

CABOT MIDDLE SCHOOL SOUTH

Arkansas Comprehensive School Improvement Plan

2013-2014

The Cabot Middle School South staff embraces the responsibility of providing a safe and challenging learning environment to educate all children, empowering them for present and future success.

Statement of Beliefs

1. Caring, dedicated teachers model the behaviors they try to instill in their students: high expectations, listening, caring, respect for self and others.
2. Each child should be assured that the classroom is a safe zone: physically, intellectually and emotionally.
3. Children should be held accountable for their actions and given responsibilities within the team, school, home, and community through cooperative activities that build good citizenship.
4. Loving, consistent discipline enables everyone to function successfully.
5. All students can learn and should be given the opportunity to be challenged and taught through a variety of approaches to meet their individual needs.
6. Letter grades are not an exclusive indicator of a student's capabilities and worth.

Grade Span: 5-6

Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: All students will improve in reading comprehension, reading open response, and writing on demand in the areas of content and literary passages for the 2013-2014 school year.

Priority 2: Mathematics

Goal: All students will improve mathematical computation, reasoning, and use of concepts in addressing open-ended responses during the 2013-2014 school year.

Priority 3: Wellness

Goal: The school will offer opportunities for students and their families to educate themselves and the community on healthy lifestyle choices in the area of total wellness.

Priority 1: Improve Literacy Skills

1. 5TH GRADE LITERACY: After examining the data from the Augmented Benchmark Examination, it was found that Literary Open Response (50.0%), Practical Open Response (53%), Practical Multiple Choice (65.0%), and Writing Multiple Choice (65.0%) were the lowest focus areas for the 2012-2013 school year.
2. 6TH GRADE LITERACY: After examining the data from the Augmented Benchmark Examination, it was found that Writing Multiple Choice (67.0%) and Practical Open Response (69.0%) were the lowest focus areas for the 2012-2013 school year.
3. Average Daily Attendance: 2011-2012 95% Average Daily Attendance: 2012-2013 96%

Goal All students will improve in reading comprehension, reading open response, and writing on demand in the areas of content and literary passages for the 2013-2014 school year.

Benchmark The three year trend analysis of the Augmented Benchmark Exam showed the following: In 2010-2011, 85.57% of the All Students Group and 74.04% of the Targeted Achievement Gap Group were proficient or advanced in Literacy. In 2011-2012, 90.5% of the All Students Group and 81.76% of the Targeted Achievement Gap Group (TAGG)

were proficient or advanced in Literacy. In 2012-2013, 87.5% of the All Students group were proficient or advanced and 75.9% of the TAGG group were proficient or advanced. In order to meet Literacy Performance AMO for 2013-2014, 89.18% of the All Students Group and 80.53% of the Targeted Achievement Gap Group must exhibit proficiency. In order to meet Literacy Growth AMO for 2013-2014, 88.23% of the All Students Group and 74.42% of the Targeted Achievement Gap Group must exhibit proficiency. Within the Targeted Achievement Gap Group, specifically IEP students must increase from 49.35% to 60.08% proficiency to reach GROWTH AMO. The two year trend analysis of the NRT data of the Augmented Benchmark Exam showed the following: In 2011-2012, the National Percentile Rank of the Mean National NCE for the Combined Population in Reading Comprehension in 5th and 6th grade is at the 60th percentile. In 2012-2013, the National Percentile Rank of the Mean National NCE for the Combined Population in Reading Comprehension in 5th grade is at the 58th Percentile. For Grade 6, it is at the 56th Percentile.

Intervention: Implement the explicit teaching of comprehension strategies.

Scientific Based Research: NRP National Reading Panel: Chapter 4-Text Comprehension Instruction p. 4/39-115; "Effective Practices for Developing Reading Comprehension," p. 205-242, Nell K. Duke and P. David Pearson; "Making a Difference in Adolescents' School Lives: Visible and Invisible Aspects of Content Area Reading," p. 184-203, Richard T. Vacca, (What Research Has to Say about Reading Instruction, IRA 2002); STRATEGIES THAT WORK, p. 1-28, Stephanie Harvey and Anne Goudvis, 2000; COMPREHENSION STRATEGIES FOR MIDDLE GRADE LEARNERS, p. 1-77, Charlotte Rose Sadler, 2001; National Reading Panel Report, 2000; Reading Next, 2004; Bridging the Literacy Achievement Gap Grades 4-12. Strickland and Alvermann (2004); CLASSROOM INSTRUCTION THAT WORKS, Robert Marzano, Debra Pickering, Jane Pollock; READING NEXT document, Alliance for Excellent Education

