



New Rochelle City School District Isaac E. Young Middle School Phase I

Embracing Diversity, Driving Success

December 3, 2019



IEYMS School Demographics

NYSED Breakdown



	2018-2019	Percentage of Students	2019-2020	Percentage of Students
Race/Ethnicity				
American Indian or Alaska Native	0	0.0%	0	0.0%
Asian	45	4.0%	51	4.8%
Black or African American	197	17.5%	182	17%
Hispanic or Latino	749	66.4%	719	67.3%
Multiracial	0	0.0%	3	0.3%
Native Hawaiian/Other Pacific Islander	4	0.4%	2	0.2%
White	133	11.8%	112	10.5%
Grand Total	1128	100.0%	1069	100.0%
Students with Disabilities	155	13.7%	159	14.9%
ELL Eligible	151	13.4%	129	12.1%
Free and Reduced Lunch	811	71.9%	791	74%



Data Availability & Readiness

How does IEYMS use summative assessment data?

**End of unit assessment
to determine mastery of
content**

**Assess effectiveness of
instruction/improve
instructional practice**

**Report Cards
Progress Reports
Failure Reports
NYS Assessments
STAR Benchmarks
ALEK's Benchmarks
Unit Assessments
Final Projects
Writing Tasks
Quarterly
Assessments**

**As entry criteria into
accelerated programs
and intervention
services**

**Inform future instruction
and course design**

Data Availability and Readiness

How does IEYMS use summative assessment data?



NYSED Subgroups: Test Refusals	2018-2019 ELA Refusals			Math Refusals		
	Grand Total	Total Enrolled	% Refused	Grand Total	Total Enrolled	% Refused
ALL STUDENTS	602	1128	53.4%	567	1128	50.3%
Asian	5	45	11.1%	6	45	13.3%
Black or African American	82	197	41.6%	71	197	36.0%
Hispanic or Latino	437	749	58.3%	421	749	56.2%
Native Hawaiian/Other Pacific Islander	2	4	50.0%	2	4	50.0%
White	76	133	57.1%	67	133	50.4%
Special Education Students	89	155	57.4%	95	155	61.3%
General Education Students	513	973	52.7%	472	973	48.5%
ELL Eligible	73	151	48.3%	93	151	61.6%
Not ELL Eligible	529	977	54.1%	474	977	48.5%
Free and Reduced Lunch	421	811	51.9%	404	811	49.8%
Not free and reduced lunch	181	317	57.1%	163	317	51.4%

2017-2018: ELA 52.9% all groups
2016-2017: ELA 50.4% all groups

2017-2018 Math refusal rate: 50.3% all groups
2016-2017 Math refusal rate: 47.5% all groups

Data Availability and Readiness



What formative assessments are used to gather student data?

Teachers use a variety of formative assessment strategies to determine what students are learning and the degree to which they are learning.

Workshop model provides basis for strong formative assessment

Mini-lesson

Independent practice

Readers/Writers Notebook

Small Group Instruction

Conferring

Hand signals (thumbs up, thumbs down), monitoring/tracking academic discourse and student dialogue (how are students talking about the content: use of vocabulary, evidence of thinking), math minute, laboratories, do nows, quizzes, exit tickets, response logs, writers notebooks, graphic organizers, self-assessments, chapter quizzes, interim tests, short-term projects, on demand writing tasks, short responses, quarterly assessments, conferring notes, running records, and questioning techniques

Data Availability and Readiness



What data do teachers collect routinely?

Academic Data: Quizzes, entrance/exit tickets, response logs, Writers Notebooks, graphic organizers, Do Now's, self-assessments, chapter quizzes, interim tests, short-term projects, on demand writing tasks, short responses, conferring notes, lab reports, progress monitoring data, peer evaluations, pre and post assessments, independent work, and classwork

Behavioral Data: Checklists, attendance, tally sheets, anecdotal notes, unobtrusive observation data

Data Collection

What school-wide tools are used to track data?



Academic and Behavioral

- E-schools
- Report card and Interim Progress Reports: Failure/Honor Roll
- Assessment Spreadsheets
- Benchmarks and Progress Monitoring
- Tier 1 intervention forms/anecdotal records
- TransMath/ALEKS
- Attendance (Daily, weekly, monthly)
- ReThink/IEP Direct
- Fountas and Pinnell Running Records
- Suspension spreadsheets

Structures

- Attendance Team (every Friday)
- Problem Solving Team (every Friday) Tier 3
- PBIS Team (Monthly)
- Child Study Team (Weekly) Tier 2
- Cluster Team (Weekly) Tier 1
- Content Teams (Wednesday)
- Administrative cabinet (Tuesday)
- CRE Team (Quarterly)



Data Collection

What grade/department/content area tools are used to track specific data?

