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School Plan

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MORRILTON JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

Approved:

It is the mission of Morrilton Junior High School to ensure that all scholars become proficient in the core subject areas, with an emphasis on literacy and math, in a safe, nurturing and technologically enhanced environment.

Grade Span: 7-8

Title I: Not Applicable

School Improvement: A

Table of Contents

Priority 1: Literacy

Goal: All students will improve in reading comprehension and written expression with additional attention to literary and practical reading passages, and content and style writing domains.

Priority 2: Math

Goal: All students will improve in problem solving strategies with an emphasis on open response questions.

Priority 4: Wellness

Goal: Morrilton Junior High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the learning community.

Priority 1: All students will improve in reading comprehension and written expression with additional attention to literary and practical reading passages, and content and style writing domains.

Supporting Data:

1. 1. Combined Population: Grade 7 Augmented/Benchmark Exam: In 2011, 70% scored proficient or advanced. In 2010, 74% scored proficient or advanced. In 2009, 63% scored proficient or advanced. In 2008, 53.7 % scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is: practical passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: content and style. 2. Combined Population: Grade 8 Augmented/Benchmark Exam: In 2011, 81% scored proficient or advanced. In 2010, 75% scored proficient or advanced. In 2009, 71% scored proficient or advanced. In 2008, 57% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content and practical passages. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are:content and style.
2. 1. Students with Disabilities (IEP): Grade 7 Augmented/Benchmark Exam: In 2011 fewer than "10" Students with Disabilities (IEP) were tested. In 2010, 17% scored proficient or advanced. In our building during the 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 30% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 8 Augmented/Benchmark Exam: In 2011 we had fewer than "10" students with disabilities. In 2010, 8% scored proficient or advanced. In our building during the 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 3.7% scored proficient or advanced.

3. 1. English Language Learners (ELL): Grade 7 Augmented/Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" English Language Learners (ELL) tested. 2. English Language Learners (ELL): Grade 8 Augmented/Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" English Language Learners(ELL) tested.
4. 1. Economically Disadvantaged (ESD): Grade 7 Augmented/Benchmark Exam: In 2011, 61% scored proficient or advanced. In 2010, 68% scored proficient or advanced. In 2009, 53% scored proficient or advanced. In 2008, 46.3% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Economically Disadvantaged (ESD): Grade 8 Augmented/Benchmark Exam: In 2011, 75% scored proficient or advanced. In 2010, 69% scored proficient or advanced. In 2009, 60% scored proficient or advanced. In 2008, 45.8% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
5. 1. Caucasian: Grade 7 Augmented/Benchmark Exam: In 2011, 74% scored proficient or advanced. In 2010, 73% scored proficient or advanced. In 2009, 67% scored proficient or advanced. In 2008, 59.8% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Caucasian: Grade 8 Augmented/Benchmark Exam: In 2011, 94% scored proficient or advanced. In 2010, 78% scored proficient or advanced. In 2009, 78% scored proficient or advanced. In 2008, 60.7% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
6. 1. African-American: Grade 7 Augmented/Benchmark Exam: In 2011, 58% scored proficient or advanced. In 2010, 71% scored proficient or advanced. In 2009, 47% scored proficient or advanced. In 2008, 35.1% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. African-American: Grade 8 Augmented/Benchmark Exam: In 2011, 78% scored proficient or advanced. In 2010, 56% scored proficient or advanced. In 2009, 50% scored proficient or advanced. In 2008, 42.5% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
7. 1. Hispanic: Grade 7 Augmented/Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic students tested. 2. Hispanic: Grade 8 Augmented/Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic students tested.
8. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Reading Comprehension, Grade 7: In 2009, 53.5% had an NPR score of 50, or above. In 2008, 52.5% had an NPR score of 50, or above. In 2007, 49.1% had an NPR score of 50, or above. 1. ITBS: (07) SAT -10 (08-09): Combined (Total) Population: Reading Comprehension, Grade 8: In 2009, 49.6% had an NPR score of 50, or above. In 2008, 47.7% had an NPR score of 50, or above. In 2007, 50.2% had an NPR score of 50, or above.
9. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7th grade ACTAAP. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the four most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs

of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Priority: reading practical passages, open response writing, and making inferences. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in departmental teams and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.

