

## School Plan

**MABELVALE MIDDLE SCHOOL**  
**10811 MABELVALE WEST RD., MABELVALE, AR 72103**

### Arkansas Comprehensive School Improvement Plan

**2007-2008**

Mabelvale Magnet Middle School is a supportive, innovative, diverse community where all students become lifelong learners.

Grade Span: 6-8

Title I: Title I Schoolwide

School Improvement: SI\_4

### Table of Contents

#### Priority 1: Math

**Goal:** To improve all students' proficiency in mathematics problem solving, algebra, measurement, data analysis and probability by concentrating on basic skills in numbers and operations and computation.

#### Priority 2: Literacy

**Goal:** To improve all students' proficiency in the reading and writing process by employing effective communications skills, using Standard English conventions in written work, and engaging in inquiry and research.

#### Priority 3: Health/Wellness

**Goal:** To provide the opportunity for students to learn and practice healthy behaviors related to wellness, physical fitness, and mental well-being.

Priority 1: Improve foundational math skills.

1. An examination of the overall Average Daily Attendance (ADA) and Average Daily Membership Report over the past three years is at the heart of conclusions that relate achievement concerns to student attendance. The data reflects high standards (98% ADA, 2007; 95% ADA, 2006; 97% ADA, 2005). The data also appropriately supports continued efforts and practices that encourage students' daily attendance.
2. ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL  
 Benchmark-6th Grade Mathematics Exam  
 Report Created: Sep 13, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced:  
 201 Students: 17.9% of Combined Students  
 166 Students: 11.4% of African American Students  
 6 Students: 33.3% of Hispanic Students  
 25 Students: 52.0% of Caucasian Students  
 150 Students: 12.0% of Econ. Disadvantaged Students  
 3 Students: 0% of LEP Students  
 34 Students: 8.8% of Students with Disabilities  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 198 Students: 37.3% of Combined Students  
 160 Students: 32.5% of African American Students  
 7 Students: 71.4% of Hispanic Students

31 Students: 54.8% of Caucasian Students  
 153 Students: 33.9% of Econ. Disadvantaged Students  
 2 Students: 100.0% of LEP Students  
 28 Students: 3.5% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 178 Students: 35.9% of Combined Students  
 154 Students: 34.4% of African American Students  
 8 Students: 37.5% of Hispanic Students  
 14 Students: 57.1% of Caucasian Students  
 175 Students: 36.5% of Econ. Disadvantaged Students  
 5 Students: 20.0% of LEP Students  
 29 Students: 13.7% of Students with Disabilities

The lowest identified areas for the combined population were: Data Analysis and Probability (OR) The lowest identified areas for African Americans were: Data Analysis and Probability (OR) and Measurement (OR) The lowest identified areas for Caucasian were: Data Analysis and Probability (OR) The lowest identified areas for Econ. Disadvantaged students were: Measurement (OR) The lowest identified areas for Students with Disabilities students were: Measurement (OR)

3. ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL

Benchmark-7th Grade Mathematics Exam

Report Created: Sep 13, 2007

2005-# Tested & Percent of Students Scoring Proficient/Advanced:

168 Students: 20.2% of Combined Students  
 142 Students: 14.0% of African American Students  
 4 Students: 50.0% of Hispanic Students  
 19 Students: 52.6% of Caucasian Students  
 127 Students: 18.1% of Econ. Disadvantaged Students  
 21 Students: 0% of Students with Disabilities

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

192 Students: 32.8% of Combined Students  
 165 Students: 28.4% of African American Students  
 4 Students: 75.0% of Hispanic Students  
 23 Students: 56.5% of Caucasian Students  
 152 Students: 26.9% of Econ. Disadvantaged Students  
 1 Student: 100.0% of LEP Students

30 Students: 6.6% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

181 Students: 41.4% of Combined Students  
 151 Students: 37.0% of African American Students  
 7 Students: 85.7% of Hispanic Students  
 18 Students: 55.5% of Caucasian Students  
 179 Students: 41.9% of Econ. Disadvantaged Students  
 2 Students: 100.0% of LEP Students  
 29 Students: 13.7% of Students with Disabilities

The lowest identified areas for the combined population were: Algebra (OR) The lowest identified areas for African Americans were: Algebra (OR) The lowest identified areas for Caucasian were: Algebra (OR) The lowest identified areas for Econ. Disadvantaged students were: Algebra (OR) The lowest identified areas for Students with Disabilities students were: Algebra (OR)

4. ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL

Benchmark-8th Grade Mathematics Exam

Report Created: Sep 13, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced:

227 Students: 13.2% of Combined Students  
 177 Students: 7.9% of African American Students  
 6 Students: 50.0% of Hispanic Students  
 42 Students: 30.9% of Caucasian Students  
 153 Students: 10.4% of Econ. Disadvantaged Students  
 33 Students: 0% of Students with Disabilities  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 161 Students: 27.9% of Combined Students  
 141 Students: 25.5% of African American Students  
 4 Students: 50.0% of Hispanic Students  
 14 Students: 50.0% of Caucasian Students  
 124 Students: 21.7% of Econ. Disadvantaged Students  
 19 Students: 0% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 168 Students: 26.7% of Combined Students  
 150 Students: 22.0% of African American Students  
 3 Students: 100.0% of Hispanic Students  
 12 Students: 66.6% of Caucasian Students  
 165 Students: 26.6% of Econ. Disadvantaged Students  
 1 Students: 100.0% of LEP Students  
 27 Students: 11.1% of Students with Disabilities

The lowest identified areas for the combined population were: Measurement (MC) The lowest identified areas for African Americans were: Measurement (OR) The lowest identified areas for Caucasian were: Measurement (MC) The lowest identified areas for Econ. Disadvantaged students were: Measurement (OR) The lowest identified areas for Students with Disabilities students were: Measurement (OR)

5. ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL

EOC-Algebra Exam

Report Created: Sep 13, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced:

40 Students: 42.5% of Combined Students  
 20 Students: 35.0% of African American Students  
 2 Students: 50.0% of Hispanic Students  
 17 Students: 52.9% of Caucasian Students  
 17 Students: 41.1% of Econ. Disadvantaged Students  
 1 Students: 0% of Students with Disabilities  
 2006-# Tested and Percent of Students Scoring Proficient/Advanced:  
 38 Students: 73.6% of Combined Students  
 28 Students: 67.8% of African American Students  
 8 Students: 87.5% of Caucasian Students  
 24 Students: 70.8% of Econ. Disadvantaged Students  
 2007-# Tested and Percent of Students Scoring Proficient/Advanced:  
 89 Students: 71.9% of Combined Students  
 71 Students: 69.0% of African American Students  
 5 Students: 100.0% of Hispanic Students  
 12 Students: 83.3% of Caucasian Students  
 67 Students: 70.1% of Econ. Disadvantaged Students  
 3 Students: 100.0% of LEP Students  
 1 Students: 0% of Students with Disabilities

The lowest identified areas for the combined population were: Data Interpretation and Probability (OR) The lowest identified areas for African Americans were: Data Interpretation and Probability (OR) The lowest identified areas for Caucasian were: Data Interpretation and Probability (OR) The lowest

- identified areas for Econ. Disadvantaged students were: Data Interpretation and Probability (OR)
6. Arkansas Comprehensive School Improvement Data Source for  
MABELVALE MS  
IOWA TEST OF BASIC SKILLS -- Report Completed: Sep 11, 2007  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:6

Year 2005 2006 2007

Number Tested 210 221 216

% At/Above 50th NPR In: Math Concepts 21.0% 35.0% 30.2%

Problems & Data Inter. 25.7% 33.3% 28.2%

Math Total Without Comp. 23.3% 32.6% 27.0%

Math Computation N/A% 24.7% 27.9%

Math Total With Comp. N/A% 29.8% 29.8%

AFRICAN AMERICAN POPULATION Grade:6 Year 2005 2006 2007

Number Tested 175 180 177

% At/Above 50th NPR In: Math Concepts 15.4% 30.3% 28.4%

Problems & Data Inter. 18.9% 27.9% 26.0%

Math Total Without Comp. 17.1% 28.7% 24.4%

Math Computation N/A% 23.0% 26.7%

Math Total With Comp. N/A% 24.9% 27.3%

HISPANIC POPULATION Grade:6 Year 2005 2006 2007

Number Tested 6 8 12

% At/Above 50th NPR In: Math Concepts 50.0% 62.5% 33.3%

Problems & Data Inter. 33.3% 62.5% 25.0%

Math Total Without Comp. 50.0% 50.0% 25.0%

Math Computation N/A% 37.5% 25.0%

Math Total With Comp. N/A% 50.0% 25.0%

CAUCASIAN POPULATION Grade:6 Year 2005 2006 2007

Number Tested 25 28 21

% At/Above 50th NPR In: Math Concepts 48.0% 53.8% 42.9%

Problems & Data Inter. 68.0% 55.6% 47.6%

Math Total Without Comp. 56.0% 48.1% 47.6%

Math Computation N/A% 25.0% 28.6%

Math Total With Comp. N/A% 52.0% 52.4%

ECONOMICALLY DISADVANTAGED Grade:6 Year 2005 2006 2007

Number Tested 158 165 167

% At/Above 50th NPR In: Math Concepts 16.5% 32.1% 26.5%

Problems & Data Inter. 20.3% 29.4% 23.4%

Math Total Without Comp. 17.7% 29.4% 23.5%

Math Computation N/A% 23.3% 27.7%

Math Total With Comp. N/A% 28.1% 25.9%

LIMITED ENGLISH PROFICIENT Grade:6 Year 2005 2006 2007

Number Tested 3 2 7

% At/Above 50th NPR In: Math Concepts 33.3% 100.0% 28.6%

Problems & Data Inter. 33.3% 100.0% 14.3%

Math Total Without Comp. 33.3% 100.0% 14.3%

Math Computation N/A% 100.0% 28.6%

Supporting  
Data:

Math Total With Comp. N/A% 100.0% 14.3%  
 STUDENTS WITH DISABILITIES Grade:6 Year 2005 2006 2007  
 Number Tested 3 26 16  
 % At/Above 50th NPR In: Math Concepts 0% 9.1% 0%  
 Problems & Data Inter. 0% 0% 0%  
 Math Total Without Comp. 0% 0% 0%  
 Math Computation N/A% 4.0% 33.3%  
 Math Total With Comp. N/A% 4.8% 0%

