

School Plan

NORFORK SCHOOL DISTRICT
44 Fireball Lane, Norfolk, AR 72658

Arkansas Comprehensive School Improvement Plan

2014-2015

It is the mission of the Norfolk School District to provide an environment to encourage students to achieve their full potential in academic knowledge, to meet the demands of a changing technological world, and to promote cultural enrichment by producing upstanding leaders and citizens in our community, state, and nation.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Administrative Support

Goal: Improve academic achievement and school environment.

Priority 2: Safe and Drug Free Schools

Goal: Reduce discipline referrals for fighting/violent acts and bullying. Reduce student use of tobacco, alcohol, and illicit drugs. Increase opportunities for parental awareness and involvement, and establish a partnership with parents regarding drug prevention for all. Increase safety of elementary students who are dropped off at school prior to school hours due to parent employment.

Priority 3: Wellness

Goal: Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings, and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 4: Special Education

Goal: Reduce the percentage of special education students being served outside the regular classroom to 20 percent or less of the total special education population by developing and/or implementing other methods of service for special education students.

Priority 1: Administrative Support using State and Federal funds.

1. **ACADEMIC NEEDS ASSESSMENT:** Across the district our weakness remains open-response in both mathematics and reading. Geometry results show that students earned an average of 45% of the possible points on open response items. Algebra results show that students earned an average of 52% of points possible on open response items. Mathematics in grades 3-8 show that students earned 38% of open response points possible in mathematics and 68% of possible open response points in open response reading prompts.
2. **NEEDS ASSESSMENT:** Based on the most current demographic information, 15.7 percent of all Baxter county residents are impoverished. However, in marked contrast, 27.2 percent of children in Baxter county are considered to be living in poverty. This county-wide snapshot is misleading for the Norfolk school district. The city of Norfolk is a sparsely populated area in rural, southern Baxter county. Also, Norfolk School District encompasses parts of rural Baxter, IZARD, and FULTON counties. The free/reduced lunch population for the Norfolk school district is 80.7 percent. This piece of data is more accurately reflective of the poverty index for the district. Consequently, a majority of our students do not come from or have easy access to a print rich environment and have no home access to current technologies. There is no local public library. It is incumbent on the district to provide extended day learning and offer summer programs to help moderate these disparities. Research shows that many low progress learners require more individualized attention and skill specific instruction in small group settings to be successful learners. Therefore, class-size reduction personell are necessary in high poverty settings such as ours. With the transition to Common Core State Standards and upcoming on-line assessments, it is imperative students have opportunities to become proficient users of new technologies.
3. **TECHNOLOGY NEEDS ASSESSMENT:** The district has approximately 192 computers for student use. The district enrollment is 447. Therefore, across the district an average of approximately 2.33 students per computer. The district has one computer lab in the elementary and one computer lab in the high school. These labs are used daily for enrichment of instruction and remediation purposes. The high school has one computer technology/business classroom which maintains a full schedule of classes each day. Other classrooms throughout the district have one to

Supporting Data:

two computers each for student use. Consequently, computer availability for student use in all classrooms is seriously lacking. The elementary computer lab has 25 computers. Approximately half of those computers were handed down from the high school. At least five of these "hand-me-downs" have never worked. The others work intermittently and require regular tech support and need to be replaced. Many computers in the elementary and high school are approaching the end of a five year replacement plan set forth by the district. Several computers such as those in the elementary computer lab are past the five year replacement plan deadline. Smart boards have been installed in nine high school classrooms. Smart board technology is also lacking in the elementary. Currently only one classroom in the elementary building has a smart board that is installed and working properly.

4. **PROFESSIONAL DEVELOPMENT NEEDS:** As indicated by data from teachers' and administrators' individual professional growth plans, due to the transition to Common Core State Standards all district personnel - administrators, teachers, and paraprofessionals - require training and familiarization with the new Common Core State Standards (CCSS) and ensuing changes in testing and assessment. Elementary staff will continue with training in E.L.L.A. and Effective Literacy because these professional development opportunities closely mirror CCSS. Elementary teachers will also continue training in Cognitively Guided Instruction (CGI) which is recommended professional development for the transition to CCSS mathematics curriculum. Academic data shows that the entire district staff should target open response.

Goal Improve academic achievement and school environment.

Benchmark To meet state AYP targets and to improve secondary indicators.

