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School Plan

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BETHEL MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Bethel Middle School is to educate, motivate, and challenge all students in a safe and respectful environment. Students are given opportunities to experience rigorous academic challenges and emotional, physical, social, and technological growth. Student strengths and accomplishments are celebrated.

Grade Span: 6-8

Title I: Not Applicable

School Improvement: SI_4

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Priority 1: Mathematics

Goal:

Each student in the ALL STUDENTS GROUP will improve their math skills in the specific area of Measurement multiple choice and open response.

Each student in the TARGETED ACHIEVEMENT GAP GROUP will improve their math skills in the specific areas of Measurement multiple choice and open response, Number and Operations open response, and Algebra multiple choice.

By the end of the 13-14 school year, 87.93% of students in the ALL STUDENTS GROUP must be proficient in mathematics. Annually, 1.35% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced.

By the end of the 13-14 school year, 74.09% of students in the TARGETED ACHIEVEMENT GAP GROUP must be proficient in mathematics. Annually, 2.88% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced.

Priority 2: Literacy

Goal:

Each student in the ALL STUDENTS GROUP will improve their literacy skills in the specific area of open response questions for reading and multiple choice questions in writing.

Each student in the TARGETED ACHIEVEMENT GAP GROUP will improve their literacy skills in the specific areas of multiple choice questions for reading, open response questions for reading, and multiple choice questions for writing and open response questions for writing.

By the end of the 13-14 school year, 86.94% of students in the ALL STUDENTS GROUP must be proficient in literacy. Annually, 1.46% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced.

By the end of the 13-14 school year, 70.77% of students in the TARGETED ACHIEVEMENT GAP GROUP must be proficient in literacy. Annually, 3.25% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced.

Priority 3: Wellness

Goal: To reduce obesity levels of our students.

Priority 4: TITLE III/ELL

Goal: Provide Improvement in the Reading and Content Skills for Identified ELL students.

Priority 1: All students will improve their math skills.

1. 6th Grade

Three year trend data analysis indicates the lowest identified areas for the ALL STUDENTS GROUP were as follows: Multiple Choice questions in Geometry and Open Response questions in Measurement and Data Analysis and Probability.

The 2013 data analysis indicates the lowest identified areas for the TARGETED ACHIEVEMENT GAP GROUP were as follows: Multiple Choice Questions in Algebra and Open response questions in Data Analysis and Probability and Number and Operations.

2. 7th Grade

Three year trend data analysis indicates the lowest identified areas for the ALL STUDENTS GROUP were as follows: Multiple Choice questions in Measurement and Open Response questions in Number and Operations.

Supporting Data:

The 2013 data analysis indicates the lowest identified areas for the TARGETED ACHIEVEMENT GAP GROUP were as follows: Multiple Choice questions in Algebra and Open Response questions in Number and Operations.

3. 8th Grade

Three year trend data analysis indicates the lowest identified areas for the ALL STUDENTS GROUP were as follows: Multiple Choice and Open Response questions in Measurement.

The 2013 data analysis indicates the lowest identified areas for the TARGETED ACHIEVEMENT GAP GROUP were as follows: Multiple Choice in Geometry and Measurement and Open Response questions in Measurement.

4. Attendance Rate:

2012-2013: Enrollment-889; Attendance rate-97.85.

2011-2012: Enrollment-883; Attendance rate-97.87.

2010-2011: Enrollment-765; Average daily attendance-748.66 Attendance rate-97.86.

Each student in the ALL STUDENTS GROUP will improve their math skills in the specific area of Measurement multiple choice and open response.

Each student in the TARGETED ACHIEVEMENT GAP GROUP will improve their math skills in the specific areas of Measurement multiple choice and open response, Number and Operations open response, and Algebra multiple choice.

Goal

By the end of the 13-14 school year, 87.93% of students in the ALL STUDENTS GROUP must be proficient in mathematics. Annually, 1.35% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced.

By the end of the 13-14 school year, 74.09% of students in the TARGETED ACHIEVEMENT GAP GROUP must be proficient in mathematics. Annually, 2.88% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced.

At the end of the 12-13 school year, 87.32% of students in the ALL STUDENTS GROUP were proficient in accordance with the AMO percentage from the 2013 Arkansas School ESEA Accountability Report.

Benchmark

At the end of the 12-13 school year, 72.27% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in accordance with the AMO percentage from the 2013 Arkansas School ESEA Accountability Report.

Intervention: Curriculum Mapping/Alignment with Common Core Standards

Scientific Based Research:

Drake, Susan M. "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012.

Empson, Susan B., and Linda Levi. "Extending Children's Mathematics: Fractions and Decimals," 2011.

Drake, Susan M. "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012.