Actions	Person Responsible	Timeline	Resources	Source of Funds
Instructional Facilitator will continue to provide support with Kagan structures, and RTI (Response to Intervention, and Focus Walks. Action Type: Equity	Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Classroom teachers will continue to use supplemental reading materials and will implement differentiated materials for content guided reading to ensure that all students have equal and appropriate access to the content and skills being taught. Action Type: Equity	Stephanie Collins, Georgia Chastain, Becky Brown, Tonya Choate, Liz Beall, Lina Osorio, Jenny O'Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Access to READERS HANDBOOK, A Student Guide for Reading and Learning, and Teacher's Guides (Great Source) will continue to be available to 5th and 6th grades to ensure that all students have equal and appropriate access to the content and skills being taught. In addition, 6th grade will also use Basal Anthology. Each teacher will continue to use CLASSROOM INSTRUCTION THAT WORKS	Liz Beall, Tonya Choate	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

<p>(ASCD), and HANDBOOK FOR CLASSROOM INSTRUCTION THAT WORKS will be available for each team. Teachers will work in collaborative groups to align the curriculum to common core standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
<p>Appropriate grade level trade books are placed in 5th and 6th grade reading book rooms, and in the Professional Library collection to provide additional materials for instruction and choices for student self-selection to ensure that all students have equal and appropriate access to the content and skills being taught. Action Type: Equity</p>	<p>Liz Beall, Kathy Snider, Lael Harrod, Wendi Pickard, Lora Caery, Stephanie Collins,</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>This intervention will be evaluated for effectiveness by the following methods: Classroom Walk Throughs, TLI, grade level collaborative team meetings, benchmark analysis, and RTI. According to the 2012-2013 benchmark data, the overall results showed a 2.97% decrease in literary scores from the previous testing year. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Georgia Chastain, Mandee Carmical, Meredith Jones, Wendi Pickard, Lael Harrod, Becky Brown, Tonya Choate</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A "Parents Make a Difference" night will be held in the fall. The goal of this night is for each 6th grade subject or team area to provide opportunities for parents to learn tips and techniques that extend learning beyond the classroom. Other opportunities for parents and community partners to be involved at Cabot Middle School South include 5th Grade FUNdamentals, Rockin' at the Hop, Frontier Festival, Civil War Day, Space Camp, Parent Conference nights, M and M's (Men and Middle School), Stakeholder Meetings,</p>	<p>Mandee Carmical, Meredith Jones, Teresa Adams, Laura Hicks, Wendi Pickard, Cindy Neumann, Edward Meharg, Maggie Jeffers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

and PTO. Action Type: Collaboration Action Type: Parental Engagement				
A team of CMSS teachers will attend the Arkansas Reading Association Fall Conference. Action Type: Professional Development	Mandee Carmical, Meredith Jones, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
All students will be trained in use of the Destiny Automated System program during the fall semester. Action Type: Equity Action Type: Technology Inclusion	Stephanie Collins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$
All components of ACT 307 of 2007 will be implemented, including parent/teacher conferences, parent involvement meetings, informational packets, parent center, volunteer resource book, process of parental concerns in school handbook, formation of a PTO, and a parent facilitator. Teachers, parents, and community partners will collaborate in this process. Action Type: Collaboration Action Type: Parental Engagement	Laura Hicks, Stephanie Collins, Maggie Jeffers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
The Read Naturally Strategy and the Orton Gillingham method will be incorporated into the instructional day to ensure that students with disabilities have equal and appropriate access to reading skills being taught.	Becky Brown	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development	Georgia Chastain	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fifth and sixth grade literacy teachers will implement Reading Workshop and Writing Workshop in the literacy core content classes.	Fifth and Sixth Grade Literacy Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will implement Ruby	Georgia	Start:		

Payne Strategies (Ruby 9) to help SES and male students.	Chastain, Mandee Carmical, Meredith Jones, Wendi Pickard	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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Total Budget: \$0

Intervention: Structures will be in place to ensure that all students learn.

Scientific Based Research: "Leading Indicators of Effective Schools," p. 1-17, Lawrence Lazotte; Act 999 of 1999; National Clearinghouse for Comprehensive School Reform; "The Impact of Parent/Family Involvement on Student Outcomes," p. 1-40 CADRE 2002; "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement" (collection of studies) SEDL; TURNING POINTS 2000, "This We Believe"; BREAKING RANKS IN THE MIDDLE, STRATEGIES IN MIDDLE LEVEL REFORM, NASSP

