

School Plan

BARTON HIGH SCHOOL
P O BOX 97,BARTON, AR 72312

Arkansas Comprehensive School Improvement Plan

2013-2014

The Barton-Lexa School District will:

Graduate students ready to thrive in a global economy
 Offer a diverse and multicultural learning experience and curriculum

Believe all students can learn
 Ensure students have the technology and resources necessary to succeed
 Actively involve the parents and community
 Regard each student as an individual with unique needs and aspirations
 Successfully provide a safe and orderly school environment

Our Vision:

Turning today's learners into tomorrow's leaders.

Grade Span: 7-12 Title I: Not Applicable

School Improvement: SI_2

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Priority 1: Literacy

Goal: Students will perform at proficient levels on literary passages, content passages, and practical passages.

Priority 2: Mathematics

Goal: Students will perform at proficient levels in all areas of mathematics on the performance tasks and multiple choice on EOC geometry, EOC Algebra I, and 7th and 8th grade mathematics.

Priority 4: Wellness

Goal: Students will improve their BMI and nutritional food choices.

Priority 5: Planning for Restructuring

Goal: To improve student achievement.

Priority 1: To improve student achievement in literacy.

Supporting Data:

- Benchmark: 7th Grade Literacy Exam -Three-year trend analysis shows a continuous increase in sentence formation, usage, and mechanics. However, there is a significant decrease in writing, literary passages, and practical passages.**
- Benchmark: 8th Grade Literacy Exam Three-year trend analysis shows a continuous increase in sentence formation, usage, and mechanics. There has been a significant increase in writing, literary passages, content passages, content, and style. Three-year trend analysis shows a continuous decrease in practical passages.**
- EOC: Literacy-11th Exam Three-year trend analysis indicates sentence formation, usage, and mechanics remain steady. Content passages, practical passages, and writing have increased slightly. The area of weakness is literary passages. There has been a slight decrease in percentage points in content and style.**
- Barton High School Graduation Rates: According to ESEA reports, Barton High School is an achieving school with a graduation rate of 85%.**
- Barton High School Attendance Rate: Barton-Lexa High School Attendance Rate: In 2013, the attendance rate was 94.70% with an average daily attendance of 400. In 2012, the attendance rate was 92.96% with an average attendance of 397. In 2011, the attendance rate was 93.5% with an average daily attendance of 344.**
- Trend analysis: Trend analysis for 2011-2013 indicates the highest percentage scores are in sentence formation, usage, and mechanics. Content and style have remained steady. Our major areas of weakness are literary passages, content passages, and practical passages.**

Goal

Students will perform at proficient levels on literary passages, content passages, and practical passages.

The current level of 64.97% in literacy for the combined population will be increased or exceed the required AMO of 71.38% by the end of the school year 2013-14. The current level of 60.14% in literacy for TAGG students on all portions of the literacy test will be increased

Benchmark to meet or exceed the required AMO of 65.78%. The current level of students with disabilities of 4.17% in all areas of literacy will increase to meet or exceed the required AMO of 36.51%. The current level of economically disadvantaged 62.24% in all areas of literacy will be increased to meet or exceed the required AMO of 67.13% by the end of the 2013 -14 school year.

Intervention: Implement Standards Based Literacy Program.				
Scientific Based Research: Strategies That Work: Teaching Comprehension to Enhance Understanding. Strategy Instruction and Practice (Chapter 3). Stephanie Harvey and Anne Gouduis. Stenhouse Publishers, York, Maine (2000). pp. 27-41.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>1. Implement Standards-Based Literacy program in grades 7-12 which is centered around the concepts and strategies set forth in the State Initiated Comprehensive Literacy program. The program has been designed to address the goals and the specific needs of all groups with particular emphasis on the African-American and Economically Disadvantaged sub-groups. The curriculum will be research-based utilizing strategies with a history of proven success. Strategies will include the use of teachers trained to provide instruction to students representative of all groups enrolled in school to include Special Education. These teachers will use the most effective materials and technology to address the specific goals to increase student performance on open-response questions, content and writing style. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>14. Teachers will develop tests containing different levels of difficulty and use standardized tests to analyze students' reading abilities. Action Type: Alignment Action Type: Equity</p>	<p>Carolyn Gruby, Instructional Coach</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>12. Teachers will align curriculum with tested objectives. Action Type: Alignment</p>	<p>Carolyn Gruby Chairperson</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>17. Teachers will provide reading lesson plans stating curriculum</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

objectives. The teachers will post all objectives to be taught on the board. Action Type: Alignment		06/30/2014		
18. Teachers will match objectives to standards and review objectives before and after common assessments to determine degree of achievement. Action Type: Alignment Action Type: Program Evaluation	Carolyn Gruby, Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
15. All teachers will be provided with test-taking strategies to be taught to all students. All students will receive a copy of test-taking strategies in their handbooks. Action Type: Alignment Action Type: Equity	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
2. Provide professional development for teachers to include Special Education, which impacts the writing process. Action Type: Professional Development Action Type: Special Education	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
16. Teachers will incorporate oral and written responses for writing across the curriculum. Action Type: Alignment	Carolyn Gruby, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
7. Process evaluation of the CCSS for school year 2013-2014 will consist of walk-throughs by the principal and regular visits by the literacy instructional facilitator. The progress being made by students will be shown by quarterly formative testing and annual state assessments. In 2012-2013, the results of walk-throughs by the principal and a review of interim test data showed that students were showing progress. The ESEA status for literacy for 2012-2014 is achieving. Action Type: Program Evaluation	Chris Goodin, Principal; Carolyn Gruby, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
10. Teachers will highly encourage Accelerated Reader within their curricular areas, and evaluation will be done by Star Assessments. Action Type: Collaboration	Stacy Livingston, Technology Coordinator, Francis Palmer, Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$

