

School Plan

FLIPPIN ELEMENTARY SCHOOL
209 ALFORD ST., FLIPPIN, AR 72634

Arkansas Comprehensive School Improvement Plan

2014-2015

The heartbeat of our school is to serve: every student, every parent, every teacher, every time.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: School Wide

Goal: Flippin Elementary will implement best educational practices to improve student performance.

Priority 2: Literacy

Goal: Students will become more proficient in reading comprehension as determined by the analysis of the data of ITBS, Augmented Benchmark and Developmental Reading Assessment (DRA) testing.

Goal: All students will become more proficient in writing as determined by the analysis of the data from Arkansas Augmented Benchmark and the Iowa Test of Basic Skills.

Priority 4: Health and Wellness

Goal: Flippin Elementary School will seek ways to improve the health and wellness of students.

Priority 5: Math

Goal: Math students will become more proficient in answering open-response math questions as determined by the analysis of the data from the Augmented Benchmark testing.

Priority 7: Science

Goal: All students will become more proficient in answering open-response science questions as determined by the analysis of the data from the Augmented Benchmark testing.

Priority 8: Alternative Learning Environment

Goal: The Alternative Learning Environment will provide educational resources, counseling and support for at-risk students.

Priority 1:	Students' performance will improve school wide.
Supporting Data:	<ol style="list-style-type: none">1. NEEDS ASSESSMENT: Flippin Elementary has been identified as a "NEEDS IMPROVMENT-LITERACY & MATH" based on 2013-14 ACTAAP scores. TAGG (Targeted Achievement Gap Groups) did not meet standards. ACSIP Leadership Teams were formed to analyze test scores from the administration of the 2014 Grade 3, 4, and 5 Augmented Exams for Math, Science, Literacy and ITBS Exams. We conducted data analysis to determine our main areas of weakness, studied the three most recent years of Attendance Rate, Disciplinary, Formative and Summative Achievement Data across grade levels within our buildings. We found that there was a weakness across the overall curriculum in aligning and communicating needs of students vertically and horizontally between grade levels.2. Attendance: In, 2014, the attendance rate was 95.87%. In 2013, the attendance rate was 95.1%. In 2012, the attendance rate was 94.8%.3.
Goal	Flippin Elementary will implement best educational practices to improve student performance.
Benchmark	The data shows that the percentages of Flippin Elementary students at or above proficiency in 2013-14 were as follows: Literacy 78.53%, Math 71.73%, and Science 52.0%.

Intervention: Flippin Elementary will work to seek, choose, and follow current best practices in education.