National Council of Teachers of Mathematics, Focus in Grades 6-8 - Teaching with Curriculum Focal Points, 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District developed committees with representatives from each grade level, including special education teachers, will meet regularly to align district curriculum to the Common Core Standards. Curricula will be implemented and adjusted regularly as needs are identified. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Traci Long, Learning Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The assistant superintendent, curriculum coordinator, principals, and selected teachers will attend professional development on curriculum mapping and alignment. These personnel will then conduct training for individual teachers, including special education teachers, on how to map and develop individual scope and sequenced curricula. Teachers, including special education teachers, will continue meeting with core subject areas to update and maintain curriculum maps. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Deborah Bruick, Assistant Superintendent for Curriculum and Instruction	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by the following: formative assessments, learning tours, and district interim assessments. The ACTAAP Augmented Benchmark Exam and semester tests will serve as summative assessments. Action Type: Program Evaluation	Todd Sellers, Principal, and Renee Curtis, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Academic Improvement Plan (AIP) Program

Scientific Based Research:

Brodesky, Louie, A. Brett, J. Yang, L. M. and Y. Tan. (2008). "Math education practices for students with disabilities and other struggling learners: case studies of six schools in two Northeast and Islands Region states (Issues and Answers Report, REL 2008–No. 053)." Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Dean, Ceri B., Elizabeth Ross Hubbell, Howard Pitler, and B. J. Stone. "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition," 2012.

Seltzer, Carl, "Middle School Math Interventions - Dealing with Difficult Concepts," 2011.

Tapper, John, "Solving for Why: Understanding, Assessing, and Teaching Students Who Struggle with Math - Grades K-8," 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District funds will be used for before school tutoring for students at risk in order to address the disparity in achievement between our TAGG and non-TAGG. Tutoring will focus on identified areas of need for each student through the use of	Jamie Sheffield, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

homework help, Reflex Math, and other research-based resources as needed. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education				
Parents and students will be encouraged to use the Family Resource Center located at Bryant Elementary School, and the Parent Library Resource Center, located in the outer area of the counselors' office. Parents will be encouraged to access the school website and teacher web pages in order to be informed about classroom activities, assignments, and grades. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Jamie Sheffield, Parental Involvement	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students will be identified as not on grade level through progress reports, report cards, site based interim assessments, and standardized tests. Academic Improvement Plans (AIP) will be developed to meet individual student's needs. Teachers will keep a copy of the plan and will notate individual interventions used on the plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Renee Curtis, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students identified as below proficient will receive remediation through: *Co-teaching *Reflex Math *Double blocking *Compass Learning Odyssey *Tools for Learning Class/Math Navigator Curriculum *Learning Lab Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Todd Sellers, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative assessments to include: learning tours, unit tests, surveys, open response rubrics, district interim assessments, and portfolios. The ACTAAP Augmented Benchmark Exam and semester tests will be used as summative assessments. Action Type: Equity Action Type: Special Education	Todd Sellers, Principal, and Traci Long, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement State Initiated Balanced Mathematics Program to Improve Student Achievement.

Scientific Based Research:

Dean, Ceri B., Elizabeth Ross Hubbell, Howard Pitler, and B. J. Stone. "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition," 2012.

Drake, Susan M., "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012.

Frey and Fisher. "The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning." 2011.

Marzano, Robert. J., "Formative Assessment and Standards-Based Grading: The Classroom Strategies Series."

2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers, including special education teachers, have reviewed, researched, and decided to implement strategies and methods to include the following: differentiated instruction, tiered assignments, cooperative learning, small and large group instruction, and limited peer tutoring. Classroom technology will be integrated into instruction. This technology may include but are not limited to the use of computers, mobile laptop carts, calculators (graphing and scientific), TI-Navigator System, mounted interactive boards, student response systems, touchscreen tablets, Vernier probe, wireless slate, document cameras, and LCD projectors. Manipulatives will be used to explain content and allow student exploration. Teachers will demonstrate scoring guides for open response questions, and expose students to released test items. Learning Institute standards based assessments will be used to assess the effectiveness of instruction.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Traci Long, Learning Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Professional Development: Utilize mathematics training for classroom instruction in alignment with curriculum standards. Provide opportunities for all teachers, including special education teachers, to participate in professional development activities which relate to mathematics content; instructional strategies; assessment; advocacy/leadership; systemic change process; classroom management; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental strategies; cognitive research; and building a collaborative learning community. Professional development will be consistent with National Staff Development Council Standards and may include the following: conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs and approved college/university course work. Provide training in the utilization of technology (eg. TLI, Triand) for interpretation and implementation of student achievement data to plan instruction. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board priorities (Cognitive Guided Instruction, MathLinks, and strand specific training), student achievement data, and the ACSIP plan.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Pam Kenney, Director of Instruction and Professional Development	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The effectiveness of this intervention will be determined by the following: formative assessments, learning tours, unit tests, interim</p>	Todd Sellers, Principal, and Traci	Start: 07/01/2013 End:		ACTION BUDGET: \$

assessments, and portfolios. The ACTAAP Augmented Benchmark Exam and semester tests will serve as summative assessments. Action Type: Program Evaluation	Long, Math Specialist	06/30/2014		
NSLA funds will be used to pay for a 1.00 fte Math Instructional Facilitator (Traci Long). Included in this budget will be salaries, benefits, materials and supplies (aligned to Common Core Standards), other necessary materials to implement successful programs in these areas to help reduce the achievement disparities between TAGG and All Students.	Todd Sellers, Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Employee Benefits: \$14335.00 NSLA (State-281) - Employee Salaries: \$55133.00 <hr/> ACTION BUDGET: \$69968
Total Budget:				\$69968

Priority 2: All students will improve their literacy skills.