Action Type: Technology Inclusion				
3. In-service training will be provided for faculty members on AR and other reading strategies. Action Type: Professional Development Action Type: Technology Inclusion	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
8. Provide in-service(for any teacher needing additional instruction) to improve the reading skills of students through use of computer programs such as Skills Tutor and Accelerated Reading. Action Type: Professional Development Action Type: Technology Inclusion	Chris Goodin, Principal; Stacy Livingston, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
25. Teachers will use literature testing, Target Testing, and Benchmark examples for evaluation. Action Type: Program Evaluation	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
6. Provide teachers and administrators with training to include Special Education related to the requirements set forth in State Standards, Statute and ADE to include parent involvement, technology, Law and Arkansas History. Costs may include stipends and benefits for after-school sessions; salary and benefits for substitutes; trainers; conference/registration fees; travel to include mileage, lodging and meals; and training supplies (District Level Budget). Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Tom Wilson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
5. Provide professional development activities in the areas of literacy and math that will be provided by the Great Rivers Education Cooperative. Training activities will be identified and scheduled during the school year as	Tom Wilson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>the need arises and based on a mutual agreement between the District and the COOP (District Level Budget). Professional development will be designed to increase proficiency levels in order to meet AMO's and the proficiency levels of the TAGG population. Action Type: Collaboration Action Type: Professional Development</p>				
<p>19. Students will use automated instructional software programs to supplement and reinforce classroom instruction examples including Skills Tutor and Accelerated Reading. The lab will be under the supervision of a program coordinator who will be assisted when possible by a parent volunteer. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Stacy Livingston, Technology Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>20. Classroom teachers in grades 7-12 will use a flexible computer lab schedule to better meet student needs. The principal will designate a block of time for each of these grade levels to assign students for remediation as well as enrichment. Action Type: AIP/IRI Action Type: Alignment</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>21. Classroom teachers will communicate with the parents of students(grades 7-12) on a continual basis through online gradebook. These reports will be coordinated with the designated curriculum for that particular grading period. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>4. Classroom teachers (grades 7-12), principal, and Instructional Coaches will examine standardized test scores annually to assess progress among grade levels and</p>	<p>Chris Goodin, Principal, Donna Vondran and Carolyn Gruby, Instructional Facilitators</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>individual students. Outcome will be determined by the results of the Benchmark Exam and the End of Course Exams showing progress of students and reducing the gap between sub-populations. Students will show progress toward meeting the goal of improving student achievement in the areas of performance tasks. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>35. Federal Programs Coordinator will schedule a peer review of the completed school ACSIP plan prior to sending the plan to the district. The review will result in an approval by the peer group. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Janet Woods, Federal Programs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>13. Title VI (State) will be used to up-date the technology in the classroom and/or by extending the present infrastructure in a building where there is a void of modern up-to-date equipment. By updating the infrastructure as needed, the teachers working in their facility will be able to access the Internet and greatly improve their instruction in the classroom. (6784-2230) Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Tom Wilson, Superintendent; Chris Goodin, Principal; Stacy Livingston, Tech Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<p>Title VI State - Purchased Services: \$1080.00 ACTION BUDGET: \$1080</p>
<p>26. NSLA funds used to employ a full-time (1.00) paraprofessional to work with 7-12 teachers to assist at risk students. This person will work under the direction of teachers to carry out job responsibilities. (Althea Wheeler) (2281-2230) Action Type: Collaboration Action Type: Equity</p>	<p>Chris Goodin, HS Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Title Teachers 	<p>NSLA (State-281) - Employee Salaries: \$20300.00 NSLA (State-281) - Employee Benefits: \$6087.00 ACTION BUDGET: \$26387</p>
<p>27. NSLA funds will be</p>	<p>Chris Goodin,</p>	<p>Start:</p>		<p>NSLA</p>

<p>made available for necessary materials and supplies as needed in the high school programs. This may include but is not limited to manipulatives and calculators for math, science specific lab experiments and supplies, Discovery Education software. Other examples of items to be purchased include 2 classroom sets of ipads with protective cases, 2 charging carts for the Ipads and Filewave software to manage the ipads, a personal response system, as well as supplemental literacy and math materials such as Buckle Down and Triumph. All are examples of materials and supplies to be purchased for the purpose of enhancing the academic focus in math and literacy. (2281-1140) (2281-2230) Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>HS Principal</p>	<p>07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<p>(State-281) - \$5500.00 Capital Outlay: NSLA (State-281) - \$18700.00 Purchased Services: NSLA (State-281) - \$91206.00 Materials & Supplies: <hr/>ACTION BUDGET: \$115406</p>
<p>28. NSLA funds will be used to employ a part-time (.875) Literacy Coach to work in grades 7-12 with teachers and students to improve student achievement in Literacy. The Literacy Coach will work closely with teachers to improve skills and competencies to provide instruction and to improve student achievement. (C. Gruby) (2281-1555) Action Type: Collaboration Action Type: Equity</p>	<p>Chris Goodin, HS Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>NSLA (State-281) - \$44286.00 Employee Salaries: NSLA (State-281) - \$13286.00 Employee Benefits: <hr/>ACTION BUDGET: \$57572</p>
<p>29. NSLA funds will be used to provide an after-school tutoring program for at-risk middle and high school students. (Appx. 6 (teachers) X \$24 (per hour) X 1 1/2 (hrs.) X 3 (days) X 30 (wks) Students will receive individual and/or small group interventions and remediation in Math and/or Literacy as well as homework help. Funds will also be used to purchase materials and</p>	<p>Chris Goodin, HS Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>NSLA (State-281) - \$2000.00 Materials & Supplies: NSLA (State-281) - \$4850.00 Employee Benefits: NSLA (State-281) - \$21500.00 Employee</p>

<p>supplies including a healthful snack. The program evaluation will be determined through the results of the state mandated testing. Bus Drivers will also be paid for the after school program @ (3 (.50 FTE) (bus drivers) x 3 (days per wk) x 30 (wks)). (2281-1511)(2281-2790) Action Type: Collaboration Action Type: Equity</p>				<p>Salaries:</p> <hr/> <p>ACTION BUDGET: \$28350</p>
<p>31. NSLA funds budgeted to provide a full-time (1.00) paraprofessional to work under the direction of teachers in the Accelerated Reader and Skills Tutor program to assist students at risk in grades 7-12. (Nina Silva) (2281-1140) Action Type: Collaboration Action Type: Equity</p>	<p>Chris Goodin, HS Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State-281) - Employee Salaries: \$20300.00 NSLA (State-281) - Employee Benefits: \$6087.00</p> <hr/> <p>ACTION BUDGET: \$26387</p>
<p>32. Title VI funds will be set aside for the Media Specialist at Barton HS to implement a book club among the 10th-12th grade students. The students will apply to become members of the club by writing an essay giving reasons why they should be chosen as elite members of the school's book club. The book clubs will meet to discuss the previous week's readings. Each week the group will be assigned readings for the group discussions. This book club will help develop a love for reading and interest in reading for pleasure. This club will teach students to question authors' purpose for writing. The students will learn to pursue other books for enjoyment. Educational activities will include discussion of story elements, character development, author's purpose, etc. The students will be participate by reading a book that has been turned into a box office hit. The students will first read the book then take a field trip to see the</p>	<p>Chris Goodin, HS Principal; Francis Palmer, Librarian</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title VI State - Materials & Supplies: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>