Intervention: To continue to improve academic achievement and school environment to meet the state AYP targets.				
Scientific Based Research: Classrooms that Work: They Can All Read and Write. Longman/Addison-Wesley Educational Publishers, Inc. 1999. STAR Early Literacy. Renaissance Learning, Inc. 2002. (www.RenLearn.com). Jacob, Heidi Hayes. Mapping the Big Picture, Assoc. of Supervision and Curriculum Development. 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be allocated to assist in meeting the basic needs of homeless and/or all needy children. This allocation will be based upon the previous year's expenditures. Action Type: Equity	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
Equipment purchased with Title I funds will be maintained so as to provide optimum benefit for all children. Action Type: Collaboration Action Type: Technology Inclusion	Dena McNeely, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
For the purposes of this policy, professional development (PD) means a set of coordinated, planned learning activities for District employees who are required to hold a current license issued by the State Board of Education as a condition of employment that: <ul style="list-style-type: none"> • Is required by statute or the Arkansas Department of Education (ADE); or • Meets the following criteria: <ul style="list-style-type: none"> o Improves the knowledge, skills, and effectiveness of teachers; o Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies and methods; o Leads to improved student academic achievement; and o Is researched- 	Mike S. Seay, Superintendent; Bobby Hulse, H.S. Principal; Stacey Bradbury, Elem. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$

based and standards-based. All employees shall attend all local PD training sessions as directed by his/her supervisor. The District shall develop and implement a professional development plan (PDP) for its licensed employees. The District's PDP shall, in part, align District resources to address the PD activities identified in each school's Arkansas Comprehensive School Improvement Plan (ACSIP) and incorporate the licensed employee's PDP. The plan shall describe how the District's categorical funds will be used to address deficiencies in student performance and any identified academic achievement gaps between groups of students. At the end of each school year, the District shall evaluate the PD activities' effectiveness in improving student performance and closing achievement gaps. Each licensed employee who is on a 190 day contract shall receive a minimum of sixty (60) hours of PD annually to be fulfilled between June 1 and May 31. All licensed employees are required to obtain thirty six (36) hours of approved PD each year over a five-year period as part of their licensure renewal requirements. PD hours earned in excess of each licensed employee's required number of hours in the designated year cannot be carried over to the next year. Licensed employees who are prevented from obtaining the required PD hours due to their illness or the illness of an immediate family member as defined in A.C.A. § 6-17-1202 have until the end of the following school year to make up the deficient hours. Missed hours of PD shall be made up with PD that is substantially similar to that which was missed and can be obtained by any method, online or otherwise, approved by ADE. This time extension does not absolve the employee from also obtaining the following year's required hours of PD. Failure to obtain required PD or to make up missed PD could lead to disciplinary consequences, up to termination or nonrenewal of the contract of employment. The goal of all PD activities shall be improved teaching and learning knowledge and skills that result in individual, team, school-wide, and District-wide improvement designed to ensure that all students demonstrate proficiency on the state's academic standards. The District's PD plan shall be

research-based and standards-based and in alignment with applicable ADE Rules and/or Arkansas code. Teachers, administrators, and paraprofessionals shall be involved in the design, implementation, and evaluation of the plan for their own PD offerings. The results of the evaluation made by the participants in each program shall be used to continuously improve the District's PD offerings and to revise the school improvement plan. Flexible PD hours (flex hours) are those hours which an employee is allowed to substitute PD activities, different than those offered by the District, but which are still aligned to the employee's Individual Improvement Plan, Professional Growth Plan, or the school's ACSIP. The District shall determine on an annual basis how many, if any, flex hours of PD it will allow to be substituted for District scheduled PD offerings. The determination may be made at an individual building, a grade, or by subject basis. The District administration and the building principal have the authority to require attendance at specific PD activities. Employees must receive advance approval from the building principal for activities they wish to have qualify for flex PD hours. To the fullest extent possible, PD activities are to be scheduled and attended such that teachers do not miss their regular teaching assignments. Six (6) approved flex hours credited toward fulfilling the licensed employee's required hours shall equal one contract day. Hours of PD earned by an employee that are not at the request of the District and are in excess of the employee's required hours, or not pre-approved by the building principal, shall not be credited toward fulfilling the required number of contract days for that employee. Hours earned that count toward the licensed employee's required hours also count toward the required number of contract days for that employee. Employees shall be paid their daily rate of pay for PD hours earned at the request of the District that necessitate the employee work more than the number of days required by their contract. Teachers and administrators who, for any reason, miss part or all of any scheduled PD activity they were required to attend, must make up the

