



School Plan

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RURAL SPECIAL ELEM. SCHOOL
13237 HWY 263,FOX, AR 72051

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Rural Special Elementary School is to create a safe and positive atmosphere in which to foster an appreciation of the responsibilities of a democratic citizenship. To that end, the school will provide instruction which will allow students to develop skills that are essential in becoming a successful and contributing member of our society.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: Students will show improvement in writing skills across the curriculum while improving comprehension: Content and Practical passages will be emphasized.

Goal: Students will improve Language Mechanics and Spelling skills.

Priority 2: Mathematics

Goal: Students will show improvement in math skills with a special emphasis placed on Geometry, Data Analysis and Probability.

Priority 3: Wellness

Goal: Faculty and staff will provide support for students in making healthy lifestyle choices by implementing systems that increase education of students and their families in the areas of physical activity, healthy food choices, and abstaining from tobacco use.

Priority 1: To improve literacy skills.

1. A comprehensive review of results for the literacy portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2012, 2013, and 2014 school years for Rural Special Elementary School, grades K-6, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strand Writing in which 63.67% of possible points were earned. On open response items, the lowest average strand areas for the combined population were in the Reading Practical Passage strand (4.05 out of 8 possible points or 50.63% of possible points were earned), the Writing Content Domain (5.33 out of 8 possible points or 66.63% of possible points were earned), and the Writing Style Domain (5.36 out of 8 possible points or 67.00% of possible points were earned).
2. According to the 2014 ESEA Accountability Report for Rural Special

Supporting Data:

Elementary School, the attendance rate was 96.93%.

Goal Students will show improvement in writing skills across the curriculum while improving comprehension: Content and Practical passages will be emphasized.

Rural Special Elementary School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 73.68% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 75.87% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 78.07% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 80.26% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 82.45% of all students to score at or above proficiency.

Benchmark In 2010-11, 67.57% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 70.27% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 72.92% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 75.68% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 78.38% of students in the TAG Group to score at or above proficiency.

Intervention: Teachers will effectively implement a balanced literacy program.				
Scientific Based Research: Marzano, Robert J. and Haystead, Mark W. (2008). Making Standards Useful in the Classroom, Alexandria, VA: ASCD. Goudvis, S. H. (2005). Strategies that Work (2nd Edition). Markham: Penbroke Publishers Limited				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will advertise the Little Fox Trotter's Academy in an effort to help students be better prepared when they enter school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Curriculum and student achievement will be reviewed annually to update and revise the School Improvement Plan. Action Type: Alignment Action Type: Program Evaluation	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
Teachers, including Gifted Talented, Special Education, and Title I teachers, will begin the transition and implementation of the Common Core standards. The district will engage a Curriculum Coordinator	Rowdy Ross	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$

to work with Rural Special Elementary and the other six schools to facilitate this transition and implementation along with alignment across grade levels. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education				
NSLA Funds will be available for materials and supplies as needed to target literacy. These materials and supplies will include but not limited to, supplemental computer programs, desk top computers, switches, computer labs, computer carts, software, supplemental instructional supplies, supplemental testing materials, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids • Title Teachers 	NSLA (State-281) - Materials & Supplies: \$7500.00 <hr/> ACTION BUDGET: \$7500
NSLA Funds will be provided for materials and supplies that promote and support a balanced literacy program. Teachers will choose these materials that will support student achievement. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Professional Development Funds	Shelia Mitchell,	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff 	PD (State-223) - \$1000.00