<p>movie. This activity will allow the students to compare and contrast the two formats and have obvious educational value. Title VI funds will be made available to fund the project including additional library books and field trip. (6784-2220) Action Type: Alignment Action Type: Collaboration</p>				
<p>33. NSLA funds will be used to supplement drama productions in high school. This includes but is not limited to supplies and materials for the development of sets, props, costumes, etc. to perform for parents and community. Research has shown that drama promotes literacy and language arts. Using the multi-sensory mode of learning develops vocabulary, comprehension, usage, pronunciation and retention. Reenacting literature greatly improves reading comprehension, story analysis, vocabulary development and story recall, according to research. The effectiveness of the drama program will be evaluated through student self-reflection as well as through literacy achievement on mandated benchmark exams. (2281-1140) Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Chris Goodin, Principal, Amanda Chaney, English Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$2000</p>
<p>34. NSLA funds will be used to purchase books for the library related to the Common Core Curriculum in an effort to provide supplemental reading to 7-12 grade students. (2281-2220) Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Francis Palmer, Librarian</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Materials & Supplies: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>37. NSLA funds will be provided for the High School Counselors and High School Librarians to</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff 	<p>NSLA (State-281) - \$2000.00</p>

attend Professional Development related to their field. This will include but not be limited to conference fees, work shops, etc. Costs will include lodging, meals and travel expenses. (2281-2213) Action Type: Professional Development				Purchased Services: ACTION BUDGET: \$2000
36. NSLA funds will be used to support the schools in providing experienced based field trips to support classroom instruction. Prior to the field trip, teachers will submit a request for the trip that states the educational objectives. The success of this action will be measured by student performance on standards based assessments upon returning to the classroom.(2281-1140) Action Type: Equity Action Type: Parental Engagement	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Purchased Services: ACTION BUDGET: \$4000
Total Budget:				\$268682

Intervention: Implement AIP Program to Address Student Needs in Literacy.

Scientific Based Research: What Works in Schools: Translating Research Into Action. "Instructional Strategies". Robert J. Marzano. Association for Supervision and Curriculum Development. Alexandria, VA. (2003). pp. 78-87.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Teachers and Committee members will receive instruction and training on implementing performance assessment, disaggregation and use of test data, working with different individuals and groups, and developing AIP's. Action Type: AIP/IRI Action Type: Professional Development Action Type: Technology Inclusion	Chris Goodin, Principal, Carolyn Gruby, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
6. Instructional facilitators, teachers and parents will collaborate to develop academic improvement plans. Action Type: AIP/IRI Action Type: Collaboration	Carolyn Gruby, Donna Vondran	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
5. Implement AIP's. Re-mediated students will receive weekly tutoring in literacy. Computer labs provide additional support in needed areas for these	Chris Goodin, Principal; Carolyn Gruby, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

students. Action Type: AIP/IRI Action Type: Collaboration				
4. Teachers will reinforce the reading skills of all students. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Carolyn Gruby, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
7. Teachers will submit student work from tutoring sessions to the instructional facilitators for review. Action Type: AIP/IRI Action Type: Program Evaluation	Carolyn Gruby, Literacy Coach; Donna Vondran	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
2. Staff members will analyze data from the required Benchmark Exams, End of Course Exams, attendance and graduation rates, and other relevant sources to determine student progress. Achievement gaps between sub-populations will be reduced or eliminated as well as the specific weakness of each group. Results of the Benchmark Exams and End of Course Exams will show the final outcome of achieving the goal of the school to improve student achievement in the areas of open response, practical reading, and writing content. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
8. Implement program to address identified needs on the student AIP. The program will use the student AIP as the basis for providing additional and supplemental activities to strengthen the weaknesses of students that are preventing scoring proficient or higher on Benchmark Exams. Teachers will pay particular attention to the goals set forth in the ACSIP plan which were to improve student performance in regard to open-response questions and writing content and style. The strategies will include using age appropriate materials	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>which are aligned with the curriculum and address the specific needs of both individuals and groups and by providing a variety of opportunities through activities provided during school hours, after-school and during the summer, if appropriate. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>				
<p>3. Process evaluation of the Academic Improvement Plan (AIP) for the school year 2013-2014 will consist of the principal monitoring student assessments on a regular basis to determine whether students with academic problems (AIP/IRI) are making continuous progress. Outcome evaluation for the 2013-2014 school year will be an analysis of the results of the Benchmark Exams and End of Course Literacy exam for grade 11 to determine the percent of increase for those students scoring proficient or higher on the Literacy portion of the tests. During the past school year of 2012-2013 the results of the monitoring process indicated that the students in these categories showed progress during the year. The analysis of test data for the Benchmark Exams (7-8) and the End of Course Literacy Exam for grade 11 showed an increase in the percent of students scoring proficient or higher in the area of Literacy. Action Type: AIP/IRI Action Type: Program Evaluation</p>	<p>Chris Goodin, Principal; C. Gruby Instructional Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>NSLA Funds will be set aside to provide a summer program for at-risk students in grades 7-8 in the area of Literacy. The program will consist of two-hour sessions four days a week for five weeks. One teacher will work in the program with materials purchased specifically to address the needs of the students. Parents will be involved in the program and kept</p>	<p>Chris Goodin Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	<p>NSLA (State-281) - \$2000.00 Employee Salaries: NSLA (State-281) - \$600.00 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$2600</p>

informed of the student's progress (228-1170) Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion				
Total Budget:				\$2600

Intervention: Implement Parent Involvement Program.