English Language Arts

Teacher Gradebook
Quarterly Assessment
STAR ELA
Reading/Writing Rubric
Writer's Notebook
NYSETEL/NYSESLAT data

Mathematics

Teacher Gradebook
Quarterly Assessment
Regents Examination
STAR Math
ALEKS/TransMath

Social Studies

Teacher Gradebook
Quarterly Assessments
STAR ELA
Rubrics
Standards in Practice

Science

Teacher Gradebook
Quarterly Assessment
CER Rubric
Regents Examination

Support Services

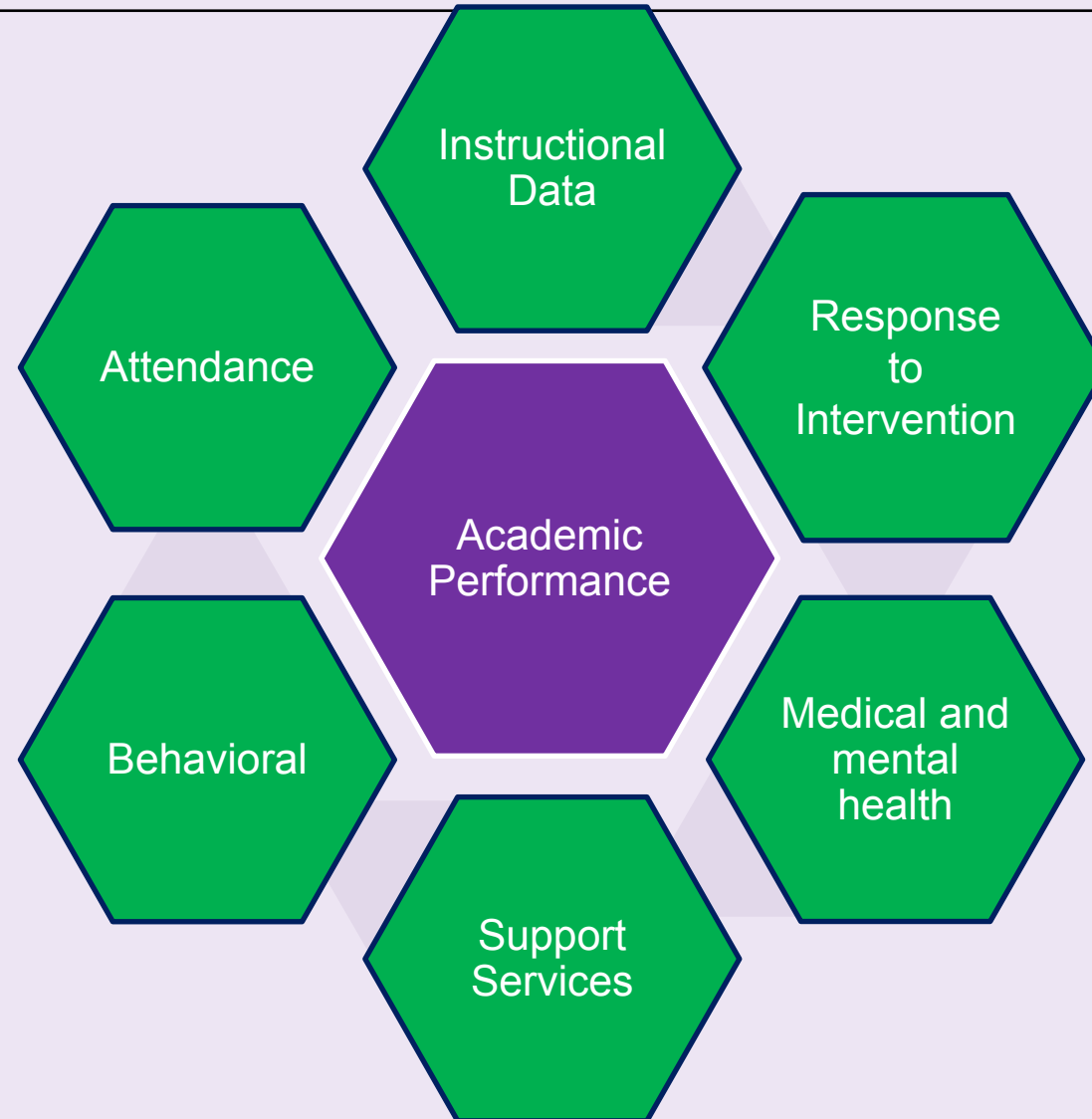
Counseling summaries
IEP Direct
ReThink
Report Cards
Reading and Math Reports
Suspension Reports
BIP's and FBAs