will be available for staff development opportunities approved by the district Curriculum Coordinator. Action Type: Professional Development	Principal	End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Purchased Services: <hr/> ACTION BUDGET: \$1000
Reading A to Z materials will be used by K-6 students to increase comprehension and fluency. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	Title I - Materials & Supplies: \$750.00 <hr/> ACTION BUDGET: \$750
NEEDS ASSESMENT IS CONDUCTED ON A YEARLY BASIS BASED UPON REVIEWING OF TEST SCORES. TEACHER COMMITTEES WILL ANALYZE BOTH MATH AND LITERACY. Action Type: Program Evaluation Action Type: Title I Schoolwide	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
STRATEGIES WILL BE DEVELOPED BY THE SCHOOL TO REFORM THE ACADEMIC PROGRAMS. TEACHER COMMITTEES WILL USE THE NEEDS ASSESSMENT AND TEST SCORES TO DEVELOP SUCH STRATEGIES. THE PRINCIPAL WILL LEAD THE REFORM. Action Type: Program Evaluation Action Type: Title I Schoolwide	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
ALL TEACHERS WILL FILL OUT A HIGHLY QUALIFIED TEACHER FORM TO ENSURE THAT THEY ARE HIGHLY QUALIFIED IN THEIR AREA OF INSTRUCTION. Action Type: Title I Schoolwide	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>PROFESSIONAL DEVELOPMENT ACTIVITIES WILL BE MONITORED AND EVALUATED ANNUALLY BY THE NORTHCENTRAL CO-OP. Action Type: Professional Development Action Type: Title I Schoolwide</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>THE SCHOOL WILL USE AAEA AND TEACHERS-TEACHERS.COM TO RECRUIT HIGHLY QUALIFIED TEACHERS Action Type: Title I Schoolwide</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTS WILL SERVE ON PARENT INVOLVEMENT COMMITTEES. MATERIALS WILL BE PROVIDED AT OPEN HOUSE ACTIVITIES AND PARENT-TEACHER CONFERENCES. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Debbie Kocher	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A VARIETY OF TRANSITION ACTIVITIES WILL BE PROVIDED FOR STUDENTS ENTERING KINDERGARTEN AND THEN TRANSITIONING FROM KINDERGARTEN TO FIRST GRADE. Action Type: Collaboration Action Type: Title I Schoolwide</p>	Kayla Knapp	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>TEACHERS WILL SERVE ON COMMITTEES THAT WILL DEVELOP, MONITOR, AND ASSESS THE ITEMS USED WITHIN THE CURRICULUM. THEY WILL BE INVOLVED IN THE SELECTION OF PROFESSIONAL DEVELOPMENT ACTIVITIES OFFERED.</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
FEDERAL, STATE, AND LOCAL FUNDS WILL BE USED TO COORDINATE SERVICES, IMPROVE INSTRUCTION, AND INCREASE STUDENT ACHEIVEMENT. FUNDS WILL BE USED FOR ALL AREAS OF STUDENT ACHIEVEMENT. Action Type: Title I Schoolwide	Mark Seay, Assistant Supt.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The DRA will be used to assess Kindergarten - Sixth grade reading levels so individualized intruction will be more appropriate based on student needs. Action Type: Equity	Kayla Knapp	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
STUDENTS WILL RECEIVE TIMELY AND EFFECTIVE REMEDIATION. Action Type: Title I Schoolwide	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
An ACSIP Leadership Team will be formed. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The Kindergarten teacher will continue to implement the components of ELLA into the kindergarten classroom. Materials will be purchased as required. Action Type: Equity Action Type: Professional	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Development				
A peer review for Rural Special Elementary ACSIP Plan will be conducted with district administrators.	Sheila Mitchell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will develop AIPs and IRIs for all students who fail to meet the required standards on benchmark exams. Action Type: AIP/IRI Action Type: Equity	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
Instruction using flexible guided reading groups will be used to increase student fluency and comprehension. Action Type: Equity Action Type: Title I Target Assistance	Cindy Osburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Teachers will continuously implement and incorporate the five essential elements of reading into instruction: phonics, fluency, phonemic awareness, vocabulary, and comprehension. Action Type: Equity Action Type: Title I Target Assistance	Cindy Osburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$9250

Intervention: Writing across the curriculum using the Step Up to Writing program.