<p>required hours in comparable activities which are to be pre-approved by the employee's appropriate supervisor. To receive credit for his/her PD activity each employee is responsible for obtaining and submitting documents of attendance, or completion for each PD activity he/she attends. Documentation is to be submitted to the building principal or designee. The District shall maintain all documents submitted by its employees that reflect completion of PD programs, whether such programs were provided by the District or an outside organization. To the extent required by ADE Rules, employees will receive up to six (6) hours of educational technology professional development that is integrated within other professional development offerings including taking or teaching an online or blended course. The following PD shall count toward a licensed employee's required PD hours to the extent the District's or school's PD plan includes such training, is approved for flex hours, or is part of the employee's PDP and it provides him/her with knowledge and skills for teaching:</p> <ul style="list-style-type: none">• Students with intellectual disabilities, including Autism Spectrum Disorder;• Students with specific learning disorders, including dyslexia;• Culturally and linguistically diverse students;• Gifted students. <p>Beginning in the 2013-14 school-year and every fourth year thereafter, all mandated reporters and licensed personnel shall receive two (2) hours of PD related to child maltreatment required under A.C.A. § 6-61-133(d)(e)(2). For the purposes of this training, "mandated reporters" includes school social workers, psychologists, and nurses. Beginning in school-year 2014-15 and every fourth year thereafter, teachers shall receive two (2) hours of PD designed to enhance their understanding of effective parental involvement strategies. Beginning in school-year 2014-15 and every fourth year thereafter, administrators shall receive two (2) hours of PD designed to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Beginning in the 2015-16 school-year and every fourth year thereafter, all</p>				
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licensed personnel shall receive two (2) hours of PD in teen suicide awareness and prevention which may be obtained by self-review of suitable suicide prevention materials approved by ADE. Beginning in the 2016-17 school-year and every fourth year thereafter, teachers who provide instruction in Arkansas history shall receive at least two (2) hours of PD in Arkansas history as part of the teacher's annual PD requirement. Anticipated rescuers shall receive training in cardiopulmonary resuscitation and the use of automated external defibrillators as required by ADE Rule. Such training shall count toward the required annual hours of PD. At least once every three (3) years, persons employed as athletics coaches shall receive training related to the recognition and management of concussions, dehydration, or other health emergencies as well as students' health and safety issues related to environmental issues and communicable diseases. The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety. All licensed personnel shall receive training related to compliance with the District's antibullying policies. For each administrator, the thirty six (36) hour PD requirement shall include training in data disaggregation, instructional leadership, and fiscal management. This training may include the Initial, Tier 1, and Tier 2 training required for Superintendents and other designees by ADE's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements. Building level administrators shall complete the credentialing assessment for the teacher evaluation PD program prior to conducting any summative teacher evaluations. Teachers' PD shall meet the requirements prescribed under the Teacher Evaluation Support System (TESS). By the end of the 2014-15 school-year, teachers shall have received professional awareness on the indicators of dyslexia and the science behind teaching a student who is dyslexic. Teachers required by the superintendent, building principal, or their designee to take approved training related to teaching an advance placement class for a subject covered by the College Board and

