

ARK. SCHOOL FOR THE DEAF
Arkansas Comprehensive School Improvement Plan
REVIEW COPY ONLY
2013-2014

Working Together to Create Learning Opportunities for Academic
Excellence and Personal Independence

Grade Span:

Title I: Not Applicable

School Improvement:

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1 **Priority 1:** All students attending the Arkansas School for the Deaf will demonstrate an improvement in Literacy skills.

1.1 **Goal:** While the Arkansas School for the Deaf has high expectations for student achievement, growth in academic skills must be considered in light of the fact that 100% of the student population qualifies for special education. All students will demonstrate an improvement in Literacy skills.

Benchmark: All grade levels tested will evidence a 10% gain or more in Literacy on the state mandated assessments.

Intervention Implement research-based literacy programs across the district.				
Scientific Based Research				
<p>Beck, I., McKeown, M., Kucan, L., (2002). Bringing Words to Life. New York, NY: Guilford Press.

Dorn, L., French, C., Jones, T. (1998). Apprenticeship in Literacy. Portland, ME: Stenhouse Publishing.

Dorn, L., Soffos, C., (2001). Shaping Literate Minds. Portland, ME: Stenhouse Publishing.

Easterbrooks, Susan R. & Beal-Alvarez. (2013). Literacy instruction for students who are deaf and hard of hearing. Oxford University Press: USA.

Fowler, D. (1998). Balanced reading instruction in practice. Educational Leadership, 55 (6) 11-12 [EJ 560 963]

French, Martha M. (1999). Starting with assessment: A developmental approach to deaf children’s literacy. Pre-College National Mission Programs: Gallaudet University, Washington, D.C.

Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (2000). The reading teacher’s book of lists. San Francisco: Jossey-Bass.

Gear, A. (2006). Reading Power. Portland, ME: Stenhouse Publishing.

Hall, S. (2006). Ive DIBELd, Now What?. Cambium Learning.

Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD.

Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (1999). Report of the National Reading Panel. Washington, DC: National Institute of Child Health and Human Development.

Planning for Literacy: Guidelines for Instruction. (1999). Excerpt from book Starting with Assessment: A Developmental Approach to Deaf Children’s Literacy. Pre-College National Mission Programs, Gallaudet University, Washington, DC.

Mermelstein, L., Calkins, L. (2005). Reading/Writing Connections in the K-2 Classroom: Find the Clarity and Then Blur the Lines. Allyn & Bacon, Inc.

Parks, Brenda. (2000). Read It Again! Revisiting Shared Reading. Portland, ME: Stenhouse Publishing.

Put reading first. Washington, DC: National Institute for Literacy

Semelman, S., Daniels, H., & Hyde, A. (1993). Best Practice: New Standards for Teaching and Learning in America’s Schools. Portsmouth, NH: Heinemann.

Wormeli, Rick (2007). Differentiation: From Planning to Practice 6-12. Stenhouse Publishers.

</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District has completed professional development for elementary staff in the Fairview Learning Program. Components of the program will be utilized during ASL instruction and at times when there are natural opportunities to incorporate skills. Elements available for use include the Dolch words list, Bridging, Multiple Skills series, ASL Development, and Spontaneous Written English components.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	<p>Administrators Teachers District Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Teaching Aids</p>	<p>ACTION BUDGET:</p>