Administrative Team

Academic Reports
Suspension Reports
Attendance/Late Reports
Building Based Fiscal
Reports

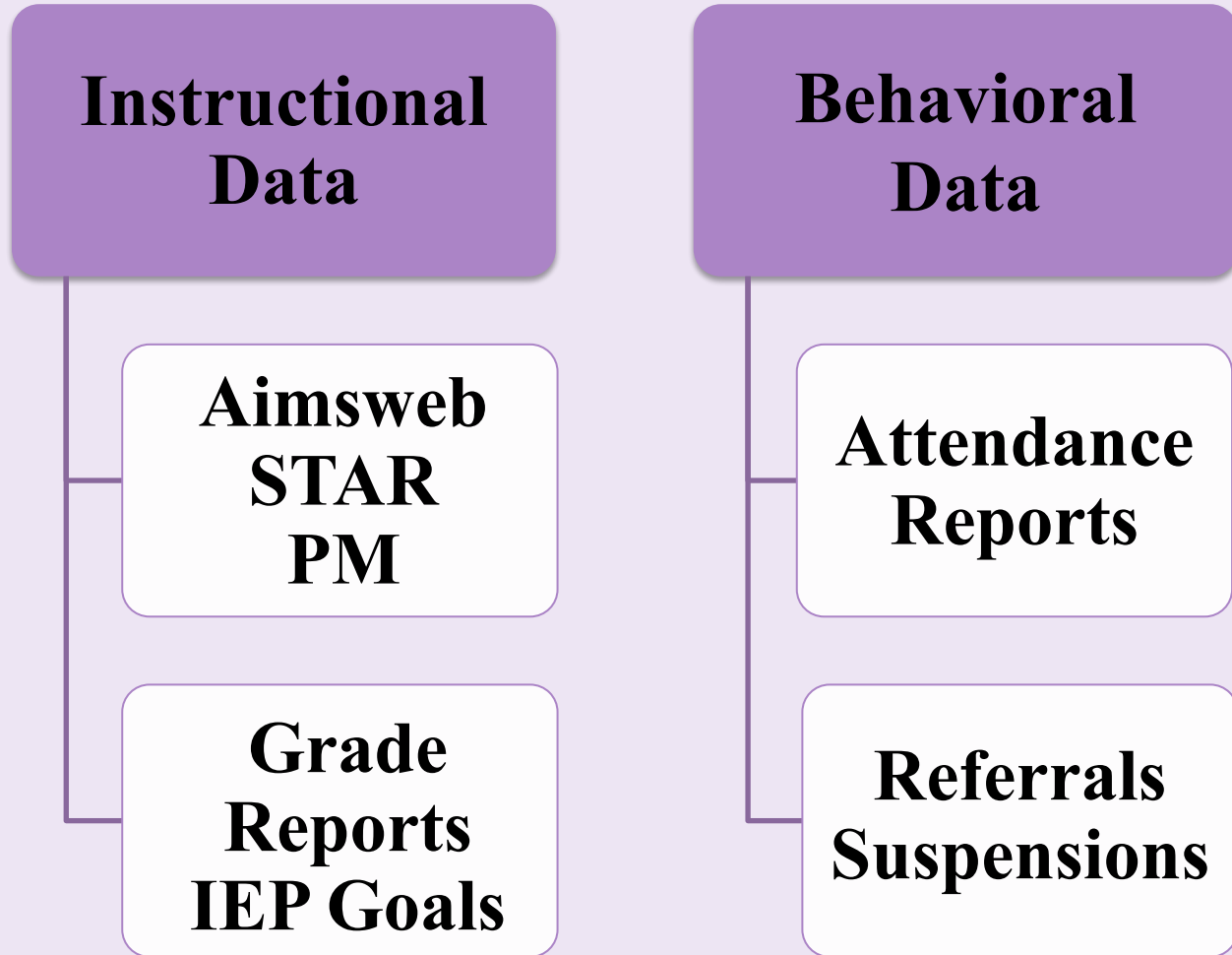
Data Collection

What student specific data is routinely connected?



Use of Data to Drive Instruction

What school-wide data and tools are most useful to monitor student growth?





Use of Data to Drive Instruction

How does this data drive AIS/RTI in each content area?

