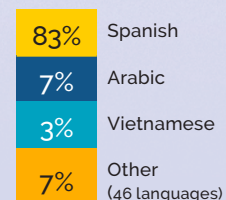
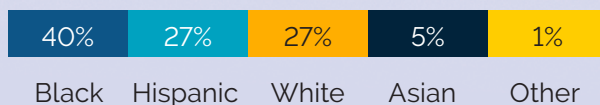
are economically disadvantaged

18%

have exceptionalities

14%

with limited English proficiency







## Our District

System of 85 schools that serve  
both sides of the Mississippi River

48

Elementary

13

Middle

10

High

9

Combo

5

Charter

Louisiana's  
**largest**  
school system

America's  
**98<sup>th</sup>**  
largest  
school system

Employees  
Approx.  
**7,000**

Total Budget  
**\$601**  
million



**Thank you to the students, families,  
employees, community members, and School Board  
of Jefferson Parish Schools who provided support  
and insight to shape this plan.**



**Dr. Cade Brumley**  
Superintendent

**JEFFERSON PARISH SCHOOL BOARD**

- Mark C. Morgan..... District 1
- Ricky Johnson, Sr. ....District 2
- Tiffany Kuhn .....District 3
- Clay Moïse II..... District 4
- Simeon Dickerson..... District 5
- Larry N. Dale.....District 6
- Billy North..... District 7
- Chad Nugent.....District 8
- Sandy Denapolis-Bosarge .....District 9