Intervention Implement research-based literacy programs across the district.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District will provide all certified staff with support, collaboration, and training on utilizing data effectively for student programming, guiding instruction, progress monitoring, measuring goals, and for academic intervention needs. Benchmark data analysis is held during work week and additional professional development is scheduled prior to each grading period.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Psych Examiner Administrators District Staff Specialists</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Ongoing professional development is available to certified staff on Common Core Standards.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>ARESC Specialists Administrators Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Classroom walkthroughs (CWTs) as a means for collecting school and district level data to monitor curriculum, identify successes and weaknesses, and to collaborate with teachers to improve the instructional program will continue in all buildings. Administrators will meet with educational staff regularly to discuss and review CWT findings in an effort to maintain high-quality classroom environments with rigorous instructional programming. Staff conducting CWTs may expand this year in an effort to provide even more classroom support.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Superintendent Administrators District Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Performance Assessments</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Implement research-based literacy programs across the district.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District collects data using district-level assessments as additional sources of student information including DRA (elementary and middle schools), Fry Word Lists, STAR Reading (middle and high schools), TERA-D/HH (pre-K and kindergarten), and the Kendall Communication Proficiency. Reviews of the applicability, utility, and value of the assessments selected are ongoing. Data analysis of results will be used to identify areas strengths and challenges, document student progress over time, provide further support for instructional decision-making, identify areas of professional development needed, etc.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Administrators Psychological Examiner Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>CORRECTIVE ACTION: The District makes available funds for professional development, focusing on literacy, in addition to the state mandate of 60 hrs. This action began in Year 3 as a corrective action and is continued as a practice each year.</p> <p>Action Type: Professional Development</p>	<p>Superintendent Mike Phillips</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The District provides an American Sign Language (ASL) teacher to serve students on campus. Interventions and supports provided include pullout classes for student groups to enhance language development and communication skills; academic vocabulary and direct instruction support in classrooms; individual ASL instruction as determined necessary based on student need; language and communication proficiency assessment; and collaboration and development with other district professionals.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Administrators ASL Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff School Library</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Implement research-based literacy programs across the district.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will utilize skills-based assessments. Areas will be derived from multiple sources including Benchmark released items, guided reading, comprehensive testing, and additional assessments available as appropriate. Staff will design and deliver skills-based assessments aligned with the CCSS. Assessments developed will include both multiple choice and open response formats.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Administrators Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Information regarding students' academic development will be available to parents throughout the year regarding classroom-based testing, district-level assessments, and student progress via classroom websites, parent-teacher conferences, and student progress reports.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Teachers Administrators</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The elementary building is working on the development and implementation of a Comprehensive Literacy Program. Additionally, needs assessments will be conducted to strengthen the Literacy program. These will be facilitated by Co-op specialists and/or consultants and district staff. Needs assessments will include reviews of curriculum and materials; professional development; and assessments utilized.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Administrators District Staff Teachers Specialists</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Implement research-based literacy programs across the district.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Homework help will be available after school in building libraries as well as nightly in all student dormitories. Additional support for specific areas of weakness will be provided individually as needed when students are referred. Staff members providing support and interventions and classroom teachers will collaborate regarding specific needs, materials, and strategies for most effective remediation.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Administrators District Staff Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>District Staff School Library Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Professional Learning Communities (PLCs) with a content focus have been established throughout the district. PLC groups meet weekly to work toward content goals. Monthly all staff meet for the individual PLCs to report on their work and actions.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Administrators District Staff Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>An academic coach position has been added to elementary staff to provide support, modeling, development, leadership, and consultation to the classroom teachers. The Coach will assist in structuring the literacy block, guiding and modeling core components of the literacy program, assisting with assessments and materials, etc.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Administrators Academic Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The District will utilize multiple sources of information to continuously conduct needs assessments and reevaluate programming, services, and interventions to improve student achievement in literacy. Data considered includes but is not limited to Incident Reports, medical conditions or changes, student behavior, environmental or home stressors, intervention plans, etc.</p> <p>Action Type: Collaboration</p>	<p>Administrators District Staff Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Implement research-based literacy programs across the district.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
			Total Budget	\$0.00

2 **Priority 2:** All students attending the Arkansas School for the Deaf will demonstrate an improvement in Math skills.

2.1 **Goal:** While the Arkansas School for the Deaf has high expectations for student achievement, growth in academic skills must be considered in light of the fact that 100% of the student population qualifies for special education. All students will demonstrate an improvement in Math skills.

Benchmark: All grade levels tested will evidence a 10% gain or more in Math on the state mandated assessments.