10. 1. Morrilton Junior High School Attendance Rate: in 2011, the attendance rate was 93.58%. In 2010, the attendance rate was 94.33%.In 2009, the attendance rate was 94.33%. In 2008, the attendance rate was 97.7%.

Goal All students will improve in reading comprehension and written expression with additional attention to literary and practical reading passages, and content and style writing domains.

Benchmark It is expected that the combined population of students and each subgroup of the students will meet the AYP target of 83.80% scoring proficient or advanced, or make AYP through the "Safe Harbor" or "Growth" models.

Intervention: Improve literacy, academic performance, and learning environment.				
Scientific Based Research: Marzano, Robert J. (2009) On Excellence in Teaching: Changing the Way You Teach: Improving the Way Students Learn. Solution Tree				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Media Specialist will schedule literacy classes every other week so students will have the opportunity to check out books. Students will be evaluated by taking Accelerated Reader quizzes and meeting percentage goals. Action Type: Collaboration	Donna Horita, Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • School Library 	ACTION BUDGET: \$
Continue to use vertically and horizontally aligned curriculum. Formative assessments will be given each quarter. Interventions will be determined by students' scores. Students scoring below the baseline of 80% will be remediated. TO EVALUATE: Data from the formative assessments will be used to determine progress. Action Type: Alignment Action Type: Program Evaluation	Jordan Schneider, Beth DuVall, Kathy Adams - literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Faculty members will be provided with professional development using Title II-A funds above the required 60 hours. Professional development will include topics such as Literacy Across the Curriculum, Leadership Development, and Common Core Initiatives. Action Type: Professional Development	Beth Stewart - Federal Programs Coordinator; Robert Hogan, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	Title II-A - Purchased \$6517.00 Services: Title II-A - Materials & \$1250.00 Supplies: ACTION BUDGET: \$7767
In order to improve instructional strategies and curriculum alignment, opportunites for teachers to	Rober Hogan, Principal, Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

visit effective teachers within the SCCSD along with other school districts will be provided in order to observe best practices. Observation of above and below grade level teaching is encouraged. Action Type: Collaboration Action Type: Professional Development			<ul style="list-style-type: none"> • Teachers 	
Literacy across the Curriculum will be implemented to improve open response questions on ACTAAP. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Robert Hogan, principal, all teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
The literacy department uses the pacing guide from Arch Ford Educational Coop which is aligned to the Arkansas Frameworks. Extra emphasis will be placed on the student learning expectations that are basic or below basic on the ACTAAP. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Jordan Schneider, Beth DuVall, Kathy Adams - literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
A reward system titled BONES based on high achievement in the following areas : 1) Good Behavior 2) Good Grades 3) Good Attendance 4) Accelerated Reading/Accelerated Math. Accelerated Reading will be based on quarterly required testing results. Accelerated Math will be based on teacher recommendation and objectives mastered. A field trip will be taken each quarter advancing in significance as the year progresses. Action Type: Collaboration	Beth Duvall, Teacher, Sharon Lawrence, Teacher	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
A learning styles inventory will be administered to all students by October The results will be shared with all faculty members for the purpose of differentiating instruction. Action Type: Alignment Action Type: Collaboration	Sonia Kibe, counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Morrilton Junior High has adopted the Southern Regional Education Board (SREB) school improvement model to provide assistance in meeting AYP through	Beth Stewart - assistant superintendent; Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$

literacy and leadership trainings. 2010 and 2011 benchmark scores will be used as a baseline for measurement of growth. Action Type: Professional Development				
Morrilton Junior High School will utilize Title VI funds as Title II-D to support the use of technology in the area of literacy. Materials and supplies will include but not be limited to 3 projector lamps, 9 laptops, 26 ipads with connectors, 2 Apple TVs, 20 keyboards, 1 projector, and 20 RAM for computer laptops. Action Type: Professional Development Action Type: Technology Inclusion	Robert Hogan, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	Title VI State - Materials \$25958.48 & Supplies: ACTION BUDGET: \$25958.48
Total Budget:				\$33725.48
Intervention: Disaggregate literacy assessment data and utilize the information to improve instruction and student achievement.				
Scientific Based Research: Torgesen, J.K., & Miller, D.H. (2009) "Assessments to guide adolescent literacy instruction." Portsmouth, NJ: RMC Research Corporation, Center on Instruction. Retrieved from http://www.centeroninstruction.org/files/Assessment%20Guide.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative assessments developed by the literacy department will be used to document students' mastery of the intended learning goals outlined in the literacy pacing guides and the weak areas of the ACTAAP. These formative assessments will be administered during the first three quarters with the state formative assessment being given during the fourth quarter. Interventions will be determined by student scores. To EVALUATE: Data will be posted on each student's data card. Team discussions will be held each quarter to disaggregate the data. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Jordan Schneider, Beth DuVall, Kathy Adams - literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
The measures of academic progress (MAP) will be used to measure student growth and to determine the effectiveness of literacy instruction and assessment. Action Type: Collaboration	Robert Hogan - principal; Beth Duvall, Jordan Schneider, Kathy Adams - Literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - \$500.00 Purchased Services: ACTION BUDGET: \$500
Data walls will be constructed for use by teachers. The wall will contain data for individual	All Math, Science, and Literacy	Start: 07/01/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