Beginning of the school year

1. Universal Screener: STAR for Math and English Language Arts.
2. Two grade levels or more behind on STAR ELA, screened for fluency, decoding, and comprehension
3. Students below the 25th but above the 10th percentile are considered for placement into an Rtl support. These students should receive intervention.
4. Students at the 10th percentile and below are placed into a Tier 2 intervention.

Ongoing throughout the year

1. Benchmarks using STAR Math and ELA.
2. Progress monitoring throughout the year.
3. Data analysis at scheduled times during the school year (STAR, ALEKS, attendance, AimsWeb, classroom tests, running records, teacher feedback)
4. Team meetings at three levels to discuss progress and possible next steps.

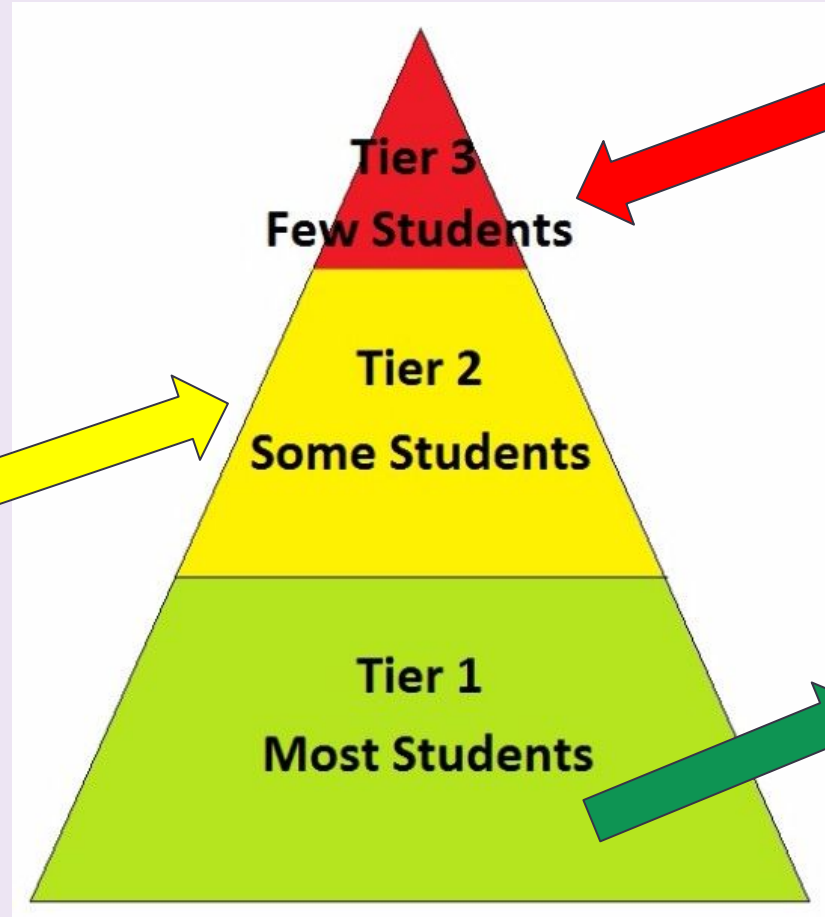
End of the school year

1. At the end of each school year, several data points (marking period grades, STAR benchmarks, NYS assessments, if available, teacher feedback, intervention data) are reviewed in consultation with the clinicians, school counselors, content/intervention teachers, and administration to discuss the student's academic functioning.
2. Students who score in the bottom 10th percentile are fast tracked into a support class for the upcoming school year.

Use of Data to Drive Instruction

How does this data drive AIS/RTI in each content area?

Tier 2: Child Study Team meets weekly to review different data points as it relates to students receiving Tier 1 and Tier 2 interventions. If student fails to make progress, a more intensive level of support or a different intervention is considered.



Tier 3: Problem Solving Team reviews this data weekly to determine the need for more intensive support. Students who do not achieve the desired progress in response to targeted interventions may be referred for a comprehensive evaluation.

TIER 1: All students benchmarked three times per year. Once in September to establish baseline. ELA, SS, and math teachers rely on this data and classroom data to plan Tier 1 supports and small group instruction across content areas



Use of Data to Drive Instruction

How do teachers use this information for instruction?

To determine what teaching practices and programs best support student learning

To determine the effectiveness of the core curriculum including pace and alignment

**Using
the data**

To determine the need for support; both students and teachers

To determine placement and readiness

Use of Data to Drive Instruction

What are the warning signs?