Intervention Implement research-based programs to improve student outcomes in the area of math.				
Scientific Based Research				
ED Thoughts: What We Know About Mathematics Teaching and Learning. P.44-45. McRel. Edited by John Sutton and Krueger, Aurora, CO., (2002). ED Thoughts: What We Know About Mathematics Teaching and Learning. P.61-71. McRel. Edited by John Sutton and Krueger, Aurora, CO., (2002). Carpenter, Thomas P., Franke, Megan Loef, & Levi, Linda, Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School. (2003). Portsmouth, NH: Heinemann. Carpenter, Thomas P., Fennema, Elizabeth, Franke, Megan Loef, Levi, Linda, & Empson, Susan B., Children’s Mathematics: Cognitively Guided Instruction. (1999). Portsmouth, NH: Heinemann. Cavendish, Marshall. Math in Focus: Singapore Math. Singapore; Houghton Mifflin Harcourt, 2009. Investigations in Number, Data, and Space: TERC, an education research and development organization (http://investigations.terc.edu/ and http://www.terc.edu/) Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD. The Challenge of Linking Research and Practice: National Council of Teachers of Mathematics (http://my.nctm.org/eresources/journal_home.asp?journal_id=1) Van De Walle, John, A., Elementary & Middle School Mathematics: Teaching Developmentally, Sixth Edition. Allen & Bacon., 2007. 				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will provide all certified staff with support, collaboration, and training on utilizing data effectively for student programming, guiding instruction, progress monitoring, measuring goals, and for academic intervention needs. Benchmark data analysis is held during work week and additional professional development is scheduled prior to each grading period. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Psych Examiner Administrators District Staff	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement research-based programs to improve student outcomes in the area of math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional Learning Communities (PLCs) with a content focus have been established throughout the district. PLC groups meet weekly to work toward content goals. Monthly all staff meet for the individual PLCs to report on their work and actions. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	District Staff Administrators Teachers	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Teaching Aids	<hr/> ACTION BUDGET:
The District continues to provide math teachers with opportunities to attend workshops on effective math strategies and provide information from various educational cooperatives on available trainings specific to mathematics instruction. Additional training opportunities are available to certified staff beyond the required 60 hours of professional development. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Superintendent Administrators Teachers	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Teachers Teaching Aids	<hr/> ACTION BUDGET:

Intervention Implement research-based programs to improve student outcomes in the area of math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Classroom walkthroughs (CWTs) as a means for collecting school and district level data to monitor curriculum, identify successes and weaknesses, and to collaborate with teachers to improve the instructional program will continue in all buildings. Administrators will meet with educational staff regularly to discuss and review CWT findings in an effort to maintain high-quality classroom environments with rigorous instructional programming. Staff conducting CWTs may expand this year in an effort to provide even more classroom support.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Superintendent Administrators District Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers</p>	<p>————— ACTION BUDGET:</p>
<p>The District collects data using district-level assessments, such as KeyMath-3 and STAR Math, as additional sources of student information. Reviews of the applicability, utility, and value of the assessments selected are ongoing. Data analysis of results will be used to identify areas strengths and challenges, document student progress over time, provide further support for instructional decision-making, identify areas of professional development needed, etc.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Administrators Psychological Examiner Teachers Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids</p>	<p>————— ACTION BUDGET:</p>

Intervention Implement research-based programs to improve student outcomes in the area of math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Math in Focus texts are being utilized in grades K-2 as curriculum and as a supplement and support in grades 3-5. These texts follow the Singapore math model and are aligned with Common Core State Standards. Due to the highly visual, concrete, and manipulative structure of the program, they are especially appropriate for students with deafness/hearing loss.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	Administrators Teachers	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
<p>Materials will be sent to student homes/ dormitories to supplement instruction and reinforce acquired skills as well as those needing additional remediation and intervention for mastery. Reports will be available to parents throughout the year regarding classroom-based testing, district-level assessments, and student progress via classroom websites, parent-teacher conferences, and student progress reports.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Teachers Administrators	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
<p>The District will utilize iPads, computers, software, currently licensed programs, and any additional technology-based supports as supplemental learning activities to strengthen and improve students' math skills. Information can be found on the ASD website regarding additional resources to support learning outside of class time.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	Technology Specialists Teachers	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement research-based programs to improve student outcomes in the area of math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District will utilize multiple sources of information to continuously conduct needs assessments and reevaluate programming, services, and interventions to improve student achievement in mathematics. Data considered includes but is not limited to Incident Reports, medical conditions or changes, student behavior, environmental or home stressors, intervention plans, etc.</p> <p>Action Type: Collaboration</p>	<p>Administrators District Staff Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Homework help will be available after school in building libraries as well as nightly in all student dormitories. Additional support for specific areas of weakness will be provided individually as needed when students are referred. Staff members providing support and interventions and classroom teachers will collaborate regarding specific needs, materials, and strategies for most effective remediation.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Administrators District Staff Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>District Staff School Library Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PLCs and teaching groups will continue to research and implement best practices in Math and work collaboratively to modify and present math instruction clearly to students who are deaf. Primary instructional methods and materials will incorporate Singapore and CGI principles. Most teachers have completed CGI Year 1 training and some have completed CGI Year 2. Our educational cooperative's math specialist will be available for consultation and support.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>District Staff Administrators Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Implement research-based programs to improve student outcomes in the area of math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>An academic coach position has been added to elementary staff to provide support, modeling, development, leadership, and consultation to the classroom teachers. The Coach will assist in structuring subject blocks, guiding and modeling instructional skills, assisting with assessments and materials, etc.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Administrators Academic Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The SPRINT Committee for grades k-5 will utilize a referral process to address individual students needs based on teacher referrals. Referrals will identify critical deficit areas that need additional support. The committee will work with the teacher to identify student needs and make recommendations. Recommendations may range from classroom modifications and accommodations to going to a resource classroom for extra support.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Administrator District Staff Teachers SPRINT Committee</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
			Total Budget	\$0.00