<p>Educational Testing Service shall receive up to thirty (30) hours of credit toward the hours of PD required annually. Licensed personnel may earn up to twelve (12) hours of PD for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction provided the time is spent in accordance with state law and current ADE rules that deal with PD. The hours may be earned through online PD approved by the ADE provided the PD relates to the district's ASCIP and the teacher's professional growth plan. Licensed personnel who meet the requirements of this paragraph, the associated statute, and ADE Rules shall be entitled to one hour of PD for each hour of approved preparation. Licensed personnel shall receive fifteen (15) PD hours for a three-hour undergraduate or graduate level college course that meets the criteria identified in law and applicable ADE rules. A maximum of eighteen (18) such hours may be applied toward the thirty six (36) hours of PD required annually for license renewal. Employees who do not receive or furnish documentation of the required annual PD jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive his/her required annual hours of PD in any given year, unless due to illness as permitted by law, ADE Rule, and this policy, shall be grounds for disciplinary action up to and including termination. Approved PD activities may include:</p> <ul style="list-style-type: none"> • Conferences/workshops/institutes; • Mentoring/peer coaching; • Study groups/learning teams; • National Board for Professional Teaching Standards Certification; • Distance and online learning (including ArkansasIDEAS); • Internships; • State./district /school programs; • Approved college/university course work; • Action research; and • Individually guided (to be noted in the employee's PDP). Approved PD activities that occur during the instructional day or outside the licensed employee's annual contract days may apply toward the annual minimum PD requirement. PD activities shall relate to the following areas: • Content (K-12); • Instructional strategies; • Assessment/data-driven decision 				
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<p>making; • Advocacy/leadership/fiscal management; • Systemic change process; • Standards, frameworks, and curriculum alignment; • Supervision; mentoring/peer coaching; • Next generation learning/integrated technology; • Principles of learning/developmental stages/diverse learners; • Cognitive research; • Parent involvement/academic planning and scholarship; • Building a collaborative learning community; • Student health and wellness; and • The Code of Ethics for Arkansas Educators. Additional activities eligible for PD credit, as included in the District, school, and licensed employee's PDP, include: • School Fire Marshall program (A.C.A. § 6-10-110); • Tornado safety drills (A.C.A. § 6-10-121); • Literacy assessments and/or mathematics assessments (A.C.A. § 6-15-420); • Test security and confidentiality (A.C.A. § 6-15-438); • Emergency plans for terrorist attacks (A.C.A. § 6-15-1302); • Teacher Excellence and Support System (A.C.A. § 6-17-2806); • Student discipline training (A.C.A. § 6-18-502); • Student Services Program (A.C.A. § 6-18-1004); • Training required by ADE under academic, fiscal and facilities distress statutes and rules; and • Annual active shooter drills (6-15-1303). Action Type: Professional Development</p>				
<p>The district's Federal Programs Coordinator will attend conferences, workshops, visit district schools and neighboring school districts, collaborate with other districts' federal programs coordinators and subscribe to professional resources. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Dena McNeely, Federal Programs Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide office supplies and materials for administration of federal entitlement programs. Action Type: Alignment</p>	<p>Dena McNeely, Federal Programs Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Hire Federal Coordinator to assist with Title I Programs and budgets. (Dena McNeely stipen for 6401.81) Money will be used to attend work shops for Title I Program and material and supplies as necessary. Also for</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$500.00 Services: Title I - Materials & \$1750.76 Supplies:</p>

upgrading the scanners to help service our students with Title VI moneys. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				Title I - Employee Salaries: \$5087.77 Title I - Employee Benefits: \$1314.04 <hr/> ACTION BUDGET: \$8652.57
The school will develop methods of connecting the classroom to the home, by consulting with parents in the adoption of parent involvement policies, parent-school compacts, and in the descriptions of their children's programs and progress. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Dena McNeely, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Funds will be paid to provide transportation for all school children who attend the Norfolk Boys and Girls Club After-School Program, and the school will provide snacks for these children. Children will receive after-school tutoring and be provided a safe and secure environment after school. One person does this 5 days a week for 178 days a year for one hour each day. Action Type: Collaboration Action Type: Parental Engagement	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders 	<hr/> ACTION BUDGET: \$
Funds will be used for staff development to help educate the Parental Involvement Facilitators in developing programs for parenting skills. Materials will also be purchased to support these parental involvement programs and activities. See building plans for fund allocation. Action Type: Parental Engagement	Dena McNeely, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Hire a literacy coach 2 days per week (82 days per year, 0.43 FTE Beverly Scott) to assist teachers and administrators with curriculum mapping, horizontal and vertical alignment, norm and criterion referenced test score evaluation and interpretation, and other areas in order to improve academic achievement and performance of students. Employing this individual exceeds state requirements. Funds will be set aside for professional development and training of the literacy coach. See building plan for money allocation. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Student performance on norm and	Mike S. Seay,	Start:	<ul style="list-style-type: none"> • Administrative 	<hr/>