1. 6th Grade

Three year trend data analysis indicates the lowest identified areas for the ALL STUDENTS GROUP were as follows: Practical Open Response questions in Reading and Multiple Choice questions in Writing.

The 2013 data analysis indicates the lowest identified areas for the TARGETED ACHIEVEMENT GAP GROUP were as follows: Content Multiple Choice questions in Reading, Content Multiple Choice questions in Writing, Content Open Response questions in Reading and Content Open Response questions in Writing.

2. 7th Grade

Three year trend data analysis indicates the lowest identified areas for the ALL STUDENTS GROUP were as follows: Literary Open Response questions in Reading and Multiple Choice questions in Writing.

The 2013 data analysis indicates the lowest identified areas for the TARGETED ACHIEVEMENT GAP GROUP were as follows: Content Multiple Choice questions in Reading, Practical Open Response questions in Reading, and Multiple Choice questions in Writing.

3. 8th Grade

Three year trend data analysis indicates the lowest identified areas for the ALL STUDENTS GROUP were as follows: Practical Open Response questions in Reading and Multiple Choice questions in Writing.

The 2013 data analysis indicates the lowest identified areas for the TARGETED ACHIEVEMENT GAP GROUP were as follows: Practical Multiple Choice questions in Reading, Practical Open Response questions in Reading, and Multiple Choice questions in Writing.

Supporting Data:

Each student in the ALL STUDENTS GROUP will improve their literacy skills in the specific area of open response questions for reading and multiple choice questions in writing.

Each student in the TARGETED ACHIEVEMENT GAP GROUP will improve their literacy skills in the specific areas of multiple choice questions for reading, open response questions for reading, and multiple choice questions for writing and open response questions for writing.

Goal

By the end of the 13-14 school year, 86.94% of students in the ALL STUDENTS GROUP must be proficient in literacy. Annually, 1.46% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced.

By the end of the 13-14 school year, 70.77% of students in the TARGETED ACHIEVEMENT GAP GROUP must be proficient in literacy. Annually, 3.25% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced.

Benchmark
 At the end of the 12-13 school year, 89.18% of students in the ALL STUDENTS GROUP were proficient in accordance with the AMO percentage from the 2013 Arkansas School ESEA Accountability Report.
 At the end of the 12-13 school year, 75.88% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in accordance with the AMO percentage from the 2013 Arkansas School ESEA Accountability Report.

Intervention: Response to Intervention (RTI) Program Implementation and Curriculum Mapping/Alignment with Common Core State Standards.				
Scientific Based Research: Drake, Susan M., "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School wide developed committees consisting of all remediation teachers for each grade level, including special education teachers, will meet regularly to design and implement the RTI program. District developed committees with representatives from each grade level will meet regularly to align district curriculum to the Common Core Standards. Needed remediation resources, including technology, will be purchased. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Andress Whaley, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by the following: formative assessments, learning tours, teacher created pre-tests, surveys, student writing samples, district interim assessments, and portfolios. The ACTAAP Augmented Benchmark exam and teacher created tests will be used as summative assessments. Action Type: Program Evaluation	Todd Sellers, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement Academic Improvement Plan (AIP) Program				
Scientific Based Research: Dean, Ceri B., Elizabeth Ross Hubbell, Howard Pitler, and B. J. Stone. "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition," 2012. Marzano, Robert. J., "Formative Assessment and Standards-Based Grading: The Classroom Strategies Series." 2010. Moss, Barbara, and Virginia S. Loh. "35 Strategies for Guiding Readers Through Informational Texts." 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents and students will be encouraged to use the Family Resource Center and the Parent Library Resource Center. The Family Resources are located in Bryant Elementary, and the Parent Library is located in the outer area of the counselors' office. Action Type: AIP/IRI Action Type: Equity	Jamie Sheffield, Parental Involvement	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Special Education				
Students will be identified as not on grade level through progress reports, report cards, site based interim assessment, and standardized test scores. Students will have an Academic Improvement Plan (AIP) program developed to meet individual needs. Teachers will have plan on hand and show interventions in plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Renee Curtis, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by the following: formative assessments, learning tours, unit tests, student writing samples, district interim assessments, and portfolios. The ACTAAP Augmented Benchmark Exam and semester tests will serve as summative assessments. Action Type: Program Evaluation	Todd Sellers, Principal, and Andress Whaley, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
District funds will be used for a before school tutoring program for students at risk in order to address the academic disparity between our TAGG and non-TAGG. Remediation will focus on identified areas of need for each student. Action Type: Equity Action Type: Special Education	Jamie Sheffield, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement State Initiated Balanced Literacy Program to Improve Student Achievement.

