

School Plan

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

Arkansas Comprehensive School Improvement Plan

2010-2011

The entire school community of Mabelvale Magnet Middle School believes its mission is to provide a safe and supportive, innovative, diverse environment where every student will be equipped with the skills to become a lifelong learner.

Grade Span: 6-8

Title I: Title I Schoolwide

School Improvement: SI_6

Table of Contents

Priority 1: Math

Goal: To increase all students' proficiency in mathematics by: helping them develop a strong foundation in mathematical concepts; helping them make rich connections between new knowledge and prior learning; and teaching them to communicate their reasoning by managing their thinking and learning processes.

Priority 2: Literacy

Goal: To improve all students' proficiency in literacy especially in our Students with Disabilities subgroup by concentrating on writing and on all types of reading passages in both multiple choice and open response.

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 4: Scholastic Audit

Goal: To make appropriate use of the findings and recommendations from the ADE's Scholastic Audit report.

Priority 5: Parent Involvement

Goal: MMMS would like to have its parents involved in the life at school and continue to be involved by supporting their children as they work at home. For parents whose jobs preclude them from assisting during the school day, our communication with them must be clear and often.

Priority 1: Improve foundational math skills.

1. The building level review of data included but was not limited to state mandated assessments (Benchmark and Stanford 10), Little Rock School District mandated assessments, SOAR), grade level common formative assessments (being piloted this year in grades 6-8), classroom walkthrough data; and perceptual surveys from parents; students and teachers. Our analyses suggested areas of strengths (use of the workshop model in the classroom, use of weekly schoolwide math activities, and improved achievement on SOAR tests) and weaknesses (Benchmark Open-Response testing, the need for more parents to be involved in our school and its activities, and the need to decrease the achievement gap that exist primarily along ethnic lines). To assist us in realizing building level improvement goals, the building level instructional leaders will provide meaningful guidance with classroom walkthroughs, focus walks and teacher conferencing and support for all staff by providing on-site, ongoing professional development and mentoring from principals and building level coaches. They will support teachers' content area needs and with the development and use of effective methods for the delivery of mathematics instruction. We will all be accountable for the implementation of the building's selected interventions (tiered activities, programs, and/or processes) that will ensure student and staff learning targets.

The area of weakness of greatest concern across our combined student population is Math Benchmark testing in Math in Measurement and Data and Probability. Also, some of our subpopulations have additional deficiencies. Our African American, Hispanic, and Economically Disadvantaged students are weaker in Open Response in Algebra and Geometry. Finally, our students with Disabilities struggle with most math areas, although some growth has been accomplished. In the area of Math, our combined student population scored somewhat lower (53%) than similar groups within the district (59%) and

state (75%). The achievement gap between our African American (50%) and Hispanic (60%) students as compared to their Caucasian peers (62%) is less than in Literacy.

The Little Rock School District's Mathematics Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the following weaknesses within our combined population: Multiple Choice and Open Response in Measurement and Data and Probability. These weaknesses indicate that there are CORE MATHEMATICAL INSTRUCTIONAL weaknesses addressing Measurement and Data and Probability. We will address these weaknesses by (a) aligning our professional development needs to support this area; (b) realigning human resources (literacy/instructional coaches or department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in writing Open Responses as evidenced by student scores on common formative assessments, classroom walkthroughs and/or focus walks, and (c) ensure targeted planning to make sure that the fidelity of CORE MATH INSTRUCTIONAL PRACTICES are in place.

2. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed ACSIP subcommittees of building representatives, at Mabelvale Magnet Middle School to assist with collecting, analyzing and reporting student performance from the 2010 administration of the Math portions of the Augmented Benchmark Exams. A major responsibility of the Teams' efforts involved a thorough examination of available test results for both the combined population and EACH subpopulation. Additionally, we reviewed reports that could be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that center on student achievement. Focusing on data, we studied Attendance, Disciplinary Sanctions, and Achievement Data over the past three years for the purpose of determining student learning and behavioral needs. The need to do so was recognized as an important step toward a better understanding of the trend data, which resulted in better identifying the areas of need and help toward aligning classroom instruction with the school-based curriculum, assessment and professional development. In order to dig deeper for the root cause why more of our students are not achieving to the full potential, we examined our rituals and routines, customs, norms and expectations. Our 2010 Supporting Data Statements show the discrepancies in achievement, among our various sub-populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of our total student population.