<p>critterion referenced exams will be reviewed at the district level to insure continued academic achievement/improvement of our students to meet or exceed state AMO targets. Funds will be expended on materials/supplies/services that exceed state requirements. Funds will be used for materials/media designed to enhance the performance of all students performing below the proficient level in mathematics and literacy. Parent involvement and community support will be assessed through participation in parent-teacher conferences, volunteer programs, parent education and technology evenings, and other school activities. See building level plans for further evaluation strategies. Action Type: Program Evaluation</p>	<p>Superintendent</p>	<p>07/01/2014 End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids ● Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Parent facilitators will be identified at each campus. The facilitators will provide family kits, establish and oversee parent centers, provide information/assistance and workshops regarding parental concerns and fostering children's success, course selection, career planning and other issues to parents on both scheduled and as needed bases, develop a volunteer resource book, assist volunteers, and act as a parent liaison with the school and community. Parenting materials will be maintained in the library for parent check-out. Parent facilitators will also update the district Parental Involvement Plan annually by October 1. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Computers ● District Staff ● Performance Assessments ● School Library 	<p>ACTION BUDGET: \$</p>
<p>Before- and After-school tutoring and/or summer school opportunities will be provided to assist students with achievement and improvement in the core academic areas of mathematics and literacy. Funds will be expended on materials/supplies/services that exceed state requirements. An hourly rate of \$25.00 plus benefits will be provided with NSLA funds to teachers/facilitators providing summer school services. The before school is 1 person for 45 minutes per day, for 178 days a year. The after school is 2 people, twice a week for one hour a day. NSLA funds will be used to provide hourly wages to food service worker preparing meals for such programs. The rate of pay will</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</p>

be the same as the employee's regular hourly pay plus benefits. See building plans for allocation of funds. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
The district superintendent will attend conferences, meetings, and workshops related to school plant management, and subscribe to professional journals and organizations. School board members will attend professional development offerings related to their positions if necessary. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Norfolk Public Schools - Norfolk High School and Norfolk Elementary School - are schoolwide Title I programs and encompasses all of the requirements of such including but not limited to 1) performing needs assessments, 2) developing schoolwide reform strategies, 3) providing instruction by highly qualified teachers, 4) providing professional development opportunities, 5) implementing strategies to attract and retain highly qualified teachers, 6) involving parents, 7) providing transition activities, 8) involving teachers in decision making and ACSIP process, 9) providing timely remediation for struggling students, and 10) effectively coordinating and integrating various programs designed to improve instruction and increase student achievement as evidenced in this plan. Title I funds and or NLSA are expended in programs/activities that exceed state and local requirements. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Funds will be allocated to provide instruction in alternative learning environment for students who are unable to perform in a traditional educational setting. Students are	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ALE (State-275) - Purchased Services: \$44611.00

<p>identified as candidates for ALE based upon an evaluation of various criteria including but not limited to academic performance/defecits, attendance, failing grades, social functioning in the classroom, and occurrences of significant behavioral disturbances resulting in suspension or expulsion. Students may be placed in either an on-campus or off-campus alternative learning environment. Identified students placed in either ALE setting are provided a highly structured educational environment and served by qualified instructors in small group educational settings. Student participation and progress is regularly evaluatated, progress toward goals is evaluated, feedback is provided to students, and appropriate modifications and adjustments are made as needed. ALE students placed on-campus are transitioned back to the regular classroom setting based on an evaluation of progress toward and/or achievement of their goals. The same evaluative criteria for placing the students are examined to facillitate the student's return to the regular classroom setting. Students placed in an off-campus ALE environment are returned to the regular classroom based upon the recommendation of the off-campus facility. Evaluations and subsequent changes of student placement occur at the end of each quarterly grading period. For the past three years 100% of ALE students returning to Norfolk Public Schools have attained required behavioral and academic goals established by the alternative school and approved by the district. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				<p>ACTION BUDGET: \$44611</p>
<p>PROFESSIONAL DEVELOPMENT EVALUATION - In order to evaluate the impact of professional development, professional development survey data, data from individual professional growth plans, and norm and criterion referenced student data will be examined. Professional development survey data showed specific need for professional development offerings related to specific subject areas other than mathematics and literacy - ie. science and physical education. Individual professional growth plans indicated an overwhelming desire for in-depth professional development related to</p>	<p>Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; Stacey Bradbury, Elementary Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>PD (State-223) - Purchased Services: \$21747.00</p> <hr/> <p>ACTION BUDGET: \$21747</p>