7. Arkansas Comprehensive School Improvement Data Source for  
 MABELVALE MS  
 IOWA TEST OF BASIC SKILLS -- Report Completed: Sep 11, 2007  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:7  
 Year 2005 2006 2007  
 Number Tested 175 202 211  
 % At/Above 50th NPR In: Math Concepts 32.0% 35.6% 43.6%  
 Problems & Data Inter. 34.5% 34.8% 35.2%  
 Math Total Without Comp. 35.6% 34.3% 39.0%  
 Math Computation N/A% 19.9% 18.2%  
 Math Total With Comp. N/A% 27.4% 29.7%

AFRICAN AMERICAN POPULATION Grade:7 Year 2005 2006 2007  
 Number Tested 147 151 173  
 % At/Above 50th NPR In: Math Concepts 25.9% 35.1% 39.9%  
 Problems & Data Inter. 30.6% 33.3% 33.7%  
 Math Total Without Comp. 29.9% 32.7% 36.0%  
 Math Computation N/A% 22.7% 15.7%  
 Math Total With Comp. N/A% 27.3% 26.2%

HISPANIC POPULATION Grade:7 Year 2005 2006 2007  
 Number Tested 3 5 10  
 % At/Above 50th NPR In: Math Concepts 66.7% 60.0% 70.0%  
 Problems & Data Inter. 66.7% 60.0% 70.0%  
 Math Total Without Comp. 66.7% 60.0% 70.0%  
 Math Computation N/A% 20.0% 30.0%  
 Math Total With Comp. N/A% 60.0% 50.0%

CAUCASIAN POPULATION Grade:7 Year 2005 2006 2007  
 Number Tested 21 13 27  
 % At/Above 50th NPR In: Math Concepts 66.7% 76.9% 59.3%  
 Problems & Data Inter. 52.4% 92.3% 33.3%  
 Math Total Without Comp. 66.7% 92.3% 48.1%  
 Math Computation N/A% 30.8% 26.9%  
 Math Total With Comp. N/A% 61.5% 46.2%

ECONOMICALLY DISADVANTAGED Grade:7 Year 2005 2006 2007  
 Number Tested 132 156 159  
 % At/Above 50th NPR In: Math Concepts 22.7% 29.5% 39.6%  
 Problems & Data Inter. 28.8% 29.0% 35.4%  
 Math Total Without Comp. 28.0% 27.7% 37.3%  
 Math Computation N/A% 16.8% 15.9%

Math Total With Comp. N/A% 21.3% 29.3%  
 LIMITED ENGLISH PROFICIENT Grade:7 Year 2005 2006 2007  
 Number Tested 0 1 3  
 % At/Above 50th NPR In: Math Concepts N/A% 100.0% 66.7%  
 Problems & Data Inter. N/A% 100.0% 66.7%  
 Math Total Without Comp. N/A% 100.0% 66.7%  
 Math Computation N/A% 0% 66.7%

Math Total With Comp. N/A% 100.0% 66.7%  
 STUDENTS WITH DISABILITIES Grade:7 Year 2005 2006 2007  
 Number Tested 2 18 21  
 % At/Above 50th NPR In: Math Concepts 0% 5.6% 9.5%  
 Problems & Data Inter. 0% 0% 0%  
 Math Total Without Comp. 0% 0% 5.0%  
 Math Computation N/A% 0% 0%  
 Math Total With Comp. N/A% 0% 0%

8. Arkansas Comprehensive School Improvement Data Source for  
 MABELVALE MS  
 IOWA TEST OF BASIC SKILLS -- Report Completed: Sep 11, 2007  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:8  
 Year 2005 2006 2007  
 Number Tested 230 169 196  
 % At/Above 50th NPR In: Math Concepts 22.7% 36.7% 43.3%  
 Problems & Data Inter. 28.3% 31.4% 35.6%  
 Math Total Without Comp. 22.7% 32.0% 34.5%  
 Math Computation N/A% 22.5% 21.6%  
 Math Total With Comp. N/A% 28.4% 28.4%

AFRICAN AMERICAN POPULATION Grade:8 Year 2005 2006 2007  
 Number Tested 178 145 167  
 % At/Above 50th NPR In: Math Concepts 17.5% 32.4% 39.2%  
 Problems & Data Inter. 20.8% 24.8% 28.3%  
 Math Total Without Comp. 13.6% 26.2% 28.9%  
 Math Computation N/A% 22.1% 21.7%  
 Math Total With Comp. N/A% 22.8% 24.7%

ECONOMICALLY DISADVANTAGED Grade:8 Year 2005 2006 2007  
 Number Tested 154 126 153  
 % At/Above 50th NPR In: Math Concepts 18.3% 29.4% 38.2%  
 Problems & Data Inter. 24.7% 26.2% 30.3%  
 Math Total Without Comp. 17.6% 27.8% 28.3%  
 Math Computation N/A% 22.2% 21.7%  
 Math Total With Comp. N/A% 23.0% 22.4%  
 LIMITED ENGLISH PROFICIENT Grade:8 Year 2005 2006 2007  
 Number Tested 0 0 1  
 % At/Above 50th NPR In: Math Concepts N/A% N/A% 100.0%  
 Problems & Data Inter. N/A% N/A% 100.0%  
 Math Total Without Comp. N/A% N/A% 100.0%  
 Math Computation N/A% N/A% 100.0%

Math Total With Comp. N/A% N/A% 100.0%  
 STUDENTS WITH DISABILITIES Grade:8 Year 2005 2006 2007  
 Number Tested 6 14 21  
 % At/Above 50th NPR In: Math Concepts 0% 0% 0%  
 Problems & Data Inter. 16.7% 0% 0%  
 Math Total Without Comp. 16.7% 0% 0%  
 Math Computation N/A% 0% 14.3%  
 Math Total With Comp. N/A% 0% 0%

- Three years of math test data show that some students demonstrate weaknesses in several different strands in a year, and in another year almost all subgroups show weakness in the same area. However, the underlying deficits and the most frequently recurring strands with low scores are the areas of Numbers and Operations on the CRT and Computation on the NRT. These basic skills are the foundation on which all strands are built and direct us to the areas where we should focus our attention to bring subgroups to proficiency and maintain students that have reached the proficient level. Measurement, Algebra, and Geometry are the next weakest strands that should demand our attention in addressing student need.

Goal To improve all students' proficiency in mathematics problem solving, algebra, measurement, data analysis and probability by concentrating on basic skills in numbers and operations and computation.

Benchmark Mabelvale's growth in math proficiency will meet and exceed 6.53 to reach and exceed the state's calculated AYP of 46.83 in grades 6-8 in 2008. African American males should increase 10.53 to reach AYP, and students with disabilities will need to grow by 34.03 to reach AYP.

Benchmark

Intervention: Provide frequent and regularly scheduled enrichment and reviewing activities as extensions of math class activities in order to improve achievement in math.				
Scientific Based Research: Zemelman, S., Daniels, H., & Hyde, A. (2005) Best Practice: New Standards for Teaching and Learning in America's Schools 3d. O'Shea, Mark (2005). From Standards to Success. Armstrong, Thomas (2006). The Best Schools. Payne, Ruby K. (2002). Understanding Learning--the How, the Why, the What.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Analyze and maintain data for instructing students. The America's Choice School Design is a comprehensive, coherent, standards-based school reform model. It brings together all of the elements of a sound education--interdependent elements that educators and researchers agree are critical to a well-organized, high-performance school. As a vital piece of that model, staff members maintain a high degree of professional development and will continue using Walk-Throughs (frequent, brief visits). The leadership team will analyze data to identify students/subgroups and align the structural systems for increased student performance. Parents/guardians/community members will be asked to join in the effort to assist in increasing students' performance and by supporting the school as a learning center. Action Type: Collaboration Action Type: Professional Development	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Analyze math data to identify students and subgroups who will benefit from our prescriptive math programs that we have such as Riverdeep, Princeton Review, and Accelerated Math. Coordinate high-interest activities, special events, technology, and supplementary materials with math teachers to encourage students to enhance their mathematical skills. Determine interests of lowest subgroups and design activities to show mathematical relativity. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Lana Hughes, Math Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$
Collaborate with building and district staff and parents to provide before school tutoring and an After-School program that addresses experiences in mathematics and literacy aligned with the	Cristen Wynne,	Start: 07/01/2007	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	

state standards and benchmarks and the LRSD Curriculum Maps. Provide this experience for as many students as possible indentified in subgroups achieving below the proficient level. Action Type: AIP/IRI Action Type: Alignment	After-School Director	End: 06/30/2008		ACTION BUDGET: \$
Provide "Algebra Camp" as a parallel arm of the 21st Century After-School Program. Algebra Camp is designed to assist students in preparation for the Algebra End of Course exam. Action Type: Collaboration	Ricky Woole, Assistant Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Participate in/conduct "Student-Led" conferences, in which students display and discuss their work and formative/summative assessment measures with parent/guardian giving them specific insight to the student's academic progress. This encourages students' responsibility for their educational progress. An important benefit of this innovation is that students are required to evaluate and reflect on their work. Reporting student progress to parents or other significant adults has become increasingly important as educators are held accountable for student achievement results. Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Purchase multi-media projectors (five), as well as carts and extended cables for each projector. Teachers are collaborating on inter-curricular and cross-curricular lesson plans to improve subject matter coordination and delivery. Their culminating projects are in Power-Point. In order to utilize Smart Boards, Interwrite Tablets, and to share collaboratively-constructed lessons, these tools are needed. Action Type: Alignment Action Type: Collaboration	Joyce Swinney, Dean of Instruction	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$6500.00  ACTION BUDGET: \$6500
Recognize student improvement in math (and literacy) quarterly through SOAR testing, 25 Book Campaign, Book of the Month Activity, Math Madness and at the beginning of each year for performance on the spring benchmark. Purchase necessary supplies. Action Type: Title I Schoolwide	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$2500.00  ACTION BUDGET: \$2500
Provide and promote other games and activities of sportsmanship, physical challenge, and higher-order thinking skills for all-student participation in Club Day. Purchase renewable supplies (art, cooking, woodcraft, etc.) to support existing games and supplies promote cooperation, patience, thinking, team-play and self-esteem. Action Type: Collaboration	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$600.00  ACTION BUDGET: \$600
Provide Math Madness questions twice weekly as openers for every class. Collaborate with staff to facilitate meaningful discussion of benchmark-type questions. For two months before the benchmark, provide weekly Math Scrimmages for students to include multiple choice and constructed response questions. Coordinate and compete with other schools to magnify the importance of the tests. Use high-interest language and examples to encourage maximum	Lana Hughes, Math Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$5000.00