3 **Priority 3:** Improve the health and wellness of students at the Arkansas School for the Deaf by promoting lifelong healthy eating habits and physical activity.

3.1 **Goal:** The Arkansas School for the Deaf will create a healthy school environment that supports lifelong health habits, nutrition education, and physical activity.

Benchmark: ASD will demonstrate improved student health and wellness as evidenced by a decrease in the percentage of students in the "overweight or obese" category by 10% as measured by the Body Mass Index (BMI) and by maintaining daily attendance rates district-wide. Additionally the District will gather data regarding student use of the ASD Fitness Center and student participation in sports offered.

Intervention The Arkansas School for the Deaf will maintain a program of nutrition and fitness education through providing health classes, disease information, offering nutritious meals, and providing opportunities for regular exercise and extracurricular activities to help students develop healthy lifestyle habits.

Scientific Based Research
 Guidelines for School Health Programs to Promote Lifelong Physical Activity. <http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>
 Guidelines for School Health Programs to Promote Lifelong Healthy Eating. <http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>
 Cardon, G. M., Haerens, L. E., Verstraete, S., & de Bourdeaudhuij, I. (2009). Perceptions of a school-based self- management program promoting an active lifestyle among elementary schoolchildren, teachers, and parents. *Journal of Teaching in Physical Education*, 28, 141-154.
 Dowda, M. C., Sallis, J. F., McKenzie, T. L., Rosengard, P. R. & Kohl, H. W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. *Research Quarterly for Exercise and Sport*, 76, 11-19.
 Progress in Preventing Childhood Obesity: Focus on Communities - Brief Summary: Institute of Medicine Regional Symposium http://books.nap.edu/openbook.php?record_id=11580&page=1
 Healthier Us School Challenge. www.fns.usda.gov/tn/healthierus/index.html
 Health Data for the State of Arkansas (childhood obesity and child/adolescent physical activity). <http://www.healthylarkansas.com/data/pdf/healthypeople2010.pdf>
 Natural Wonders: The State of Children’s Health in Arkansas. (2008). Arkansas Children’s Hospital, Little Rock, AR.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will provide a minimum of 150 minutes per week of physical activity are available for all ASD students during the school day and/or through after-school activities. Additional activities will be offered after regular school hours to increase participation. Action Type: Equity Action Type: Special Education Action Type: Wellness	Superintendent Campus Life Director Athletic Director PE Teacher	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff	ACTION BUDGET:
The District will continue to implement all required Dietary Guidelines in the provision of student meals. Action Type: Wellness	Child Nutrition Director & Staff	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	ACTION BUDGET:

Intervention The Arkansas School for the Deaf will maintain a program of nutrition and fitness education through providing health classes, disease information, offering nutritious meals, and providing opportunities for regular exercise and extracurricular activities to help students develop healthy lifestyle habits.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District has created a fitness center available to students, staff, and the deaf community in the Nutt Gymnasium. There are regularly established hours of use. Students participating in school-sponsored athletics and the students in PE classes utilize the Fitness Center often during and after school hours.</p> <p>Action Type: Wellness</p>	<p>Superintendent Campus Life Director Athletic Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The Health Services Supervisor and School-based Therapist will participate in admissions meetings, staffings, student conferences, IEP meetings, etc., when appropriate to collaborate with regard to individualized health planning, medical conditions or changes, or physical/ mental health concerns that impact the well-being and daily functioning of students on campus. Currently 25 students in the District are receiving SBMH services, and 52 have IHPs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>Health Services Supervisor SBMH Therapist District Staff, Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The District will post weekly menus and send weekly menus with healthy eating information home in students' folders each Friday in an effort to share nutrition information with parents. The Child Nutrition department will continue to provide nutrition education to students, staffs, parents, and the community.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	<p>Child Nutrition Director Elizabeth Administrators Flint Fears & Emily</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The District will strive to increase the number of CPR/First Aid staff on campus through providing required certification training. Currently ASD has 78 CPR/First Aid certified staff, an increase of 19 staff since last year and 34 staff from 2 years ago.</p> <p>Action Type: Professional Development Action Type: Wellness</p>	<p>Health Services Supervisor Superintendent District Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>