<p>transition/implementation of CCSS. Professional growth plans show that appropriate staff have received and/or are currently receiving updated training in ELLA and Effective Literacy to implement effectively. These professional growth plans also reflect that appropriate teachers are currently being trained in CGI to improve instructional practices in mathematics and more effectively address CCSS mathematics standards. Plans are made to continue training in ELLA, Effective Literacy, and CGI and begin training in CLASS and Common Core. Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: The district will use the professional development survey data in conjunction with norm and criterion referenced test scores and district and school accountability reports to determine the effectiveness of the district's instructional program as a whole. Currently all student populations have met AMO goals for 2012 as established by ADE in all areas. However, the high school building received a "Needs Improvement" designation in the area of "School Percent Tested" and "School Graduation Rate." The high school's status related to "School Percent Tested" is currently under appeal. Appropriate documentation has been submitted to ADE for students who moved out of district prior to state-mandated testing dates. Exploration of appropriate procedures to avoid this problem in the future are currently ongoing in the school and at the district, and between the district and ADE. Plans to address these deficiency include required communication and collaboration between school office personnel and the school/district test coordinator. Graduation rate data has been addressed and corrected at the ADE level. However, our current school and district reports reflect no change to this data as of September 27, 2012. Action Type: Program Evaluation</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$76510.57</p>

Priority 2: Based on the analysis of school and community data, it is requisite to create a safe and drug free school environment.

Supporting Data: 1. A review of school discipline records over the past three years shows that of all discipline referrals, 9% were for fighting/violent acts, 8% for bullying, 2% for smoking, and less than 1% for weapons/contraband.

2. On the 2009 Youth Behavior Risk Survey, 6-12th grade students in Norfolk Public Schools indicated participation in the following activities on at least one occasion within the past year: 38% had used tobacco products, 55% had consumed alcohol, and 18% had used illicit drugs.
3. In past years elementary teachers and parents have expressed a great amount of concern regarding elementary students being dropped off at school prior to 7:40 a.m. At that time school buildings were not opened until 7:40 a.m., and students dropped off prior to that time were unsupervised. Currently school personnel are available to supervise and assist elementary students with homework and basic literacy and math skills at 7:00 a.m.

Goal Reduce discipline referrals for fighting/violent acts and bullying. Reduce student use of tobacco, alcohol, and illicit drugs. Increase opportunities for parental awareness and involvement, and establish a partnership with parents regarding drug prevention for all. Increase safety of elementary students who are dropped off at school prior to school hours due to parent employment.

Benchmark Discipline referrals for fighting/acts of violence and bullying will each be reduced by 1% by June 30, 2013. Students will report reduction in the use of drugs and alcohol as follows: 3% reduction in reports of tobacco use, 4% reduction in reports of alcohol consumption, and 2% reduction in reports of illicit drug use by the end of the 2013 fiscal year. An additional 5% of parents will report that the school is working adequately with them to prevent drug abuse.

Intervention: Continue implementation of Safe and Drug Free Schools Programs				
Scientific Based Research: Effective Interventions for Safe and Drug Free Schools, Dennison, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-12 teachers will participate in parental involvement training and activities thereby developing skills in establishing rapport with parents. Two-way effective communication between parents and teachers is an essential component in the ongoing cultivation of teacher/parent partnerships which insures the best learning environment for students. Action Type: Parental Engagement Action Type: Professional Development	Stacey Bradbury, Elementary Principal; Bobby Hulse, High School Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Funds may be allocated to address the prevention of bullying by purchasing posters to combat bullying and harassment and other types of media to educate students, parents, and teachers with regard to these and other risky behaviors. Funds may also be used to provide speakers/presenters to address these topics with the students when necessary. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Keela Olson, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Solicit community donations and support so that drug prevention materials, programs, and devices may be purchased and provided for students, parents, teachers, and	Keela Olson, Elementary Counselor and Darlene Landrum, High School	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants 	ACTION BUDGET: \$

community members. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Counselor			
N.S.L.A. funds will be utilized to provide - in part - for a school district resource officer. The school district resource officer's responsibilities shall include presenting programs such as D.A.R.E. and G.R.E.A.T. and possibly other research based programs, methods, and strategies tied to improving achievement of students at risk. Funds may also be allocated to purchase materials to support D.A.R.E. and G.R.E.A.T. programs if necessary. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mike Seay, Superintendent; Billy Cox, Resource Officer	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff 	NSLA (State-281) \$12500.00 - Purchased Services: <hr/> ACTION BUDGET: \$12500
Purchase materials and supplies to support Red Ribbon Week activities. Action Type: Alignment Action Type: Collaboration	Keela Olson, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> <hr/> ACTION BUDGET: \$
Involve parents in the education of their children with regard to the dangers of the use of drugs and alcohol. Acquire books, pamphlets, and other materials for parental use. Increase parental awareness and involvement by providing literature and information focused on supporting the educational, social, and emotional development of their children. Action Type: Parental Engagement	Keela Olson, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Funds may be allocated for presentation of drug free, anti-bullying, and suicide prevention programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Keela Olson, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants 	<hr/> <hr/> ACTION BUDGET: \$