Scientific Based Research: What Works in Schools: Translating Research Into Action. "Parent and Community Involvement". Robert J. Marzano. Association for Supervision and Curriculum Development. Alexandria, VA. (2003). pp. 47-52.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. District or other funds will be used to provide training in parent involvement. Action Type: Parental Engagement Action Type: Professional Development	Tom Wilson, Supeintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
14. Administrators, teachers, and parents will develop and implement a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement	Janine Sain, District Parent Facilator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
3. Process evaluation of the Parent Involvement program for the 2013-2014 school year will be determined through monitoring at the school by the parent facilitator. This person will monitor to ensure that the program is implemented as scheduled and that progress is being made to increase parent attendance and involvement. Outcome evaluation will consist of reviewing school records to show an increase in the number of parents attending scheduled activities during the year. A review of the school records for the school year 2012-2013 indicate an increase in the number of parents attending parent activities during the year. Monitoring activities supported these results. Action Type: Parental Engagement Action Type: Program Evaluation	Janine Sain, Parent Facilitator, Racelder Larry, Parent Coordinator,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
4. The parent coordinator will select for purchase materials necessary to train and assist parents in helping improve reading skills. Action Type: Parental Engagement Action Type: Professional Development	Janine Sain, Parent Center Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Teaching Aids 	ACTION BUDGET: \$
5. The district will maintain equipment purchased in the past intended for parental instruction	Janine Sain, Parent Center Coordinator	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Central Office Computers 	ACTION BUDGET: \$

and/or training, including some computers/software checked out by parents to use at home with children. Action Type: Parental Engagement Action Type: Technology Inclusion		06/30/2014	<ul style="list-style-type: none"> • School Library 	
9. The parent coordinator will participate in training needed to provide a quality program for parents. Action Type: Parental Engagement Action Type: Professional Development	Janine Sain, District Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
15. The principal will designate an area to be used as the Parent Center, Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review. Action Type: Parental Engagement	Janine Sain, Parent Center Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library 	ACTION BUDGET: \$
13. All parents will be invited to an Open House Night, advertised on the the school web site and through our call cast system, to welcome parents and students to their school and to share expectations for the school year. Action Type: Collaboration Action Type: Parental Engagement	Janine Sain, District Parent Facilitator, Stacy Livingston, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
12. The district will designate two Parent/Teacher Conferences each school year. At the end of the school year, the school will publish a notice in the local newspaper thanking the parents as a group for attending the conferences. Action Type: Collaboration Action Type: Parental Engagement	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
16. The school will develop a hand-out that outlines the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute the hand-out to the parents of all students in the building. Action Type: Parental Engagement	Janine Sain, Parent Center Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
17. The school will create an alumni advisory board to provide advice and guidance for school improvement. Action Type: Collaboration Action Type: Parental Engagement	Janine Sain, Parent Center Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTION BUDGET: \$
11. Staff members will implement a parent involvement program designed to use successful programs and strategies to involve parents and make parent partners with the school to improve student achievement. The program will address the items specified in Act 307 and Act 397. Components will include (A) Informational Packets will be printed, and distributed to parents; (B) Parent Involvement	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

<p>meetings will be scheduled and conducted a minimum of four times each year; (C) Volunteer Resource Books will be developed by teachers working closely with parents and the Parent Facilitator; (D) Process for parents to follow to resolve concerns will be placed in the Student/Parent Handbook and distributed to all parents; (E) Parents of high school students will be informed through two seminars as to how they can be involved in decisions effecting their children; (F) Parents will be encouraged to organize and take part in a PTA/PTO and informed of the enabling policy to form these organizations; (G) Parent Facilitator will be selected and employed to work with teachers and parents; (H) Conduct a minimum of two Parent/Teacher Conferences; (I) Conduct training session with parents to incorporate developmentally appropriate learning activities in the home, and (J) engage in other activities determined to help a parent assist a child to learn. (H.1) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>22. Informational packets will be developed, printed and distributed to parents at the beginning of the school year. At a minimum, the packets will provide parents with a schedule of all events, how they may obtain information about the status and progress of their children, volunteer work, parenting activities, and how they may become involved in the education process of their children (Act 307 of 2007 (1)). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Chris Goodin, Principal; Janine Sain; Racelder Larry</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>23. A minimum of four meetings with parents will be scheduled during the school year. The purpose of these meetings will be to expand and enhance the involvement of parents in the education of their children and to make them a full partner in the process. Meetings may include an open house, visits to the child's classroom, parenting activities, and PTA/PTO activities. Parents will be recognized at the end of the year who attended all parent-teacher meetings. (Act 307 of 2007 (2)). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>21. Volunteer resource books will be developed, printed and made available to all parents; the resource book will be developed by the parent facilitator working in collaboration with teachers and parents. Surveys of parents will be made to determine</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>the interest level, type of work parents are interested, and the time frame they wish to volunteer. The resource book will be the result of matching parent interests and time frames to the needs of the school (Act 307 of 2007 (3)). Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>20. The process for parents to follow to resolve concerns will be placed in the Student/Parent Handbook and distributed to all parents and made available in the school office, library, and counselor's office. Parents will be informed of their policy in meetings and encouraged to fully comply with the procedures. (Act 307 of 2007 (4)). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>6. A teacher at the school site will be selected to serve as a parent facilitator to organize and manage parent involvement activities at the school. This person will work closely with teachers, staff members and parents to provide the activities required under Act 603 as amended by Act 307 of 2007. The four major components of the program will include: (1) develop and implement a Parent Involvement Plan, (2) organize and conduct Parenting Sessions, (3) organize and implement a Parent Center at the school site, and (4) schedule and conduct Parent Meetings and Conferences during the year. The district will pay the parent facilitator a stipend for assuming duties as required by statute (Act 307 of 2007 (7)). Action Type: Parental Engagement</p>	<p>Tom Wilson, Superintendent; Chris Goodin Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>7. Students in grade 6 will be provided an orientation in the Spring prior to entering the HS, parents will be invited to attend. These persons will be informed of the items needed to enroll in the school, provided schedule and instructions for entering, and be given a walk-through and visit to classrooms. This will ensure that there is a smooth transition free of emotional and academic problems. In May 2013, 72% of the 6th grade parents attended the spring orientation. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Chris Goodin, Principal, Bernie Winkel, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

<p>Intervention: Implement Curriculum Alignment Program in Area of Literacy.</p>				
<p>Scientific Based Research: Getting Results with Curriculum Mapping. "Use of Curriculum Mapping to Build a Learning Environment". Heidi Hayes Jacobs. Association for Supervision and Curriculum Development. Alexandria, VA. (2004). pp. 10-24.</p>				
	<p>Person</p>			<p>Source of</p>