Inability to complete grade appropriate tasks
Assessment scores below average or below grade level
Inability to respond appropriately
Inability to formulate cohesive sentences/writing

Failing grades
Lack of work production
Poor work quality
Lack of participation
Work avoidance

Warning Signs

Increase in referrals
Increase in disruptive behavior
Parent notification
Off task behaviors
Desire to talk or share with counselors

Increase in absences/school avoidance
Recurring topic of conversation
Changes in mood and or behavior
Late to school
Inability to sustain attention for appropriate periods of time

Accelerated Pathways

What entry criteria and processes are used to place students in accelerated pathways?

Articulation Process: Preparing for Arrival and Reviewing the Data

Rising 6th Grade

Assistant principal collaborates with feeder school administration to collect “Big Picture” data on the incoming class: Master Programming, Projections, Principal’s leadership team dialogue

Psychologists/Social Workers collect and review anecdotal data from feeder schools to project behavioral supports that may be needed for rising 6th graders: Planning for behavioral supports and interventions

IEYMS Problem Solving Team will meet with feeder school teams when necessary: Probing/Lingering Questions

6th grade teachers host articulation meetings with 5th grade teachers to discuss incoming students: Planning for Instruction: Readiness



Accelerated Pathways

What entry criteria and processes are used to place students in accelerated pathways?

Strong recommendation from principal
Consistent scores of 4/A+
Three grades above on STAR
Demonstrated mastery of 6th grade math
upon entry

Math Pathways

Recommendation from principal
Consistent scores of 3
Two grades or more on STAR

6th Grade Accelerated
7th grade curriculum

7th Grade
Algebra 1

8th Grade
Geometry

6th Grade Advanced
Introduce Algebraic Thinking

7th Grade
Advanced 7 Pre Algebra Experience
Heavy focus on Algebraic Thinking

8th Grade
Algebra 1

Accelerated Pathways

What entry criteria and processes are used to place students in accelerated pathways?

Advanced Math 7

Pre-Algebra Experience

- 90% average or greater for the first three marking periods (Core)
- 85% or greater on the readiness assessment
- Teacher recommendation
- Soft skills/maturation
- Counselor recommendation

Algebra 1

- 95% average or greater for the first three marking periods (Core)
- 85% or greater on the readiness assessment (NYSED released questions)
- Teacher recommendation
- Soft skills/maturation
- Counselor recommendation

Geometry

- Successful completion of Algebra 1 in grade 7
- Qualifying score on Common Core Regents Assessment
- Strong teacher recommendation
- Counselor confirmation

Accelerated Pathways

What entry criteria and processes are used to place students in accelerated pathways?

Advanced Science 7

RIGOR FOR ALL

- Strong academic performance
- Teacher recommendation
- Counselor input
- Soft skills/Maturation

Living Environment

- 90% (A) average or greater in Science for the first three marking periods
- 85% (B+) average or greater in ELA for the first three marking periods
- 85% (B+) average or greater in Math for the first three marking periods
- Strong teacher recommendation
- Counselor input
- Soft skills/Maturation





Accelerated Pathways

What entry criteria and processes are used to place students in accelerated pathways?

World Language Program: Spanish, Latin, Italian

6th Level 1A Honors

Students participated in the elementary school World Language Program and recommended to continue

CILA Spanish, CILA Italian, Latin

7th Level 1B Honors

- Teacher recommendation to continue
- Met course requirements
- Soft skills/Maturation

8th Level 2 Honors

- Passing score on 1B proficiency exam

Heritage Spanish Honors: Native Spanish speakers

Demonstrate proficiency on the Spanish language assessment: Heritage 1 Gr. 7 Heritage 2 Gr. 8

Success Gaps

What data is collected aligned to NYSED demographic categories?

First Year Pilot: Identification Process

Accelerated 6: Projected Geometry

Asian	3 out of 22	13.6%
Black/AA	4 out of 61	6.6%
Hispanic/Latino	15 out of 228	6.6%
White	10 out of 32	31.3%

32 out of 346 students: 9.2% of all 6th graders

Advanced 6: Projected Algebra 1

Asian	4 out of 22	18.2%
Black/AA	12 out of 61	19.7%
Hispanic/Latino	54 out of 228	23.7%
White	9 out of 32	28.1%

79 out of 346 Students: 22.8% of all 6th graders

Grade 6 Accelerated Courses

World Language Program

Students from elementary programs

2019-2020 2018-2019

CILA Spanish

Black/AA	2	4
Hispanic/Latino	11	29
White	1	4

Latin Program

Asian	1	
Black/AA	3	6
Hispanic/Latino	9	10
White	4	2

CILA Italian: New program

Black/AA	1	
Hispanic/Latino	4	
White	2	

Success Gaps

What data is collected aligned to NYSED demographic categories?