students in the area of literacy, math and science. The data will be contained in a secure room. Action Type: Collaboration Action Type: Professional Development	classroom teachers	End: 06/30/2012		
Total Budget:				\$500

Intervention: Improve student achievement in reading by supplementing instruction with the Renaissance Reading Program.

Scientific Based Research: Magnolia Consulting. (2010, October). A Final Report for the Evaluation of renaissance Learning's Accelerated Reader program. Retrieved from <http://www.magnoliaconsulting.org/AR%20Final%20Report%202010.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate the progress of students using the Accelerated Reader program with the STAR assessment in early September, December, and May. EVALUATION of this intervention will be accomplished by using the baseline data collected in September 2011, to establish a reference point of each student's scores. Student scores will be monitored and intervention for struggling students will be initiated. Action Type: Collaboration Action Type: Program Evaluation	Jordan Schneider, Beth DuVall, Kathy Adams - literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Use Accelerated Reader Enterprise to increase the number of available tests. Action Type: Technology Inclusion	Donna Horita, librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Building level PROFESSIONAL DEVELOPMENT will be provided utilizing partnerships such as AR Adolescent Literacy Initiative, Arch Ford, Southern Regional Education Board, and other resources. Action Type: Professional Development	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
Purchase library materials to foster the use of the library and increase reading among students. The students will read library books in their literacy classes and take Accelerated Reading tests over the books. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Donna Horita, media specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide research-based intervention programs for students in literacy.

Scientific Based Research: Daggett, W.R & Hasselbring, T.S. (2007). "What We Know About Adolescent Reading". International Center for Leadership in Education. Retrieved from www.leadered.com/pdf/adolescent%20reading%20whitepaper.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Online AIPs will be written for students not performing at the proficient level on the 2011 ACTAAP literacy assessment. AIPs will then be provided to parents at the first Parent/Teacher	Beth Duvall, Jordan Schneider, Kathy Adams - literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

conference. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Reading remediation using SRA reading kits as a supplementary service during the school day for the reading classes. Action Type: AIP/IRI Action Type: Equity	Danette Grant - reading teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Continue to use computers to supplement instruction with computer-based reading software. Action Type: Technology Inclusion	Beth Duvall, Jordan Schneider, Kathy Adams - literacy teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Building level PROFESSIONAL DEVELOPMENT will be provided concerning essay and open response style writing and how to incorporate its inclusion across the curriculum in order to improve scores on the ACTAAP. (Literacy Across the Curriculum) Action Type: Collaboration	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
To provide students with additional time on task and continued opportunities to learn, students scoring 5% above proficient and 10% below proficient on the literacy portion of the ACTAAP will have a remediation period. Action Type: Alignment	Danette Grant and Kathy Adams - classroom teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Building level principal and central office staff will conduct CWTs to gather data to monitor the use of high-yield teaching strategies, including differentiation, and the movement of instructional practices to the higher levels of Bloom's taxonomy. Action Type: Alignment Action Type: Equity	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Central Office • Computers • Teachers 	ACTION BUDGET: \$
Provide an after school program for students that are educationally disadvantaged to close the achievement gap. This program will meet 8 days for 1.5 hours utilizing 2 certified staff members to meet the learning needs of the students served by MJHS. Action Type: Collaboration Action Type: Equity	Beth Stewart - assistant superintendent; Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	NSLA (State-281) - Employee Salaries: \$720.00 NSLA (State-281) - Employee Benefits: \$173.00 NSLA (State-281) - \$200.00