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent packets will be assembled and distributed to students with PTO information and counselors' information. These will be sent home during the first week of school and distributed through the school year as new students enroll. This information is also available on the CMSS and district websites. Action Type: Parental Engagement Action Type: Technology Inclusion	Laura Hicks, Maggie Jeffers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
This intervention will be evaluated by the review and evaluation of testing data to determine improvement on open response and writing on demand items. This evaluation will identify key items for remediation and enrichment. According to the 2012-2013 benchmark data, the overall results showed a 2.97% decrease in literacy scores from the previous testing year. Action Type: Program Evaluation	Becky Brown, Tonya Choate, Liz Beall, Wendi Pickard, Mandee Carmical, Meredith Jones, Lora Caery, Georgia Chastain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will use a variety of assessment techniques to assess students' work, including rubrics, teacher observations, common assessments, progress monitoring, and performance-based assessments to ensure that	Kelly Glaze, Lael Harrod, Liz Beall, Karen Klein, Tonya Choate, Becky Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$

all students are assessed appropriately. Action Type: Equity Action Type: Professional Development Action Type: Special Education				
Special Education teachers will collaborate with core classroom teachers to align literacy curriculum and make appropriate modifications for special education students. GT teacher will provide differentiation strategies to address needs of gifted and special education learners. All parents will have the opportunity to attend conferences where this information will be explained to them. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Steve Ingle, Becky Brown, Jenny O'Shields, Lael Harrod, Tonya Choate, Kathy Snider, Tracy Shepard, Brady McCarley, Allis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Parenting books, magazines, and videos promoting success in literacy will be displayed and available for check out through the library. In addition, computers for access to Pinnacle System Gradebook will be available for parent access. Action Type: Parental Engagement Action Type: Technology Inclusion	Jenny O'Shields, Tonya Driskill, Stephanie Collins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> ACTION BUDGET: \$
At the fall Student-led Conference, parents will be given information which gives suggestions for helping their child succeed in school. Information will be provided on the CMSS Library Media Center webpage that offers suggestions in helping their child succeed in literacy. Action Type: Parental Engagement Action Type: Technology Inclusion	Georgia Chastain, Stephanie Collins, Jenny O'Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$
The Arlene Cherry Memorial Library staff will partner with classroom teachers to participate in our Parents Make a Difference Night. Parents and students will be	Stephanie Collins, Laura Hicks, Maggie Jeffers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Public Library • Teachers 	<hr/> ACTION BUDGET: \$

<p>encouraged to sign up for library cards at this event to ensure an equal opportunity for access to the public library. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>Elementary feeder schools, Cabot Middle School South, and Cabot Junior High South will collaborate to provide transitional activities. Transitional activities for all fourth graders from "feeder" elementary schools include a spring tour of Cabot Middle School South with fifth grade students acting as docents. A "5th Grade Fundamentals Night" is available to 4th grade parents and students in the spring. Administrators and docents participate with fourth graders in a question/answer session. All students will be given packets to prepare them for middle school to help them retain knowledge. Identified GT 4th graders tour the GT room in an additional spring orientation program. Transitional activities for sixth graders include visits and performances by representatives from Junior High South elective classes, such as band and choir. Junior High South counselors lead question/answer sessions with each 6th grade team. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Georgia Chastain, Mande Carmical, Meredith Jones, Jenny O'Shields, Edward Meharg, Sydney Homsher, Kaye Moore</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Extended Learning Opportunities will be provided to a targeted population (AIP) of students. Goals will be set and a plan will be in place for each student. Opportunities for students will consist of, but not be limited to, engaging learning activities, utilizing technology (such as APEX), and high interest topics.</p>	<p>Mande Carmical, Meredith Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI Action Type: Technology Inclusion				
During subject level meetings, teachers will discuss the use of the Wiki for units of study as well as adding resources to the site. District literacy specialists will attend. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Lora Caery, Lael Harrod	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement writing across the curriculum

Scientific Based Research: "Writing is the Key to Achievement," NCTE Writing Initiative; 6 + 1 Traits of Writing, Ruth Culham

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be given the opportunity to attend 60 hours of professional development focused on TESS (Teacher Excellence Support System), Child Maltreatment, technology, and common core training. The CMS Deep Knowledge Team will plan and present quality professional development for staff. Administrators will be given the opportunity to attend 3 hrs of professional development for parental involvement, as well as professional development that includes data disaggregation, instructional leadership, and fiscal management. Action Type: Parental Engagement Action Type: Professional Development	Georgia Chastain, Wendi Pickard, Cindy Neumann, Tonya Choate, Kelly Glaze, Julie Ward, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will receive training for implementation of writing within core curriculum areas as professional development is available. Action Type: Professional Development	Melanie Duerkop, Kaye Smith, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Content area teams will collaborate and disaggregate data to determine performance improvement	Wendi Pickard, Georgia Chastain, Lael Harrod, Becky	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

on open-response and writing on demand items. District level literacy specialists will attend. They will identify related teaching strategies as indicated and analyze data to determine areas of concern, particularly for the TAGG students, and identify successful strategies. Action Type: Collaboration Action Type: Professional Development	Brown, Debbie Polston, Mandee Carmical, Meredith Jones			
Teacher documentation will include samples of student work to be shared with parents at conferences. Action Type: Parental Engagement	Georgia Chastain, Lael Harrod, Edward Meharg, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Staff will have the opportunity to attend professional development which addresses research-based instruction to learn additional effective writing strategies. Teachers will be encouraged to attend professional development targeting high-yield strategies to improve writing. Action Type: Professional Development	Georgia Chastain	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
This intervention will be evaluated through classroom walk throughs and teacher documentation. The 09-10 school year is the baseline year for data collection for this action. Action Type: Program Evaluation	Georgia Chastain, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy improvement through technology integration