Scientific Based Research:

Drake, Susan M., "Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition." 2012.

Frey and Fisher. "The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning." 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, including special education teachers, have reviewed, researched, and will have access to the following resources and strategies to meet the needs of individual students: *Read 180 *System 44 *Differentiation strategies-small group, large group, tiered assignments, contracting, student choice *Literacy Lab (Reading and Writing Workshop) *Teach reading using authentic text *Co-teaching *Double-blocked literacy class for non-proficient students *Periodic use of released items and open response prompts *Interim Assessments Technology will be integrated into instruction. This technology may include, but not limited to, interactive boards, MP3 players, mobile laptop carts for daily classroom use, and adequate server capabilities to make computer use viable. The following texts will be provided: texts for	Andress Whaley, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>readers of all levels, texts for all genres for classroom libraries, texts to meet Common Core Standards curriculum. Furniture and supplies to be provided to house classroom libraries. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for purchased services (Catch Up Math), supplemental classroom materials and supplies for RTI and PARCC, provide a Before School Tutoring (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks), hire a .103 School Social Worker (Lisa McNeely), and retain a 1.00 fte Literacy Instructional Facilitator (Andress Whaley). Included in this budget will be salaries, benefits, materials and supplies (aligned to the Common Core Standards), and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities between TAGG and All Students. Laptops, printers, electronic devices, interactive projectors, document cameras, and charging carts (capital outlay) will be purchased to help address the needs of TAGG students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Todd Sellers, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - Purchased Services: \$3050.00 NSLA (State-281) - Materials & Supplies: \$8952.00 NSLA (State-281) - Employee Benefits: \$18830.00 NSLA (State-281) - Employee Salaries: \$74807.00 NSLA (State-281) - Capital Outlay: \$1600.00 <hr/> ACTION BUDGET: \$107239</p>
<p>The effectiveness of this intervention will be determined by the following: formative assessments, learning tours, teacher tests, surveys writing rubrics, and district interim assessments. The ACTAAP Augmented Benchmark Exam and teacher tests will serve as formative assessments. Action Type: Program Evaluation</p>	<p>Todd Sellers, Principal, and Renee Curtis, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Professional Development: Utilize literacy training for classroom instruction in alignment with curriculum standards. Provide opportunities for all teachers, including special education teachers, to participate in professional development activities which relate to literacy content; instructional strategies; classroom management; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental strategies; cognitive research; and building a collaborative learning community.</p>	<p>Pam Kenney, Director of Instruction and Professional Development</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Professional development will be consistent with National Staff Development Council Standards and may include: conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs and approved college/university course work. Provide training in the utilization of technology (eg. TLI, Triand) for interpretation and implementation of student achievement data to plan instruction. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board priorities, student achievement data, and the ACSIP plan.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>				
Total Budget:				\$107239

Intervention: Parental Involvement-Parent/community members will be encouraged to be full partners in the education of our children.

Scientific Based Research:

Hill, Nancy E., and Diana F Tyson. National Institute of Health. "Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement." Published in final edit form as *Dev Psychol*. 2009 May; 45(3): 740-763. doi:10.1037/a0015362.

Neal, Zachary P., and Jennifer Watling Neal. "The Public School as a Public Good: Direct and Indirect Pathways to Community Satisfaction," *Journal of Urban Affairs*, DOI: 10.1111/j.1467-9906.2011.00595.x. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In order to establish an effective parental/community involvement plan, it is essential that communication between parents, school educators, and community members be frequent, clear and two-way. BEMS will strive to strengthen communication through various methods such as the following: school website, Pinnacle Internet Parent Viewer, monthly school calendar, school handbook, new student orientation, parent involvement meetings, open house, quarterly and interim progress reports, Career Action Plan (CAP) Conferences, parent center, email, phone calls, and "ParentLink" email notification service.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Jamie Sheffield, Special Education Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>In order to include families/community members as advisers in school decisions, Bethel Middle School (BEMS) encourages parents/community leaders to participate in the following forums with the understanding that the principal is accountable for the operation of the school and has the final responsibility for all decisions made at the site. They are as follows: handbook revision committee (each spring), school/district ACSIP committees, various</p>	<p>Tanya Jacobs, Counselor; Lori Dulaney, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