				281) - Materials & Supplies: ACTION BUDGET: \$1093
Incorporate a RTI team to assist in accomodating students' academic and behavioral needs in the area of literacy. These meetings should be held throughout the year as needed. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sonia Kibe - counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$1093
Intervention: Provide multiple parental involvement opportunities to parents for increased student achievement (ACT 307)				
Scientific Based Research: Tellett-Royce, N & Wootten, S. (2008) "Engage Every Parent: Identifying Your Goals for Parent Engagement." Retrieved from http://www.parentinvolementmatters.org/articles/engage-every-parent.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will recieve informational packets at the first quarter Parent Conference that contain information regarding Accelerated Reading, Accelerated Math, educational objectives of the school, and opportunities for volunteerism. Department Chairs will be responsible for complying the information for their department. Action Type: Collaboration Action Type: Parental Engagement	Beth Duvall - English, Beth Sommers - Math, Melynda Hawkins -Thomas - Science, Danita Eustice - History, Shawyna Rogers -	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Shawnya Rogers and Sonia Kibe will serve as parent facilitators for MJHS. Individual teachers will contact volunteers for academic purposes and extra curriculuar activities. The teachers will then email Sonia Kibe who will create a log of Parent Volunteers to keep in the counselor's office. Action Type: Collaboration Action Type: Parental Engagement	Shawnya Rogers and Sonia Kibe - facilitators	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
To enhance parental involvement and improve parent/school relations, MJHS will use Pinnacle Gradebook software to provide parents with access to their student's grade and school messenger to inform parents of upcoming events.	Robert Hogan, Sonia Kibe - facilitators	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement				
A parent center will be maintained in the MJHS library to provide resources to assist parents of struggling students. The primary Parent Center is housed at MIS in the office suites. Teachers will write prescriptions for struggling students. Claire Pruitt is the district Parent Center facilitator. Action Type: Parental Engagement	Donna Horita - librarian	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Utilize the School Messenger system to promote parent/school relations.	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012		Title VI State - Purchased Services: \$588.50 ACTION BUDGET: \$588.5
Hold two Parent/Teacher Conferences throughout the school year to provide information to parents about the learning progress of their child(ren). Action Type: Parental Engagement	Robert Hogan - principal; classroom teachers	Start: 07/31/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Morrilton Junior High School will provide additional programs for parental involvement in order to increase student achievement and support a drug free school. Title VI funds will be used as Title IV-A Safe and Drug Free School, and Title I parental involvement to purchase a blimp screen. Action Type: Parental Engagement Action Type: Technology Inclusion	Robert Hogan, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Central Office • Community Leaders • Computers 	Title VI State - Capital Outlay: \$4199.52 ACTION BUDGET: \$4199.52
Total Budget:				\$4788.02

Priority 2: All students will improve in problem solving strategies with an emphasis on open response questions.

Supporting Data:

1. Combined Population: Grade 7 Augmented Benchmark Exam: In 2011, 75% scored proficient or advanced. In 2010, 77% scored proficient or advanced. In 2009, 64% scored proficient or advanced. In 2008, 66.2% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement.
2. Combined Population: Grade 8 Augmented Benchmark Exam: In 2011, 60% scored proficient or advanced. In 2010, 59% scored proficient or advanced. In 2009, 58% scored proficient or advanced. In 2008, 55.2% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands,