<p>Intervention The Arkansas School for the Deaf will maintain a program of nutrition and fitness education through providing health classes, disease information, offering nutritious meals, and providing opportunities for regular exercise and extracurricular activities to help students develop healthy lifestyle habits.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>DTAP and Meningococcal/ Hepatitis A Clinic was held in August for 6th grade students. 100% participated. The clinic will be offered annually. Fall seems to get greater participation than Spring.</p> <p>Action Type: Wellness</p>	Health Services Staff	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET:
<p>The District will support a flu clinic beginning on October 15, 2013. The immunizations will be provided to students, staff, family members, and members of the deaf community.</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	Health Services	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants	ACTION BUDGET:
<p>The District's Wellness Committee will meet quarterly. The committee worked on and completed the Assessment for the Alliance for a Healthier Generation. Out of the 7 areas assessed, the District qualifies for the Bronze, Silver, and Gold recognition for our Policies/Systems, Bronze for our School Meals, and Bronze for Student Wellness. The Wellness Committee will strive for at least Bronze recognition in all 7 areas this year.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Wellness</p>	District Staff	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	ACTION BUDGET:
<p>The District's Maintenance Department will continue to conduct safety inspections of the playground and all play areas at least twice annually. Any equipment in disrepair will be repaired, replaced, or removed from campus.</p> <p>Action Type: Wellness</p>	Maintenance Supervisor Business Manager Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	ACTION BUDGET:
<p>The District will ensure essential information is provided to students, staff, and families as appropriate. Topics include health and wellness, safety, recreation and leisure activities, prevention behaviors, emergency procedures, unintentional injuries, violence, and suicide prevention.</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	School Counselors Administrators Health Services Supervisor	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants	ACTION BUDGET:

<p>Intervention The Arkansas School for the Deaf will maintain a program of nutrition and fitness education through providing health classes, disease information, offering nutritious meals, and providing opportunities for regular exercise and extracurricular activities to help students develop healthy lifestyle habits.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District will continue to apply to be considered for participation in the Arkansas Children’s Hospital Dental Outreach Program. This program was available on campus in December, 2012. It was the second year of the program. 31 students participated and \$18,211 in dental work was provided at no cost to students. Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	<p>Administration Health Services</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is the most widely used and scientifically validated computerized concussion evaluation system. The required baseline assessment was conducted on student athletes in February, 2012, and successfully diagnosed a student with a concussion in September, 2012. This enabled the student to get the best plan of care and remain safe without additional/ further injury until his test returned to baseline functioning. Student athletes will continue to participate in ImPACT testing. Action Type: Wellness</p>	<p>Superintendent Athletic Director Health Services Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants</p>	<p>_____</p> <p>ACTION BUDGET:</p>
			<p>Total Budget</p>	<p>\$0.00</p>

4 **Priority 4:** The Arkansas School for the Deaf School District will provide supports to all schools, K-12, to address leadership and curriculum needs in an effort to increase individual student achievement in all buildings.

4.1 **Goal:** The District will support the school buildings in the restructuring process. Actions will include those to improve student achievement and facilitate academic growth for the entire campus.

Benchmark: The District expects that all grade levels tested will evidence growth in Literacy and Math on the state mandated assessments.