Scientific Based Research: Total Instructional Alignment From Standards to Student Success. Lisa Carter, Solution Tree, (2010). Shouting Won't Grow Dendrites, 20 Techniques for Managing a Brain-Compatible Classroom, Marcia L. Tate, Sage Publications, California, (2010).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>FORMATIVE/SUMMATIVE ASSESSMENT: Grade level teachers will establish standards, develop rubrics and incorporate TLI resources for assessing student writing in open-response questions for each grade level across the curriculum. All students first through fifth grade will be assessed through the Arkansas Augmented Benchmark and the Iowa Test of Basic Skills examinations. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM: Flippin Elementary School is in compliance with the 10 components of Title I Schoolwide. Action Type: Title I Schoolwide</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet monthly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use Rubrics to measure student performance. Through our comprehensive core literacy program we meet the needs of our student population by instructing in the 5 essential elements (phonemic awareness, phonics, fluency, comprehension and vocabulary), as determined by the National Reading Panel. We continually align our curriculum and assessments with the Arkansas Frameworks</p>	<p>Tracie Luttrell</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 • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>and Common Core Standards. Intervention and remediation is included in this 45 minute time period. The strategies we incorporate are based on scientifically based research. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>HIGHLY QUALIFIED TEACHERS: All certified personnel and paraprofessionals in the school will be highly qualified when they are hired or will become highly qualified through an Alternative Licensure Plan in the required time period. The district will advertise vacant positions in local and state newspapers, online websites, and offer a competitive salary. When necessary, school representatives will attend job fairs throughout the state to search for highly qualified teachers. Prior to hiring faculty and staff, a determination will be made as to whether they meet highly qualified status, and, if not, they must be highly qualified before employment, or be working on their alternative method of achieving highly qualified status. Action Type: Title I Schoolwide</p>	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: The district will provide all teachers and administrators with no less than 60 hours of professional development. The professional development will include areas in the designated rotation as directed by ADE. In addition to the teacher requirements, administrators will annually receive professional development in data analysis, instructional leadership, and fiscal management. Action Type: Title I Schoolwide</p>	Tracie Luttrell	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 • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>TRANSITION: Conferences are held in the spring to transition students from preschool into kindergarten. Parents are</p>	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>provided with a kindergarten readiness checklist at the time of registration. Teaching staff will also meet annually in the spring with 6th grade middle school teachers to help transition 5th grade to 6th grade. Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
<p>INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through participation on ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. Faculty are surveyed to assess the validity of each Professional Development that is provided. Those results are used to make decisions about what professional development is offered in the future. Action Type: Title I Schoolwide</p>	Tracie Luttrell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. Title I funds will be used to provide the services of an Instructional Facilitator. Action Type: Collaboration Action Type: Title I Schoolwide</p>	Tracie Luttrell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: The respective elementary teachers will learn the DRA test formative assessment with classroom implementation strategies. The DRA assessment is being implemented in grades 1 through 5 while K-2 students are assessed utilizing primary DIBELS Next.</p>	Tracie Luttrell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
SCHOOL-PARENT COMPACT: Flippin Schools and the parents of students participating in activities, services and programs funded by Title I agree that all stakeholders (parents, school staff, and students) will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. Action Type: Title I Schoolwide	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
ALIGNMENT: A 1 FTE highly qualified paraprofessional (Debbie Stafford at 100% FTE)has been hired to work with all students regarding technology--computer labs and technological software. Title I Funds will be used to support this action. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PARENT ENGAGEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents in a variety of activities-parent engagement nights, parent teacher conferences, and "meet the teacher" night. Parents serve on our ACSIP committee and help shape our parental involvement plan. The Parent Center is available with a variety of materials for parents to check out and use at home. Title I funds will be used to support this activity. Action Type: Title I Schoolwide	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	Title I - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500
EQUITY/COLLABORATION: Assessment binders will be created for all students which will enable individualization of instruction. Action Type: Collaboration	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Title I Schoolwide				
PARENT ENGAGEMENT: An interactive Parent Involvement mobile App "ParentLink" will be purchased. This App will open a two way communication link between parents, the school and the community. Title I funds will be used to support this activity. "ParentLink" mobile App will be purchased to increase parent involvement, contact and awareness. Action Type: Equity	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$1000.00 Services: <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1500

Priority 2: All students will improve literacy skills across the curriculum.

1. NEEDS ASSESSMENT: Flippin Elementary has been identified as a "Needs Improvement-Literacy" based on 2013-2014 ACTAAP scores. TAGG (Targeted Achievement Gap Groups) did not meet standards. ACSIP Leadership Teams were formed to analyze test scores from the administration of the 2013-2014 Grade 3, 4, and 5 Augmented Exams for Math, Science, Literacy and ITBS Exams. We conducted data analysis to determine our main areas of weakness, studied the three most recent years of Attendance Rate, Disciplinary, Formative and Summative Achievement Data across grade levels within our buildings. We found that there was a weakness across the overall curriculum in aligning and communicating needs of students vertically and horizontally between grade levels.
2. Attendance Rate: In 2014, the attendance rate was 95.87%. In 2013 the attendance rate was 95.1%. In 2012, the attendance rate was 94.8%.
- 3.

Supporting Data:

Goal: Students will become more proficient in reading comprehension as determined by the analysis of the data of ITBS, Augmented Benchmark and Developmental Reading Assessment (DRA) testing.

Benchmark: The percentage of students scoring at or above proficiency on the 2013-14 Arkansas Augmented Benchmark literacy test is 78.53% for combined populations with the 2015 State AMO being 86.49%. An annual growth of 1.68% is projected.

Intervention: Students' reading test scores will be improved through comprehensive literacy Curriculum Alignment.				
Scientific Based Research: Total Instructional Alignment From Standards to Student Success. Lisa Carter, Solution Tree, (2010); Common Core State Standards Initiative, "Preparing America's Students for college and Career"; Council of Chief State School Officers (CCSSO) and National Governors Association for Best Practices (NGA Center), (2010).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Certified teachers and classified staff will meet monthly in curriculum collaboration to ensure vertical and horizontal alignment, best classroom practices, and strategies for increased student	Suzie Rook	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff 	<hr/> ACTION BUDGET: \$