<p>The principal will track the number of office referrals for inappropriate behavior using APSCN. These numbers will be used by the ACSIP committee bi-annually to evaluate the effectiveness of the parental involvement and safe schools activities.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Elementary and High School Principals</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Examine discipline records and referrals, survey students during the school year, and examine data from local law enforcement agencies to determine the effectiveness of the program. If provided by ADE or other outside agency, a drug, alcohol, and risky behavior survey will be administered to students in grades 6-12. Surveys will be administered to all students in grades 6-12, parents, and faculty members. This data will be used to determine focal points of the following years' program.</p> <p>Action Type: Program Evaluation</p>	<p>Mike Seay, Superintendent; Keela Olson, Elementary Counselor; and Darlene Landrum, High School Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide before school guided study time/homework assistance for elementary students being dropped off at school prior to 7:40 a.m. in an effort to increase the academic achievement of these students. NSLA funds will be used to provide an \$25.00 hourly wage plus benefits for (Malinda Foret, stipen for \$25 per hour, 178 days a year)the individual charged with the responsibility for providing additional guided study time and academic assistance for these students.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Stacey Bradbury, Elementary Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>NSLA (State-281) - \$449.99 Employee Benefits:</p> <p>NSLA (State-281) - \$2772.61 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$3222.6</p>
<p>Total Budget:</p>				<p>\$15722.6</p>

- Priority 3: The purpose of the wellness priority is to improve the health and academic performance of our students. Wellness activities will include nutrition education and physical fitness activities which encourage the development of lifelong health habits and promotion of a healthy lifestyle.
- Supporting Data:
1. The Norfolk School District Body Mass Index data from 2005-06 indicates that of the 469 student population, 399 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 35.5% , Females 40.8% Elementary: Males 35.1% , Females 33.0% High School: Males 35.9% , Females 50.6%
 2. The Norfolk School District Body Mass Index data from 2004-05 indicates that of the 463 student population, 389 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 40.3% , Females 40.4% Elementary: Males 43.4% , Females 33.7% High School: Males 36.0% , Females 47.7%
 3. The Norfolk School District Body Mass Index data from 2003-04 indicates that of the 463 student population, 419 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 31.2% , Females 33.6% Elementary: Males 39.3% , Females 36.9% High School: Males 20.2% , Females 29.8%

4. Free and Reduced Price Meal Eligibility by Percentage 2005-06 District: 26% full paid, 14% reduced, 60% free Elementary: 22% full paid, 15% reduced, 63% free High School: 32% full paid, 12% reduced, 56% free
5. Free and Reduced Price Meal Eligibility by Percentage 2004-05 District: 28% full paid, 15% reduced, 57% free Elementary: 24% full paid, 14% reduced, 62% free High School: 34% full paid, 15% reduced, 51% free
6. County Level Unemployment for Arkansas Baxter County 2006 5.4% 2005 4.9% 2004 5.7% 2003 6.3%
7. Median Household Income for Arkansas Baxter County 2004 \$31,300 2003 \$30,463
8. The Norfolk School District Body Mass Index data from 2006-07 indicates that of the ___ student population, 389 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males ___% , Females ___% Elementary: Males 39.3% , Females 32.6% High School: Males 35.5% , Females 46.8%
9. Free and Reduced Price Meal Eligibility by Percentage 2006-07 District: 24% full paid, 12% reduced, 64% free Elementary: 17% full paid, 14% reduced, 69% free High School: 31% full paid, 59% reduced, 10% free

Goal Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings, and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the end of the 2012-13 school year, there will be a decrease of the average Body Mass Index for students by 0.5% as evidenced by the annual Body Mass Index Screening.