Intervention The Arkansas School for the Deaf School District is committed to implementing the school improvement process at the Lower School and Middle School, which include students in grades K-8, and at the High School, covering grades 9-12, by working with building principals in the restructuring process, targeting both leadership and curriculum needs.				
Scientific Based Research Schmoker, Mike. (2006). Results Now. Alexandria, VA: Association for Curriculum and Development. Marzano, Robert, Waters, Timothy, & McNulty, Brian. (2005). School Leadership that Works. Alexandria, VA: Association for Curriculum and Development. Bernhardt, Victoria L. (2004). Data Analysis for Continuous School Improvement, Second Edition. Larchmont, NY: Eye on Education, Inc. Preuss, Paul G. (2003). School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems. Larchmont, NY: Eye on Education, Inc. 				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District Leadership Team meets bi-weekly. An agenda and sign-in sheet is available for each meeting. The team discusses policies; programming; accreditation and school improvement actions student needs, progress and challenges; etc, in the interest of making gains in student wellness and achievement. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	District Leadership Team	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	_____ ACTION BUDGET:
The District will make its annual report to the public on Saturday, October 12, 2013. Information provided will include school improvement actions, student achievement, accreditation information, etc. Flyers about the report will be sent home with students and information will be added to the school website to announce the meeting. Action Type: Parental Engagement Action Type: Program Evaluation	Superintendent Administrators District Staff	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	_____ ACTION BUDGET:

<p>Intervention The Arkansas School for the Deaf School District is committed to implementing the school improvement process at the Lower School and Middle School, which include students in grades K-8, and at the High School, covering grades 9-12, by working with building principals in the restructuring process, targeting both leadership and curriculum needs.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District will provide opportunities for ongoing professional development as identified in professional growth plans and based on needs identified as a result of student data. Currently the District has been working with the educational cooperative specialists in strengthening the literacy and mathematics programs with ongoing support and training. Most staff as appropriate have participated in ELF, ELLA, and CGI development. Most staff participated in a week of iPad-focused technology training. A consultant also worked with various staff across disciplines for a week to review and train on the Kendall Conversational Proficiency Scale and ASL development.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Administrators District Staff Teachers Outside Consultants</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Teachers Teaching Aids</p>	<p>ACTION BUDGET:</p>
<p>Professional Learning Communities (PLCs) with a content focus have been established district-wide to include teachers, district staff, administrators, and educational paraprofessionals. PLC groups meet weekly to work toward content goals. Monthly, all staff meet for the individual PLCs to report on their work and actions to the entire district.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Administrators District Staff Teachers Paraprofessionals</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Teachers</p>	<p>ACTION BUDGET:</p>

<p>Intervention The Arkansas School for the Deaf School District is committed to implementing the school improvement process at the Lower School and Middle School, which include students in grades K-8, and at the High School, covering grades 9-12, by working with building principals in the restructuring process, targeting both leadership and curriculum needs.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District has reviewed and revised the administration schedule of district level assessments across buildings so that specific, targeted weaknesses can be more strategically remediated. Outside consultants are assisting with needs assessments for tools used, training, and implementation. District staff are more hands-on in the assessment process to include a variety of instruments, pre- and post-testing, progress monitoring, running records, observational forms, checklists, and more formal and standardized measures of students' strengths, challenges, and abilities. The increased structure of the assessment schedule and process will facilitate communication between staff and staff/ parents, measuring progress toward IEP goals, differentiating instruction, and providing additional resources and services when needed.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Administrators District Staff Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids</p>	<p>ACTION BUDGET:</p>
<p>A resource teacher is available to students on an individual and group basis as needed in the Elementary Building. Resource services are targeted based on identified, documented areas of need. Additionally, the resource teacher supports students in grades 3-5 in reading groups daily during the literacy block.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Building Administrator Resource Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers Performance Assessments School Library Teachers Teaching Aids</p>	<p>ACTION BUDGET:</p>