Scientific Based Research: Arkansas Writing Project: Auman, M., (1999). Section 1. Sopris West (pub).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, including GT, Special Education, and Title I, will receive continued staff development in the development of creating and using scoring rubrics. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Teachers, including, GT, Special Education, and	Shelia Mitchell,	Start: 07/01/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION \$

<p>Title I teachers, will receive staff development and materials and supplies for the Step Up to Writing program. Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Principal	End: 06/30/2015	<ul style="list-style-type: none"> Title Teachers 	BUDGET:
<p>Parents will be informed about the Step Up to Writing program at parent conferences. They will be shown writing prompts and rubrics. They will be informed that this type of activity is a graded part of the curriculum. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>Teachers will use Step Up to Writing procedures in all content areas with open response included on all assessments (accounting for 40% of the grade) Action Type: Equity Action Type: Special Education</p>	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>Student writing portfolios will be used to collect monthly samples of student work. Results of Benchmark Exams will be reviewed annually. Parents will receive results of their child's state test results. Scores indicate that the program is working. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Title Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>Teachers will use best practice mini-lessons/strategies for writing instruction with an emphasis on content and style. Action Type: Alignment</p>	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015		<hr/> <hr/> ACTION BUDGET: \$
<p>Teachers will scaffold their writing instruction to meet</p>	Shelia Mitchell	Start: 07/01/2014		<hr/> <hr/> ACTION BUDGET: \$

the individual needs of their students by following the Step Up To Writing models and graphic organizers. Action Type: Equity		End: 06/30/2015		BUDGET:
Total Budget:				\$0

Intervention: Teachers will use the Accelerated Reader Program to assist with student diagnostics.

Scientific Based Research: Accelerated Reader; Texas Center for Educational Research, (2001), Summary of Independent Evaluation of Districtwide Renaissance Implementation, pp 2-7 of reprint.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be provided with access to the Accelerated Reader program. Progress will be regularly monitored through program reports. Action Type: Technology Inclusion	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff School Library Teachers Title Teachers 	ACTION BUDGET: \$
Funds will be used to stock a store for students to redeem points earned in the Accelerated Reader program. Action Type: Technology Inclusion Action Type: Title I Schoolwide	DeWyn Avey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff School Library Teachers Title Teachers 	Title I - Materials & Supplies: ACTION BUDGET: \$500
Funds will be used to purchase books for the Accelerated Reader program and to provide technical assistance for existing software. Action Type: Title I Target Assistance	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers Title Teachers 	ACTION BUDGET: \$
Continue subscription to Renaissance Place, a web-based management system that provides access to Accelerated Reader (AR) and STAR Reading. Teachers and administrators can access reports and data from any computer. AR is a reading program in which students gain adequate access to books, read books which they select themselves, and earn	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff School Library Teachers Title Teachers 	Title I - Purchased Services: ACTION BUDGET: \$1800

points by taking quizzes on the content of the books. STAR Reading is a computer-adaptive reading test and database. It assesses students' reading levels and provides norm-referenced reading scores for students. These scores will be used to analyze and measure growth annually. Action Type: Title I Target Assistance				
Total Budget:				\$2300

Goal Students will improve Language Mechanics and Spelling skills.

Rural Special Elementary School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 73.68% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 75.87% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 78.07% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 80.26% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 82.45% of all students to score at or above proficiency.

Benchmark In 2010-11, 67.57% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 70.27% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 72.92% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 75.68% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 78.38% of students in the TAG Group to score at or above proficiency.

Intervention: Saxon Phonics program				
Scientific Based Research: Why Johnny Still Can't Read: A New Look at the Scandal of Our Schools; Flesch, Rudolf, Harper Colophon Books, 1983.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Saxon Phonics program materials will be purchased and used for students in Kindergarten, First, and Second grades. The approach of this program should develop skills in reading, language, and spelling. Parents will be notified of the use of this program at Open House and/or Parent conferences. Action Type: Equity Action Type: Parental	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$

Engagement				
Title I will provide assistance in reading, math and language for all students. Title I funds will provide a teacher Cindy Osburn(.70 FTE). Funds will be budgeted for materials and supplies which support increased achievement in Language Arts and Math. Action Type: Equity Action Type: Title I Schoolwide	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Title Teachers 	Title I - Employee \$8271.00 Benefits: Title I - Employee \$29719.00 Salaries: <hr/> ACTION BUDGET: \$37990
Title I resources will be used to help children increase achievement. Action Type: Collaboration	Shelia Mitchell Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The school will develop the Title 1 plan to ensure that student needs are met. Action Type: Collaboration	Shelia Mitchell Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Title I resources will support the regular education classroom and be conducted by a Highly Qualified Teacher. Action Type: Collaboration	Shelia Mitchell Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Professional development activities will be available for Title 1 Instructors. Action Type: Collaboration Action Type: Professional Development	Kenny Perry Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Title 1 funds will be provided for substitutes for staff that are receiving professional training above their required 60 hours. Certified subs are paid	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	<hr/> ACTION BUDGET: \$

\$65.00/day for 3 days. Classified subs are paid \$55.00/day for 4 days. Action Type: Title I Schoolwide				
Total Budget:				\$37990

Intervention: Computer Assisted Instruction.