Scientific Based Research: The Impact of Technology on Student Achievement: A Summary of Research Findings on Technology's Impact in the Classroom, ACOT Research 2002; "Research on Computers and Education: Past, Present and Future," p. 1-55, Jeffrey T. Fouts, 2000; National Educational Technology Standards for Students, 2nd Edition, ISTE, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Document cameras will be used to support instruction across the curriculum to ensure that all students have equal and appropriate access to the	Stephanie Collins, Georgia Chastain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$

content and skills being taught. A sound enhancement system will also be used in every classroom to amplify the teacher's voice during instruction. Action Type: Equity Action Type: Technology Inclusion				
LCD projectors, COW (Computer on Wheels), and a Tech Lab will be used to support online activities incorporated into daily lessons, as well as for ELO and Student Support Times. Action Type: Technology Inclusion	Stephanie Collins, Georgia Chastain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will use Pinnacle System Grade Book to post grades for parent review. Teachers will be trained in use of Pinnacle System Grade Book. Parents will have the opportunity to be trained to access parent reports during Parent/Teacher conferences and/or the "Parents Make a Difference" night. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Georgia Chastain, Tonya Driskill, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
This intervention will be evaluated through classroom walk throughs, teacher documentation, and collaborative team meetings. Action Type: Program Evaluation	Georgia Chastain, Mandee Carmical, Meredith Jones, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All teachers will attend CTAT 2013 technology training.	Georgia Chastain	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Structures in place to increase the performance of TAGG to meet the 80.53% AMO expectation.

Scientific Based Research: Creating a Culture of Literacy: A Guide for Middle and High School Principals, NASSP; Turning Points 2000, Davis Jackson; The Power of 2, Marilyn Friend INTERVENTIONS FOR ADOLESCENT STRUGGLING READERS; A META-ANALYSIS WITH IMPLICATIONS FOR PRACTICE: Scammacca, Roberts, Vaughn Center On Instruction 2007; Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students, Ruby K. Payne

Actions	Person Responsible	Timeline	Resources	Source of Funds
Student Support time will be available to all students	Georgia Chastain,	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION \$

<p>as needed to address identified learning needs based on data to ensure that all students have equal and appropriate access to skills and content being taught.</p> <p>Action Type: Equity</p>	<p>Mandee Carmical, Meredith Jones, Wendi Pickard</p>	<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>BUDGET:</p>
<p>Differentiated Instruction strategies will be used throughout the school year to address individual needs of all students.</p> <p>Action Type: Equity</p>	<p>Jenny O'Shields, Teresa Adams, Lora Caery, Amy Hoover, Laura Hicks</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All interventions will be monitored and evaluated through Classroom Walk Throughs, common assessments, grade-level collaborative team meetings, and analysis of benchmark scores.</p> <p>According to the 2012-2013 benchmark data, literacy scores decreased by 3.28% in the TAGG student population, as compared to the previous testing year.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Georgia Chastain, Mandee Carmical, Meredith Jones, Wendi Pickard</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>At the fall Parent Conference, parents will be given a handout, "Helping Students Learn," which gives suggestions for helping their child succeed in literacy. After the first Parent Conference, this monthly newsletter will be published on the Cabot Middle School South website.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Georgia Chastain, Jenny O'Shields, Kelly Monroe</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A SPRINT Team will be formed to address student needs with regard to our TAGG students. The committee members will be teachers from all disciplines and grade levels.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	<p>Sydney Homsher, Mandee Carmical, Meredith Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Investigate the use of the Arkansas Literacy Intervention Matrix (Matrix Lessons) in supporting and addressing the needs of TAGG students. Action Type: Special Education	Georgia Chastain, Wendi Pickard, Becky Brown, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
SIM (Strategic Instructional Model) strategies and lessons may be incorporated into the instructional day if needed to ensure that all students have equal and appropriate access to the content and skills being taught. Action Type: Equity Action Type: Professional Development	Georgia Chastain, Wendi Pickard, Courtney Lumpkins, Becky Brown, Teresa Adams, Carrie Lair, Mandee Carmical, Meredith Jo	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Embedded professional development will be provided for all certified staff. School-wide focus areas include training in TESS, RTI (Response to Intervention), Differentiation, and Data Analysis. Training will be provided during teacher plan time throughout the school year. Action Type: Professional Development	Georgia Chastain, Wendi Pickard, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will be provided professional development in target areas identified by student data to ensure that all students have equal and appropriate access to the content and skills being taught. Action Type: Equity Action Type: Professional Development	Georgia Chastain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Resource and self-contained special education teachers will have Guided Reading Plus and Orton Gillingham training to improve strategies in the area of literacy.	Jennifer Jensen	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improve Mathematics Skills

- 5TH GRADE MATH: After examining the data from the Augmented Benchmark Examination, it was found that Measurement Open Response (38.0%), Data and Probability (49.0%), and Numbers and Operations (58.0%) were the lowest focus areas for the 2012-2013 school year.