Intervention The Arkansas School for the Deaf School District is committed to implementing the school improvement process at the Lower School and Middle School, which include students in grades K-8, and at the High School, covering grades 9-12, by working with building principals in the restructuring process, targeting both leadership and curriculum needs.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Superintendent, Building Principals, Director of Special Education, and Psychological Examiner will perform CWTs on a weekly basis as a means for collecting school and district level data to monitor curriculum and instruction.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Superintendent Administrators Psychological Examiner</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The daily schedule for grades k-5 has been modified to include 180 minutes of comprehensive literacy instruction. The local educational cooperative is providing a literacy specialist to support the development, design, and scheduling of this block, and is facilitating the needs assessment process in identifying appropriate, scientifically research-based curriculum, materials, and tools to guide the literacy block and assist in monitoring effectiveness.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Administrator District Staff Teachers Consultants</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Administrators will review and monitor lesson plans weekly to ensure alignment with CCSS. Essential components of lesson plans will be communicated by administrators to teachers to maintain consistency and integrity of the plans.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	<p>Administrators</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Computers Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The District Strategic Plan was developed by committee and adopted in January, 2013. This plan provides background information, demographics, program goals and outcomes, and future district goals through the 2016 academic year. The Strategic Plan will be periodically reviewed and revised.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Administrators District Staff</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention The Arkansas School for the Deaf School District is committed to implementing the school improvement process at the Lower School and Middle School, which include students in grades K-8, and at the High School, covering grades 9-12, by working with building principals in the restructuring process, targeting both leadership and curriculum needs.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The daily schedule for grades 6-8 has been restructured to include fifty-five minutes daily of remediation in the areas of Reading and Math.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Building Administrator	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers	ACTION BUDGET:
<p>Building administrators have been accepted for participation in the Arkansas Leadership Academy Master Principal Program. Administrators will focus on strengthening their leadership skills based on best practices and research that are part of the Master Principals' Program. The areas of focus and growth will include school culture, systematic change, effective teaching, collaborative leadership, and student and staff accountability.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Administrators	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET:
<p>An academic coach position has been added to elementary staff to provide support, modeling, development, leadership, and consultation to the classroom teachers. The Coach will assist in structuring subject blocks, guiding and modeling, assisting with assessments and materials, etc.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Administrators Academic Coach	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
<p>District administrators and department heads completed the Franklin Covey 7 Habits for Highly Effective Managers course in December, 2012. District leadership and educational staff will complete the Franklin Covey Working at the Speed of Trust course in October, 2013. Both courses are designed to improve leadership, teamwork, outcomes, and effectiveness among programs and staff.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Administrators District Staff Teachers Outside Consultants	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET:

<p>Intervention The Arkansas School for the Deaf School District is committed to implementing the school improvement process at the Lower School and Middle School, which include students in grades K-8, and at the High School, covering grades 9-12, by working with building principals in the restructuring process, targeting both leadership and curriculum needs.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
			Total Budget	\$0.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Business Representative	Becky Miles	Vice President Centennial Bank	Restructuring
Business Representative	Crystal Kindervater	Parties Etc.	Wellness
Business Representative	Jeff Prail	Arkansas Relay Service	Wellness
Classroom Teacher	Adam Goyne	Middle School Teacher	Math
Classroom Teacher	Angie Jones	Kindergarten	Literacy
Classroom Teacher	Bryan Sherman	Middle School Teacher	Literacy
Classroom Teacher	Casey Brown	HS-CBI	Math
Classroom Teacher	Donna Vandevender	HS Teacher	Math
Classroom Teacher	Elizabeth Miller	K-12 Art	Literacy
Classroom Teacher	Emma Graham	HS-Social Studies	Wellness
Classroom Teacher	Gina Wooten	LS-Group 2	Literacy
Classroom Teacher	Gretchen Cobb	HS Teacher	Literacy
Classroom Teacher	Janie Kimble	Business Teacher	Math
Classroom Teacher	Jared Hogue	MS Math	Math
Classroom Teacher	Jennifer Contonro	Middle School Teacher	Literacy
Classroom Teacher	Jennifer Greiman	HS Math	Math
Classroom Teacher	Jennifer Harrington	LS-Group 2	Literacy
Classroom Teacher	Jennifer Mobley	LS-Group I	Restructuring
Classroom Teacher	Jerry Bone	FACS Teacher	Literacy
Classroom Teacher	Jessica McMahan	k-12 ASL Teacher	Restructuring
Classroom Teacher	Jon Parker	PE Teacher All levels	Wellness
Classroom Teacher	Judy Brint-Murphy	Vocational	Wellness
Classroom Teacher	Kara Siemens	LS-Group 2	Math
Classroom Teacher	Kari Johnson	Group 1 Teacher	Math
Classroom Teacher	Kathy Carter	Middle School Teacher	Restructuring
Classroom Teacher	Kay Fermin	Academic Coach	Literacy
Classroom Teacher	Lindy Thompson	Resource	Math
Classroom Teacher	Loretta Mann-Dale	HS-Reading	Literacy