parental organizations, (PTO/PIE), develop strategies to boost attendance of PTO/PIE meetings, membership drive and goals shared, meetings, open house, and special events. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education				
District Funds will be used to provide the required two hours of training in parental involvement for teachers every four years and three hours of training for administrators every four years. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Pam Kenney, Director of Instruction and Professional Development	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will employ a Parent Facilitator at BEMS to oversee Act 603. The district will employ a Parent/Community Coordinator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by AR Code 6-15-1702. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Todd Sellers, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Through various forms of communications, all parents will be invited to an Open House Night to welcome parents and students to their school and to share expectations for the school year. In addition, a ELL (English Language Learners) parent night will be held to build relationships with ELL students and parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Todd Sellers, Principal, and Kelsey Maitland, Spanish Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
The district will designate one Parent/Teacher Conference and one CAP (Career Action Planning) conference each school year. Various forms of communication will be used to make parents aware of these conferences. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Renee Curtis, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Volunteering is an integral part of a good parental/community involvement plan. Parents and community leaders are encouraged to take an active role in school activities. The following are suggested ways in which parents and community leaders can help improve the learning process of our students: guest speakers; guest readers; chaperone field trips; engage in special class projects; shelve books in library; help with book fair; help with club/team fundraisers; Spelling Bee; Geography Bee; open house preparations; new student orientation; registration; club programs; attend special class presentations and view student projects; assist teachers with copy needs; and assist with student health screening. Information from parents will be gathered through the Parent Volunteer Survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Becky Moore, Parent Representative, and Nancy Marshall, Librarian	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Partners in Education (PIE) will encourage all parents to attend meetings concerning their child's	Becky Moore, Parent	Start: 07/01/2013		

school. Parents will be notified of meetings through emails, phone calls, and notes home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Representative	End: 06/30/2014		ACTION \$ BUDGET:
Bethel Middle School strives to collaborate with community leaders and businesses in order to coordinate resources and services of the school, students, families, agencies, and other groups. Some of these groups are as follows: Chamber Education Committee; team/club fundraisers, guest speakers; guest readers; special classroom project needs; special school project needs; student, family needs (coordinated with Family Center services & school counselors); special student rewards donated through area businesses. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Todd Sellers, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
A committee of teachers, parents, and staff will annually review and revise the Parent/Community Involvement Kit. The Kit will be available to all parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Tanya Jacobs, Counselor; Lori Dulaney, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
The effectiveness of this intervention will be determined by the following: Formative assessments, parent surveys, and PTO/PIE minutes Action Type: Program Evaluation	Becky Moore, Parent Representative, and Nancy Marshall, Librarian	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
Total Budget:				\$0

Priority 3: Promote student wellness through nutrition education, social/emotional education, and physical activity.

1. 2010-2011 Assessment of Childhood & Adolescent Obesity (Body Mass Index, BMI)

6th Grade Males
110 6th grade males tested
59.1% Healthy or underweight
13.6% Overweight
27.3% Obese

6th Grade Females
115 6th grade females tested
68.7 % Healthy or Underweight
14.8% Overweight
16.5% Obese

8th Grade Males
136 8th grade males tested
62.5% Healthy or underweight
19.9% Overweight
17.6% Obese

8th Grade Females
124 8th grade females tested
59.7% Healthy or underweight
24.2% Overweight
16.1% Obese

2. 2011-2012 Assessment of Childhood & Adolescent Obesity (Body Mass Index, BMI)

6th Grade Males
151 6th grade males tested

58.3% Healthy or underweight
 17.2% Overweight
 24.5% Obese

6th Grade Females
 151 6th grade females tested
 64.2% Healthy or Underweight
 24.5% Overweight
 11.3% Obese

Supporting Data:

8th Grade Males
 139 8th grade males tested
 59.7% Healthy or underweight
 11.5% Overweight
 28.8% Obese

8th Grade Females
 138 8th grade females tested
 68.1% Healthy or underweight
 21% Overweight
 10.9% Obese

3. 2012-2013 Assessment of Childhood & Adolescent Obesity (Body Mass Index, BMI)

6th Grade Males
 148 6th grade males tested
 62.2% Healthy or underweight
 13.5% Overweight
 24.3% Obese

6th Grade Females
 150 6th grade females tested
 70.7% Healthy or Underweight
 19.3% Overweight
 10% Obese

8th Grade Males
 124 8th grade males tested
 59.7% Healthy or underweight
 16.1% Overweight
 24.2% Obese

8th Grade Females
 136 8th grade females tested
 62.5% Healthy or underweight
 20.6% Overweight
 16.9% Obese

Goal To reduce obesity levels of our students.

Benchmark To meet standards set by State and Federal law. In addition, annually the percent of students identified by the BMI index as being obese will improve by 2%.

Intervention: Implement a comprehensive school health program.

Scientific Based Research:

Centers for Disease Control and Prevention (Last Page Update-August 27, 2012). Physical Activity. (DHHS Report) Washington, D.C. Retrieved from <http://www.cdc.gov/healthyplaces/healthtopics/physactivity.htm>

Centers for Disease Control and Prevention (Last Page Update-August 15, 2012). Suicide Prevention: Youth Suicide (DHHS Report) Washington, D.C. Retrieved from http://www.cdc.gov/violenceprevention/pub/youth_suicide.html.