Current 2019-2020 Advanced Math 7: NYSED Demographic Data Enrollment 327

Asian	5 out of 15	33.3%
Black/Afr. Am.	13 out of 46	28.3%
Hispanic/Latino	59 out of 237	24.9%
White	8 out of 29	27.6%
Special Education	0 students	
English as a New Language	0 students	

Predicted Algebra 1 by grade 8: 2020-2021

85 out of 327 students 26%

Current Accelerated Science 7: NYSED Demographic Data

Asian	5 out of 15	33.3%
Black/Afr. Am.	17 out of 46	37.0%
Hispanic/Latino	63 out of 237	26.6%
White	10 out of 29	34.5%
Special Education	1 out of 37	2.7%
English as a New Language	0 students	

Predicted Living Environment by grade 8: 2020

96 out of 327 total students 29.3%

Success Gaps

What data is collected aligned to NYSED demographic categories?

Algebra 1

Current 8th Grade Students

<u>Demographics</u>	<u>Current Grade 8 2019-2020</u>		<u>2018-2019</u>	
Asian	8 out of 13	61.5%	9 out of 13	69.2%
Black/Afr. Am.	12 out of 71	16.9%	22 out of 82	26.8
Hispanic/Latino	77 out of 247	31.2%	62 out of 259	23.9
Native Hawaiian	1 out of 2	50.0%	1 out of 2	50%
White	17 out of 50	34.0%	25 out of 53	47.2%
Total	115 out of 383	30%	119 out of 409	29.1%

# Originally Enrolled	# Completed Course	# Passed Regents	Pass rate	Overall Completion Rate
119	101	101	100%	84.9%

Success Gaps

What data is collected aligned to NYSED demographic categories?



Living Environment

Current 8th Grade Students

<u>Demographics</u>	<u>2019-2020</u>		<u>2018-2019</u>	
Asian	8 out of 13	61.5%	7 out of 13	53.8%
Black/Afr. Am.	10 out of 71	14.1%	24 out of 82	29.3%
Hispanic/Latino	71 out of 247	28.7%	65 out of 259	25.1%
Native Hawaiian	1 out of 2	50%	1 out of 2	50%
Totals	109 out of 383	28.5%	122 out of 409	29.8%

# Originally Enrolled	# Completed Course	# Passed Regents	Pass rate	Overall Completion Rate
122	112	111	99.1%	91%

Success Gaps

What data is collected aligned to NYSED demographic categories?

Geometry: Without identification/placement process

Demographics	<u>2019-2020 Current</u>		<u>2018-2019</u>	
Asian	3 out of 13	23.1%	1 out of 13	7.7%
Black/Afr. Am.	1 out of 71	1.4%	1 out of 82	1.2%
Hispanic/Latino	3 out of 247	1.2	1 out of 259	0.4%
Native Hawaiian	0 out of 2	0%	0 out of 2	0%
White	1 out of 50	2%	2 out of 53	3.8%
Total	8 out of 383	2.1%	5 out of 409	1.2%

Accelerated 6: Projected Geometry (2021-2022 8th grade) with identification process and support

Asian	3 out of 22	13.6%
Black/AA	4 out of 61	6.6%
Hispanic/Latino	15 out of 228	6.6%
White	10 out of 32	31.3%
Total	32 out of 346	9.2%

Prediction: 32% of total 8th grade

2021-2022: 32 Geometry and 79 Algebra = 111 out of 346 students

2019-2020: 8 Geometry and 115 Algebra = 123 out of 383 students

2018-2019: 5 Geometry and 119 Algebra = 124 out of 409 students

Success Gaps

What data is collected aligned to NYSED demographic categories?

Math Findings from the first Quarterly Assessment Grade 6 Math

1. Place Value and decimals
2. Multiplication and division with decimals
3. Identified three specific types of problems
4. LASW: Noticed students executed the outcomes correctly but placed the decimal in the wrong place value

Plan of Action: Moving forward, as a cohort we decided we would:

1. Incorporate more work with decimals into our subject categories within ALEKS
2. Revisit place value, multiplication & division with decimals within our current work, where possible, with "Do Nows" and "Exit Tickets".
3. Revisit the same questions in the 2nd Marking Period exam to test for student growth

TRENDS:

1. Current sixth grade class scored higher on the exam than other groups during this time of year: Attributed to smaller cohort thus allowing for more individualized attention, small group instruction
2. Scaffolds may have impacted scores: use of multiplication chart for those who struggle with basic multiplication

NEEDS:

1. Explore other resources and manipulatives that would assist in building students understanding and proficiency in place value and decimals.