Supporting Data:

2. 6TH GRADE MATH: After examining the data from the Augmented Benchmark Examination, it was found that Geometry Open Response (34.0%), Numbers and Operations Open Response (46.0%), and Algebra Open Response (49.0%) were the lowest focus areas for the 2012-2013 school year.
3. Average Daily Attendance: 2011-2012 95% Average Daily Attendance: 2012-2013 96%

Goal All students will improve mathematical computation, reasoning, and use of concepts in addressing open-ended responses during the 2013-2014 school year.

The three year trend analysis of the Augmented Benchmark Exam showed the following: In 2010-2011, 87.33% of the All Students Group and 75.79 of the Targeted Achievement Gap Group were proficient or advanced in Mathematics. In 2011-2012, 87.05% of the All Students Group and 75.68% of the Targeted Achievement Gap Group (TAGG) were proficient or advanced in Mathematics. In 2012-2013, 85.58% of the All Students Group and 75.23% of the Targeted Achievement Gap Group (TAGG) were proficient or advanced in Mathematics. In order to meet Math Performance AMO for 2013-2014, 90.5% of the All Students Group and 81.84% of the Target Achievement Gap Group must exhibit proficiency. In order to meet Math Growth AMO for 2013-2014, 83.28% of the All Students Group and 74.42% of the Targeted Achievement Gap Group must exhibit proficiency. Within the All Students Group, specifically Caucasian students must increase from 86.49% to 91.18% proficiency to reach PERFORMANCE AMO. Within the Targeted Achievement Gap Group, specifically IEP students must increase from 44.12% to 63.49% proficiency to reach PERFORMANCE AMO. Within the All Students Group, specifically Caucasian students must increase from 76.69% to 83.7% proficiency to reach GROWTH AMO. Within the Targeted Achievement Gap Group, specifically IEP students must increase from 24.68% to 49.20% proficiency to reach GROWTH AMO. The two year trend analysis of the NRT data of the Augmented Benchmark Exam showed the following: In 2011-2012, the National Percentile Rank of the Mean National NCE for the Combined Population of 5th and 6th Grade Mathematics Problem Solving and Data Interpretation is at the 65th percentile. In 2012-2013, the National Percentile Rank of the Mean National NCE for the Combined Population in Math Problem Solving and Data Interpretation in 5th grade is at the 71st percentile, and 6th grade is at the 66th percentile.

Benchmark

Intervention: Research-based strategies put in place to ensure that all students learn				
Scientific Based Research: "Revolutionary and Evolutionary: The Effective Schools Movement," p. 1-7, 2001; "Student Learning Beyond the Traditional School Day," p. 42, Regional Educational Laboratories and SERVE; ACTAAP released data analyzed by local school committee and ADE, Act 999 of 1999; National Clearinghouse for Comprehensive School Reform				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Extended Learning Opportunities will be provided to a targeted population (AIP) of students. Goals will be set, and a plan will be in place for each student. Opportunities for students will consist of, but not limited to, engaging learning activities such as M3Math, utilizing technology (such as APEX), and high interest topics. Action Type: AIP/IRI Action Type: Technology Inclusion	Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers will utilize Kagan structures to promote	Wendi Pickard, Mandee	Start: 07/01/2013	<ul style="list-style-type: none"> • Teachers 	

<p>student engagement. Teachers will collaborate to share successful activities that include these structures during content meetings and/or faculty meetings. Action Type: Collaboration Action Type: Professional Development</p>	<p>Carmical, Meredith Jones</p>	<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of these strategies will be evaluated by the review of data. This evaluation will identify key items for remediation and enrichment during student support time as needed. The effectiveness will be determined through classroom walk-throughs, team meetings, common assessments, and benchmark analysis. Principals and District Math Specialists will conduct CWTs. According to the 2012-2013 benchmark data, the overall results showed an decrease of .59% with Caucasian students and a 5.77% decrease with TAGG students, as compared to the previous testing year. Action Type: Program Evaluation</p>	<p>Georgia Chastain, Mandee Carmical, Meredith Jones, Wendi Pickard, Donna Davis, Laura Hicks, Pam Bryant, Maggie Jeffers,</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
<p>Special Education teachers will collaborate with core classroom teachers to align math curriculum and share differentiation strategies for special education and GT students. Action Type: Alignment Action Type: Collaboration</p>	<p>Jenny O' Shields, Steve Ingle, Diane Stockman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Classroom sets of TI-15 and TI-73 calculators will be used in classroom instruction. Action Type: Technology Inclusion</p>	<p>Georgia Chastain, Wendi Pickard</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Classroom sets of manipulatives will be used in direct instruction. The manipulatives may include: Hands-on Equations, clocks, and geometric shape (nets). Standard and metric class sets of rulers, as well as 2 color counters and transparency spinners per</p>	<p>Georgia Chastain, Wendi Pickard, Laura Hicks, Pam Bryant</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>