- revealed weaknesses in algebra and measurement. 3. Combined Population: End of Course Algebra Exam: In 2011, 99%, scored proficient or advanced. In 2009, 93.3% scored proficient or advanced. In 2008, 100% scored proficient or advanced.
2. 1. Students with Disabilities (IEP): Grade 7 Augmented Benchmark Exam: In 2011 less than "10" students were tested. In 2010, 25% scored proficient or advanced. In 2009, 0% scored proficient or advanced. In 2008, 40.0% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands were algebra and measurement. 2. Students with Disabilities (IEP): Grade 8 Augmented Benchmark Exam: In 2011, our school had less than "10" students with disabilities. In 2010, 17% scored proficient or advanced. In 2009, 58% scored proficient or advanced. In 2008, 55.2% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement. 3. Students with Disabilities (IEP): End of Course Algebra Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" Students with Disabilities (IEP) given the EOC Algebra test.
 3. 1. English Language Learners (ELL) Grade 7 Augmented Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" English Language Learner students tested. 2. English Language Learners (ELL): Grade 8 Augmented Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" English Language Learner students tested. 3. English Language Learners (ELL): End of Course Algebra Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" English Language Learners given the EOC Algebra test.
 4. 1. Economically Disadvantaged (ESD): Grade 7 Augmented Benchmark Exam: In 2011, 67% of the students scored proficient or advanced. In 2010, 71% scored proficient or advanced. In 2009, 58% scored proficient or advanced. In 2008, 57.5% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands algebra and measurement. 2. Economically Disadvantaged (ESD): Grade 8 Augmented Benchmark Exam: In 2011, 54% scored proficient or advanced. In 2010, 52% scored proficient or advanced. In 2009, 49% scored proficient or advanced. In 2008, 41.7% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement. 3. Economically Disadvantaged (ESD): End of Course Algebra Exam: in 2011, 98% scored proficient or advanced. In 2009, 87.5 % scored proficient or advanced. In 2008, 100% scored proficient or advanced. In 2007, 100% scored proficient or advanced.
 5. 1. Caucasian: Grade 7 Augmented Benchmark Exam: In 2011, 81% scored proficient or advanced. In 2010, 74% scored proficient or advanced. In 2009, 66% scored proficient or advanced. In 2008, 72.8% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement. 2. Caucasian: Grade 8 Augmented Benchmark Exam: In 2011, 63% scored proficient or advanced. In 2010, 62 % scored proficient or advanced. In 2009, 65% scored proficient or advanced. In 2008, 62.5% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement. 3. Caucasian: End of Course Algebra Exam: In 2011, 100% scored proficient or advanced. In 2009, 100 % scored proficient or advanced. In 2008, 100% scored proficient or advanced.
 6. 1. African-American: Grade 7 Augmented Benchmark Exam: In 2011, 56% scored proficient or advanced. In 2010, 85% scored proficient or advanced. In 2009, 50% scored proficient or advanced. In 2008, 48.6% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands,

- revealed weaknesses in algebra and measurement. 2. African-American: Grade 8 Augmented Benchmark Exam: In 2011, 52% scored proficient or advanced. In 2010, 41% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 41.7% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement. 3. African-American: End of Course Algebra Exam: In 2011, 96% scored proficient or advanced. In our building during the 2010, 2009, and 2008 school years, there were fewer than "10" African-American students given the EOC Algebra test.
7. 1. Hispanic: Grade 7 Augmented Benchmark Exam: In our building during the 2011, 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic students tested. 2. Hispanic: Grade 8 Augmented Benchmark Exam: In 2011, 58% scored proficient or advanced. In our building during the 2010, 2009 and 2008 school years, there were fewer than "10" Hispanic students tested. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in algebra and measurement. 3. Hispanic: End of Course Algebra Exam: In our building during the 2011, 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students were given the EOC Algebra test.
 8. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, Grade 7: In 2009, 51.5% had an NPR score of 50, or above. In 2008, 58.9% had an NPR score of 50, or above. In 2007, 59.2% had an NPR score of 50, or above. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, Grade 8: In 2009, 67.1% had an NPR score of 50, or above. In 2008, 66.5% had an NPR score of 50, or above. In 2007, 55.2% had an NPR score of 50, or above.
 9. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7th grade Augmented Benchmark and SAT 10 exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the four most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: numbers and operations, Algebra, geometry and measurements. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.
 10. 1. Morrilton Junior High School Attendance Rate: In 2011, the attendance rate was 93.58%. In 2010, the attendance rate was 91.13%. In 2009, the attendance rate was 94.33%. In 2008, the attendance rate was 97.7%. In 2007, the attendance rate was 93.9%.

Goal All students will improve in problem solving strategies with an emphasis on open response questions.

Benchmark It is expected that the combined population of students and each subgroup of the students will meet the AYP target of 82.28% scoring proficient or advanced, or make AYP through the "Safe Harbor" or "Growth" models.