achievement in literacy. High interest library books will be purchased to support the literacy program. Action Type: Alignment Action Type: Title I Schoolwide			<ul style="list-style-type: none"> • Outside Consultants • Teachers • Title Teachers 	
TECHNOLOGY: All students will have access to technology through computer labs, computers in the classrooms, and the use of classroom technology targeted toward student needs in literacy. Action Type: Technology Inclusion	Debbie Stafford/Dustin Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers 	_____ ACTION BUDGET: \$
AIP/IRIs: Academic Improvement Plans will be written and implemented for students scoring below the proficient level on the Iowa Test of Basic Skills and the Arkansas Augmented Benchmark Evaluation. Intensive Reading Improvement Plans (IRI) will be developed for those K-2 students identified with substantial reading difficulties as assessed by the Qualls Early Learning Inventory and/or the DIBELS Next assessment. Action Type: AIP/IRI	Sherry Rainbolt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	_____ ACTION BUDGET: \$
PROGRAM EVALUATION: Flippin Elementary staff disaggregated the data from Augmented Benchmark, ITBS, The Learning Institute (TLI), and STAR testing to evaluate the effectiveness of the curriculum alignment, the use of pacing guides, and the use of TLI to guide instruction, to improve student performance. The data shows some student growth, but does not meet expectations. These results are part of the students experiencing an implementation dip after introduction of the Common Core State Standards. Action Type: Program Evaluation Action Type: Title I Schoolwide	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	_____ ACTION BUDGET: \$
TRANSITION: Special education staff, administration, preschool staff, and classroom teachers will meet annually in	Karla Elliot	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	_____ ACTION BUDGET: \$

<p>the spring to evaluate and assess the incoming students from preschool as they transition into kindergarten. The staff will also meet annually in the spring with 6th grade middle school teachers to help transition 5th grade to 6th grade. Action Type: Special Education</p>		<p>06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	
<p>PROFESSIONAL DEVELOPMENT: Flippin Elementary staff will receive training in curriculum alignment through ongoing inservice, monthly grade level meetings, departmental meetings, and through monthly leadership team meetings. All literacy teachers will also be given the opportunity to begin/continue training in Common Core Comprehensive Literacy and Literacy Lab. Substitute teachers will provide release time for licensed teachers to participate in professional development. Materials and supplies will be purchased for implementation of instructional strategies acquired during the professional development. Title I Funds will be used to support this activity. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	<p>Title I - Purchase \$3000.00 d Services: <hr/>ACTION BUDGET: \$3000</p>
<p>FORMATIVE/SUMMATIVE ASSESSMENT: Data from The Learning Institute (TLI) will be analyzed following interim assessments to guide teaching and to provide differentiated learning opportunities. Teachers will also use data from the Developmental Reading Assessment (DRA), DIBELSs, WRAP, student observations, and results from assigned student work to monitor the effectiveness of the programs and to determine areas of instructional weakness. Student performance data from the Iowa Test of Basic Skills and the Arkansas Augmented Benchmark Evaluation will be</p>	<p>Tracie Luttrell</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 	<p><hr/>ACTION BUDGET: \$</p>

<p>analyzed to determine the effectiveness of The Learning Institute (TLI) program. Action Type: Program Evaluation</p>				
<p>COLLABORATION: Students who are not performing adequately as determined by classroom observations, student performance, The Learning Institute (TLI) data, DRA, WRAP, and DIBELS will be identified on the data wall as low performing students. These students will be placed in suitable interventions administered by their classroom teacher and/or classified interventionists.</p>	Tracie Luttrell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>COLLABORATION: Five HQT interventionists at 100% FTE (M. Humphrey-Salary \$19672/Fringe Benefits \$5903; L. Politte Salary \$17810/Fringe Benefits-\$5345; J. Potter-Salary \$18772/Fringe Benefits-\$5633; A. Stoner-Salary \$17872/Fringe Benefits-\$5359; D. Stafford-Salary \$19672/Fringe Benefits-\$5903) have been hired to collaborate with teachers and to provide intervention strategies to identified K-5 struggling readers. The Barton Reading and Spelling System along with various best educational strategies will be utilized during the intervention of students. Title I funds will be used to support this activity. have been hired to collaborate with teachers and to provide intervention strategies to identified K-5 struggling readers. An intervention system using the Susan Barton Reading and Spelling System and various classroom strategies will be utilized during interventions of students. Title I funds will be used to hire the certified HQT interventionists at 100% FTE each. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Tracie Luttrell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Title Teachers 	<p>Title I - Employee \$93798.00 Salaries: Title I - Employee \$28143.00 Benefits:</p> <hr/> <p>ACTION BUDGET \$121941:</p>