Scientific Based Research: McCurry, David; Krewer, John; :Addressing NCLB Through an Effective Schools Approach: Parents and Students Learning Together After School with technology." (abstract) 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in Grades K-6 will receive computer assisted instruction in language arts and spelling in the IMPAC lab using IMPAC, Orchard, or Heartsoft software. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
By means of NSLA funds, Kathy Kocher a qualified Instructional Assistant (1.00 FTE)will be provided for the elementary campus. This aide will work with Special Education students at least part time. Action Type: Special Education Action Type: Technology Inclusion	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$21975.00 Employee Salaries: NSLA (State-281) - \$7381.00 Employee Benefits: <hr/> ACTION BUDGET: \$29356
Teachers will use document cameras to improve instructional strategies. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	ACTION BUDGET: \$

<p>Teachers will use STAR Diagnostic to evaluate students' comprehension needs.</p> <p>Action Type: AIP/IRI Action Type: Special Education Action Type: Technology Inclusion</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Laptop computers and I-Pads with software will be purchased to upgrade technology for students in the elementary school.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Study Island Literacy Math, and Reading will be provided as a means of remediation for K-6 students. Students not meeting proficiency will be placed in the program.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>By all indications, students are increasing their technology skills. Scores indicate that technology based remediation programs are successful.</p> <p>Action Type: Program Evaluation</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Discovery Education will be provided for staff to use to enrich the learning process for students. Discovery Education allows teachers to have a wide variety of instructional tools available.</p> <p>Action Type: Technology Inclusion Action Type: Title I</p>	Shelia Mitchell	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

Schoolwide				
VPort Next; Purchase a web-based data storage for Literacy assessments that provides interventions to meet the needs of students that are not performing at grade level.	Shelia Mitchell	Start: 06/30/2014 End: 07/01/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	NSLA (State-281) - Purchased Services: \$130.00 <hr/> ACTION BUDGET: \$130
Total Budget:				\$29486

Intervention: The school will provide adequate funds and staff to assure that ACT 307 components are met.

Scientific Based Research: Peterson, David. "Parental Involvement in the Educational Process", pp 1-4 of reprint, ERIC Digest Series Number EA 43 (1989)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Informational packets will be available for parents at Open House and at the Parent Center. Action Type: Parental Engagement	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
Parental involvement meetings will be held during the school year. Action Type: Parental Engagement	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
A volunteer resource book will be available at the school. Action Type: Collaboration Action Type: Parental Engagement	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
The school's process for resolving parental concerns will be placed in the school's handbook. Action Type: Collaboration Action Type: Parental Engagement	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
The school currently has an active PTO. Action Type: Collaboration Action Type: Parental	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	<hr/> ACTION BUDGET: \$

Engagement			<ul style="list-style-type: none"> District Staff Teachers 	
A parent facilitator is present at the school. Action Type: Collaboration Action Type: Parental Engagement	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
Two parent/teacher conferences will be held during the school year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Shelia Mitchell/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The school will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Action Type: Parental Engagement	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The school will involve parents in their child's education through specific, engaging events: Dr. Seuss Day, Pastries for Parents Day and other events throughout the school year. Action Type: Parental Engagement	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
School/Parent compacts will be provided to parents. Action Type: Parental Engagement	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Attendance at Open House and Parent/Teacher Conferences is good, and there is an active PTO Organization. Action Type: Parental Engagement Action Type: Program Evaluation	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students in the Targeted Achievement Gap Group will demonstrate an improvement in Math and Literacy skills through open response and multiple choice applications.