effort by weakest subgroups. Provide recognition for students who score in the proficient range so students who perform at proficiency will continue to give their best performance. Purchase supplies for construction and distribution of questions/answer sheets and for student recognition. Action Type: Title I Schoolwide				ACTION BUDGET: \$5000
Send EAST teacher and 4 students with local winning projects to EAST Conference in Hot Springs in February. Students will compete with others across the nation with technology-based projects focused on service learning. Pay travel, hotel, registration. Action Type: Technology Inclusion	Charles Holiman, EAST Facilitator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Purchased Services: \$1500.00  ACTION BUDGET: \$1500
Total Budget:				\$16100
Intervention: Provide staff development or tools that supply effective strategies for teaching Numbers and Operations, computation skills, and for positively influencing students.				
Scientific Based Research: Strong, Richard W., Silver, Harvey F., & Perini, Matthew J. (2001). Teaching What Matters Most: Standards and Strategies for Raising Student Achievement. McTighe, J. & Wiggins, G. (1998). Understanding by Design. Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools 3d. "Reading and Math Coaches to Support Teachers." 2003 New York City Department of Education. On-line. Internet. 11 November 2003. www.nycenet.edu/parents/essentials/curriculuminformation/teachersupport.htm. Schargel, F., Thacker, T., Bell, J. (2007). From At-Risk to Academic Excellence: What Successful Leaders Do.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide Great Expectations Staff Development Training for increasing students' positive attitude toward acquisition of skills and concepts aligned with state and local standards. Ultimately, GEA provides more time on task by providing a positive environment. Send five faculty members to the summer workshop at the approximate cost of approximately \$260.45 each. Action Type: Collaboration Action Type: Professional Development	Beckie Jones, READ 180 Teacher	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$1302.25  ACTION BUDGET: \$1302.25
Improve all math students' maximum learning environment by hiring an additional full-time math teacher (1 FTE) to reduce class size. The cost for the math teacher hired will be \$56,041 plus \$15,783.16 benefits. (71,824) Action Type: Professional Development	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$56041.00 Title I - Employee Benefits: \$15783.16  ACTION BUDGET: \$71824.16
Update strategies using Thinking Maps/Graphic Organizers. Use in-house trainer Holly Harding. Train 12 teachers @\$25 and purchase additional materials for teachers new to the building since initial training. (materials \$300, teachers 12 @\$25)	Holly Harding, Trainer	Start: 07/01/2007 End:	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Materials & Supplies: \$300.00

<p>Action Type: Professional Development</p>		<p>06/30/2008</p>		<p>Title I - Employee Salaries: \$300.00 Title I - Employee Benefits: \$61.95 <hr/>ACTION BUDGET: \$661.95</p>
<p>Encourage teachers to use their planning periods to observe their colleagues at Mabelvale and at other middle schools in the district. This will provide opportunities for teachers to develop strong collegial relationships and to share best practices and strategies. Action Type: Collaboration Action Type: Professional Development</p>	<p>Joyce Swinney, Dean of Instruction</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Continue collaboration with building and district staff (and other consultants) in developing and utilizing curriculum maps, implementing their use for horizontal and vertical alignment in support of students' academic goals to achieve state math standards. Collaborate with building and district staff to provide opportunities for staff participation in LRSD subject area workshops specifically designed to support local and state standards development in all subject areas. Action Type: Alignment Action Type: Professional Development</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Meet with LRSD personnel to gain best strategies for positive ways to identify students who need alternative settings for learning so that all students may reach their maximum potential. Use the LRSD Rights and Responsibilities Handbook to work for students so they are enabled to achieve academic success. Action Type: Collaboration</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Follow LRSD plan to minimize class interruptions and maximize students' time on task to achieve local and state standards. Action Type: Equity</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Use Project-Based Learning, Rubrics, Graphic Organizers, Learning Logs, and other research-based practices for teaching state standards. Send teams of teachers to Smart-Step training and to additional district or state-provided workshops and seminars to update skills in order to develop in-house expertise to support site-based professional development. Provide training materials to new staff members and update previously trained staff. Purchase paper and duplication supplies to provide materials to staff. Action Type: Alignment Action Type: Professional Development</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3500.00 <hr/>ACTION BUDGET: \$3500</p>
<p>Participate in America's Choice continuing training. On alternate weeks, they will share instructional strategies, work on horizontal and vertical teaming, institute small learning communities and work on standards-based instruction. While meeting, they will examine gathered data and analyze student work to make prescriptive decisions based toward</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Employee Salaries: \$9975.00</p>

<p>teaching students toward proficiency. Pay 21 teachers for nineteen meetings @\$25.                  Action Type: Alignment                  Action Type: Professional Development</p>				<p>Title I - Employee Benefits: \$2059.84</p> <hr/> <p>ACTION BUDGET: \$12034.84</p>
<p>Improve teachers' effective use of instructional strategies and improve content knowledge through continued employment of America's Choice Design Coach. The Coach will provide professional development, modeling and observing classroom instruction to reinforce best practice, and providing feedback and recommendations for lesson modification to promote reflection of teaching strategies. Salary 65,738.20; fringe \$17,881.95 (83,620.15)                  Action Type: Professional Development</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>Title I - Employee Salaries: \$65738.20                  Title I - Employee Benefits: \$17881.95</p> <hr/> <p>ACTION BUDGET: \$83620.15</p>
<p>Provide a workshop for Mabelvale math teachers to review/study essential questions from benchmark released items. Develop units and collect materials to align with LRSD curriculum maps/Arkansas state standards. Determine which concepts or math materials are necessary to "fill the gaps" for identified students performing below proficiency and develop any needed support activities. Determine supplies and equipment to implement the student activities.                  Action Type: Professional Development</p>	<p>Lana Hughes, Math Coach</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Provide teachers and students with classroom math reference materials, equipment, and manipulatives to support math studies. The implementation of America's Choice necessitates a larger amount and a wider variety of manipulatives. Additionally, concept books and manuals must be purchased from AC. Technology and appropriate supplies (calculators, document cameras and multimedia projectors) are needed to share student work. America's Choice is the intervention chosen for us due to our school improvement status. (Materials/books--approx \$12,000. Technology/calculators--approximately \$7500)                  Action Type: Alignment                  Action Type: Title I Schoolwide</p>	<p>Lana Hughes, Math Coach</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$19500.00</p> <hr/> <p>ACTION BUDGET: \$19500</p>
<p>Use the Magnet Review Committee's Magnet Fair as a continuing outlet to draw students to Mabelvale Magnet Middle School. Students of excellence are often shopping for a school of excellence. Purchase items to advertise MMMS at Magnet Fair with the purpose of gaining students to help reach our school improvement goals in both math and literacy. \$1500                  Action Type: Collaboration</p>	<p>Joyce Swinney</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Total Budget:</p>				<p>\$193943.35</p>

Intervention: Improve communication between school and parent/guardian in order to positively affect students learning mathematics.

Scientific Based Research: Loucks, H. E., & Waggoner, J. E. (1998). Keys to Reengaging Families in the Education of Young Adolescents. Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools 3d. Office of Educational Research and Improvement, U.S. Department of

Education (1998). Family Involvement in Children's Education: Successful Local Approaches.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide postage and printing costs for communications with parents: Mail school/home communiqué for parent/school connection. These will inform parents about school activities and calendar, meetings, academic performance, and the availability of programs for academic improvement. Continue to provide school postcards (printing costs) and stamps for academic teams to use for positive parent notification and for other notices such as open house, awards night, math night, etc. Specifically target identified subgroup students with additional mailings to encourage their participation in specialty programs for academic enrichment such as tutoring, After-School, Math Nights, etc. Send Interim Reports and report cards by mail. Action Type: Parental Engagement	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide "Math Nights" and other school/home activities that engage the parents in preparation of students for standardized testing through games and activities. Include LRSD staff as guest speakers. Hold in conjunction with PTSA meetings and student performances to ensure high parent attendance. Target students of lowest-performing subgroups and their parents when planning time and location of activities. Purchase take home materials for parents and students and provide light refreshments. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tammy Rowe, Math Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Collaborate with staff and parents in the construction of student's state-mandated Academic Improvement Plan. Students and parents will become an integral part of the AIP planning, implementation, and accountability process. Teachers will provide data and anecdotal input for construction of plans, now required for all students who are not performing at proficiency. Action Type: Collaboration Action Type: Parental Engagement	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Work together (MMMS Steering Committee) several times each year with Partners in Education and Campus Leadership Team to communicate Mabelvale Magnet Middle School's overall strategy to achieve the following positive results: maximum student achievement, effective classroom instruction, safe school environment, and increased and sustained parent involvement. These joint teams will also strive to create and maintain a positive effective atmosphere to challenge students as well to be a positive influence in the community. The PTSA officers, parents, school board representative and other district office personnel are invited to these breakfast meetings. Provide breakfast for meetings. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Attend/send administrative team to grade level academic team meetings regularly, assisting with the bi-monthly preparation and distribution of student performance reports to parents. Keep parents abreast of AIP progress. Action Type: Parental Engagement Action Type: Plan Evaluation	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Acknowledge parents for serving as PTSA officers. Recognize parents at functions when students are honored as well in order to encourage continued academic improvement and high achievement. Purchase improvement and achievement medallions and certificates for students, certificates and pins for parents	Ann Blaylock, Principal	Start: 07/01/2007 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION \$

and PTSA officers. Action Type: Equity Action Type: Parental Engagement		06/30/2008		BUDGET:
Send the Parent Facilitator and a PTA officer to the AAMLE conference to gain insight and information to involving parents in the education of their children, particularly minority and economically disadvantaged children. Pay registration and expenses. Action Type: Parental Engagement	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Purchase parent copies of math textbooks and math-related resource books in the library check-out section of the Parent Center. Action Type: Parental Engagement	Lana Hughes, Math Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• School Library</li> </ul>	ACTION BUDGET: \$
Collaborate with staff, parents, and outside resources to provide guest speakers to share math-related careers for correlations with increased interest and improved student achievement. Action Type: Parental Engagement	Lana Hughes, Math Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a comprehensive evaluation plan that monitors the effectiveness of the school's plan to move all students toward meeting standards of proficiency.