Lazarus, Philip J., PHD, NCSP, and William Pfohl, PSYD, NCSP, "Bullying Prevention and Intervention: Information for Educators," National Association of School Psychologists, 2010. Retrieved from http://www.nasponline.org/resources/bullying/Bullying_Info_Educators.pdf.

National Governor's Association Center for Best Practices (January 11, 2010) State Strategies to Help Schools Make the Most of their National School Lunch Program (DHHS Issue Brief.) Washington, D.C. Retrieved from

<http://www.nga.org/files/live/sites/NGA/files/pdf/1001SCHOOLLUNCH.PDF>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Arkansas state frameworks will be used to promote physical education for all physical education students. An Abstinence Curriculum will be taught by volunteers for the 8th grade class (Real Deal). Family and Consumer Science class textbook "Discovering Life Skills" touches on the wellness of the students. Elective classes and activities such as sports teams and spirit groups will also expose students to healthy lifestyle and exercise. Nutritional guidelines are referenced in physical education class syllabi. Students will participate in Red Ribbon Week in October. Teachers and coaches attend workshops that will include implementation of maintaining a healthy lifestyle into their specific curriculum or activity through monitoring of lesson plans and learning tours. There will also be a comparison of data between the school health index and body mass index.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	Rhonda Hall, Coach	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Physical education activities will include students' participation in physical education for 60 minutes per week (or its equivalent) of scheduled instruction in Physical Education. All Physical Education classes will be taught by a certified physical education teacher according to Arkansas state frameworks. The aforementioned requirement will be met through scheduled physical education classes and physical activities during the regular school day. Activities will include lifestyle wellness, walking programs, intramurals, and the integration of physical activity into the academic curriculum. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.</p> <p>Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	Travis Queck, Coach	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>The following nutritional guidelines are used in the school cafeteria to encourage healthy eating:</p> <ul style="list-style-type: none"> *Meals served through the National School Lunch and Breakfast Program will be appealing and attractive to children *Meals will be served in a clean and pleasant setting *Meals will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations *Offer a variety of fruits and vegetables *Offer whole wheat breads *Serve only low-fat and fat-free milk and nutritionally-equivalent non-dairy alternatives *Breakfast offered to ensure that all children have 	Cindy Grant, Cafeteria Manager	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$

<p>breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn</p> <p>*Food or beverages will not be withheld as a punishment</p> <p>*During the declared school day, the middle school will not serve, provide access to, (through direct or indirect sales), or use as reward any FMINV or competitive food to students anywhere on school premises until 30 minutes after the last lunch period has ended.</p> <p>*The maximum portion list according to the Arkansas Child Health Advisory Committee shall be followed.</p> <p>Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>				
<p>The following health services are offered through the nurse's office: Vision screening, hearing screening, Scoliosis screening, Body Mass Index (BMI), immunizations, and medical referrals. The nurse's office also distributes food to students provided through Arkansas Rice Depot.</p> <p>Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Barbara Harris, RN</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>A healthy school environment: Students will have at least 10 minutes after sitting down for their breakfast meal and at least 20 minutes after sitting down for their lunch meal. Students will have access to hand washing or sanitizing before meals and snacks and will be discouraged from sharing food and beverages with one another during meal and snack times. Snacks served during the school day will make a positive contribution to children's diets and health. An emphasis on snacks will be to serve fruits and vegetables and to make water the primary beverage. Classes will not use food or beverages as rewards for academic performance or good behavior and will follow healthy guidelines when participating in fund raising events. Our school will make available a list of acceptable fund-raising activities. Celebrations that involve food during the day will be limited to no more than once per month.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>George Lawson, Duty Aide, and Melissa Bragg, Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The advisory committee will annually review data, school surveys, and reports to determine the effectiveness of this intervention. Administrative staff will also annually provide on-site review.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>	<p>Todd Sellers, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 4: ELL and Title III funds will be used to support the goals of the ELL Program.

1. 2012-2013 AMAO Literacy – English Language Learner’s (ELLs) performance goal was 62.89 and district ELLs scored 67.55. Math - The ELL performance goal was 73.63 and district ELL’s scored 67.63. so it was not achieved in either performance or growth. Therefore ELL math district-wide is a target improvement area.

Supporting Data:

2. 2011-2012 AMO Literacy – ELLs performance goal was 59.18 and the district ELLs scored 55.47. The math target was 70.99 and ELL’s scored 60.
3. 2010-2011 AMO Literacy – The ELLs district wide scored as follows: K-5 math - scored 86 and target was 77.50; K-5 Literacy - scored 66.7 and target was 78.40; 6-8 math - scored 58.7 and target was 73.41; 6-8 literacy - scored 52.5 and target was 75.70; 9-12 math - scored 50 and target was 74.45; 9-12 literacy - scored 10 and target was 75.81.

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.