<p>ALIGNMENT: Grade level reading materials are continuously being purchased to support reading programs-Common Core Comprehensive Literacy and Accelerated Reader. Purchased materials and supplies are being used with various instructional strategies to close the achievement gap. Title I funds will be used to support this activity. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Suzie Rook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> School Library Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT/COLLABORATION: In response to the "Needs Improvement-Literacy" status, classroom teachers will collaborate with interventionists to implement best instructional strategies in order to bring struggling students up to grade level and close the achievement gap. Title I funds will support this activity Action Type: Title I Schoolwide</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title II-A - Purchase \$4000.00 d Services: <hr/>ACTION BUDGET: \$4000</p>
<p>EQUITY: In order to identify students who are struggling with possible reading skills, an Early Intervention Program will be implemented. The "Susan Barton System for Struggling Readers" program will help to find students at highest risk of reading failure early enough to prevent it. The National Institutes of Health (NIH) state that 95 percent of poor readers can be brought up to grade level if they receive effective help early. The window of opportunity is during kindergarten and first grade. Title I funds will be used to support this activity. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<p>Title I - Materials & Supplies: \$4500.00 <hr/>ACTION BUDGET: \$4500</p>
<p>TECHNOLOGY/EQUITY: A subscription to Overdrive eBooks will be purchased to support purchased Kindles and Chromebooks. This activity will provide all student academic levels with the opportunity to increase reading skills by promoting literacy through</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Materials & Supplies: \$3000.00 <hr/>ACTION BUDGET: \$3000</p>

technology. Title I funds will be used to support this activity.				
COLLABORATION/ALIGNMENT: Materials/supplies will be purchased to support the English Speakers of Other Languages (ESOL) program. ELL funds will be used to support this activity. Action Type: Alignment Action Type: Collaboration	Petra Pershall	Start: 07/01/2014 End: 06/30/2015		ELL (State-276) - Materials & Supplies: \$218.43 ACTION BUDGET: \$218.43
Total Budget:				\$136659.43

Goal All students will become more proficient in writing as determined by the analysis of the data from Arkansas Augmented Benchmark and the Iowa Test of Basic Skills.

Benchmark The percentage of students scoring at or above proficiency on the 2013-14 Arkansas Augmented Benchmark literacy test is 78.53% for combined populations with the 2015 State AMO being 86.49%. An annual growth of 1.68% is projected.

Intervention: Students' writing test scores will be improved through comprehensive literacy curriculum alignment.				
Scientific Based Research: "Progressive Writing Instruction: Empowering School Leaders and Teachers", Voices from the Middle (March 2012)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TECHNOLOGY: All students will have access to technology through computer labs, Chromebooks, Kindles, iPads, computers in the classrooms, and the use of classroom technology targeted toward student needs in literacy. Action Type: Technology Inclusion	Debbie Stafford/Dustin Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff School Library Teachers 	<hr/> ACTION BUDGET: \$
ALIGNMENT: Certified teachers and classified staff will meet monthly in curriculum collaboration to ensure vertical and horizontal alignment, best classroom practices, and strategies for increased student achievement in literacy. Teachers will implement ELLA (Early Literacy Learning in AR), ELF (Effective Literacy), Accelerated Reader and Literacy Lab, which encompasses writing, to close the achievement gap. Action Type: Alignment	Amy Gilley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

<p>AIP/IRIs: Academic Improvement Plans will be written and implemented for students scoring below the proficient level on the Iowa Test of Basic Skills and the Arkansas Augmented Benchmark Evaluation. Intensive Reading Improvement Plans (IRI) will be developed for those K-2 students identified with substantial reading difficulties as assessed by the Qualls Early Learning Inventory and/or the DIBELS Next assessment. Action Type: AIP/IRI</p>	<p>Sherry Rainbolt</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 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: Flippin Elementary staff will receive training in curriculum alignment through ongoing inservice, weekly grade level meetings, departmental meetings, and through monthly leadership team meetings. All literacy teachers will also be given the opportunity to begin/continue training in Common Core Comprehensive Literacy instructional strategies, and Literacy Lab (Lit Lab). Substitute teachers will provide release time for licensed teachers to participate in professional development. Materials and supplies will be purchased for implementation of instructional strategies acquired during the professional development. Action Type: Professional Development</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	<p>Title I - Materials & Supplies: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$4000</p>
<p>TITLE I SCHOOLWIDE: Students who are not performing adequately as determined by classroom observations, student performance, TLI data, will be identified on the data wall as low performing students. These students will be placed in suitable interventions administered</p>	<p>Tracie Luttrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

by their classroom teacher and/or classified interventionists. Action Type: Title I Schoolwide				
SUMMATIVE/FORMATIVE ASSESSMENT: Data from The Learning Institute (TLI) will be analyzed following interim assessments to guide teaching and to provide differentiated learning opportunities. Teachers will also use student observations and results from assigned student work to monitor the effectiveness of the programs and to determine areas of instructional weakness. Student performance data from the Iowa Test of Basic Skills and the Arkansas Augmented Benchmark Evaluation will be analyzed to determine the effectiveness of The Learning Institute (TLI) program. PROGRAM EVALUATION: Flippin Elementary staff disaggregated the data from Augmented Benchmark, ITBS, and The Learning Institute (TLI) to evaluate the effectiveness of the curriculum alignment, the use of pacing guides, the use of TLI to guide instruction, and graphic organizers to improve student performance. The data shows that the intervention is achieving the anticipated results of student performance. Action Type: Program Evaluation	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$4000

Priority 4: To implement health and safety strategies.