Scientific Based Research: Reeves, Doug (2000). Accountability in Action: A Blueprint for Learning Organizations. Marzano, Robert (2003). What Works in Schools (ASCD). Reeves, Doug (2004). Accountability for Learning (ASCD). Schmoker, Mike (2001). The Results Fieldbook (ASCD). Marzano, Robert (2001). Classroom Instruction that Works (ASCD). Danielson, Charlotte (2002). Enhancing Student Achievement: A Framework for School Improvement. NCTM Principles and Standards for School Mathematics (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize internal monitoring which will include: high-quality teacher-made tests, portfolios including math journals, reflections, and/or learning logs; principal walk-throughs, and monitoring by math coach. The purpose of internal monitoring is to provide immediate feedback/collaboration in order to refocus instruction to meet specific needs of students. Action Type: Collaboration Action Type: Plan Evaluation	Tammy Rowe, Math Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Implement assessment for learning to measure instructional impact as well as the innovation to monitor achievement. This formative evaluation provides descriptive information to helps students with their progress on each learning goal. Students will be provided with high-quality descriptive, criterion-based feedback that focuses on students' strengths and weaknesses. This content-driven assessment helps teachers understand what students know and can do and uses that knowledge to make more effective instructional decisions. (Internal Formative Assessment) Action Type: Collaboration Action Type: Plan Evaluation	Tammy Rowe, Math Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Evaluate plan implementation through regular administrative walk-throughs for monitoring and immediate feedback regarding instruction strategies and lesson modification. (Internal Assessment) Action Type: Plan Evaluation	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Assess effectiveness of instruction/activities in mathematics classrooms. Evaluations completed by math coach at regular intervals will ensure lesson development, modifications, and teacher-made assessments are appropriate and are meeting the needs of all students. (Internal Assessment) Action Type: Equity Action Type: Plan Evaluation	Tammy Rowe, Math Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Utilize external monitoring: quarterly comprehensive tests as mandated by the Little Rock School District and ITBS and ACTAAP testing as required by the Arkansas Department of Education. Internal Assessment: examine data from end of nine week grade level tests to determine strengths and weaknesses. Provide data to compare and contrast these assessments as requested. Action Type: Plan Evaluation	Joyce Swinney, Dean of Instruction	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Conduct periodic monitoring to determine effectiveness of plan implementation by district-level school improvement team and by Arkansas Department of Education instructional support unit. (External Evaluations) Action Type: Plan Evaluation	Joyce Swinney, Dean of Instruction	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Utilize Pathwise and Classroom Walk-Throughs and other observation methods to mentor personnel, utilizing funding sources from ADE when appropriate. Encourage staff retention by seeking community donations of services for attendance, parent communication, etc. Consult district staff to recruit new personnel (when necessary) that meet the criteria of being "highly qualified." Monitor existing staff to determine status toward the goal of 100% highly qualified. Action Type: Collaboration	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

## Priority 2: Improve literacy skills.

- An examination of the overall Average Daily Attendance (ADA) and Average Daily Membership Report over the past three years is at the heart of conclusions that relate achievement concerns to student attendance. The data reflects high standards (98% ADA, 2007; 95% ADA, 2006; 97% ADA, 2005). The data also appropriately supports continued efforts and practices that encourage students' daily attendance.
- ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL  
Benchmark-6th Grade Literacy Exam  
Report Created: Sep 13, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced:  
202 Students: 37.6% of Combined Students  
167 Students: 31.7% of African American Students  
6 Students: 50.0% of Hispanic Students  
25 Students: 72.0% of Caucasian Students  
151 Students: 31.1% of Econ. Disadvantaged Students  
3 Students: 33.3% of LEP Students  
34 Students: 14.7% of Students with Disabilities  
2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
198 Students: 38.8% of Combined Students  
160 Students: 36.2% of African American Students  
7 Students: 57.1% of Hispanic Students  
31 Students: 48.3% of Caucasian Students  
153 Students: 32.6% of Econ. Disadvantaged Students  
2 Students: 100.0% of LEP Students  
28 Students: 10.7% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

178 Students: 37.0% of Combined Students  
 154 Students: 37.0% of African American Students  
 8 Students: 0% of Hispanic Students  
 14 Students: 57.1% of Caucasian Students  
 175 Students: 37.7% of Econ. Disadvantaged Students  
 5 Students: 0% of LEP Students  
 29 Students: 10.3% of Students with Disabilities

The lowest identified areas for the combined population were: reading literary passages (MC and OR). The lowest identified areas for African Americans were: reading literary passages (MC and OR). The lowest identified areas for Hispanic were:

The lowest identified areas for Caucasian were: reading practical passages (MC and OR). The lowest identified areas for Econ. Disadvantaged students were: reading literary passages (MC and OR). The lowest identified areas for Students with Disabilities students were: reading literary passages (MC and OR).

3. ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL

Benchmark-7th Grade Literacy Exam

Report Created: Sep 13, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced:

168 Students: 36.3% of Combined Students  
 142 Students: 34.5% of African American Students  
 4 Students: 50.0% of Hispanic Students  
 19 Students: 42.1% of Caucasian Students  
 127 Students: 31.5% of Econ. Disadvantaged Students  
 21 Students: 4.7% of Students with Disabilities

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

192 Students: 41.1% of Combined Students  
 165 Students: 36.3% of African American Students  
 4 Students: 75.0% of Hispanic Students  
 23 Students: 69.5% of Caucasian Students  
 152 Students: 34.8% of Econ. Disadvantaged Students  
 1 Students: 100.0% of LEP Students

30 Students: 10.0% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

181 Students: 45.8% of Combined Students  
 151 Students: 45.7% of African American Students  
 7 Students: 71.4% of Hispanic Students  
 18 Students: 33.3% of Caucasian Students  
 179 Students: 46.3% of Econ. Disadvantaged Students  
 2 Students: 100.0% of LEP Students  
 29 Students: 13.7% of Students with Disabilities

The lowest identified areas for the combined population were: reading content passages (OR) and writing (MC). The lowest identified areas for African Americans were: reading content passages (OR and MC) and writing (MC). The lowest identified areas for Caucasian were: reading literary passages (OR and MC) and writing (MC). The lowest identified areas for Econ. Disadvantaged students were: reading content passages (OR) and writing (MC). The lowest identified areas for Students with Disabilities students were: reading content passages (OR) and writing (MC).

4. ACSIP CRT Data Source for MABELVALE MIDDLE SCHOOL

Benchmark-8th Grade Literacy Exam

Report Created: Sep 13, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced:

227 Students: 42.7% of Combined Students  
 177 Students: 36.1% of African American Students  
 6 Students: 66.6% of Hispanic Students

42 Students: 66.6% of Caucasian Students  
 153 Students: 37.2% of Econ. Disadvantaged Students  
 33 Students: 12.1% of Students with Disabilities  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 161 Students: 56.5% of Combined Students  
 141 Students: 54.6% of African American Students  
 4 Students: 50.0% of Hispanic Students  
 14 Students: 78.5% of Caucasian Students  
 124 Students: 50.8% of Econ. Disadvantaged Students  
 19 Students: 5.2% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 168 Students: 58.3% of Combined Students  
 150 Students: 55.3% of African American Students  
 3 Students: 100.0% of Hispanic Students  
 12 Students: 83.3% of Caucasian Students  
 165 Students: 58.7% of Econ. Disadvantaged Students  
 1 Student: 100.0% of LEP Students  
 27 Students: 18.5% of Students with Disabilities

The lowest identified areas for the combined population were: reading content passages (OR) and writing (MC). The lowest identified areas for African Americans were: reading content passages (OR) and writing (MC). The lowest identified areas for Caucasian were: reading content passages (OR) and writing (MC). The lowest identified areas for Econ. Disadvantaged students were: reading literary passages (MC) and content passages (OR) and writing (MC). The lowest identified areas for LEP students were: reading practical passages (OR and MC) and writing (MC).

5. Arkansas Comprehensive School Improvement Data Source for  
 MABELVALE MS  
 IOWA TEST OF BASIC SKILLS -- Report Completed: Sep 11, 2007  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:6

Year 2005 2006 2007

Number Tested 210 221 216

% At/Above 50th NPR In: Vocabulary N/A% 19.5% 18.1%

Reading Comprehension 31.4% 27.1% 27.8%

Reading Total N/A% 21.5% 22.2%

Spelling N/A% 33.3% 31.5%

Capitalization N/A% 22.4% 25.5%

Punctuation N/A% 25.2% 23.3%

Usage and Expression N/A% 28.1% 25.1%

Language Total N/A% 26.4% 22.8%

AFRICAN AMERICAN POPULATION Grade:6 Year 2005 2006 2007

Number Tested 175 180 177

% At/Above 50th NPR In: Vocabulary N/A% 16.7% 14.7%

Reading Comprehension 25.1% 24.6% 25.4%

Reading Total N/A% 19.6% 18.6%

Spelling N/A% 33.0% 32.8%

Capitalization N/A% 21.8% 24.9%

Punctuation N/A% 22.9% 23.3%

Usage and Expression N/A% 24.7% 22.7%

Language Total N/A% 24.3% 22.2%

HISPANIC POPULATION Grade:6 Year 2005 2006 2007  
 Number Tested 6 8 12  
 % At/Above 50th NPR In: Vocabulary N/A% 12.5% 8.3%  
 Reading Comprehension 50.0% 50.0% 25.0%  
 Reading Total N/A% 12.5% 16.7%  
 Spelling N/A% 37.5% 8.3%  
 Capitalization N/A% 12.5% 16.7%  
 Punctuation N/A% 37.5% 16.7%  
 Usage and Expression N/A% 50.0% 25.0%  
 Language Total N/A% 37.5% 16.7%