Benchmark In the 2013-14 School Year the district will show an increase of 1% toward AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency by Double Blocking, Response to Intervention (RTI), Laptops, LCD Projectors and Document Cameras purchased for Earobics, Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, English in a Flash, Enchanted Learning, Vocabulary from A to Z.

Scientific Based Research:

Double Blocking, Response to Intervention (RTI), Laptops, LCD Projectors and Document Cameras purchased for Earobics, Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, English in a Flash, Enchanted Learning, Vocabulary from A to Z.

Capello, Marva and Barbara Moss. "Contemporary Reading in Literacy Education." Thousand Oaks; Sage Publications, Inc., 2010.

Gunning, Thomas. "Creating Literacy Instruction for All Students." Boston: Pearson, 2012.

Peregoy, Suzanne F. and Owen F. Boyle. "Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers." New York: Addison Wesley Longman, 2012.

Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz. "Content Area Reading." Boston: Pearson, 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ELL students are placed in a Response to Intervention (RTI) group. ELL direct students are given ELD instruction during at least one period per day. There are scheduled ELL Professional Learning Community Meetings for planning and collaboration. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Katrina Cox, ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
English Language Development Assesment (ELDA), MAC II, Benchmark exams, Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Action Type: Program Evaluation	Katrina Cox, ESL Specialist, and Kelsey Maitland, Spanish Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
ELL training will be provided to new teachers in all content areas who are working with the identified students in the content area. Parental Involvement strategies specific to ELL students will be developed. Translated materials will also be provided for parents. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Katrina Cox, ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
All ELL classroom is equipped with laptops, LCD projector, tablets, desktop computers, and document camera. Rosetta Stone, RAZ-Kids, Starfall, and other online resources are used. Subscription to Enchanted Learning, Learning A-Z, and Scholastic Action magazine were purchased for teachers. Action Type: Collaboration	Katrina Cox, ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

Action Type: Technology Inclusion				
English Language Learners (ELL) restricted categorical state funding will be used to pay for necessary materials and supplies to support the ELL program to implement a successful program in this area to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Technology Inclusion	Katrina Cox, ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ELL (State-276) - Materials & Supplies: \$433.00 ACTION BUDGET: \$433
Title III funds will be used for general materials and supplies, and other necessary items to successfully implement the district ELL program to help reduce the achievement disparities among student subgroups. Funds will also be used to pay for subs, registration, and travel for professional development, salaries and benefits and purchased services for interpretation services, software (Rosetta Stone, Language Line, and Enchanted Learning A-Z), and parental involvement supplies. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Katrina Cox, ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	Title III - Purchased Services: \$1701.00 Title III - Materials & Supplies: \$1182.00 Title III - Employee Salaries: \$412.00 Title III - Employee Benefits: \$91.00 ACTION BUDGET: \$3386
Total Budget:				\$3819

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Akers, Josh	Teacher	Wellness
Classroom Teacher	Alverio, Michelle	Teacher	Steering Committee, Math Chair, ELL
Classroom Teacher	Baber, Carol	Teacher	Literacy
Classroom Teacher	Bailey, MaryBeth	Teacher	Math
Classroom Teacher	Bardsley, Joni	Teacher	Literacy
Classroom Teacher	Bear, Phyllis	Teacher	Math
Classroom Teacher	Belcher, Adam	Teacher	Math
Classroom Teacher	Bentz, Terry	Teacher	Literacy
Classroom Teacher	Binns, Kay	Teacher	Steering Committee Chair, Literacy
Classroom Teacher	Bragg, Melissa	Teacher	Wellness
Classroom Teacher	Brooks, Brian	Teacher	Math
Classroom Teacher	Brown, Danny	Teacher	Math
Classroom Teacher	Burrough, Holly	Teacher	Literacy
Classroom Teacher	Chipman, Jay	Teacher	Math
Classroom Teacher	Chipman, Jessica	Teacher	Math
Classroom Teacher	Covalt, Samantha	Teacher	Literacy
Classroom Teacher	Cyr, Lavon	Teacher	Literacy
Classroom Teacher	Dillard, Melisa	Teacher	Math
Classroom Teacher	Francis, Jennifer	Teacher	Steering Committee, Literacy Chair, ELL
Classroom Teacher	Frisby, Megan	Teacher	Math
Classroom Teacher	Fuhrman, Traci	Teacher	Literacy
Classroom Teacher	Gammill, Heather	Teacher	Math