Actions	Responsible	Timeline	Resources	Funds
<p>7. Test results and other data will be reviewed by teachers to determine curriculum gaps and identify student strengths and weaknesses in regard to the Common Core State Standards in Literacy.</p> <p>Action Type: Alignment Action Type: Equity</p>	Carolyn Gruby, Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>8. Implement program to align the curriculum in Literacy to the Common Core State Standards. The strategies will include aligning and mapping the school curriculum with State Standards, Instructional Strategies, and Courses in Literacy, Lesson Plans and Instructional materials. The use of these strategies will result in directing the total instructional effort in Literacy toward the State Standards. These strategies will also include the use of professional development and research-based materials to ensure that a trained and competent staff will work in successful and proven programs to enhance the chances of success.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Chris Goodin, Principal; Stacy Livingston, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>2. All teachers and staff members to include Special Education will be provided training related to aligning and mapping the high school curriculum with State Standards, lesson plans, courses, and instructional strategies in Literacy. The training will prepare teachers to align the curriculum both vertically and horizontally.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
<p>14. Schedule and conduct grade level and/or subject area teacher meetings 1 to 4 times a month to work together on curriculum alignment/mapping.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
<p>9. Teachers meet to review textbooks and instructional materials to address needs of students and adjust and align with State Standards in Literacy.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Carolyn Gruby, Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
<p>10. Course offerings in Literacy will be reviewed by teachers and district staff to adjust and align with the requirements of the State Standards.</p> <p>Action Type: Alignment</p>	Carolyn Gruby, Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
<p>4. Teachers will review instructional strategies/approaches and revise as needed to adjust or align with the State requirements in Literacy.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Carolyn Gruby, Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>3. Teachers will review the program of professional development and prepare a plan which will reflect the needs of the staff in terms of the requirements of the State Standards in Literacy. The review will include the program for Special Education teachers. Action Type: Alignment Action Type: Special Education</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>13. Teachers will review the technology infusion strategies utilized in the instructional activities and revise as needed to strengthen the program to meet State Standards in Literacy. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Stacy Livingston, Technology Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>11. Teachers will implement a Common Core State Standards Scope and Sequence with unit planning to provide focus and coherence across grade levels. Action Type: Alignment</p>	<p>Carolyn Gruby, Chairperson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>12. Using the standards as the basis, the teachers will revise the curriculum as needed to meet the requirements of the standards. Action Type: Alignment</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>5. A Literacy Specialist or highly skilled Literacy teacher will be employed part-time to work as a mentor to assist teachers who are having problems in using the alignment process or with students or who has students at risk of achieving proficiency. This person will provide feedback to the teacher(s), conduct demonstrations, and serve as a resource person. The Literacy Specialist will work with selected teachers regularly. (C. Gruby) Action Type: Alignment Action Type: Professional Development</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>6. Modify instruction as needed based on latest test data and reviews completed by teachers to enhance the achievement of grade level proficiency in all Literacy areas. The principal will monitor objectives being taught in all classrooms. Action Type: Alignment</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>1. Process evaluation of the Curriculum Alignment component for the school year 2013-2014 will consist of the principal monitoring student assessments on a regular basis to determine whether the program is implemented and working as intended, and students are making continuous progress. Outcome evaluation for the 2013-2014 school year will be an analysis of the results of the Benchmark Exams and End of Course Literacy exam for grade 11 to determine the percent of increase for those students scoring proficient or higher on the Literacy portion of the tests. During the past school year of 2012-2013 the results of the monitoring process indicated that the students in these categories showed progress during the year. The analysis of</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

test data for the Benchmark Exams (7-8) and the End of Course Literacy Exam for grade 11 showed an increase in the percent of students scoring proficient or higher in the area of Literacy. Action Type: Program Evaluation				
Total Budget:				\$0

Priority 2: To increase student achievement in mathematics.

- Benchmark: 7th Grade Mathematics Exam** Three-year trend analysis shows an increase in number and operations, data analysis and probability, and geometry. However, percentages show below level performance in all five strands: number and operations, algebra, geometry, measurement, and data and probability.
- Benchmark: 8th Grade Mathematics Exam** Three-year trend shows a significant increase in data and probability and number and operations. However, percentages show below level performance in all five strands: number and operations, algebra, geometry, measurement, and data and probability.
- EOC: Algebra Exam** Three-year trend analysis shows a continuous decrease in language of algebra, solving equations and inequalities, linear functions, nonlinear functions, and data interpretation and probability.
- EOC: Geometry Exam** exam Three-year trend analysis shows an increase in the language of geometry. However, data shows a significant decrease in triangles, measurement, relationship between two and three dimension, and coordinate transformation.
- Barton HS Graduation Rates:** According to ESEA reports, Barton High School is an achieving school with a graduation rate of 85%. In 2012 the graduation rate was 84.72% exceeding our AMO of 77.08% for all students. In 2012 the graduation rate for our TAGG was 85.37% Exceeding our AMO of 67.48%. In 2011, the graduation rate was 79.6%. 2010 the graduation rate was 72.8%.
- Barton High School Attendance Rate: Trend analysis:** According to ESEA, our mathematics status is achieving, this is reflected in our growth performance, the percent of students tested and our graduation rates for 2012-2013. Trend analysis for the three year period of 2011-2013 shows a significant decrease in EOC geometry and a definite decrease in EOC Algebra I. Grades 7-8 show a weakness in all areas of mathematics

Supporting Data:

Goal Students will perform at proficient levels in all areas of mathematics on the performance tasks and multiple choice on EOC geometry, EOC Algebra I, and 7th and 8th grade mathematics.

Benchmark The current level of 53.78% in mathematics for the combined population will increase to meet or exceed the required AMO of 67.43% by the end of the school year 2013-14. The current level of 48.89% in mathematics for the TAGG populations will increase to meet or exceed the required AMO of 60.92% by the end of the school year 2013-14. The current level of 3.85% in mathematics for students with disabilities will meet the required AMO of 46.97% by the end of the school year 2013-14. The current level of 50.57% in mathematics for students who are economically disadvantaged will meet or exceed the required AMO of 61.27% by the end of school year 2013-14.