Classification	Name	Position	Committee
Classroom Teacher	Lynn Brooks	Pre-K Teacher	Literacy
Classroom Teacher	Pamela Broadston	Elementary Teacher	Restructuring
Classroom Teacher	Shannon Huels	LS Group 1	Math
Classroom Teacher	Sheila Shields	CBI Teacher	Literacy
Classroom Teacher	Sheri Medlock	MS Science	Math
Classroom Teacher	Wesley Porter	Middle School Teacher	Literacy
Community Representative	Betty Haltom	Community Representative	Wellness
Community Representative	Edwin Mitchell	AR Rehabilitation Services, Voc. Rehab.	Math
Community Representative	Ernie Northup	Volunteer	Wellness
Community Representative	Harold MacIntire	Community Representative	Wellness
Community Representative	Holly Ketchum	Arkansas Rehabilitation Service, Vocational Rehabilitation	Literacy
District-Level Professional	Brian Staggers	Technology Coordinator	Restructuring
District-Level Professional	Chrissy Rodgers	Parent Facilitator	Restructuring
District-Level Professional	Elizabeth Moore	Educational Paraprofessional	Literacy
District-Level Professional	Ginger McCorkle	Psych Examiner	Restructuring
District-Level Professional	JR Courtright	Campus Life Director	Math
District-Level Professional	Karen Howard	Outreach Director	Restructuring
District-Level Professional	Marilyn Baker	Library Assistant	Literacy
District-Level Professional	Mike Phillips	Superintendent	Restructuring
District-Level Professional	Stacey Tatera	Technology Specialist	Restructuring
District-Level Professional	Vicki Crump	RN	Wellness
Non-Classroom Professional Staff	Aya Sarmiento	Paraprofessional	Wellness
Non-Classroom Professional Staff	Barbara Davis	Secretary	Wellness
Non-Classroom Professional Staff	Brooks Gibson-Wolfe	Audiologist	Restructuring
Non-Classroom Professional Staff	Connie Davis	Ed. Paraprofessional	Literacy
Non-Classroom Professional Staff	Eddie Schmeckenbecher	Communication Specialist	Restructuring
Non-Classroom Professional Staff	Elizabeth Butler	Child Nutrition Director	Wellness
Non-Classroom Professional Staff	Jann Theis	Ed. Paraprofessional	Math
Non-Classroom Professional Staff	Jay Gold	Ed. Paraprofessional	Wellness
Non-Classroom Professional Staff	Jennifer Skinner	Preschool	Wellness
Non-Classroom Professional Staff	Jennifer Tippit	Ed. Paraprofessional	Wellness

Classification	Name	Position	Committee
Non-Classroom Professional Staff	Jessica Burton	Secretary	Literacy
Non-Classroom Professional Staff	Kevin Kenreich	Paraprofessional	Math
Non-Classroom Professional Staff	Kim Paxton	Ed. Paraprofessional	Literacy
Non-Classroom Professional Staff	Lea Marshall	Counselor	Wellness
Non-Classroom Professional Staff	Linda Crumpler	SLP	Literacy
Non-Classroom Professional Staff	Linda Voss	Secretary	Restructuring
Non-Classroom Professional Staff	Lori Self	Ed. Paraprofessional	Literacy
Non-Classroom Professional Staff	Mandy Akins	Educational Paraprofessional	Math
Non-Classroom Professional Staff	Melba Wilbanks	Ed. Paraprofessional	Wellness
Non-Classroom Professional Staff	Melissa Higginbotham	School Counselor	Wellness
Non-Classroom Professional Staff	Misty Flowers	Paraprofessional	Wellness
Non-Classroom Professional Staff	Nancy Quinn	Counselor	Wellness
Non-Classroom Professional Staff	Paula Stumon	Nurse	Wellness
Non-Classroom Professional Staff	Rick Porter	SLP	Wellness
Non-Classroom Professional Staff	Sherry Cox	Library	Literacy
Non-Classroom Professional Staff	Sherry Wood	Ed. Paraprofessional	Wellness
Non-Classroom Professional Staff	Veronica Lopez	Ed. Paraprofessional	Math
Non-Classroom Professional Staff	Vie Smith	Ed. Paraprofessional	Literacy
Non-Classroom Professional Staff	Vivian Rosnermanz	School Nurse	Wellness
Parent	Harry Pompeo	Parent Representative	Wellness
Parent	Kitty Thompson	Parent	volunteer
Parent	Sandra Jackson	Parent	Restructuring
Principal	Christopher Flint Fears	Principal	Restructuring
Principal	Lonya Robertson	Assistant Principal	Restructuring