Scientific Based Research: Scientific Based Research: Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms". Association for Curriculum Development, 2nd Edition, 2001. Van De Walle, John A. "Elementary and Middle School Mathematics: Teaching Developmentally." Person Education, Inc., 6th Edition, 2007. Scientific Research: Tutoring Programs, CPRD Institute of Government Affairs, University of Illinois, January 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to utilize the Rural Special computer lab where they will have access to a variety of programs to use as additional assessment tools to enhance student math and literacy skills. Action Type: Technology Inclusion	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
NSLA funds will be provided funding for 3 teachers for after school tutoring, 3 days a week for 26 weeks. Tutors will be paid \$30.00/hour. All students will be eligible to participate in this program. Students who need tutoring will be identified by the counselor, principals, and teachers.	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	NSLA (State-281) - Employee Benefits: \$880.00 NSLA (State-281) - Employee Salaries: \$3300.00 <hr/> ACTION BUDGET: \$4180
Participation in the instruction within the classroom enriches the learning environment and promotes a continuity of instruction which results in higher student achievement. In recognition of the need for students to regularly attend school, Rural Special Elementary School offers a variety of incentives for students to encourage student attendance.	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$4180

Priority 2: To improve math skills.

1. A comprehensive review of results for the math portions of the Arkansas Augmented Benchmark Exams, ITBS exams, and other data sources for the 2012, 2013, and 2014 school years for Rural Special Elementary School, grades K-6, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items are in the strand of Measurement in which an average of 67.00% of possible

Supporting Data:

points was earned. On open response items the lowest average strand scores are in the strand of Geometry in which the average score received was 3.47 out of eight points possible or 43.38% of possible points were earned. The data reflects that there should be continued examination of curriculum alignment and mapping with emphasis placed upon the strands of Geometry and Measurement. Materials and methods used in training students to respond to open response questions should also be evaluated.

2. According to the 2013 ESEA Accountability Report for Rural Special Elementary School, the attendance rate was 96.93%.

Goal Students will show improvement in math skills with a special emphasis placed on Geometry, Data Analysis and Probability.

Rural Special Elementary School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 89.66% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 90.52% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 91.38% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 92.25% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 93.11% of all students to score at or above proficiency. In 2010-11, 86.84% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 87.94% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 89.03% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 90.13% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 91.23% of students in the TAG Group to score at or above proficiency.

Benchmark

Intervention: Begin the implementation and alignment of Common Core standards within the mathematics curriculum				
Scientific Based Research: Scientific Based Research: Carter, Lisa (2007) Total Instructional Alignment: From Standards to Student Success. Solution Tree, Bloomington, IN. "Mapping the Big Picture: Integrating Curriculum and Assessment K-12", Heidi Hayes Jacobs, Association for Curriculum Development, 1997, http://www.ascd.org/readingroom/books/jacobs97book.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to receive professional development in the implementation of the Common Core State Standards for math with a focus on Problem Solving strategies and Number Facts and Operations. Action Type: Alignment Action Type: Equity Action Type: Special Education	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Curriculum, student achievement, and the School Improvement Plan will be reviewed and revised annually. Teachers will disaggregate and analyze data to identify curriculum and/or	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Performance 	ACTION BUDGET: \$

instructional trends to align the curriculum, instruction, and assessment. Action Type: Alignment Action Type: Program Evaluation			<ul style="list-style-type: none"> Assessments Teachers Title Teachers 	
Visual and performing arts teachers will align their curriculum as a means to supplement the Common Core State Standards as it occurs in the real world as found throughout the arts. Action Type: Alignment	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: EnVision Math Program by Pearson

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
EnVision Math Program will be used in K-6 classrooms. Materials will be purchased as necessary. Parents will be notified of the program at Open House and/or Parent Conferences. Title I and resource teachers will provide assistance to those students who are identified as eligible for those programs. Materials and supplies which support increased achievement in math will be provided for the Title I room. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Target Assistance	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Student progress will be monitored by studying results of the PARCC and Stanford and Iowa Achievement Test results each year. Revisions to the program will be made as necessary. AIPs and IRIs will be developed for those students scoring below proficiency. Scores indicate that the program is successful.	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education				
Total Budget:				\$0

Intervention: Computer Assisted Instruction.