Based on our Data Analysis, we came to the conclusion that the following areas should receive the highest priority:

Supporting
Data:

2010 Math Benchmark Test: 615 students were tested and 50% of those students scored proficient or advanced. Analysis of the data revealed the lowest identified areas were Data and Probability, Measurement. In Open Response, students did not perform well in Numbers and Operations and Geometry.

Students with Disabilities: Of the 58 students tested, 11% reached the Proficient or Advanced level.

African American Students: Of the 411 students tested, 30% reached the Proficient or Advanced level.

Economically Disadvantaged: Of the students tested, 43% reached the Proficient or Advanced level.

We will select Interventions and coordinate our various state and federal funding sources to address these areas of greatest need. In addition, systems for reviewing formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction are perpetual in nature.

Plans exist to meet in grade level teams, bi-weekly and as an entire faculty monthly. Data that reflects student performance and progress is charted through the data warehouse provided through the Hot Springs Learning Institute (TLI).

By achieving all that is included in our school improvement plan, the faculty, staff, parents, students, and our community leaders will be able to support each challenge related to "Accelerating Achievement for ALL Students."

3. **Summary Statements:** Although higher scores have occurred in some years, Math Trend data indicates that our students have not performed consistently from year to year. Even slight declines are disheartening. The strands of Measurement as well as Data and Probability continue to plague us as some years encourage us with indication of growth, and the following year we may see only a small amount of growth and or even a decline. A significant pattern has not emerged; however, math growth in testing has almost caught up with the level of literacy. Our subpopulation concerns continue to be the same groups and our emphasis in the entire combined population remains in Measurement, Data and Probability, and the written expression of students' ability to explain the reasoning behind their calculations.
4. **THREE YEAR SUMMARY:** Mabelvale has experienced growth in the last few years. An examination of the Augmented Benchmark Mathematics Exam results in grades six through eight in School Years 2008, 2009, and 2010 brought these items to bear: incoming 6th grade math students see an increase in proficiency followed by a decrease in grades 7 and 8. Math students need skill development in Data Analysis and Probability as well as in Measurement.

Although there have been increased scores in Open Response, this is still a concern. The subpopulations needing the most attention for improvement are students with disabilities and those who are economically disadvantaged. The lowest identified areas for these students are Open Response in Measurement, and Data Analysis and Probability and Number and Operations. Another concern we want to address is that many of our students who take higher level math classes before the traditional time are not receiving appropriate study of the 7th and/ 8th grade standards while taking their advanced math classes.

- 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 (96% ADA, 2009; 96% ADA, 2008; 98% ADA, 2007). The data also appropriately supports continued efforts and practices that encourage students' daily attendance.

Goal To increase all students' proficiency in mathematics by: helping them develop a strong foundation in mathematical concepts; helping them make rich connections between new knowledge and prior learning; and teaching them to communicate their reasoning by managing their thinking and learning processes.

Benchmark Mabelvale will strive to meet the AYP of 73.41% in 2011. Concentration to achieve that growth in math proficiency will require hard work from all students and teachers. We will be diligent in working to narrow the achievement gap between proficient and non-proficient learners in math. We must concentrate on three subpopulations: Students with Disabilities, African American students, and students who are Economically Disadvantaged.

Intervention: All students at Mabelvale Middle School will have access to (and engaged with) a rigorous, standards-based Math Core Curriculum that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on "best" instructional "practices" (i.e., differentiated instruction). When students have difficulty reaching their designated learning targets, the instructional staff at Mabelvale Middle School will support those students with supplemental, tiered instructional interventions.

Scientific Based Research: Stiggins, Richard, (2004). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Danielson, Charlotte, (2002). Enhancing Student Achievement: A Framework for School Improvement. Marzano, Robert, (2003). What Works in Schools: Translating Research into Action, ASCD. Marzano, Robert, (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Reeves, Doug, (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. 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
Provide grade specific Math Madness questions class openers each Monday. 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. Use high-interest language and examples to encourage maximum 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 refreshments for student recognition and nutrition for standardized testing.(3311 servings at \$1) M/S 1591 66100 plus 3500 Supply Center 1591 66150 Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education	Donna Cochran, Math Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Reporting student progress to parents or other significant adults has become increasingly important as educators are held accountable for student achievement results in both math and literacy. "Student-Led Conferences" are a vehicle for students to display and discuss their work assessments with their parent/guardian, which lets them know their child's academic progress. This encourages students' responsibility for their educational progress. An important benefit of this implementation is that students are required to evaluate and reflect on their work. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
EAST Lab provides a venue for students to combine core subject skills into real-world applications through technology. To continue their development, our equipment needs to be updated through the	Aaron Sharp, EAST Facilitator	Start: 07/01/2010	<ul style="list-style-type: none"> Computers Teaching Aids 	