Success Gaps

What monitoring systems are in place specifically for ENL or special needs students?

English as a New Language

Monitor Fluency: AimsWeb Plus

Monitor Comprehension: STAR

Monitor Math performance: STAR

Special Education Services

Monitor Fluency: AimsWeb Plus

Monitor Comprehension: STAR

Monitor Math performance: STAR and TransMath

Monitor SEL and Behavior: ReThink

Monitor IEP Goals: IEP Direct



Success Gaps

What are the measures the school is using to close that gap?
2019-2020

- Common Time
- Instructional Practices
- Curriculum
- Assessments:
PM/Quarterly/Aligned

Systems and Structures

- Understand student profile
- NYS Next Gen. Standards and the implications for practice
- Literacy Instruction
- Student engagement protocols
- Professional learning
- Examining student work
- CRE

Strengthen Teacher Capacity

- Risk-free environment
- Provide access to data
- Utilize quantitative and qualitative data
- Incorporate data discussions into daily practice
- Focus on what students know and then plan for learning
- Embrace an agenda that focuses on all

Data Culture

- Safeguard weekly meeting time for data and department teams
- Early budgetary planning around resources
- Assessing staff needs

Allocation of Time and Resources

Food Anxiety

What data is available to understand the impact of food and hunger anxiety?



Food Anxiety Data

- Number of referrals during morning compared to that same student after breakfast and or lunch
- Attendance and lateness
- Grades of student pre-meal and post meal
- Uptick in behaviors after long vacations

Probing Questions

1. Did you eat this morning?
2. Did you eat last night?
3. What did you eat?
4. Are you hungry?

Attendance Monitoring

What is the school's overall attendance percentage?

2018-2019 Attendance Rates

6th Grade	94.8%
7th Grade	94.11%
8th Grade	93.45%
Overall	94%



Does absenteeism affect any student demographic routinely?

Cohort	2019-2020	2018-2019	2017-2018
Homeless	25%	29.4%	47%
Students with Disabilities	4.9%	23.8%	24%
White Students	8.7%	20.4%	20%
Total school days	44 days as of 11/9	178 days	177 days

Attendance Monitoring: 2019-2020



How is attendance tracked and monitored?
How does the school monitor and support students with excessive absences?

Daily call home to report or check absences

Weekly Cognos report/Monthly attendance report generated by central.

**Weekly (every Friday) attendance data meeting:
Administration, school counselor, social workers, attendance teacher**

Perfect Attendance recognition

Advisory lessons stressing importance of good attendance

Attendance Monitoring



How is attendance tracked and monitored?

How does the school monitor and support students with excessive absences?

Phase 1: 3-5 days

1. Period one teacher submits an attendance referral to attendance teacher
2. Student completes SAP phase 1 assessment
3. Parent receives "Did you know letter" and follow up call
4. Parent provides documentation

Phase 2: 6-10 days

1. Student completes SAP phase 2 School Attendance Intervention Plan with counselor.
2. Conference with parent
3. Parent receives "We Need Your Child In school" letter.
4. Daily morning check-in's

Phase 3: 11 plus

1. Student and parent completes phase 3 of SAP, student contract with social worker
2. Parent receives "Compulsory attendance" letter
3. Regular home visits and wake up calls from AT and SW
4. Consider the need for outside agency support

Attendance Monitoring

Transportation Issue	Home Issue	Academic/School Issue
<ul style="list-style-type: none"> <input type="checkbox"/> Too far to travel <input type="checkbox"/> No money for transportation <input type="checkbox"/> No reliable ride to school <input type="checkbox"/> Problems on the bus <input type="checkbox"/> Other: Please specify 	<ul style="list-style-type: none"> <input type="checkbox"/> Tending to younger siblings <input type="checkbox"/> Stressors in the home <input type="checkbox"/> No alarm <input type="checkbox"/> Homeless <input type="checkbox"/> Not sleeping at night <input type="checkbox"/> Shares a room with others 	<ul style="list-style-type: none"> <input type="checkbox"/> Academic concerns <input type="checkbox"/> School avoidance <input type="checkbox"/> Other: Please specify
Social Issue	Health Issue	Safety Issue
<ul style="list-style-type: none"> <input type="checkbox"/> Peer conflict <input type="checkbox"/> Lack of peer group <input type="checkbox"/> Other: Please specify 	<ul style="list-style-type: none"> <input type="checkbox"/> Feeling sick in the morning <input type="checkbox"/> Medical condition <input type="checkbox"/> Please explain the specific issue: 	<ul style="list-style-type: none"> <input type="checkbox"/> Community Conflicts <input type="checkbox"/> Other: Please specify



Suspension Data

What is the school's suspension data?