Scientific Based Research: "Computer-Assisted Instruction", Kathleen Cotton, School Improvement Research Series, August 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
K-6 students will receive computer assisted instruction in the area of math using Study Island software with special emphasis being placed on those areas determined to be weaknesses on the Benchmark Examinations and Iowa Achievement tests. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Student Response Systems clickers will be purchased and used as a means to actively engage students in the learning process and to instantly assess student learning. Action Type: Equity Action Type: Technology Inclusion	Carla Barnett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Students are gaining technology skills and scores are indicating this. Action Type: Program Evaluation Action Type: Technology Inclusion	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Active Slate will be used with students to help incorporate technology into the math classroom Action Type: Equity Action Type: Technology Inclusion	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Title I Funds will be available for materials	Shelia Mitchell	Start: 07/01/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials \$4299.75

and supplies as needed to target math. These materials and supplies will include but not limited to, supplemental computer programs, computer labs, computer carts, desk top computers, switches, software, supplemental instructional supplies, supplemental testing materials, math manipulatives, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials. Action Type: Title I Schoolwide		End: 06/30/2015		& Supplies: <hr/> ACTION BUDGET: \$4299.75
Total Budget:				\$4299.75

Intervention: Open response questioning and grading with rubrics.

Scientific Based Research: "Using Rubrics to Promote Thinking and Learning", Heidi Andrade, Educational Leadership, Vol. 57, Number 5, February 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to receive training in developing open response questions and rubrics in math. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Teachers will develop open response math test items and rubrics for those items. Action Type: Alignment Action Type: Equity Action Type: Special Education	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Parents will be shown samples of math open response questions at Parent conferences. Parents will be informed that these type questions will be a graded part of the math curriculum. Action Type: Collaboration	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				
Teachers will use open response questions on their math assessments. These items will account for 40 percent of the grade. Action Type: Alignment Action Type: Equity Action Type: Special Education	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will collect an example of each student's work regularly so progress can be monitored. Results of the PARCC and Iowa Achievement tests will be reviewed annually. Parents will receive results of their child's state test results. Scores show that students are improving. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students in the Targeted Achievement Gap Group will demonstrate an improvement in Math and Literacy skills through open response and multiple choice applications.

Scientific Based Research: Scientific Based Research: Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms". Association for Curriculum Development, 2nd Edition, 2001. Van De Walle, John A. "Elementary and Middle School Mathematics: Teaching Developmentally." Person Education, Inc., 6th Edition, 2007. Scientific Research: Tutoring Programs, CPRD Institute of Government Affairs, University of Illinois, January 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to utilize the Rural Special Elementary computer lab where they will have access to a variety of programs to use as additional assessment tools to enhance student math and literacy skills. Action Type: AIP/IRI	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	ACTION BUDGET: \$
NSLA funds will be provided for after school tutoring. All students will be eligible to participate in	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers 	ACTION BUDGET: \$

<p>this program. Students who need tutoring will be identified by the counselor, principals, and teachers. Tutors will be paid \$30.00/hour. Action Type: AIP/IRI</p>			<ul style="list-style-type: none"> Teachers 	
<p>Participation in the instruction within the classroom enriches the learning environment and promotes a continuity of instruction which results in higher student achievement. In recognition of the need for students to regularly attend school, Rural Special Elementary School offers a variety of incentives for students to encourage student attendance.</p>	<p>Shelia Mitchell, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 3: To improve the wellness of all students.

- In 2003-2004 25.5% of male students were overweight or at risk of being overweight. In 2004-2005 25.5% of male students were overweight or at risk of being overweight. In 2005-2006 36.2% of male students were overweight or at risk of being overweight. In 2003-2004 29.5% of female students were overweight or at risk of being overweight. In 2004-2005 35.7% of female students were overweight or at risk of being overweight. In 2005-2006 36.6% of female students were overweight or at risk of being overweight. Due to government recommendations on reporting sensitive health information, BMI categories were combined because of small numbers of children in individual categories.
- The 2005-2006 School Health Index showed that most areas are being covered sufficiently as indicated on the overall score. The lowest score was for Family and Community Involvement, Module-8-67%.
- Free and Reduced price meal eligibility for 2005-2006 was paid - 29%, free-60%, reduced-13%. Free and Reduced price meal eligibility for 2006-2007 was paid-29.5%, free-60.2%, reduced-10.2%.