Intervention: Administrative support for wellness.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, D.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs and db.html . Clinical Pediatrics, 40(2): 63-70. 2001.NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Norfolk School District has developed District Wellness Policy in accordance with the School District Wellness Policy Checklist and in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district superintendent. Policies include the five (5) federal requirements: (1) Goals for nutrition education, physical activity and other school-based activities, (2) Nutrition guidelines, (3) Guidelines form reimbursable school meals, (4) a Plan for measuring implementation of the local wellness policy, and (5) Community Involvement. The Wellness Policy Checklist has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Wellness	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Norfolk School District will: (1) provide support to the schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness				
The Norfolk School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; Stacey Bradbury, Elementary Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
The Norfolk School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Mike S. Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). District and Building ACSIP plans will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; Stacey Bradbury, Elementary Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol.45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol.46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Norfolk School District will support the schools in making physical activity opportunities and	Mike S. Seay, Superintendent; Dena McNeely	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	ACTION BUDGET: \$

healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	District Wellness Committee Chairperson; and Debbie Blount, District Child	06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	BUDGET:
The Norfolk School District will support schools in offering the students choices of: two (2) entrees daily at lunch, two (2) choices of fruit or 100% fruit juice 2-3 times per week at lunch; two choices of vegetables daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness	Debbie Blount, District Child Nutrition Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
The Norfolk School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Mike S. Seay, Superintendent; and Jennifer Clark, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Norfolk School District will involve parents in physical activity and nutrition education through homework, national school lunch program menus, parent-teacher organization meeting presentations, and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; and Stacey Bradbury, Elementary Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
The Norfolk School District will support schools in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with the Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Mike S. Seay, Superintendent; and Building Principals	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
The Norfolk School District will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting	Dena McNeely, District Wellness Chairperson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders 	ACTION BUDGET: \$

pre and post assessment of School Health Index Module results, and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness			<ul style="list-style-type: none"> • District Staff • Teachers 	
The Norfolk School District will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. A coordinator will be identified to oversee non-instructional programs and services related to NSLA funds. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Mike Seay, Superintendent; Debbie Blount, Child Nutrition Director; Janice Killian, NSLA Applications Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	ACTION BUDGET: \$
Norfolk School District will administer BMI screenings annually to all students as required in an effort to combat childhood obesity, and results of BMI screenings will be compared annually to assess the change in the number/percentage of students determined to be at risk of becoming overweight, overweight, and or obese. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jennifer Clark, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:	The purpose of the special education priority is to address a district trigger in special education in the area of least restrictive environment.
Supporting Data:	1. According to 2005-2006 Special Education Focused Monitoring Data, 29.51% of special education students in the district were being served outside of the classroom more than 21% of the school day.
Goal	Reduce the percentage of special education students being served outside the regular classroom to 20 percent or less of the total special education population by developing and/or implementing other methods of service for special education students.
Benchmark	By December 1 of the 2012-2013 school year, the percentage of special education students receiving services outside the regular classroom will be reduced by 10% as evidenced by Special Education Focused Monitoring Data.
Intervention: Identify the appropriate placement/method of service for special education students, and meet percentage requirements for least restrictive environment.	
Scientific Based Research: I.D.E.I.A.	

Actions	Person Responsible	Timeline	Resources	Source of Funds
Student placement/method of service will be evaluated on an individual basis. Students will be served appropriately and in the least restrictive environment available based on the individual student's needs. Action Type: Special Education	Special Education Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Classroom inclusion will be used as an alternative to pull-out services as a method of providing special education services to students. Action Type: Special Education	Brittany Reeves, Resource Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Indirect service will be used as an alternative to services outside the regular classroom when appropriate. Action Type: Special Education	Brittany Reeves, Resource Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
If necessary, additional special education paraprofessionals will be hired to provide inclusion services to special education students who may receive appropriate inclusion services in the regular classroom. Action Type: Special Education	Mike Seay, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
A pre-referral team (Child Study Team) has been identified and is being utilized at each building in the district. Action Type: Special Education	Bobby Hulse, High School Principal and Stacey Bradbury, Elementary Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Carla Sutterfield	4-5 Language Arts Teacher	Title I
Classroom Teacher	Dena McNeely	Federal Programs Coordinator	Title I
Classroom Teacher	Rhonda Brown	3rd Grade Teacher	Title I
Non-Classroom Professional Staff	Angie Parnell	Parent	Title I
Non-Classroom Professional Staff	Malinda Foret	Paraprofessional	Title I
Non-Classroom Professional Staff	Trena Flowers	Special Ed Instructional Aide	Title I
Non-Classroom Professional Staff	Tyra McGowan	Title I Paraprofessional	Title I
Parent	Chrissy McFall	Parent	Title I
Parent	Denise Weber	Parent	Title I
Principal	Bobby Hulse	High School Principal	Title I
Principal	Stacey Bradbury	Elementary Principal	Title I