team, will be available for use with all students. Action Type: Equity				
Interactive Boards will continue to be utilized in classrooms to provide student engagement. Action Type: Collaboration Action Type: Technology Inclusion	Wendi Pickard, Georgia Chastain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$
Teachers will be provided professional development in targeted areas identified by student data using the 7 step Professional Development Cycle. Action Type: Professional Development	Georgia Chastain, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Math teachers will receive an overview of Common Core and the 8 Mathematical Practice to be utilized in instruction. The 100 minute block and the Math Model will be utilized.	Georgia Chastain, Wendi Pickard, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Stakeholders, including representatives from the Community, Deep Knowledge Team, District Office, Teacher Leadership Committee, Student Leadership Team, and Faculty and Staff will meet to plan, implement, and monitor progress of research-based best strategies. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Georgia Chastain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Ruby Payne grids will be utilized to identify and remediate struggling learners. Action Type: Alignment Action Type: Program Evaluation	Georgia Chastain	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop instructional capacity.

Scientific Based Research: Curriculum Alignment: MAPPING THE CURRICULUM, p. 1-5, Heidi Hayes Jacobs/ADE; CLASSROOM INSTRUCTION THAT WORKS, p. 1-160, Robert Marzano, Debra Pickering, Jane Pollock; "Coaching, A Strategy for Developing Instructional Capacity," p. 1-37, Barbara Neufeld & Dana Roper, Annenberg Institute for School Reform, June 2003; TURNING POINTS 2000, p. 1-93, Educating Adolescents in the 21st Century, Anthony Jackson, Carnegie Report, Kagan Structures and Materials

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will meet regularly to collaborate in scheduled subject level meetings in order to coordinate and evaluate common assessments, curriculum alignment, and common core assessments. The focus of these meetings will be on student achievement through the use of assessment data such as benchmark data and formative assessments. Evaluation of this intervention will be determined through a comparison of student Benchmark Exam scores, classroom walkthroughs, and Common Assessment results. According to the 2012-2013 benchmark data, the overall results showed a .59% decrease in math scores for Caucasian students and a 5.77% decrease in TAGG students, as compared to the previous testing year. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Wendi Pickard, Mandee Carmical, Meredith Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will attend M3 Math which will focus on curriculum and instruction for Middle School students. These may include conferences such as the National and State Middle School Conferences and/or Making Math Meaningful. Action Type: Professional Development</p>	<p>Georgia Chastain, Mandee Carmical, Meredith Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Instructional Facilitator will continue to help with instructional design in all curriculum, dissemination of best practices into classrooms, provide small group professional development sessions, and foster a safe environment to implement new instructional practices to ensure that all students have equal and appropriate access to the content and skills being taught.</p>	<p>Wendi Pickard</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Professional Development				
Math teachers, team strategists, core, science teachers, SPRINT, and RTI (Response to Intervention) will be utilized in supporting intervention for identified students in the area of mathematics to ensure that all students have equal and appropriate access to the content and skills being taught. Action Type: Equity	Georgia Chastain, Wendi Pickard, Pam Bryant, Laura Hicks, Kelly Glaze, Bobby Holland, Chester Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
During subject level meetings, teachers will discuss the use of the Wiki for the units of content as well as adding resources to the site. A math specialist will attend. Action Type: Alignment Action Type: Collaboration	Pam Bryant, Laura Hicks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Structures in place to increase the performance of TAGG students to meet the 81.84% Performance AMO expectation.

Scientific Based Research: Turning Points 2000, Davis Jackson; The Power of 2; Marilyn Friend

Actions	Person Responsible	Timeline	Resources	Source of Funds
A SPRINT team will be formed to collaborate and address issues contributing to Cabot Middle School South with regard to our TAGG students. The committee members will be teachers from all disciplines and grade levels. Professional development in RTI (Response to Intervention) will be provided for all teachers. Action Type: Collaboration Action Type: Equity	Michelle French, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Special education teachers will collaborate with the core classroom teachers to align math curriculum and share differentiation strategies for the TAGG student population. Action Type: Alignment Action Type: Special Education	Laura Hicks, Pam Bryant, Steve Ingle, Diane Stockman, Mandee Carmical, Meredith Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Evaluation of this intervention will be determined through a comparison of this subpopulation's scores on the Benchmark Exam, through classroom walk throughs, and pre and post tests. Action Type: Collaboration Action Type: Equity	Georgia Chastain, Core Teachers, Special Education Teachers, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Principals, counselors, and the Instructional Facilitator will each mentor and coach approximately 20 struggling spectrum learners in literacy and math. Students will develop SMART goals.	Georgia Chastain, Mandee Carmical, Meredith Jones, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community networks.