Intervention: MJHS will continue to use and implement research-based instructional strategies to ensure all students score proficient or advanced on all mathematics portions of the ACTAAP.				
Scientific Based Research: Marzano, R.J. & Pickering, D.J. & Pollock, J.E. (2001) "Classroom Instruction that Works." Alexandria, VA: ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use MJHS Mathematics Curriculum which is aligned to	Kim Prather, James Ellis,	Start: 07/01/2011	• Computers	

<p>the AR Mathematics Frameworks to assess student mastery. Quarterly formative assessments will be given to assess student mastery. To EVALUATE, data based on formative assessment will be used to determine progress. Data collected during the 2011-2012 school year will be used to determine remediation and intervention needs. Department discussions will be held each quarter. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Shauna Star, Katy Butz, Ryan Davis, Beth Sommers - mathematics teachers</p>	<p>End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Building level PROFESSIONAL DEVELOPMENT will be provided utilizing partnerships such as AR Adolescent Literacy Initiative, Arch Ford, Southern Regional Education Board, and other resources. Action Type: Professional Development</p>	<p>Robert Hogan - principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>In order to improve instructional strategies and curriculum alignment, opportunities for teachers to visit effective teachers within the SCCSD along with other school districts will be provided in order to observe best practices. Observation of above and below grade level teaching is encouraged. Action Type: Collaboration</p>	<p>Robert Hogan, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The math department will continue to use TI calculators and technology in instruction. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Kim Prather, Katy Butz, Shauna Starr, James Ellis, Ryan Davis, Beth Sommers - classroom teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Evaluate the progress of students using the Accelerated Math program with the STAR assessment in early September, December, and May. EVALUATION of this intervention will be accomplished by using the baseline date collected in September 2011, to establish a reference point of each student's score. Student's</p>	<p>Kim Prather, Katy Butz, Shauna Starr, Beth Sommers - classroom teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>ACTION BUDGET: \$</p>

progress will be monitored and quarterly discussions by the math department will be held concerning interventions. Action Type: Technology Inclusion				
Data walls will be constructed by the teachers. Student cards will contain data for math, science, and literacy. The data wall will be contained in a secure room. Action Type: Collaboration Action Type: Professional Development	Kim Prather, Katy Butz, Shauna Starr, Beth Sommers - classroom teachers	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
The measures of academic progress (MAP) will be used to measure student growth and to determine the effectiveness of math instruction.	Robert Hogan - principal; Kim Prather, Katy Butz, Shauna Starr, Beth Sommers - classroom teachers	Start: 07/01/2011 End: 06/30/2012		NSLA (State -281) - Purchased Services: \$500.00 ACTION BUDGET: \$500
Morrilton Junior High has adopted the Southern Regional Education Board (SREB) school improvement model to provide assistance in meeting AYP through math and leadership trainings. 2010 and 2011 benchmark scores will be used as a baseline for measurement of growth. Action Type: Professional Development	Beth Stewart - assistant superintendent; Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Faculty members will be provided with professional development using Title II-A funds above the required 60 hours. Professional development will include topics such as Literacy Across the Curriculum, Leadership Development, and Common Core Initiatives.	Beth Stewart - Federal Program Coordinator; Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	Title II-A - Purchased Services: \$6517.00 Title II-A - Materials & Supplies: \$1250.00 ACTION BUDGET: \$7767
Total Budget:				\$8267

Intervention: Provide research-based intervention programs for students in math.

Scientific Based Research: Slavin, R.E. & Groff, C. & Lake, C. (2008) Effective Programs in Middle and High School Mathematics: A best Evidence Synthesis. Retrieved from http://www.bestevidence.org/word/mhs_math_Oct_21_2008.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers teaching 7th grade math, 7th grade Pre-Algebra, 8th grade Pre-Algebra, and 8th grade Algebra I will utilize the Renaissance Math program to supplement the existing curriculum. Teachers teaching remediation math will utilize the Renaissance Math program on a daily basis. To	Kim Prather, James Ellis, Shauna Starr, Beth Sommers, Katy Butz, Ryan Davis - mathematics teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$