CAUCASIAN POPULATION Grade:6 Year 2005 2006 2007  
 Number Tested 25 28 21  
 % At/Above 50th NPR In: Vocabulary N/A% 35.7% 52.4%  
 Reading Comprehension 68.0% 38.5% 47.6%  
 Reading Total N/A% 37.0% 52.4%  
 Spelling N/A% 33.3% 33.3%  
 Capitalization N/A% 29.6% 33.3%  
 Punctuation N/A% 38.5% 28.6%  
 Usage and Expression N/A% 46.2% 42.9%  
 Language Total N/A% 38.5% 28.6%

ECONOMICALLY DISADVANTAGED Grade:6 Year 2005 2006 2007  
 Number Tested 158 165 167  
 % At/Above 50th NPR In: Vocabulary N/A% 15.2% 13.8%  
 Reading Comprehension 27.8% 25.3% 23.4%  
 Reading Total N/A% 17.8% 16.2%  
 Spelling N/A% 31.9% 29.3%  
 Capitalization N/A% 17.8% 21.6%  
 Punctuation N/A% 22.8% 21.1%  
 Usage and Expression N/A% 26.7% 19.9%  
 Language Total N/A% 23.8% 19.3%

LIMITED ENGLISH PROFICIENT Grade:6 Year 2005 2006 2007  
 Number Tested 3 2 7  
 % At/Above 50th NPR In: Vocabulary N/A% 50.0% 28.6%  
 Reading Comprehension 33.3% 100.0% 28.6%  
 Reading Total N/A% 50.0% 28.6%  
 Spelling N/A% 50.0% 14.3%  
 Capitalization N/A% 0% 14.3%  
 Punctuation N/A% 50.0% 0%  
 Usage and Expression N/A% 100.0% 28.6%  
 Language Total N/A% 50.0% 14.3%

STUDENTS WITH DISABILITIES Grade:6 Year 2005 2006 2007  
 Number Tested 3 26 16  
 % At/Above 50th NPR In: Vocabulary N/A% 0% 6.3%  
 Reading Comprehension 0% 0% 0%  
 Reading Total N/A% 0% 0%  
 Spelling N/A% 4.2% 6.3%  
 Capitalization N/A% 0% 0%  
 Punctuation N/A% 0% 0%

Supporting  
 Data:

- Usage and Expression N/A% 0% 0%  
 Language Total N/A% 0% 0%
6. Arkansas Comprehensive School Improvement Data Source for  
 MABELVALE MS  
 IOWA TEST OF BASIC SKILLS -- Report Completed: Sep 11, 2007  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:7

Year 2005 2006 2007

Number Tested 175 202 211

% At/Above 50th NPR In: Vocabulary N/A% 28.2% 25.1%

Reading Comprehension 33.7% 33.2% 33.8%

Reading Total N/A% 27.7% 28.1%

Spelling N/A% 36.1% 30.8%

Capitalization N/A% 20.9% 22.4%

Punctuation N/A% 34.3% 40.0%

Usage and Expression N/A% 33.7% 24.3%

Language Total N/A% 27.8% 29.0%

AFRICAN AMERICAN POPULATION Grade:7 Year 2005 2006 2007

Number Tested 147 151 173

% At/Above 50th NPR In: Vocabulary N/A% 26.5% 22.5%

Reading Comprehension 29.3% 33.1% 32.0%

Reading Total N/A% 25.8% 26.2%

Spelling N/A% 34.4% 30.1%

Capitalization N/A% 17.9% 22.7%

Punctuation N/A% 34.5% 39.0%

Usage and Expression N/A% 33.1% 21.5%

Language Total N/A% 26.4% 26.7%

HISPANIC POPULATION Grade:7 Year 2005 2006 2007

Number Tested 3 5 10

% At/Above 50th NPR In: Vocabulary N/A% 60.0% 40.0%

Reading Comprehension 66.7% 60.0% 60.0%

Reading Total N/A% 60.0% 50.0%

Spelling N/A% 60.0% 50.0%

Capitalization N/A% 40.0% 20.0%

Punctuation N/A% 40.0% 70.0%

Usage and Expression N/A% 80.0% 50.0%

Language Total N/A% 60.0% 60.0%

CAUCASIAN POPULATION Grade:7 Year 2005 2006 2007

Number Tested 21 13 27

% At/Above 50th NPR In: Vocabulary N/A% 84.6% 37.0%

Reading Comprehension 57.1% 84.6% 37.0%

Reading Total N/A% 84.6% 33.3%

Spelling N/A% 84.6% 29.6%

Capitalization N/A% 84.6% 22.2%

Punctuation N/A% 84.6% 33.3%

Usage and Expression N/A% 92.3% 33.3%

Language Total N/A% 84.6% 33.3%

## ECONOMICALLY DISADVANTAGED Grade:7 Year 2005 2006 2007

Number Tested 132 156 159

% At/Above 50th NPR In: Vocabulary N/A% 20.5% 22.6%

Reading Comprehension 27.3% 27.6% 32.3%

Reading Total N/A% 21.2% 25.9%

Spelling N/A% 33.3% 30.8%

Capitalization N/A% 16.8% 19.0%

Punctuation N/A% 28.3% 37.3%

Usage and Expression N/A% 28.2% 24.1%

Language Total N/A% 23.7% 29.1%

## LIMITED ENGLISH PROFICIENT Grade:7 Year 2005 2006 2007

Number Tested 0 1 3

% At/Above 50th NPR In: Vocabulary N/A% 100.0% 66.7%

Reading Comprehension N/A% 100.0% 66.7%

Reading Total N/A% 100.0% 66.7%

Spelling N/A% 100.0% 33.3%

Capitalization N/A% 0% 33.3%

Punctuation N/A% 0% 100.0%

Usage and Expression N/A% 100.0% 66.7%

Language Total N/A% 100.0% 66.7%

## STUDENTS WITH DISABILITIES Grade:7 Year 2005 2006 2007

Number Tested 2 18 21

% At/Above 50th NPR In: Vocabulary N/A% 0% 0%

Reading Comprehension 0% 0% 0%

Reading Total N/A% 0% 0%

Spelling N/A% 5.6% 0%

Capitalization N/A% 5.6% 4.8%

Punctuation N/A% 5.9% 0%

Usage and Expression N/A% 5.6% 0%

Language Total N/A% 0% 0%

7. Arkansas Comprehensive School Improvement Data Source for  
MABELVALE MS

IOWA TEST OF BASIC SKILLS -- Report Completed: Sep 11, 2007

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

## COMBINED POPULATION Grade:8

Year 2005 2006 2007

Number Tested 230 169 196

% At/Above 50th NPR In: Vocabulary N/A% 23.1% 28.1%

Reading Comprehension 32.3% 27.8% 38.3%

Reading Total N/A% 24.9% 32.7%

Spelling N/A% 32.0% 35.7%

Capitalization N/A% 29.0% 26.5%

Punctuation N/A% 30.2% 29.1%

Usage and Expression N/A% 30.2% 33.7%

Language Total N/A% 28.4% 33.2%

## AFRICAN AMERICAN POPULATION Grade:8 Year 2005 2006 2007

Number Tested 178 145 167

% At/Above 50th NPR In: Vocabulary N/A% 18.6% 21.0%  
 Reading Comprehension 23.2% 25.5% 32.3%  
 Reading Total N/A% 20.7% 26.3%  
 Spelling N/A% 32.4% 31.7%  
 Capitalization N/A% 26.9% 21.6%  
 Punctuation N/A% 29.7% 24.6%  
 Usage and Expression N/A% 29.7% 27.5%  
 Language Total N/A% 27.6% 26.9%  
 HISPANIC POPULATION Grade:8 Year 2005 2006 2007  
 Number Tested 6 4 5  
 % At/Above 50th NPR In: Vocabulary N/A% 50.0% 100.0%  
 Reading Comprehension 100.0% 50.0% 80.0%  
 Reading Total N/A% 50.0% 80.0%  
 Spelling N/A% 50.0% 60.0%  
 Capitalization N/A% 50.0% 80.0%  
 Punctuation N/A% 50.0% 60.0%  
 Usage and Expression N/A% 50.0% 80.0%  
 Language Total N/A% 50.0% 80.0%  
 CAUCASIAN POPULATION Grade:8 Year 2005 2006 2007  
 Number Tested 43 11 23  
 % At/Above 50th NPR In: Vocabulary N/A% 63.6% 65.2%  
 Reading Comprehension 60.5% 45.5% 73.9%  
 Reading Total N/A% 63.6% 69.6%  
 Spelling N/A% 27.3% 60.9%  
 Capitalization N/A% 36.4% 52.2%  
 Punctuation N/A% 36.4% 56.5%  
 Usage and Expression N/A% 36.4% 69.6%  
 Language Total N/A% 36.4% 69.6%  
 ECONOMICALLY DISADVANTAGED Grade:8 Year 2005 2006 2007  
 Number Tested 154 126 153  
 % At/Above 50th NPR In: Vocabulary N/A% 18.3% 20.3%  
 Reading Comprehension 25.5% 24.6% 32.0%  
 Reading Total N/A% 22.2% 25.5%  
 Spelling N/A% 27.8% 31.4%  
 Capitalization N/A% 25.4% 22.2%  
 Punctuation N/A% 27.0% 24.2%  
 Usage and Expression N/A% 25.4% 30.1%  
 Language Total N/A% 25.4% 28.1%  
 LIMITED ENGLISH PROFICIENT Grade:8 Year 2005 2006 2007  
 Number Tested 0 0 1  
 % At/Above 50th NPR In: Vocabulary N/A% N/A% 100.0%  
 Reading Comprehension N/A% N/A% 100.0%  
 Reading Total N/A% N/A% 100.0%  
 Spelling N/A% N/A% 0%  
 Capitalization N/A% N/A% 100.0%  
 Punctuation N/A% N/A% 100.0%  
 Usage and Expression N/A% N/A% 100.0%  
 Language Total N/A% N/A% 100.0%

STUDENTS WITH DISABILITIES Grade:8 Year 2005 2006 2007

Number Tested 6 14 21

% At/Above 50th NPR In: Vocabulary N/A% 0% 0%

Reading Comprehension 20.0% 0% 0%

Reading Total N/A% 0% 0%

Spelling N/A% 0% 4.8%

Capitalization N/A% 0% 0%

Punctuation N/A% 0% 0%

Usage and Expression N/A% 0% 0%

Language Total N/A% 0% 0%

- Data for the previous three years indicates an overall weakness in developing open response answers in literary, practical, and content passages. In writing, students are weak in essay writing in the content and style domains. Although all grade levels showed some deficits in the writing multiple choice items, sixth graders displayed some very specific weaknesses in parts of speech, composition development and sentence combining. Seventh graders were weakest in writing style and composition development, and eighth graders showed deficiency in grammar and mechanics and usage. Iowa Test of Basic Skills results report deficits in the areas of vocabulary in all grade levels. Sixth graders were also weak in punctuation, while seventh and eighth graders showed additional problems with capitalization.