1. 1. NEEDS ASSESSMENT: We have formed ACSIP Leadership Teams to analyze the BMI (Body Mass Index) data. The categories of "Overweight" and "Obese" have decreased from the previous year. We have studied BMI results within our building. The staff has aggregated and disaggregated all the data for the purpose of establishing student behavioral goals. Based on our Data Analysis we came to the conclusion that the strategies that have been implemented are working. We meet as an entire faculty so that we can review and research

Supporting Data:

appropriate strategies. According to the Health Index overall score card, the eight modules were scored on a variety of items, and continued weaknesses were found in understanding weight, health and safety. It was also found that there has been an increase in attendance of students having severe health issues.

2.

Goal Flippin Elementary School will seek ways to improve the health and wellness of students.

Benchmark Flippin Elementary students' Body Mass Index (BMIs) as reported by the Arkansas Center for Health Improvement in 2013-14 showed that 68.3% of students being identified as either at risk for being overweight or overweight. An annual increase rate of 8% is projected for 2014-15.

Intervention: Staff and students will be educated on wellness to improve understanding and management of health issues. (Module 1,5,7)				
Scientific Based Research: CPR and Sudden Cardiac Arrest (SCA) Fact Sheet- Heart Association, April 2010 www.heartorg/cpr ; Asthma and Children Fact Sheet-American Lung Association July 2013 www.lung.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: A policy has been written for self carry and/or self administration of student medications, and has been written in the student handbook. This will continue to be monitored. Action Type: Parental Engagement Action Type: Wellness	Tracie Gilliland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Professional development will be provided for staff on the use of First Aid, CPR and AED. Action Type: Professional Development	Tracie Gilliland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT ENGAGEMENT: The Parent Center will have available information regarding asthma and other health issues through literature and/or guest speakers. Action Type: Title I Schoolwide Action Type: Wellness	Tracie Gilliland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
SUMMATIVE/FORMATIVE ASSESSMENT: The staff has aggregated and disaggregated all the data for the purpose of establishing student behavioral goals. Based on our data analysis we came to the conclusion that the strategies that have been	Ronna Fulton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$

implemented are working. We meet as an entire faculty so that we can review and research appropriate strategies. Periodic parental surveys, and data from the nurse on student health issues will be analyzed to evaluate the effectiveness of this intervention. PROGRAM EVALUATION: The wellness committee will evaluate annually the effectiveness of our wellness program and identify at risk areas still needing attention. Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Flippin Public Schools will develop strategies for maintaining a healthy lifestyle.

Scientific Based Research: "Make A Difference in Your School! CDC Resources Can Help You Implement Strategies to Prevent Obesity Among Children and Adolescents" US Department of Health and Human Services (2011) www.cdc.gov/HealthyYouth/KeyStrategies.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENT ENGAGEMENT: Literature and materials will be provided in the parent center for the community on maintaining a healthy lifestyle. Action Type: Parental Engagement Action Type: Wellness	Ronna Fulton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Programs for stress and anger management will be provided for Flippin Elementary staff while students will receive counseling from the School-Based Mental Health (SBMH) program. Programs will also be implemented, by the school counselor, to help students deal with stress and anger management. Action Type: Equity Action Type: Professional Development	Sherry Rainbolt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
ALIGNMENT: Flippin Elementary staff and students will participate in school wide exercises that are broadcasted each day and led by the Gifted and Talented students on the district cable show. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Susan Dyche	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
SUMMATIVE/FORMATIVE EVALUATION: Periodic evaluations of the attendance rate and	Sonya Hall	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

parental surveys will be used as a formative evaluation to determine areas of weakness. All students will be evaluated at the beginning and at the end of each school year with the Presidential Physical Fitness Assessment as a summative evaluation. The BMI (Body Mass Index) will also be evaluated at the end of every school year. This will be used to determine our weaknesses and strengths. PROGRAM EVALUATION: The Wellness committee will evaluate annually the effectiveness of our wellness program and identify at risk areas still needing attention. Action Type: Title I Schoolwide Action Type: Wellness		End: 06/30/2015		
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Total Budget: \$0

Intervention: Flippin Elementary school will provide a safe school environment.