EVALUATE: This action will be based on student mastery of math objectives. Teachers will set goals for each student to achieve during each quarter, as students achieve remediation goals they are provided enrichment activities. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion				• Teachers	
Online AIPs will be written for students not performing at the proficient level on the 2011 ACTAAP Math Assessment. AIPs will then be provided to parents by the first Parent/Teacher conference. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Kim Prather, Katy Butz, James Ellis, Shauna Starr, Beth Sommers, Ryan Davis - math teachers; Robert Hogan, principa	Start: 07/01/2011 End: 06/30/2012		• Administrative Staff • Teachers	ACTION BUDGET: \$
Provide all students with additional time on task and continued opportunities to learn by double blocking all math classes. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012		• Teachers	ACTION BUDGET: \$
Literacy Across the Curriculum will be implemented to improve student response for the open response questions on the ACTAAP. Action Type: Collaboration	all classroom teachers, Rober Hogan - principal	Start: 07/01/2011 End: 06/30/2012		• Teachers	ACTION BUDGET: \$
Provide extra math tutoring during the school day by having Highly Qualified Math Teachers provide extra math instruction during their plan time to educationally disadvantaged scholars. Action Type: Collaboration	Robert Hogan, Principal	Start: 07/01/2011 End: 06/30/2012		• Teachers	ACTION BUDGET: \$
Morrilton High School will utilize Title VI funds as Title II-D to support the use of technology in the area of math. Materials and supplies will include but not be limited to 9 laptops, 26 ipads, 2 Apple TVs, 20 keyboards, 20 RAM for computer laptops, 3 projector lamps.	Robert Hogan, Principal	Start: 07/01/2011 End: 06/30/2012		• Computers • Outside Consultants • Teachers	ACTION BUDGET: \$
Total Budget:					\$0
Intervention: Provide multiple parental involvement opportunities to parents for increased student achievement (ACT 307)					
Scientific Based Research: Tellett-Royce, N & Wootten, S. (2008) "Engage Every Parent: Identifying Your Goals for Parent Engagement." Retrieved from http://www.parentinvolementmatters.org/articles/engage-every-parent.html					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Utilize the School Messenger system to promote parent/school relations. Action Type: Parental Engagement Action Type: Technology Inclusion	Robert Hogan - principal, Sonia Kibe - counselor	Start: 07/01/2011 End: 06/30/2012		Title VI State - Purchased Services:	\$588.50
				ACTION BUDGET:	\$588.5
During the first parent/teacher conference	Kim Prather, Katy Butz, Shawna	Start: 07/01/2011			

provide the parents information on Accelerated Math, Quarterly Assessment Data, expectations of the students, and any other pertinent information. Action Type: Parental Engagement	Starr, James Ellis, Ryan Davis, Beth Sommers - classroom teachers	End: 06/30/2012		ACTION BUDGET: \$
Each teacher at MJHS will maintain a teacher web page explaining learner expectations, upcoming events, and any other information the teacher wishes to add to enhance parent/home relations. Action Type: Parental Engagement Action Type: Technology Inclusion	all classroom teachers	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Hold two Parent/Teacher Conferences throughout the school year to provide information to parents about the learning progress of their child(ren). Action Type: Parental Engagement	Robert Hogan - principal; classroom teacher	Start: 07/31/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$588.5

Priority 4: The Morrilton Junior High School Body Mass Index (BMI) presented indicates the percentage of students who may be at risk of making or continuing to make poor health choices.

- Supporting Data:
- BMI Data for SY 2007-2008: 343 students in grade 7th and 8th were assessed. The following percentages represent the students that are at risk of being overweight or are overweight: 7th grade: Males - 52.2%, females - 50.0% 8th grade: Males - 52.2%, females - 50.0% The following percentages represent the students that are healthy or underweight: 7th grade: Males - 47.8%, females - 50.0% 8th grade: Males - 47.8%, females - 50.0%
 - BMI Data for SY 2006-2007: 321 students in grades 7th and 8th were assessed. The following percentages represents the students that are at risk of being overweight or are overweight: 7th grade Males - 41.6%, Females - 38.6% 8th grade Males - 35.5%, Females - 43.2%
 - BMI Data for SY 2005-2006: 286 students in grades 7th and 8th were assessed. That is approximately 74% of the total student population. The following percentages represents the students that are at risk of being overweight or overweight: 7th grade Males- 49.4%, Females- 50.5% 8th grade Males- 44.3%, Females- 37.9%
 - Conway County's unemployment rate according the USDA's Economic Research Service: 2005 - 5.0%, 2006 - 5.3%, 2007 - 5.0%

Goal Morrilton Junior High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the learning community.

Benchmark By School Year 2011-2012 there will be a decrease of the average BMI for students by 1/2% as evaluated by the annual BMI screening.