**Goal** To improve all students' proficiency in the reading and writing process by employing effective communications skills, using Standard English conventions in written work, and engaging in inquiry and research.

**Benchmark** Mabelvale's growth in literacy proficiency will meet and exceed 4.5 to reach and exceed the state's calculated AYP of 51.4 in grades 6-8 in 2008. Students with disabilities will need to grow by 37.3 to reach AYP.

Intervention: Improve student achievement in reading and writing literacy.				
Scientific Based Research: Strong, R. W., Silver, H. F., & Perini, M. J. (2001) Teaching What Matters Most: Standards and Strategies for Raising Student Achievement. Schargel, Franklin (2005). Best Practices to Help At-Risk Learners.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Prepare agenda book to provide opportunities for students to use for organizing work. Students will record assignments and homework daily. This tool is also a daily contact point with parents. Action Type: Parental Engagement Action Type: Plan Evaluation	Joyce Swinney, Dean of Instruction	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$2000.00  ACTION BUDGET: \$2000
Use pretests and post-tests to assess reading levels and gains/losses through program/web access available on English classroom computers (STAR Program, Accelerated Reader, Princeton Review). Update and maintain software as necessary Action Type: Equity Action Type: Technology Inclusion	Ricky Woole, Technology Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Purchase expanded literacy supplies and books that expose students to readiness and structure to support progress toward local and state standards. Reading materials will include student-centered, age-appropriate single volumes and collections, periodicals, and other high-interest material for the library media center. Equipment such as document cameras and the appropriate accessories, classroom clickers (student feedback tools), and bookcarts are items that will help put these items and existing items into service. Purchase reading materials (approx \$10,000) and equipment, supplies, and technology (approx \$9922.70).	Brenda Bankston, Literacy Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$19922.70  ACTION BUDGET: \$19922.7

Action Type: Alignment Action Type: Collaboration				
Use SRA Iowa Test of Basic Skills Study Guides in developing skills for norm-referenced tests and released items and other available practice materials to prepare students for the standardized tests in literacy, math, and science. Action Type: Collaboration	Yolanda Watson, English Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase replacement earphone/headsets and replacement/expansion books/CDs for the lab collections at each grade level to maintain READ 180 Reading/Literacy Intervention Programs in grades 6-8 as it aligns with the LRSD curriculum maps. Action Type: Collaboration Action Type: Technology Inclusion	Beckie Jones, READ 180 Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & \$2000.00 Supplies: <hr/> ACTION BUDGET: \$2000
Help students increase their vocabulary by replacing six classroom sets of dictionaries each year. Action Type: Alignment Action Type: Equity	Yolanda Watson, English Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Materials & \$1650.00 Supplies: <hr/> ACTION BUDGET: \$1650
Expose students to classic literature through classroom study, including texts, points of view, parts of drama, stage direction, etc. Take eighty students to see Chamber Theatre Production, Inc. plays based on short stories and novels studied in class. Purchase tickets (\$1096) and transportation (\$160) for students to see November 26 performance at Robinson Center Music Hall. Action Type: Alignment Action Type: Collaboration	Holly Harding, English Teacher	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Purchased \$1256.00 Services: <hr/> ACTION BUDGET: \$1256
Provide teachers and students with classroom science reference equipment, materials, and manipulatives to support science studies. The tools purchased will not only allow students to see beyond the classroom and beyond the printed page, but will help renew outdated materials. Action Type: Collaboration	Michelle Vire, Science Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500
Encourage non-literacy teachers who are providing reading centers with high-interest fiction and non-fiction books in their classrooms to promote reading, stimulate imagination, and create sources for writing prompts to expand literacy across the curriculum. Content and style in writing and content and literacy passages in reading are shown to be weak areas on our benchmark tests. By providing book collections for these classrooms that include student-centered, age-appropriate single volumes and high-interest periodicals, teachers other than reading teachers can contribute to increasing and maintaining high test scores. MMMS encourages teachers who have grade-level and other funds to invest in reading centers. Action Type: Alignment Action Type: Equity	Brenda Bankston, Literacy Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Provide funding for AVID as described: AVID (Advancement Via Individual Determination) is in its second year in Arkansas. It identifies students (through test scores and demographics, such as economically disadvantaged) who have the ability to succeed in college, but may not recognize their abilities, have the means, or have the drive to attend college without early educational mentorship. The AVID students "contract" to take upper level courses, learn organizational, communication, and study skills, and plan their path in preparation for college. In order to maintain the program, MMMS will provide tutors in all core subjects, college campus tours, parent nights, a positive and inspiring classroom environment, a technology-rich work center, teachers trained in AVID methodologies, team building activities to promote confidence and self-esteem (EXCEL Ropes Course), and acknowledge students' performance throughout the year to mark milestones of achievement. The Little Rock School District provided the initial training for two teams of teachers. A new team has been added this year, requiring some additional items as well as renewal items. Fund these items for AVID: Class set of calculators--\$3000; UALR student tutors coordinated by Suzi Davis--\$8000; organizational/room supplies--\$2000; ROPES course--\$900; campus visits and field trips--\$2250; quarterly parent nights--\$1000; quarterly academic recognition \$1000; additional AVID teacher training--\$2000; costs for Duke Talent Search (if needed). Purchased services 11150. M/S 7000. Training \$2000 + benefits. Action Type: Alignment Action Type: Collaboration</p>	<p>Tracy Mason, AVID Coach</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased Services: \$11150.00 Title I - Materials &amp; Supplies: \$7000.00 Title I - Employee Salaries: \$2000.00 Title I - Employee Benefits: \$413.00 <hr/>ACTION BUDGET: \$20563</p>
<p>Purchase books for book studies. All students will engage in a monthly book study. Books and CDs are purchased for each first block class. Students have questions, discussions, and writing prompts on a regular basis, and books are maintained for future use. Purchase 6 sets. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Brenda Bankston, Literacy Coach</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1800.00 <hr/>ACTION BUDGET: \$1800</p>
<p>Student data shows weaknesses in content and style in writing as well as weaknesses in mechanics. Art teachers, in support of writing and reading across the curriculum, will use Scholastic's ART Classroom Magazine to assist in their classroom instruction, provide content-area reading material, and initiate discussion and writing activities from the art designs and examples that are displayed in the magazine. All sixth graders take art, and each core class is exposed to Integrated Art throughout the school year. Purchase a class set of ART Magazine subscriptions. Action Type: Equity</p>	<p>Hilda Hoyt, Art Instructor</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$302.48 <hr/>ACTION BUDGET: \$302.48</p>
<p>Provide students with the opportunity to participate in service learning. Different Mabelvale students will be participating in this cross-age peer-tutoring experience. Pay Laidlaw to transport students to these destinations. (six trips @\$75) Action Type: Collaboration</p>	<p>Larry Buck, Design Coach</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$450.00 <hr/>ACTION BUDGET: \$450</p>
<p>Purchase periodicals to support students' academic growth as data shows weaknesses in content and style in writing as well as weaknesses in mechanics. Content area and related arts teachers support writing and reading across the curriculum and use Scholastic's Classroom Magazines and</p>	<p>Brenda Bankston, Literacy</p>	<p>Start: 07/01/2007 End:</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3071.23</p>

other periodicals to assist in their classroom instruction, provide content-area reading material, and initiate discussion and writing activities from examples that are displayed in the magazines. Purchase Scholastic Magazines subscriptions for math, English, science, and social studies teachers. Purchase a "USA Today" class set for Career Orientation and "Southern Living" and "Cooks Illustrated" for vocational classes. Action Type: Alignment Action Type: Title I Schoolwide	Coach	06/30/2008		ACTION BUDGET: \$3071.23
Purchase classroom sets of National Geographic document sets as funds permit. National Geographic has produced books, primary source documents, artifacts, and photos from many eras in history which are appropriate for students to write reactions and responses to as part of the social studies classes' support of writing across the curriculum. Action Type: Alignment	Pam Wallace, Social Studies Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$517.37 ACTION BUDGET: \$517.37
Begin a Latin/African Drum program. Students are coming from our feeder school with these skills and research has shown that students with musical training tend to perform better in the classroom. A Latin and African Drums program will help prepare our students for the musical opportunities available for them in high school and college. This program helps develop higher level thinking skills. The concentration and discipline needed to perform with multiple percussion instruments will be developed and will transfer to their other academic endeavors while instilling confidence and self-esteem. Purchase drums and accessories. Action Type: Alignment	Jo Murry, Music Teacher	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$2928.13 ACTION BUDGET: \$2928.13
<b>Total Budget:</b>				<b>\$56960.91</b>

Intervention: Provide continuing staff development that includes effective literacy teaching strategies, modifies existing techniques and methods, and positively influences students.