Scientific Based Research: "The School Environment and Adolescent Well-Being: Beyond Academics"; Pilar Marin and Brett Brown,PHD; Child Trends Research Brief, Publication #2012-18, August 2012; www.childtrends.org.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: Staff and students will practice the school safety plan throughout the school year. Action Type: Collaboration Action Type: Wellness	Sherry Rainbolt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT ENGAGEMENT: Parents and the community will be informed of the school's safety procedures through the use of the school handbook, newsletters, etc. Action Type: Parental Engagement Action Type: Wellness	Sherry Rainbolt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
SUMMATIVE/FORMATIVE EVALUATION: Discipline reports will be monitored periodically throughout the school year to determine school safety issues. The wellness committee will evaluate annually the effectiveness of our wellness program and identify at risk areas still needing attention. PROGRAM EVALUATION: Upon analysis of the School Health Index, the plan will be evaluated and revised accordingly. Action Type: Wellness	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Priority 5: All students will improve in mathematical skills.

1. NEEDS ASSESSMENT: Flippin Elementary has been identified as a "Needs Improvement - Math" based on 2013-14 ACTAAP scores. TAGG (Targeted Achievement Gap Groups) did not meet standards. ACSIP Leadership Teams were formed to analyze test scores from the administration of the 2013-14 Grade 3, 4, and 5 Augmented Exams for Math, Science, Literacy and ITBS Exams. We conducted data analysis to determine our main areas of weakness, studied the three most recent years of Attendance Rate, Disciplinary, Formative and Summative Achievement Data across grade levels within our buildings. We found that there was a weakness across the overall curriculum in aligning and communicating needs of students vertically and horizontally between grade levels.
2. Attendance Rate: In 2014, the attendance rate was 95.87%. In 2013 the attendance rate was 95.1%. In 2012, the attendance rate was 94.8%.

Supporting Data:

Goal Math students will become more proficient in answering open-response math questions as determined by the analysis of the data from the Augmented Benchmark testing.

Benchmark The percentage of students scoring at or above proficiency on the 2013-14 Augmented Benchmark math test is 71.73% with the 2015 State AMO being 90.85%. An annual growth of 1.15% is projected.

Intervention: Students' math scores will be improved through Curriculum Alignment.				
Scientific Based Research: Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment . Larry Ainsworth, (2011); "Alignment of Mathematics State-Level Standards and Assessments: The Role of Reviewer Agreement", Noreen M. Webb, Joan L. Hernam, Norman L. Webb, Educational Measurement v.26 no. 2 (Summer 2010). Common Core State Standards Initiative, "Preparing America's Students for College and Career"; Council of Chief State School Officers & National Governor's Assoc. 2010				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Certified teachers and classified staff will meet monthly in curriculum collaboration to ensure vertical and horizontal alignment, best classroom practices, and strategies for increased student achievement in math. Title I funds will be used to support this activity. Action Type: Alignment Action Type: Title I Schoolwide	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers • Title Teachers 	Title I - Purchased \$4396.00 Services: <hr/> ACTION BUDGET: \$4396
TRANSITION: Special education staff, administration, preschool staff, and classroom teachers will meet annually in the spring to evaluate and assess the incoming students from preschool as they transition into kindergarten. Teaching staff will also meet annually in the spring with 6th grade middle school teachers to	Karla Elliott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