- Supporting Data:
- Free and Reduced Lunch Middle School South 33%
 - Approximately 14.3% of sixth grade students measured were in the overweight category and approximately 26.5% of sixth grade students measured were identified as obese.
 - Module 8 of School Health Index, "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community

Goal The school will offer opportunities for students and their families to educate themselves and the community on healthy lifestyle choices in the area of total wellness.

Benchmark By SY 2013-2014, The school average of School Health Index Module 8 scores will increase by 25% over the following two school years.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.

Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler
<http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyscial.pdf>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Middle School South's web page. Action Type: Wellness	Georgia Chastain, Kelly Monroe	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Nutritional information will be offered to parents and students on the back of school lunch menus. Action Type: Parental Engagement Action Type: Wellness	Georgia Chastain, Nancy Smith, Erin Wilkes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. This will be done on the back of the school lunch menu. Action Type: Professional Development Action Type: Wellness	Georgia Chastain, Nancy Smith, Erin Wilkes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Evaluation of this intervention will be through fitness tests administered in P.E. classes. Action Type: Program Evaluation Action Type: Wellness	Jamie Oitker, Georgia Chastain, Daniel Fuller	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Based on the Arkansas Prevention Needs Survey, an Anti-Bullying Campaign will be implemented in advisory classes during the first nine weeks, and then revisited throughout the school year.	Wendi Pickard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will provide opportunities for the staff to engage in physical fitness and/or intermural activities. Action Type: Wellness	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Michelle Rogers	Public Relationship Representative	Math, Steering
Classroom Teacher	Aimee Spence	Art	Literacy
Classroom Teacher	Alana Abshure	Special Education CBI	Literacy
Classroom Teacher	Alison James	Special Education 6th Resource	Math
Classroom Teacher	Amanda Tabb	Math 6th	Math
Classroom Teacher	Andreia Glidewell	Paraprofessional	Wellness
Classroom Teacher	Angela Weaver	Paraprofessional	Math
Classroom Teacher	Ashley Stell	Paraprofessional	Math
Classroom Teacher	Barbara Douglas	Paraprofessional	Wellness
Classroom Teacher	Becky Brown	Special Education 5th/6th Resource	Literacy, Steering
Classroom Teacher	Beth Oaks	Paraprofessional	Math
Classroom Teacher	Bobby Holland	Social Studies/Science 6th	Math, Steering
Classroom Teacher	Brady McCarley	Special Education Inclusion 6th	Literacy
Classroom Teacher	Carrie Lair	Social Studies/Science 5th	Literacy
Classroom Teacher	Chester Brown	Math 5th	Math
Classroom Teacher	Christy Kittinger	Special Education Self Contain 6th	Literacy
Classroom Teacher	Cindy Neumann	Science/Social Studies 6th	Math
Classroom Teacher	Courtney Lumpkins	Math/Science 6th	Math
Classroom Teacher	Daniel Fuller	Physical Education 6th	Wellness
Classroom Teacher	Danielle Dinges	5th grade computer	Math