Intervention: Support wellness of students by increasing their knowledge of the benefits of an active/healthy lifestyle.				
Scientific Based Research: Turagavec, A.R. & Nakamura, K. & Takano, T. (2008) "Healthy Lifestyle Behaviour Decreasing Risks of Being Bullied, Violence, and Injury." Retrieved from http://www.plosone.org/article/info:doi%2F10.1371%2Fjournal.pone.0001585				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Each student at MJHS will have at least one semester of a physical activity class: athletics, physical education, or marching band. Action Type: Wellness	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff	ACTION BUDGET: \$
Health education will be taught in addition to physical education classes. Action Type: Collaboration Action Type: Wellness	Nick Harrell, Teacher and Sharon Lawrence, Teacher	Start: 07/01/2011 End: 06/30/2012	• Teachers	ACTION BUDGET: \$
BMI screenings will be conducted and calculated in accordance with the law to measure the progress of students' healthy lifestyle choices. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Susan Hoelzeman, Nurse	Start: 07/01/2011 End: 06/30/2012	• District Staff • Performance Assessments	ACTION BUDGET: \$
The student handbook will include information for parents on how to voice concerns about BMI testing and the school's commitment to involving parents in the decision making process. Action Type: Parental Engagement Action Type: Wellness	Robert Hogan - principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ben Hogan	Band Director	Literacy
Classroom Teacher	Beth Duvall	7th English	Literacy
Classroom Teacher	Beth Sommers	7th Grade Math	Math
Classroom Teacher	Brandi Lewis	SPED	Literacy
Classroom Teacher	Chris Aishman	8th grade History	Literacy
Classroom Teacher	Danette Grant	Computer Tech and Reading Skills	Literacy
Classroom Teacher	Danita Eustice	7th Grade Geography	Literacy
Classroom Teacher	Donna Horita	Librarian	Literacy
Classroom Teacher	James Ellis	8th Math	Math
Classroom Teacher	Jerome Long	7th Grade History	Math
Classroom Teacher	Jessica Smolsky	8th Science	Wellness/Math
Classroom Teacher	Joni Merideth	8th Grade Science	Math
Classroom Teacher	Jordan Schneider	7th Grade Literacy	Literacy
Classroom Teacher	Kathy Adams	8th English	Literacy
Classroom Teacher	Katy Butz	Algebra I	Math
Classroom Teacher	Kelly Gilbert	Art	Math
Classroom Teacher	Kim Prather	7th Math	Math
Classroom Teacher	Melynda Hawkins-Thomas	7th Grade Science	Math
Classroom Teacher	Nick Harrell	Physical Education	Math/Wellness
Classroom Teacher	Roberta Hicks	Information Technology	Math
Classroom Teacher	Scott Poteete	8th grade History	Literacy\Wellness
Classroom Teacher	Sharon Lawrence	7th Grade Science	Literacy/Parent Community Relations
Classroom Teacher	Shauna Starr	8th Grade Math	Math
Classroom Teacher	Shawnya Rogers	Career Orientation	Math
Classroom Teacher	Teresa Standridge	SPED	Math

Classroom Teacher	Tyler Briscoe	Arkansas History/PE	Literacy
District-Level Professional	Annette Henderson	Superintendent	ALL
District-Level Professional	Kenneth Holmes	SPED Director	SPED
Non-Classroom Professional Staff	Beth Stewart	Assistant Superintendent	ALL
Non-Classroom Professional Staff	Brittany Flynn	SPED Aide	Literacy
Non-Classroom Professional Staff	Doris Payne	ISS	Math
Non-Classroom Professional Staff	Jo Miller	Aide for Student	Literacy
Non-Classroom Professional Staff	Joyce McReynolds	Paraprofessional	Literacy
Non-Classroom Professional Staff	Karri Gray	Administrative Assistant	Math and Parent/Learning Community Relations
Non-Classroom Professional Staff	Sonia Kibe	Counselor	SPED/Parent Community Relations
Non-Classroom Professional Staff	Susan Hoelzeman	Nurse	Wellness/Math
Non-Classroom Professional Staff	Susie Mooney	Administrative Assistant	Literacy and Parent/Learning Community Relations
Non-Classroom Professional Staff	Teresa Dunlap	SPED Aide	Literacy
Parent	Patricia Hopkins	Parent	Math
Parent	Tonya Simer	Parent	Literacy
Principal	Robert Hogan	Principal	ALL