Intervention: Implement Standards Based Math Program.				
Scientific Based Research: What Works in Schools: Translating Research Into Action. "Classroom Curriculum Design". Robert J. Marzano. Association for Supervision and Curriculum Development. Alexandria, VA. (2003). pp. 106-120.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Implement the Common Core State Math Standards (CCSS) in grades 7-8. Teachers will provide instruction utilizing Common Core content standards and the eight standards of mathematical practices with specific goals to increase student mathematics in the TAGG. Action Type: Alignment Action Type: Equity Action Type: Professional	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$

Development Action Type: Special Education				
2. Purchase books, printed materials, software, videos, manipulatives, graphing calculators, Elmo's and programs, etc. to use in the Math instruction. One Smart Board will be purchased to use in the instructional activities. The use of these funds will ensure that all students have access to the items needed to improve achievement in math. Action Type: Equity Action Type: Technology Inclusion	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
5. Teachers will create and implement AIP's on all students that scored below proficient on the Benchmark exam in math. Action Type: AIP/IRI	Donna Vondran, Math Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
4. Process Evaluation of the CCSS for school year 2013-2014 will consist of scheduled classroom walk-throughs made by the principal and regular classroom visits by the high school Math instructional facilitator. Progress outcome evaluation for 2013-2014 will consist of a review and analysis of quarterly formative testing and annual state assessments. Students in 7th and 8th grade mathematics will have a priority focus with reflection of 2013 ACTAAP assessment scores. Analysis of the 2012-2013 test data revealed Barton High School is Achieving in math. Action Type: Program Evaluation	Donna Vondran, Math	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
6. Classroom Teachers will use internet based programs for a resource in interventions such as Skills Tutor, A+Math, Digits, Gear-up, Explore and Infinity along with regular classroom instruction throughout the 2013-2014 school year. Action Type: Collaboration Action Type: Technology Inclusion	Donna Vondran Math Coach, Stacy Livingston, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
7. All students will have access to the computer lab and computer software will be available to all students. Action Type: Technology Inclusion	Stacy Livingston, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
3. All teachers, to include those in Special Education will be trained in the basic concepts and strategies	Chris Goodin, Principal, Stacy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

<p>included in the Skills Tutor Math program. The training provided will ensure that all teachers understand and have a clear knowledge of each of the programs used. The training necessary to successfully implement and operate the program will be designed to address the identified student weaknesses which consisted primarily to increase open response, measurement, geometry and algebraic functions benchmark items. Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	<p>Livingston, Tech Coord.</p>		<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	
<p>NSLA funds will be used to employ a half time (.50) Mathematics Instructional Facilitator to work in grades 7-12 with teachers and students to improve student achievement in Mathematics. The Math Coach will work closely with teachers to improve skills and competencies to provide instruction and to improve student achievement. (D.Vondran)(2281-1570) Action Type: Collaboration Action Type: Equity</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2013</p>		<p>NSLA (State-281) - \$9017.00 Employee Benefits: NSLA (State-281) - \$30056.50 Employee Salaries: ACTION BUDGET: \$39073.5</p>
<p>Total Budget:</p>				<p>\$39073.5</p>

Intervention: Implement Mathematics Program for Student AIP.

Scientific Based Research: Fulfilling the Promise of a Differentiated Classroom: Strategies and Tools for Responsive Teaching. "Teacher Response to Student Needs: A Starting Point for Differentiation". Association for Supervision and Curriculum Development (ASCD). Alexandria, VA. (2003) Chapter 3 pp. 25-35.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>2. Provide all teachers, to include Special Education in grades 7-12 with training related to developing a student AIP in Math to improve student achievement. Training will also be provided in the disaggregation and use of test data in Math and in working with different individuals and sub-populations. Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>1. Implement a standards-based program in grades 7-12 which is centered around the concepts and strategies set forth in the Math Common Core State Standards. The curriculum will utilize strategies with a history of proven success. Strategies will include trained teachers who provide instruction that is representative of all students including special education</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>students. These students will use effective materials and technology to address the specific goals to foster student performance on performance tasks, content, and writing style. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>4. Parents will be informed of the importance of the Benchmark and EOC preparation and remediation classes and given an opportunity to provide feedback. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Chris Goodin, Principal; Donna Vondran, Math Facilitator; Classroom teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>5. Process evaluation of Academic Improvement Plan (AIP) for the school year 2013-2014 will consist of the principal and High School Math Instructional Facilitator reviewing and updating progress of all students online to address specific goals in mathematics. In 2012-2013 test data revealed 7th 8th grade math and EOC Algebra were areas of weakness and would need to be addressed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Chris Goodin, Principal, Donna Vondran; Math Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>3. Conduct appropriate remediation for students in grades 7-12 identified as scoring below proficient on the ACTAAP exam. All students with AIP's will be assigned interventions using Skills Tutor and Digits Mathematics to address the areas of weakness. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Chris Goodin, Principal; Classroom teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Intervention: Implement Curriculum Alignment and Mapping Program in the Area of Mathematics.

Scientific Based Research: Getting Results with Curriculum Mapping. "Curriculum Mapping as a Hub". Heidi Hayes Jacobs. Association for Supervision and Curriculum Development. Alexandria, VA. (2004). pp. 126-137.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>1. All teachers to include Special Education will be provided training related to aligning and mapping the high school curriculum with State Standards, lesson plans, courses, and instructional strategies in Math. Teachers will be able to align and map the curriculum both vertically and horizontally. Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>2. Continue to implement program to align the curriculum in Math to the common Core State Standards. The</p>	<p>Chris Goodin, Principal, Donna</p>	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>

<p>strategies will include aligning and mapping the school curriculum with State Standards, Instructional Strategies, and Courses in Math, Lesson Plans and Instructional materials. The use of these strategies will result in directing the total instructional effort in Math toward the State Standards. These strategies will also include the use of professional development and research-based materials to ensure that a trained and competent staff will work in successful and proven programs to enhance the chances of success. Teachers will increase developing in their students the eight Common Core math practices: Making sense of problems and persevering, Reason abstractly and quantitatively, Arguments and critiques the reasoning of others, Modeling, Using appropriate tools strategically, Percision, Make use of structure and Repeated reasoning. Action Type: Alignment Action Type: Professional Development</p>	Vondran Math Facilitator	06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
<p>7. Test results and other data will be reviewed by teachers working together to determine curriculum gaps and identify student strengths and weaknesses with regard to the State Standards in Math. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Chris Goodin, Principal;	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>5. Teachers meet to review textbooks and instructional materials to address needs of students and adjust and align with State Standards in Math. Action Type: Alignment Action Type: Equity</p>	Donna Vondran Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>8. Course offerings in Math will be reviewed by teachers and district staff to adjust and align with the requirements of the State Standards. Action Type: Alignment</p>	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<p>9. Teachers will review instructional strategies/approaches and revise as needed to adjust or align with the State requirements in Math. Action Type: Alignment</p>	Donna Vondran, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
<p>10. Teachers will review the technology infusion strategies utilized in the instructional activities and revise as needed to strengthen the program to meet State Standards in Math. Action Type: Alignment Action Type: Technology Inclusion</p>	Donna Vondran, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
<p>11. Teachers will implement a Common Core State Standards Scope and Sequence with unit planning to provide focus and coherence. The teachers will also implement the Pedagogical Discourse Model. Action Type: Alignment</p>	Chris Goodin, Principal; Donna Vondran, Math Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$