Subgroup	2018-2019 Enrollment	Total # ISS	Total % ISS	Total # OSS	Total % OSS	Total # ISS & OSS Combined	Total % ISS & OSS Combined	
ALL STUDENTS	1128	54	4.8%	96	8.5%	150	13.3%	
Female	546	12	2.2%	24	4.4%	36	6.6%	
Male	582	42	7.2%	72	12.4%	114	19.6%	
Asian or Pacific Islander	45	1	2.2%	3	6.7%	4	8.9%	
Black or African American	197	17	8.6%	24	12.2%	41	20.8%	17.5%
Hispanic or Latino	749	31	4.1%	62	8.3%	93	12.4%	66.4%
Native Hawaiian/Other Pacific Islander	4	0	0.0%	0	0.0%	0	0.0%	
White	133	5	3.8%	7	5.3%	12	9.0%	11.8%

Suspension Data

What is the school's suspension data?

Subgroup	2018-2019 Enrollment	Total # ISS	Total % ISS	Total # OSS	Total % OSS	Total # ISS & OSS Combined	Total % ISS & OSS Combined	
General Education Students	973	46	4.7%	73	7.5%	119	12.2%	
Students with Disabilities	155	8	5.2%	23	14.8%	31	20.0%	13.7%
English Language Learner	151	10	6.6%	15	9.9%	25	16.6%	13.4%



Suspension Data

1. What is the re-entry process upon return from suspension?

Meeting with the grade administrator and or principal

Review expectations for behavior

Participate in a restorative conference or mediation, if appropriate

Welcome back dialogue with school counselor: Work submission, problem solve alternative solutions/responses and identify possible triggers

2. Does the data identify recidivism as an issue? If so, what strategies exist to support identified students?

Collaborative process: support services, administration, teachers, family

Consider the need for behavior or classroom management plan

Consider the need for a functional behavior assessment

Consider the school environment and triggers that may exist

Consider the need for wrap around services, community and family support

Action planning: Child Study Team and Problem Solving Team

Inquiry Process



What data gaps were uncovered in this process?

1. Consistent implementation of protocols for examining data: Who, what, and how are we talking about students?
2. Data availability and ease of access necessary to make impactful decisions about students
3. Common assessment protocols and tools: I have data, now what?
4. Data management and warehouse system to access and analyze data quickly and efficiently: input and output

What additional data would be helpful to collect?

1. Impact of restorative practices: How many students participated in restorative conferences and alternatives in lieu of a suspension?
2. Free and reduced lunch participation rates: Qualify vs. eating breakfast and lunch
3. Why are students not taking advantage of breakfast and lunch program?
4. Comparison by gender: Accelerated coursework, failure rates, honor roll, etc...

Inquiry Process



Does the school have effective student assessment tools?

1. Piloting quarterly assessments: No means to disaggregate, correlate, examine trends
2. Need to revisit the use of STAR as an assessment tool at the middle school level
3. Need to revisit an assessment to offset the lack of summative data loss by high rates of NYS test refusals; strictly as a measure of student learning aligned to standards

What would be useful for the district to provide?

1. Revisit our curriculum for all core subjects and evaluate alignment to Next Gen. Standards
2. Common assessments that align to the Next Gen. Standards as well as tools that can be used for effective and efficient progress monitoring of all cohorts in literacy and mathematics
3. Continuous professional development aligned to individual needs of schools and district goals
4. Data warehouse and management system that allows for historical analysis and ease of use
One stop!

Budget Process










Summarize last year's priorities.

Has the school's priorities changed from last year?

When looking at the priorities scheduled to be integrated into this year's budget, do the top priorities remain the same?

What changes exist and why?

Budget Process: Summary of last years priorities

2018-2019	2019-2020
Middle school math chair: Both buildings (BB) 	Middle school literacy chair BB: P1
Middle school SS chair: BB 	Middle school Dean of Students BB: P2
Middle school asst. direction SPED BB 	Health teacher/Adaptive physical education: P3
Social Worker: Full time IEYMS 	Family and Consumer Science restore: P4
Family and Consumer Science 1 of 2 	School counselor: P5
School counselor BB: IEYMS 	Theater Arts, Dance, Strings: P6
Health teacher 	
Theater teacher 	
Dance teacher 	
Adaptive Physical Education teacher 