Classroom Teacher	Gordey, Greg	Teacher	Literacy
Classroom Teacher	Gordey, Sotonya	Teacher	Literacy
Classroom Teacher	Grant, Marcia	Teacher	Literacy
Classroom Teacher	Greer, Ima	Teacher	Literacy, ELL
Classroom Teacher	Hall, Rhonda	Teacher	Steering Committee, Wellness Chair
Classroom Teacher	Hannah, Lisa	Teacher	Math
Classroom Teacher	Harrell, Cheryl	Teacher	Math
Classroom Teacher	Hill, Carol	Teacher	Math
Classroom Teacher	Hill, Janet	Teacher	Math
Classroom Teacher	Jones, Dale	Teacher	Wellness
Classroom Teacher	Kulhmann, Hailey	Teacher	Literacy
Classroom Teacher	Landreth, Melissa	Teacher	Math
Classroom Teacher	Long, Ashley	Teacher	Literacy
Classroom Teacher	Maitland, Kelsey	Teacher	Steering Committee, ELL Chair, Literacy
Classroom Teacher	McEntire, Crissy	Teacher	Literacy
Classroom Teacher	McGrew, Deanna	Teacher	Literacy
Classroom Teacher	McGrew, Derek	Teacher	Math, ELL
Classroom Teacher	McKell, Ashley	Teacher	Math
Classroom Teacher	McKinney, Sharon	Teacher	Math
Classroom Teacher	Meaders, Kim	Teacher	Math, ELL
Classroom Teacher	Moran, Angel	Teacher	Literacy
Classroom Teacher	Murray, Caitlin	Teacher	Literacy
Classroom Teacher	Parish, Monica	Teacher	Math
Classroom Teacher	Parsons, Taylor	Teacher	Literacy
Classroom Teacher	Price, Lisa	Teacher	Literacy
Classroom Teacher	Queck, Travis	Teacher	Wellness
Classroom Teacher	Richey, Carrie	Teacher	Literacy
Classroom Teacher	Rushing, Anthony	Teacher	Literacy
Classroom Teacher	Ryan, Eric	Teacher	Math, ELL
Classroom Teacher	Seerey, Tasha	Teacher	Math
Classroom Teacher	Shadwick, Clint	Teacher	Literacy
Classroom Teacher	Shaw, Tammy	Teacher	Literacy
Classroom Teacher	Sheffield, Jamie	Teacher	Steering Committee, Special Education Chair, Parental Involvement
Classroom Teacher	Shipe, Sandra	Teacher	Math
Classroom Teacher	Shively, Adrian	Teacher	Literacy
Classroom Teacher	Stevens, Kathy	Teacher	Math
Classroom Teacher	Stripling, Robin	Teacher	Literacy
Classroom Teacher	Taylor, Ranette	Teacher	Literacy
Classroom Teacher	Waddell, Wesley	Teacher	Literacy
Classroom Teacher	Wertenberger, Greg	Teacher	Math
Classroom Teacher	White, Kayla	Teacher	Wellness, ELL
Classroom Teacher	Wilson, Steve	Teacher	Wellness
Non-Classroom Professional Staff	Austin, Rebecca	Assistant Special Education Supervisor	Steering Committee
Non-Classroom Professional Staff	Bowden, Sherry	Cafeteria Staff	Wellness
Non-Classroom			

Professional Staff	Brewer, Tim	Sped Paraprofessional	Math
Non-Classroom Professional Staff	Cobb, Normalene	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Cole, Brenda	School Resource Officer	Wellness
Non-Classroom Professional Staff	Cox, Katrina	ESL Specialist	Literacy, ELL
Non-Classroom Professional Staff	Curtis, Renee	Assistant Principal	Steering Committee
Non-Classroom Professional Staff	Dinsmore, Kristina	Library Aide	Literacy
Non-Classroom Professional Staff	Dulaney, Lori	Counselor	Steering Committee
Non-Classroom Professional Staff	Gabe, Chris	Assistant Principal	Steering Committee
Non-Classroom Professional Staff	Gallion, Melody	Paraprofessional	Literacy
Non-Classroom Professional Staff	Grant, Cindy	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Harris, Barbara	Nurse	Wellness
Non-Classroom Professional Staff	Harrison, Lynn	GT/ESL Coordinator	Literacy
Non-Classroom Professional Staff	Henson, Sherry	Secretary	Literacy
Non-Classroom Professional Staff	Jacobs, Tanya	Counselor	Steering Committee
Non-Classroom Professional Staff	Lawson, George	Paraprofessional	Math
Non-Classroom Professional Staff	Littleton, Karen	Secretary/Registrar	Literacy
Non-Classroom Professional Staff	Long, Traci	Math Specialist	Math
Non-Classroom Professional Staff	Marshall, Nancy	Media Specialist	Literacy
Non-Classroom Professional Staff	Payne, Mary	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Perkins, Shirley	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Roark, Amy	Sped Paraprofessional	Literacy
Non-Classroom Professional Staff	Stracener, Frank	Paraprofessional	Wellness
Non-Classroom Professional Staff	Tittle, Tina	Attendance Secretary	Math
Non-Classroom Professional Staff	Walton, Deb	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Welch, Teresa	Paraprofessional	Literacy
Non-Classroom Professional Staff	Whaley, Andress	Literacy Specialist	Literacy
Parent	Moore, Becky	Parent Representative	Math
Principal	Sellers, Todd	Principal	Steering Committee Chair