help transition 5th grade to 6th grade. Action Type: Special Education				
PROFESSIONAL DEVELOPMENT: Flippin Elementary staff will receive training in curriculum alignment through ongoing inservice, monthly grade level meetings, departmental meetings, and through monthly leadership team meetings. Teachers will also be given the opportunity to begin Cognitively Guided Instruction (CGI) training on a voluntary basis. Math manipulatives will be purchased as necessary to provide hands on math activities. Title IIA and state PD funds will be used to support this activity. Action Type: Professional Development	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	Title II-A - Purchased \$8000.00 Services: <hr/> ACTION BUDGET: \$8000
AIP/IRI: Academic Improvement Plans will be written and implemented for students scoring below the proficient level on the Iowa Test of Basic Skills, Qualls, and the Arkansas Augmented Benchmark examination. Action Type: AIP/IRI	Sherry Rainbolt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
SUMMATIVE/FORMATIVE ASSESSMENT: Data from The Learning Institute (TLI) will be analyzed following interim assessments to guide teaching and to provide differentiated learning opportunities. Teachers will also use student observations, data from Accelerated Math, and results from assigned student work to monitor the effectiveness of the programs and to determine areas of instructional weakness. Student performance data from the Iowa Test of Basic Skills and the Arkansas Augmented Benchmark Evaluation will be analyzed to determine the effectiveness of the TLI (The Learning Institute) program.	Pam Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>PROGRAM EVALUATION: Flippin Elementary staff disaggregated the data from Augmented Benchmark, Iowa Test of Basic Skills (ITBS), The Learning Institute (TLI), and STAR testing to evaluate the effectiveness of the curriculum alignment, the use of pacing guides, the use of TLI to guide instruction, and the use of Accelerated Math to improve student performance. The data shows some student growth, but does not meet expectations. These results are part of the students experiencing an implementation dip after introduction of the Common Core State Standards. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>TECHNOLOGY/EQUITY: All students will have access to technology based instructional strategies through computer labs, computers in the classrooms, iPads, and the use of classroom technology targeted toward student needs in math. An additional 50 Kindles will be purchased along with chargers, and protective cases to supplement the technology intervention. Title I funds will be used to support this activity. Action Type: Equity Action Type: Technology Inclusion</p>	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers 	<p>Title I - Materials & \$6720.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$6720</p>
<p>COLLABORATION: Students who are not performing adequately as determined by classroom observations, student performance, TLI data, and Accelerated Math data will be identified on the data wall as low performing students. These students will be placed in suitable interventions administered by their classroom teacher and/or classified interventionists.</p>	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
COLLABORATION: Summer school will be offered during the June-August 2015 season. The purpose of summer school is the close the achievement gap so that all students regardless of diversity will become successful in their academic career. NSLA funds will be used to support this activity. Action Type: Alignment Action Type: Collaboration	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$10000.00 Employee Salaries: NSLA (State-281) - \$4629.00 Employee Benefits: <hr/> ACTION BUDGET: \$14629
Total Budget:				\$33745

Priority 7: All students will improve in science skills.

1. NEEDS ASSESSMENT: Flippin Elementary has been identified as a "Needs Improvement School" based on 2013-14 ACTAAP scores. TAGG (Targeted Achievement Gap Groups) did not meet standards. ACSIP Leadership Teams were formed to analyze test scores from the administration of the 2013-14 Grade 3, 4, and 5 Augmented Exams for Math, Science, Literacy and ITBS Exams. We conducted data analysis to determine our main areas of weakness, studied the three most recent years of Attendance Rate, Disciplinary, Formative and Summative Achievement Data across grade levels within our buildings. We found that there was a weakness across the overall curriculum in aligning and communicating needs of students vertically and horizontally between grade levels.
2. Attendance: In, 2014, the attendance rate was 95.1%. In 2013, the attendance rate was 94.8%. In 2012, the attendance rate was 94.6%.

Supporting Data:

Goal All students will become more proficient in answering open-response science questions as determined by the analysis of the data from the Augmented Benchmark testing.

Benchmark The percentage of students scoring at or above proficiency on the 2013-14 Arkansas Augmented Benchmark science test is 52.0% for combined populations. An annual growth of 8% is projected.

Intervention: Students' science test scores will be improved through science curriculum alignment.				
Scientific Based Research: The Highly Engaged Classroom, Robert J. Marzano, Debra Pickering; Marzano Research Laboratory Powered by Solution Tree. (2011). Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment, Advanced Learning Press, (2011).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Flippin Elementary staff will use the science curriculum resources from The Learning Institute (TLI) to guide instruction. Action Type: Alignment	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

COLLABORATION: Certified and classified staff will meet monthly in curriculum collaboration to ensure vertical and horizontal alignment, best classroom practices and strategies for increased student achievement in science. Action Type: Collaboration	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
SUMMATIVE/FORMATIVE ASSESSMENT: During the 2013-2014 school year data from the Learning Institute (TLI) will be analyzed following interim assessments to guide teaching and to provide differentiated learning opportunities for all students. Teachers will also use student observations and results from assigned student work to monitor the effectiveness of the intervention and to determine areas of instructional weaknesses. Student performance data from the Iowa Test of Basic Skills and the Arkansas Augmented Benchmark Evaluation will be analyzed to determine the effectiveness of the TLI supplemental science program. Action Type: Program Evaluation	Ronna Fulton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Science teachers will be provided professional development in the Next Generation Science Standards. State PD funds will be used to support this activity. Action Type: Alignment Action Type: Professional Development	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	PD (State-223) - Purchased \$4264.00 Services: Title II-A - Purchased \$4665.00 Services: <hr/> ACTION BUDGET: \$8929
Total Budget:				\$8929

Priority 8: An Alternative Learning Environment will be provided for at-risk students.