Classroom Teacher	Debbie Johnson	Social Studies/Science 6th	Literacy
Classroom Teacher	Debbie Polston	Social Studies/Science 5th	Literacy, Steering
Classroom Teacher	Diana Macklin	Science/Social Studies 5th	Math, Steering
Classroom Teacher	Diane Stockman	Special Education Resource 5th	Math, Steering
Classroom Teacher	Dianna Pennington	Paraprofessional	Wellness
Classroom Teacher	Donna Davis	Math/Science 5th	Math
Classroom Teacher	Edward Meharg	Social Studies/Science 5th, ASCIP Chair	Literacy, Steering
Classroom Teacher	Hope Larson	Speech	Literacy
Classroom Teacher	Jamie Oitker	P.E. 5th	Wellness/Steering
Classroom Teacher	Jenny O'Shields	GT 5th/6th	Wellness, Steering
Classroom Teacher	Julie Muse	Literacy 6th	Literacy
Classroom Teacher	Karen Klein	Literacy 6th	Literacy
Classroom Teacher	Kathy Snider	Literacy 5th	Literacy, Steering
Classroom Teacher	Kaye Moore	Counselor	Math
Classroom Teacher	Kelly Glaze	Music	Math, Steering
Classroom Teacher	Kelly Monroe	Math 6th	Literacy
Classroom Teacher	Kim Covington	BIP Interventionist	Wellness
Classroom Teacher	Lael Harrod	Literacy 6th	Literacy
Classroom Teacher	Laura Hicks	Math 6th, Parent Involvement Coordinator	Math, Steering
Classroom Teacher	Lina Osorio	ESL	Literacy
Classroom Teacher	Lindsay Kane	Special Education LAB	Literacy
Classroom Teacher	Lindsey West	Speech	Literacy
Classroom Teacher	Lisa Siever	Paraprofessional	Literacy
Classroom Teacher	Liz Beall	Literacy 5th	Literacy
Classroom Teacher	Lora Caery	Literacy 5th	Literacy, Steering
Classroom Teacher	Lori Rose	Social Studies/Science 6th	Literacy
Classroom Teacher	Maggie Jeffers	Math 5th, Parent Involvement Coordinator	Math
Classroom Teacher	Mary Beth West	Math 6th	Math
Classroom Teacher	Mary Jo Carpenter	Literacy/Social Studies 5th	Literacy
Classroom Teacher	Myra Hernandez	Paraprofessional	Math
Classroom Teacher	Pam Bryant	Math 5th	Math, Steering
Classroom Teacher	Paula Vance	Special Education Resource 6th	Literacy
Classroom Teacher	Renee Meigs	Math 5th	Math
Classroom Teacher	Robbin Eilts	Paraprofessional	Literacy
Classroom Teacher	Stephanie Collins	Media Specialist	Literacy, Steering
Classroom Teacher	Steven Ingle	Special Education Self Contain 5th	Math
Classroom Teacher	Susan Hicks	Art	Wellness
Classroom Teacher	Sydney Homsher	Counselor	Wellness, Steering
Classroom Teacher	Tamara Johnston	CBI Paraprofessional	Literacy
Classroom Teacher	Teresa Adams	Literacy 5th	Literacy/Steering
Classroom Teacher	Teresa Gray	Paraprofessional	Wellness, Steering
Classroom Teacher	Terry Thompson	Paraprofessional	Math
Classroom Teacher	Toni Ricket	Special Education Resource/Inclusion 6th	Literacy
Classroom Teacher	Tonya Baldwin	Music	Literacy
Classroom Teacher	Tonya Choate	Literacy/Social Studies 6th	Literacy
Classroom Teacher	Tonya Driskill	Computer Lab Manager	Literacy, Steering
Classroom Teacher	Tracy Shepard	Special Education Inclusion 5th and 6th	Literacy
Classroom Teacher	Vicki Keck	Paraprofessional	Math
Classroom Teacher	Wendi Pickard	Instructional Facilitator	Literacy
Classroom Teacher	Whitney Malham	Literacy 6th	Literacy

Classroom Teacher	Yvonne Kackley	School Resource Officer	Wellness
District-Level Professional	Jennifer Jensen	Due Process Specialist	Math
District-Level Professional	Julie Ward	Special Services Coordinator	Math, Steering
District-Level Professional	Michelle French	Coordinator of RTI	Literacy, Steering
Non-Classroom Professional Staff	Carol Freeman	Financial Secretary	Math
Non-Classroom Professional Staff	Carol Heathwaite	Cafeteria	Wellness
Non-Classroom Professional Staff	Cheryl Burt	Office Staff	Literacy
Non-Classroom Professional Staff	Connie Howard	Registrar	Literacy
Non-Classroom Professional Staff	Donna Bailey	Cafeteria	Math
Non-Classroom Professional Staff	Jean Wheatley	Cafeteria	Literacy
Non-Classroom Professional Staff	Karen Frey	Nurse	Wellness
Non-Classroom Professional Staff	Kathy Secrest	Custodian	Literacy
Non-Classroom Professional Staff	Michelle Trahern	Custodian	Math
Non-Classroom Professional Staff	Nancy Smith	Cafeteria Manager	Wellness, Steering
Non-Classroom Professional Staff	Pat Bass	Custodian	Math
Non-Classroom Professional Staff	Patricia Gannon	Custodian	Math
Non-Classroom Professional Staff	Sandy Anderson	Cafeteria	Wellness
Non-Classroom Professional Staff	Sharen Martin	Cafeteria	Well
Non-Classroom Professional Staff	Shirlena Hackett	Cafeteria	Wellness
Non-Classroom Professional Staff	Tina Latimer	Office Manager	Literacy, Steering
Non-Classroom Professional Staff	Tony McCrystal	Custodian	Wellness
Non-Classroom Professional Staff	Twila Kaseberg	Cafeteria	Math
Parent	Amy Miller	PTO President	Literacy, Steering
Principal	Georgia Chastain	Principal	Literacy/Steering
Principal	Mandee Carmical	Assistant Principal	Math, Steering
Principal	Meredith Jones	Assistant Principal	Literacy, Steering