<p>12. Using the standards as the basis, the teachers will work together to revise the curriculum as needed to meet the requirements of the standards. Action Type: Alignment Action Type: Collaboration</p>	<p>Donna Vondran, Math Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>13. Modify instruction as needed based on latest test data and reviews completed by teachers to enhance the achievement of grade level proficiency in all Math areas. The principal will monitor objectives being taught in all classrooms. Action Type: Alignment</p>	<p>Donna Vondran, Math Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 4: Wellness

Supporting Data:

1. **Body Mass Index (BMI):**In 2012-2013 a total of 127 students were tested,64 male and 63 female. The BMI revealed that 43.8% male and 34.9% female were overweight or at risk of becoming overweight. In 2011-2012 a total of 62 males were tested, 38.7% were overweight or at risk of being overweight. Of the 56 female students tested, 51.8% were overweight or at risk of becoming overweight.In 2010-2011 a total of 101 students tested revealed that 44.7% of the males and a total of 51.3% of the females were overweight or at risk of becoming overweight. During the most recent three year period an average of 42.6% male students and 46% of the female students are considered overweight or obese.
2. **School Health Index:** : The result of the SHI for Barton-Lexa High School for the 2012-2013 school year are as follows: Module 1,57% Module 2, 71% Module 3, 59% Module 4, 65% Module 5,77% Module 6, 83% Module 7, 81% and Module 8, 78%. The results for the SHI for Barton-Lexa High School for the 2011-2012 school year showed the percentage for Module 1 as 56%, Module 2 as 69%, Module 3 as 63%, Module 4 as 71%, Module 5 as 84%, Module 6 as 76%, Module 7 as 81%, and Module 8 as 78%. The results of the SHI Evaluation for the Barton/Lexa Elementary School for the 2009-2010 school year showed the percentage as 90% for Module 1 (School Health and Safety Policies and Environment),94% for Module 2 (Health Education), 86% for Module 3 (Physical Education and other Physical Activity Programs),76% for Module 4 (Nutrition Services), 98% for Module 5 (School health Services), 85% for Module 6 (School Counseling), 52% for Module 7 (Health Promotion for Staff), and 83% for Module 8 (Family and Community Involvement).
3. **Attendance Rate:** In 2012, the attendance rate was 92.96% with an average daily attendance of 397. In 2011, the attendance rate was 93.5% with an average attendance of 344.06. In 2010, the attendance rate was 91.13 with an average daily attendance of 355.42.
4. **Barton-Lexa High School Graduation Rates:** In 2012 the graduation rate was 84.72% exceeding our AMO of 77.08% for all students. In 2012 the graduation rate for our TAGG was 85.37% Exceeding our AMO of 67.48%. In 2011, the graduation rate was 79.6%. 2010 the graduation rate was 72.8%. Our graduation rate has increased by 11.92% from 2010-2012.

Goal Students will improve their BMI and nutritional food choices.

Benchmark Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a minimum of one percent (1%) as reflected by the data in the annual assessment.

<p>Intervention: Implement Wellness Program.</p>				
<p>Scientific Based Research: Food Insufficiency and American School-Aged Children’s Cognitive, Academic, and Psychosocial Development. K. Alaimo and E.A. Frongillo Jr. Pediatrics (2001). No. 108 (1): pp. 44-53.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>1. All students including Special Education will be provided a wellness program designed to improve and enhance the health and lifestyles of these persons. The components of the</p>	<p>Chris Goodin, Principal; Andrea Carson,</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<p>ACTION BUDGET: \$</p>