1. A total of 4 students were enrolled in the Flippin Elementary Alternative Learning Environment. Of those students, 75% returned to the general curriculum classes.

Supporting Data:

Goal The Alternative Learning Environment will provide educational resources, counseling and support for at-risk students.

Benchmark Student participation in the ALE program will decrease by 1% for the 2014-15 school year.

Intervention: The Alternative Learning Environment will provide resources, counseling and support for at-risk students so that they may be successful within the educational environment.

Scientific Based Research: San Martin, Teresa L. "Empowering At-Risk Students Through Appreciative Inquiry", October 2013 http://people.ehe.osu.edu/rcalabrese/files/2010/12/Empowering_At-Risk-studernts-2010.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds						
One certified highly qualified (100% FTE) teacher has been hired to support the FES Alternative Learning Environment program. ALE funds will support this activity. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Tracie Luttrell	Start: 07/01/2014 End: 06/30/2015		<table> <tr> <td>ALE (State-275) - Employee Salaries:</td> <td>\$33945.53</td> </tr> <tr> <td>ALE (State-275) - Employee Benefits:</td> <td>\$10020.00</td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$43965.53</td> </tr> </table>	ALE (State-275) - Employee Salaries:	\$33945.53	ALE (State-275) - Employee Benefits:	\$10020.00	ACTION BUDGET:	\$43965.53
ALE (State-275) - Employee Salaries:	\$33945.53									
ALE (State-275) - Employee Benefits:	\$10020.00									
ACTION BUDGET:	\$43965.53									
Total Budget:				\$43965.53						

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alexis Sanchez	Kindergarten Teacher	Literacy
Classroom Teacher	Andrea Benedict	First Grade Teacher	Wellness
Classroom Teacher	Anita Stoner	Interventionist	Literacy
Classroom Teacher	Darrah Black	Fourth Grade Teacher	Literacy
Classroom Teacher	Dinah Sisney	Second Grade Teacher	Math
Classroom Teacher	Donna Due	Third Grade Teacher	Literacy
Classroom Teacher	Josh Lynch	Alternative Education Environment Teacher	Literacy
Classroom Teacher	Juanell Potter	Interventionist	Literacy
Classroom Teacher	Julie Beaver	Fourth Grade Teacher	Science
Classroom Teacher	Karla Elliott	Special Education Teacher	Literacy
Classroom Teacher	Kelly Downs	Kindergarten Teacher	Math
Classroom Teacher	Kristie Sumpter	Second Grade Teacher	Science
Classroom Teacher	Lewonna Nelson	Fourth Grade Teacher	Math
Classroom Teacher	Linda Arnold	Third Grade Teacher	Science
Classroom Teacher	Lisa Politte	Interventionist	Literacy
Classroom Teacher	Lori Manchester	1st Grade Teacher	Math
Classroom Teacher	Mary Humphrey	Interventionist	Literacy
Classroom Teacher	Mattie Crawford	Kindergarten Teacher	Science
Classroom Teacher	Megan Garrison	Fourth Grade Teacher	Literacy
Classroom Teacher	Pam Hudson	Fifth Grade Teacher	Math
Classroom Teacher	Paula Edmonson	First Grade Teacher	Literacy
Classroom Teacher	Rhonda Wagoner	Kindergarten Teacher	ACSIP Co-chair
Classroom Teacher	Ronna Fulton	Fifth Grade Teacher	Science
Classroom Teacher	Sarah Jefferson	Second Grade Teacher	Literacy
Classroom Teacher	Shauna Barnett	Special Education Teacher	Literacy
Classroom Teacher	Shelly Sanders	Third Grade Teacher	Math
Classroom Teacher	Shelly Xiques	Music Teacher	Math

Classroom Teacher	Sheri Groesbeck	Third Grade Teacher	Literacy
Classroom Teacher	Sherry Rainbolt	Counselor	Parental Engagement
Classroom Teacher	Sonya Hall	P.E. Instructor	Wellness
Classroom Teacher	Susan Dyche	G/T coordinator	Wellness
Classroom Teacher	Tonya Sneed	Art Teacher	Wellness
Classroom Teacher	Yvette Roberts	Second Grade Teacher	Literacy
Non-Classroom Professional Staff	Amy Gilley	Literacy Specialist	Literacy/ACSIP Co-Chair
Non-Classroom Professional Staff	Susan Leonard	Speech Therapist	Wellness
Non-Classroom Professional Staff	Suzie Rook	Media Specialist	Wellness
Non-Classroom Professional Staff	Tracie Gilliland	School Nurse	Wellness
Parent	Erica Morris	Parent	Schoolwide
Principal	Tracie Luttrell	Principal	Parental Engagement