Scientific Based Research: Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools 3d. O'Shea, Mark (2005). From Standards to Success. Strong, R. W., Silver, H. F., & Perini, M. J., (2001). Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement LRSD curriculum maps and train teachers in their use. Use maps for horizontal and vertical alignment in support of students' academic goals to achieve state literacy standards. Action Type: Alignment Action Type: Collaboration	Yolanda Watson, English Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Collaborate with staff (building and district) to utilize co-teaching and inclusion practices that favor expected performance goals consistent with local and state standards. Action Type: Collaboration Action Type: Special Education	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Attend in-state and out-of-state continuing staff development activities during 2007-08. Select as funds permit and needs determine from but not limited to the following conferences/workshops: National Middle School Association Conference, Houston, TX (16,442.16); Arkansas Association for Middle Level Education, Hot Springs (\$3,789.16); Southern Region Education Board Seminars (math, literacy, leadership) in Nashville; (\$10,310); AVID Training, Dallas, TX (\$20,062.42); Ark-	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$40122.99

La-Tex Middle School Association, Shreveport/Bossier City (\$3,950); On return, share materials and reports with faculty and staff. (approximate historical costs per trip) Action Type: Collaboration Action Type: Professional Development				ACTION BUDGET: \$40122.99
Encourage teachers to use their planning periods to observe their colleagues at Mabelvale and at other middle schools in the district. This will provide opportunities for teachers to develop strong collegial relationships and to share best practices and strategies. Action Type: Collaboration Action Type: Plan Evaluation	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide funding for each team to create interdisciplinary units, rubric construction, classroom management, and team building, including end-of-year recognition of achievement. Action Type: Alignment Action Type: Collaboration	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
Continue to participate in Little Rock Writing Project through UALR. The project includes preparing teachers to implement the project as well as initial and continuing training throughout the year from UALR consultants. Purpose: to increase students' writing skills, particularly in content and style, as shown from benchmark data weaknesses. Action Type: Collaboration Action Type: Professional Development	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide funding for two faculty book studies using "Breaking Ranks in the Middle" by Sizer/Meier, recommended by the NASSP and a second book title that has not been selected. Teachers read the books and discuss them at staff development faculty meetings. Action Type: Professional Development	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2750.00  ACTION BUDGET: \$2750
Attain institutional membership status in appropriate educational organizations in order to obtain reduced or adjusted rates for conventions, specialized services, and publications/book/journals/periodicals that provide strategies and best practice for teaching reading and writing not only in isolation, but across the curriculum. These include, but may not be limited to the following: Arkansas Association for Middle Level Education, National Middle School Association, National Alliance for Black School Educators, National Council of Teachers of Mathematics, International Reading Association, Magnet Schools of America, NASSP. Action Type: Professional Development	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Purchased Services: \$750.00  ACTION BUDGET: \$750
Mabelvale Magnet Middle School utilizes the following elements in implementing its school plan as outlined in NCLB: 1) needs assessment (making data-driven decisions regarding student needs and striving to reduce disparity in subgroups); 2) schoolwide reform strategies (teaching to the standards which are appropriate to the frameworks); 3) instruction by highly qualified teachers (ensuring teachers are HQT in their subject area); 4) professional development (providing and having teachers take at least 60 hours of professional development each year--including 6 hours technology and 2 hours of parental involvement--that is geared toward educational needs-	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>providing follow-up for the same); 4) strategies to attract highly qualified teachers (maintaining a stable faculty to attract teachers); 6) parent involvement (to assist teachers in generating parent participation); 7) transition (functions such as orientation and the Red Raider Ride to make the change from elementary to middle school less frightening for students and parents); 8) measures to include teachers in decisions (teachers assist in the ACSIP, data analysis, and planning professional development to help mold the instructional plan); 9) point-in-time remediation (additional assistance for students who need/want help); 10) coordination and integration of programs (school uses funds from grants as well as federal and other funds to provide student assistance to increase student achievement, to improve educational programs, and to improve instruction through teachers' professional development.</p> <p>Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>				
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Total Budget:	\$44622.99
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Intervention: Improve communication between school and home in order to encourage literacy learning.

Scientific Based Research: Loucks, H. E., & Waggoner, J. E. (1998). Keys to Reengaging Families in the Education of Young Adolescents. Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools 3d. Office of Educational Research and Improvement, U. S. Department of Education (1998). Family Involvement in Children's Education: Successful Local Approaches.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Collaborate with staff and parents in the construction of student's state-mandated Academic Improvement Plan. Students and parents will become an integral part of the AIP planning, implementation, and accountability process. Teachers will provide data and anecdotal input for construction of plans, now required for all students who are not performing at proficiency.</p> <p>Action Type: Collaboration                      Action Type: Parental Engagement</p>	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Create a database of parent/guardian email addresses for electronic communication of important events-- Interim Reports, Report Cards, Parent Conference Days, etc. and general contact.</p> <p>Action Type: Parental Engagement</p>	Ricky Woole, Technology Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$
<p>Provide "Literacy Nights" and other school/home activities that engage the parents in preparing students for standardized testing. Target parents and students of lowest-performing subgroups when planning time and location of activities.</p> <p>Action Type: Collaboration                      Action Type: Parental Engagement</p>	Yolanda Watson, English Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Collaborate with district staff to provide for costs related to pupil transportation associated with the Public School Choice option for parents under NCLB Act of 2001. Supplemental Educational Service providers who have met the criteria of No Child Left Behind and whose purpose is to serve schools identified for improvement must be made available to Mabelvale students. Inform parents/guardians of the availability SES services and explain options</p> <p>Action Type: Equity</p>	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
<p>Enhance the Parent Center by adding appropriate books, videos, and brochures on parenting as</p>	Ann	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>recommended by the state and district. Include a small play area with book and educational toys for small children who may accompany parents to use the Parent Center.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Blaylock, Principal</p>	<p>07/01/2007 End: 06/30/2008</p>	<p>Staff</p>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>To align with Arkansas Act 603, we will provide the following items as part of our School/Parent Compact: family kits, no less than two parent-teacher conferences; provide parenting books, magazines, and other materials regarding responsible parenting through the library, and advertise the current selection and give parents an opportunity to borrow these materials; publish a notice in the newspaper at the end of the school year honoring parents who attend all parent-teacher conferences during the year; provide a parent center, engage parents in activities that promote responsible parenting, hold "Parents Make a Difference" evenings to give reports on the state of the school and an overview of what students are learning, how they will be assessed, what parents should expect, and how parents can assist and make a difference with their children's education; maintain a volunteer resource book to list the interest and availability of volunteers for school staff members' use (including parent survey); distribute and publicize the school district's commitment to parental involvement; provide seminars to inform parents about how to be involved in decisions about course selection, career planning, and post-secondary planning, as well as the school's process for resolving parental concerns; an alumni advisory committee; tips for fostering student success and ways to publicize these tips; and to provide a parent facilitator in each school.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Plan Evaluation</p>	<p>Ann Blaylock, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Send weekly newspaper home with students. Raider Round-Up gives news of the week and tells what's to come. Students assist in the writing and newspaper production. Parents are apprised of due dates, meetings, ball games, PTA meetings, etc. Purchase paper and printing supplies for Raider Round-Up.                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Karhey Farley, Media Specialist</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>_____</p> <p>\$0</p>

Intervention: Implement a comprehensive evaluation plan that monitors the effectiveness of the school's plan to move all students toward meeting standards of proficiency in literacy.

Scientific Based Research: Reeves, Doug (2000). Accountability in Action: A Blueprint for Learning Organizations. Marzano, Robert (2003). What Works in Schools (ASCD). Reeves, Doug (2004). Accountability for Learning (ASCD). Schmoker, Mike (2001). The Results Fieldbook (ASCD). Marzano, Robert (2001). Classroom Instruction that Works (ASCD). Danielson, Charlotte (2002). Enhancing Student Achievement: A Framework for School Improvement. NCTM Principles and Standards for School Mathematics (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Implement assessment for learning to measure instructional impact as well as the innovation to monitor achievement. This formative evaluation provides descriptive information to help students with their progress on each learning goal. Students will be provided with high-quality descriptive, criterion-based feedback that focuses on students' strengths and weaknesses. This content-driven assessment helps teachers understand what students know and can do and uses that knowledge to make more effective decisions. (Internal Formative Assessment)                  Action Type: Collaboration                  Action Type: Plan Evaluation</p>	<p>Brenda Bankston, Literacy Coach</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Utilize the existing portfolio system to produce portfolio of student work. The product provides direct feedback on specific knowledge and skills for individual students. The portfolio includes journal entries, student work, projects, learning logs, and released items for test practice. The portfolio is the focal point of student-led conferences. (Internal Assessment) Action Type: Parental Engagement Action Type: Plan Evaluation	Yolanda Watson, English Chair	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Evaluate plan implementation through regular administrative walk-throughs for monitoring and immediate feedback regarding instruction strategies and lesson modification. (Internal Assessment) Action Type: Plan Evaluation	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Utilize external monitoring: quarterly comprehensive tests as mandated by the Little Rock School District and ITBS and ACTAAP testing as required by the Arkansas Department of Education. Internal Assessment: examine data from end of nine week grade level tests to determine strengths and weaknesses. Compare and contrast the findings of these assessments and provide data for reports as requested Action Type: Plan Evaluation	Brenda Bankston, Literacy Coach	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Conduct periodic monitoring to determine effectiveness of plan implementation by district-level school improvement team and by Arkansas Department of Education instructional support unit. (External Evaluations) Action Type: Plan Evaluation	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Utilize Pathwise and Classroom Walk-Throughs and other observation methods to mentor personnel, utilizing funding sources from ADE when appropriate. Encourage staff retention by seeking community donations of services for attendance, parent communication, etc. Consult district staff to recruit new personnel (when necessary) that meet the criteria of being "highly qualified." Monitor existing staff to determine status toward the goal of 100% highly qualified. Action Type: Collaboration Action Type: Professional Development	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Promote student health and reduce childhood obesity.

Supporting Data:

1. An examination of the overall Average Daily Attendance (ADA) and Average Daily Membership Report over the past three years is at the heart of conclusions that relate achievement concerns to student attendance. The data reflects high standards (98% ADA, 2007; 95% ADA, 2006; 97% ADA, 2005). The data also appropriately supports continued efforts and practices that encourage students' daily attendance.
2. Based on the BMI classification for SY 2005: 65% of males and 50% of females in 6th grade fell in the normal or underweight category. 58% of males and 63% of females in 7th grade fell in the normal or underweight category. 61% of males and 56% of females in 8th grade fell in the normal or underweight category. Approximately 19% of all children measured were in the risk of overweight category. Approximately 22% of all children measured were identified as overweight.
3. Based on the BMI classification for SY 2006: 63% of males and 54% of females in 6th grade fell in the normal or underweight category. 69% of males and 49% of females in 7th grade fell in the normal or underweight category. 60% of males and 53% of females in 8th grade fell in the normal or underweight category. Approximately 19% of all children measured were in the risk of overweight category. Approximately 23% of all children measured were identified as overweight.
4. Based on the BMI classification for SY 2007: 58.6% of males and 50.0% of females in 6th grade fell in the normal or underweight category. 64.2% of males and 56.7% of females in 7th grade fell in the normal or underweight category. 65.8% of males and 47.7% of females in 8th grade fell in the normal or underweight category. Approximately 34.7% of all children measured were in the risk of overweight category. Approximately 51% of all

children measured were identified as overweight.