<p>program will include implementing comprehensive programs in: 1) Policies and Environment; 2) Health Education Curriculum; 3) Physical Activity Program; 4) Nutritional Program; 5) Health Services Program; and 6) Family and Community Involvement. Strategies will include the use of research-based supplemental materials which are age appropriate, use of trained and qualified resource persons, involvement of parents and family members, and the training of teachers and staff members to support the program. The program will be a collaborative effort involving persons representing health nutrition physical education, citizens, and community organizations and agencies. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>School Nurse, Katie Privett, CSHC</p>		<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	
<p>2. All teachers and staff members to include Special Education will be provided training related to the implementation and conduct of the program to ensure its' success. The training will be geared toward each of the six components and will emphasize the goals and objectives, the materials and strategies, and the roles these persons will play in each of the components. Both orientation and training will be provided. Specialized training will be centered around key staff members to include the Food Service Supervisor, School Nurses, Principals, and teachers. The training will ensure that the program is consistent with all Standards and statutes, the activities provided are safe and reasonable, and the staff has the skills and competencies to conduct the program. Action Type: Professional Development Action Type: Special Education Action Type: Wellness</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>3. Wellness policies of the district developed in collaboration with the Wellness Committee will be implemented by the school. Policies include the Federal requirements as follows: 1) Goals for Nutrition Education; 2) Physical Activity and other school-based activities, Nutrition Guidelines; 3) Guidelines for reimbursable school meals; 4) a plan for measuring implementation of the local Wellness Policy, and 5) Community Involvement. Action Type: Collaboration Action Type: Wellness</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>7. Students in grades 7,8 and 10, including Special Education will receive health education to be taught during the school year through health units at those grade levels utilizing the adopted textbooks and other supplementary materials. Strategies will include the use of supplemental materials which are age-</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>appropriate and resource persons to present special activities. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>				
<p>6. Students in grades 7,8 and 10, including Special Education will be provided physical fitness activities for the development of lifelong health habits and promotion of healthy lifestyle. A physical education class is also available as an option for students in other grades. Emphasis will be placed on physical activities/movement in each of the scheduled activities. The curriculum to be used will be sequential and consistent with the Standards. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>5. All students, including Special Education will be provided a comprehensive nutritional program to ensure that nutrition guidelines are followed and that the objectives of promoting student health and reducing childhood obesity are addressed. Major components of the program will include activities designed to reduce exceptions to food and beverage limitations, reduce access to vended and competitive foods and those with minimal nutritional value, identify problem areas which are detrimental to healthy diets, and to emphasize daily healthful practices by students. The program will be directed by the Food Service manager working in collaboration with principals, teachers, professional persons, teachers, and other persons. The program will be conducted as required by all appropriate statutes, policies, and guidelines at the State and Federal levels. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Chris Goodin, Principal; Carolyn Richardson, Cafeteria Manager</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>9. All students enrolled in the school including Special Education will be provided a comprehensive program of Health Services. The program will include activities designed to increase the health services provided to students, maintain a safe and health school environment, improve student safety, and keep all students, parents and citizens informed of the wellness situation. Major activities will also include completing both the BMI and SHI assessments for those grades required, on an annual basis and student weigh-ins. The school nurse will be responsible for the program and will work in collaboration with principals, teachers, parents, and community professionals to provide a quality program.</p>	<p>Chris Goodin, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>				
<p>4. Parents and community citizens will be involved in the Wellness program through: 1) serving as members of committees and as resource persons; 2) involved in developing and implementing policies; 3) serving as volunteers in school-sponsored/wellness activities; 4) working at home to implement wellness activities to include nutrition, physical activity, and health activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Chris Goodin, Principal; Katie Privett, School Health Corrdinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>8. School Health Index: : The result of the SHI for Barton-Lexa High School for the 2012-2013 school year are as follows: Module 1,57% Module 2, 71% Module 3, 59% Module 4, 65% Module 5,77% Module 6, 83% Module 7, 81% and Module 8, 78%. The results for the SHI for Barton-Lexa High School for the 2011-2012 school year showed the percentage for Module 1 as 56%, Module 2 as 69%, Module 3 as 63%, Module 4 as 71%, Module 5 as 84%, Module 6 as 76%, Module 7 as 81%, and Module 8 as 78%. The results of the SHI Evaluation for the Barton/Lexa Elementary School for the 2009-2010 school year showed the percentage as 90% for Module 1 (School Health and Safety Policies and Environment),94% for Module 2 (Health Education), 86% for Module 3 (Physical Education and other Physical Activity Programs),76% for Module 4 (Nutrition Services), 98% for Module 5 (School health Services), 85% for Module 6 (School Counseling), 52% for Module 7 (Health Promotion for Staff), and 83% for Module 8 (Family and Community Involvement). Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Chris Goodin, Principal; Katie Privett, School Health Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 5: Planning for Restructuring

Supporting

Data:

Goal To improve student achievement.

Annually the number of students scoring proficient or higher on the Benchmark Exams, the Benchmark ITBS and End of Course assessments will meet or exceed Annual Yearly Progress as defined by No Child Left Behind and State performance mandates.

<p>Intervention: Actions and activities will begin to be developed to improve the Academic Performance of students at Barton High School. <input type="checkbox"/></p>				
<p>Scientific Based Research: Marzano, Pickering & Pollock (2001) Classroom Instruction That Works and Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. ASCD Alexandria, VA. C (2002).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Administration, faculty and staff will analyze test</p>	<p>Donna</p>	<p>Start:</p>		

data and other secondary indicators to help determine the school improvement plan. Action Type: Alignment Action Type: Collaboration	Vondran, Carolyn Gruby, Instructional Facilitators	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will improve academic achievement by implementing targeted researched-based practices that address the specific needs of the subpopulation identified for math and literacy. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Donna Vondran, Carolyn Gruby, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Student learning will be assessed frequently with common standards-based assessments. Action Type: Program Evaluation	Donna Vondran, District Testing Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Academic achievement will be improved by affording students additional time on task by implementing quality after-school, before school, and/or summer school for the purpose of alternative instruction, small group intervention, one-on-one intervention or acceleration for schools. Action Type: Collaboration Action Type: Equity	Chris Goodin, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- **Planning Team**

Classification	Name	Position	Committee
Classroom Teacher	Racelder Larry	Member	Wellness
Classroom Teacher	Amanda Chaney	Member	Literacy
Classroom Teacher	Ben Morris	Member	Wellness
Classroom Teacher	Carolyn Gruby	Literacy Chair	Literacy
Classroom Teacher	Charles Rimmer	Member	Literacy
Classroom Teacher	Christina Grantham	Member	Literacy
Classroom Teacher	David Chenault	Member	Math
Classroom Teacher	Donna Sunshine	Member	Math
Classroom Teacher	Dorothy Farr	Member	Math
Classroom Teacher	Edith Fears	Member	Math
Classroom Teacher	Francis Palmer	Member	Literacy
Classroom Teacher	Hayley Helm	Member	Math
Classroom Teacher	Jake Gerrard	Member	Literacy
Classroom Teacher	Joey McCaffrey	Member	Literacy
Classroom Teacher	Ken Chaney	Member	Literacy
Classroom Teacher	Matthew Everett	Member	Math
Classroom Teacher	Mike Funk	Agri teacher	Literacy
Classroom Teacher	Monique Miller	Member	Math
Classroom Teacher	Nikki Steinbeck	Member	Literacy
Classroom Teacher	Nina Silva	Member	Literacy
Classroom Teacher	Norma Hargraves	Member	Literacy
Classroom Teacher	Russell Johnson	Member	Literacy
Classroom Teacher	Shane Davis	Member	Wellness
Classroom Teacher	Shelvey Hunter	Member	Math
Classroom Teacher	Sherry Gunn	Member	Math
Classroom Teacher	Tiffany Caldwell	Member	Math
Classroom Teacher	Van Paschal	Member	Wellness

Community Representative	Cassie Lewis	Member	Wellness
Community Representative	Donna Ryan	Member	Wellness
Community Representative	Sharon Greene	Member	Wellness
Non-Classroom Professional Staff	Althea Wheeler	Member	Math
Non-Classroom Professional Staff	Andrea Carson	Member	Wellness
Non-Classroom Professional Staff	Cassundra Vincent	Member	Literacy
Non-Classroom Professional Staff	Katie Privett	Chair	Wellness
Non-Classroom Professional Staff	Marian Burns	Member	Math
Non-Classroom Professional Staff	Yancy Stephens	Member	Wellness
Parent	Lori Ginn	Member	Literacy
Parent	Vicki Mimms	Member	Wellness
Principal	Chris Goodin	Member	District