Supporting Data:

Goal Faculty and staff will provide support for students in making healthy lifestyle choices by implementing systems that increase education of students and their families in the areas of physical activity, healthy food choices, and abstaining from tobacco use.

Benchmark BMI results will show a decrease of 2% in the 2009-2010 results. Students will display healthier lifestyles.

<p>Intervention: Rural Special Elementary School will encourage students to adopt a healthier lifestyle.</p>				
<p>Scientific Based Research: WWW.achi.net/Arkansas Center for Health Improvement. http://schoolmatters.typepad.com/my_weblog/health_and_wellness/index.html Arkansas School Health Index</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Arrange schedules to insure students</p>	<p>Shelia Mitchell, Principal</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>

receive 150 minutes of physical activity per week. Action Type: Wellness		End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	
Promote Parents in Education Center(PIE) to offer assistance in effective parenting skills. Action Type: Wellness	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide staff development concerning asthma. Action Type: Wellness	Jacqueline Hicks, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
Provide information to the community about health and safety issues. Action Type: Wellness	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Promote healthy food and beverage choices. Action Type: Wellness	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
ACT 1220 guidelines will be followed. Action Type: Wellness	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Create a policy for healthy snacks and school parties. Action Type: Wellness	Shelia Mitchell, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

Provide staff development concerning head-lice. Action Type: Wellness	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Staff will watch a safety video to promote workplace safety practices. Action Type: Wellness	Mark Seay, Assistant Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
The school will provide flu shots for the students and staff. The Health Department will conduct the flu shot day at the school. Action Type: Parental Engagement Action Type: Wellness	Jackie Hicks, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Faculty and staff will continue to inform students and their families about community-based programs for physical activities, healthy eating, and tobacco-use prevention and cessation. NAESC and the local health unit will provide presentation regarding each. Action Type: Equity Action Type: Wellness	Shelia Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	<hr/> ACTION BUDGET: \$
NSLA funds will be used to employ a school nurse, Camille Ross at the Rural Special Elementary campus(0.25 FTE). A full time nurse(1.00 FTE) is employed at district expense at Mtn. View High School and Middle School. Action Type: Wellness	Shelia Mitchell, Principal	Start: 07/01/2014 End: 07/01/2014		NSLA (State-281) - \$2113.00 Employee Benefits: NSLA (State-281) - \$6728.00 Employee Salaries: <hr/> ACTION BUDGET: \$8841
Total Budget:				\$8841

- Planning Team

Classification	Name	Position	Committee
Business Representative	Marvin Sutterfield	Business Representative	Math
Business Representative	Selena Linville	Business Representative	Literacy
Classroom Teacher	Abby Linville	2nd Grade Teacher	Literacy
Classroom Teacher	Carla Barnett	Third Grade Teacher	Math
Classroom Teacher	Dewyn Avey	Media Specialist	Literacy
Classroom Teacher	Heather Berry	4th-6th ReadingTeacher	Literacy
Classroom Teacher	Kayla Knapp	Kindergarten Teacher	Literacy
Classroom Teacher	Kim Linville	First Grade Teacher	Math
Classroom Teacher	Leann Gillihan	Jennifer Amos	Literacy
Classroom Teacher	Lucinda Osburn	Title 1	Literacy
Classroom Teacher	Tammy McElroy	1st grade Teacher	Math
Community Representative	Ronda West	Community Representative	Math
District-Level Professional	Alicia Holt	Counselor	Literacy
District-Level Professional	Dennis Sublett	Asst. Superintendent	Math/Literacy
District-Level Professional	Kenny Perry	Curriculum	Math/Literacy
Non-Classroom Professional Staff	Kathy Kocher	Teacher Aide	Math
Non-Classroom Professional Staff	Scott Branscum	Teacher Aide	Math
Parent	Camille Ross	Parent	Math
Principal	Shelia Mitchell	Principal	Math/Literacy