Goal To provide the opportunity for students to learn and practice healthy behaviors related to wellness, physical fitness, and mental well-being.

Benchmark Mabelvale's number of students who are at risk of being obese or who are already obese will decrease by 1% at each grade level in the 2007-08 screening.

Intervention: Promote student health and reduce opportunities for childhood obesity by providing and maintaining a healthy school environment.				
Scientific Based Research: 2006 Physical Education and Health Curriculum Framework. ADE Website. <a href="http://www.arkansased.org/teachers/word/phsyed_k-8_011906.doc">www.arkansased.org/teachers/word/phsyed_k-8_011906.doc</a> The President's Challenge Physical Activity and Fitness Awards Program. online. "You're It. Get Fit!" <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage students to make healthy food and physical activity choices that should result in increased academic performance.	David Smith, Health Teacher	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Provide fruit juices and water instead of sodas in vending machines.	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Provide nutrition education lessons and reinforce them through writing prompts which will further enhance benchmark preparatory activities.	Yolanda Watson, English Chair	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Provide physical education and activity through the daily schedule.	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Limit the kinds and numbers of non-mealtime edibles used as incentives or rewards.	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Provide information that will help students become aware of 1) their present physical condition, how their actions affect their health/physical and future, and 2) the role prevention plays in long-term health care.				
Scientific Based Research: Why Screen? <a href="http://www.mayoclinic.com/health/health-screening/">http://www.mayoclinic.com/health/health-screening/</a> Promoting Healthy Lifestyles <a href="http://www.aoa.gov/eldfam//Healthy_Lifestyles/Screenings/screenings.asp">http://www.aoa.gov/eldfam//Healthy_Lifestyles/Screenings/screenings.asp</a> Healthcare Screen Boom <a href="http://www.washingtonpost.com/wp-dyn/content/article/2006/04/17/AR2006041701273.html">http://www.washingtonpost.com/wp-dyn/content/article/2006/04/17/AR2006041701273.html</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide free dental screenings as part of Parent Conference days.	Fran Moseley, Parent Involvement Coordinator	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Provide free vision screenings at Parent Conference Day.	Fran Moseley, Parent Involvement Coordinator	Start: 07/01/2007		

		End: 06/30/2008		ACTION BUDGET: \$
Provide various screenings through the district: BMI, hearing, blood pressure, scoliosis, and vision. Notify parents of concerns noted.	Sherri Waggoner, School Nurse	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Monitor blood pressure of students and teachers as requested.	Sherri Waggoner, School Nurse	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
Coordinate with LRSD to provide appropriate screenings (vision, hearing, Scolios, etc)that are conducted annually. Action Type: Collaboration Action Type: Wellness	Sherri Waggoner, School Nurse	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Coordinate with "Abstinence By Choice" to provide appropriate information for 7th and 8th grade students in using abstinence as the contraceptive of choice. Action Type: Collaboration Action Type: Wellness	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To make students aware that mental health and well-being (including bullying and self-esteem) play a role in their school life, their home life, and their academic performance.

Scientific Based Research: <http://www.stopbullyingnow.hrsa.gov> - Best Practices in Bullying Prevention. Roland, E. & Galloway, D. (2002). Classroom influences on bullying. Educational Research. Olweus, D. (2003). A profile of bullying at school. Educational Leadership <http://www.bullyingresearch.com/> - a connection to bullying prevention resources worldwide

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a setting for students to learn team-building, conflict-resolution, positive school relationships, and acceptance of others. Promote good attendance, good academic performance, high self-esteem, and health and welfare of individual students as well as the entire school community. Provide this setting through the curriculum MINITOWN (formerly Anytown, Unitown) through Just Communities of Central Arkansas. Service initially is for 4 staff and 60 students, but is taken back to campus and share with other students Action Type: Title I Schoolwide Action Type: Wellness	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	Title I - Purchased Services: \$1000.00  ACTION BUDGET: \$1000
Provide a setting for students to meet with mental health professionals from external sources to address emotional needs that may initiate outside the school setting but interfere with school performance. Action Type: Wellness	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Provide a setting for students to meet with mental health professionals from external sources to address behavioral issues that may initiate outside the school setting but interfere with school performance.	Ann Blaylock, Principal	Start: 07/01/2007 End:	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

Action Type: Wellness		06/30/2008		
Provide group settings with a qualified professional facilitator for students to express common concerns in safe, controlled setting. Continue to provide "SAP" (Student Assistance Program) directed by Gwen Efird. Action Type: Wellness	Ann Blaylock, Principal	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1000

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Sharp	ISSP Teacher	Health/Wellness
Classroom Teacher	Albert Chase	Physical Education Teacher	Health/Wellness
Classroom Teacher	Beckie Jones	Literacy Teacher	Literacy
Classroom Teacher	Brenda King	Special Education Teacher	Literacy
Classroom Teacher	Cal Banks	Math Teacher	Math
Classroom Teacher	Charita Futrell	Special Education	Math
Classroom Teacher	Charles Holiman	Technology Teacher	Parent/Community Involvement
Classroom Teacher	Chris Kline	Math Teacher	Math
Classroom Teacher	Cledis Vaughn	Special Education Teacher	Parent/Community Involvement
Classroom Teacher	Cristen Wynne	Literacy Teacher	After-School Program
Classroom Teacher	David Smith	P.E./Health Teacher	Health/Wellness
Classroom Teacher	Donanne Bisbee	Art Teacher	After-School Program
Classroom Teacher	Elaine Hood	Social Studies Teacher	Science
Classroom Teacher	Evelyn Snow	Career Orientation/Magnet Teacher	Data/Testing
Classroom Teacher	Fran Moseley	Social Studies Teacher	Parent/Community Involvement
Classroom Teacher	Ginger Williams	Science Teacher	Science
Classroom Teacher	Graham Goodloe	Resource Teacher	Data/Testing
Classroom Teacher	Gregg Ward	Science Teacher	Health/Wellness
Classroom Teacher	Heidi Campbell	Science Teacher	Science
Classroom Teacher	Henry Hunt	Social Studies Teacher	Data/Testing
Classroom Teacher	Hilda Hoyt	Art Teacher	After-School Program
Classroom Teacher	Hollace Beard-Hunting	Literacy Teacher	Literacy
Classroom Teacher	Holly Harding	Literacy Teacher	Literacy
Classroom Teacher	Jacqueline Penny	Science Teacher	Science
Classroom Teacher	Jeff Ellington	Math Teacher	Math
Classroom Teacher	Jeff Smith	Career Orientation Teacher	After-School Program
Classroom Teacher	Jeff Walters	Physical Education Teacher	Health/Wellness
Classroom Teacher	Jo Murry	Choral Music Instructor	Parent/Community Involvement

Classroom Teacher	Karen Kelley	Math Teacher	Math
Classroom Teacher	Karen Ware	Special Education Teacher	After-School Program
Classroom Teacher	Linda Fleming	Literacy Teacher	Literacy
Classroom Teacher	Lorene Ellis	Resource Teacher	Parent/Community Involvement
Classroom Teacher	Mark Hays	Science Teacher	Science
Classroom Teacher	Michelle Vire	Vocational Teacher	Science
Classroom Teacher	Misty Ingram	Science Teacher	Science
Classroom Teacher	Myla Strohbehn	Math Teacher	Math
Classroom Teacher	Pam Wallace	Social Studies Teacher	Alumni Committee
Classroom Teacher	Patsy Lewis	CBI Teacher	Data/Testing
Classroom Teacher	Paul McCune	Band Director	Parent/Community Involvement
Classroom Teacher	Randy Gullett	Industrial Technology Teacher	Alumni Committee
Classroom Teacher	Sandra Childs	Math Teacher	Math
Classroom Teacher	Sharon Carroll	Special Education Teacher	Data/Testing
Classroom Teacher	Sharon Emmel	Literacy Teacher	Literacy
Classroom Teacher	Shirley Forehand	Math Teacher	Data/Testing
Classroom Teacher	Talitha Ali	Reading Specialist	Literacy
Classroom Teacher	Tamara Rowe	Math Department Chair	Math
Classroom Teacher	Tiffany Sharp	Literacy Teacher	Literacy
Classroom Teacher	Todd Ferguson	Social Studies Teacher	After-School Program
Classroom Teacher	Tom Webb	Math Teacher	Math
Classroom Teacher	Tracy Mason	AVID Coach/Science Teacher	Science
Classroom Teacher	Vickie Wilkerson	Special Education Department Chair	Math
Classroom Teacher	Virginia Booth	Literacy Teacher	Literacy
Classroom Teacher	Wendy Marshall	CBI Teacher	Health/Wellness
Classroom Teacher	Yolanda Watson	English Department Chair	Literacy
Community Representative	Lenora Nunnley	Member	Alumni Committee
Community Representative	Todd Williams	Member	Alumni Committee
District-Level Professional	Suzi Davis	Director of K-12 Curriculum	English
Non-Classroom Professional Staff	Brenda Bankston	Literacy Coach	English
Non-Classroom Professional Staff	Connie Green	Assistant Principal	Science
Non-Classroom Professional Staff	Ellean Cleveland	Assistant Principal	Data/Testing
Non-Classroom Professional Staff	Joyce Swinney	Dean of Instruction	Data/Testing
Non-Classroom Professional Staff	Kathey Farley	Media Specialist	After-School Program
Non-Classroom Professional Staff	Lana Hughes	Math Coach	Math
Non-Classroom Professional Staff	Larry Buck	Design Coach	Data/Testing
Non-Classroom Professional Staff	Rebecca Maxwell	Counselor	Science
Non-Classroom Professional Staff	Ricky Woole	Lead Technology Teacher/Assistant Principa	Parent/Community Involvement

Non-Classroom Professional Staff	Sherri Betton	Counselor	Data/Testing
Non-Classroom Professional Staff	Sherri Waggoner	School Nurse	Health/Wellness
Parent	Andrea Williams	Member	Alumni Committee
Parent	Robyn Stutts	Member	Health/Wellness
Principal	Ann Blaylock	Principal	Math