<p>purchase of a plotter to assist with service-learning projects. EAST Lab students assist with projects around the school and must annually develop a process to produce a product to display and share with other EAST schools across the nation. Purchase a plotter (\$4000) travel, lodging, and fees for EAST teacher, one female teacher, and 4 students to attend the EAST Conference. Purchase new software as feasible 63410-66100 Action Type: Technology Inclusion</p>		<p>End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>Determine the effectiveness of the interventions by monitoring the actions through direct observation, administration/steering committee feedback, and data from test scores Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Hire an additional certified, instructional staff member (Title I Math Facilitator, 1 @ 1.00 FTE) to positively impact intervention efforts for students performing below grade level expectations in classrooms where meeting the needs of all such students are less than adequate because of over-representation of students performing at a basic or below basic level of achievement. The cost: Action Type: Alignment Action Type: Professional Development</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Utilize internal monitoring which will include: high-quality teacher-made tests, portfolios including math journals, reflections, and/or learning logs; Focus Walks, and monitoring by math coach. This monitoring is to provide immediate feedback/collaboration in order to refocus instruction to meet specific needs of students. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>ACTION BUDGET: \$</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. Purchase supplies and equipment determined necessary to implement the student activities Action Type: Alignment Action Type: Professional Development</p>	<p>Larry Buck, Design/Literacy Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Teachers ● Teaching Aids 	<p>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 workshops designed to support appropriate implementation strategies, as well as other best practices that benefit the needs of student learning through teaching strategies. Gain access to NCTM resources through an institutional membership. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide training materials and book-study texts to staff members and update previously trained staff in research-based best practices for teaching state standards. Send teams of teachers to Smart-Step training and to additional district or state-provided seminars to update skills to develop in-house expertise for supporting site-based professional development. Purchase paper and duplication supplies to provide materials to staff. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</p>

Collaborate with staff, parents, and outside resources to support and promote individual and group achievement in the areas of literacy, math, and skills development, including showcasing student successes in various school and community events. Purchase cameras, film, print cartridges for documenting student and staff participation. Action Type: Collaboration Action Type: Title I Schoolwide	Joyce Swinney, Testing and Student Services	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Collaborate with staff and district personnel to provide science department professional development in vertical teaming and inquiry-based instruction. Action Type: Professional Development Action Type: Title I Schoolwide	Michelle Vire, Science Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All general education and special education math teachers will have a copy of the LRSD Math grade level core curriculum, Arkansas Frameworks, pacing guides and the necessary resources to support teachers' instructional needs. These materials and accompanying resources are online (https://ar.thelearninginstitute.net). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The instructional teams at Mabelvale Middle School will identify approximately 15% but no more than 20 % of our general education students who have difficulty reaching, designated learning targets in the literacy core curriculum at their grade level. They will meet the needs of these students by providing "Targeted" or Tier 2 interventions. Study skills groups will be staffed by general or special educators to assist student(s) in areas of difficulty. Students will participate in the study skills group until their grades improve as determined by weekly progress monitoring. These interventions may include before and/or after school tutoring, Target Teach, America's Choice.

Scientific Based Research: Strong, Richard W., Silver, Harvey F., & Perini, Matthew J. (2001). Teaching What Matters Most: Standards and Strategies for Raising Student Achievement. 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." Danielson, Charlotte, (2002). Enhancing Student Achievement: A Framework for School Improvement. 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
Update strategies using Thinking Maps/Graphic Organizers. Train 12 teachers @\$25 who are new to the building since initial training. Action Type: Professional Development Action Type: Title I Schoolwide	Holly Harding, Trainer	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Purchase Smart Response PE Interactive Response System (\$2800) for use with SMART Boards. Pay for United Streaming (\$1000) which is used by many and the state will no longer provide. Action Type: Technology Inclusion	Heidi Campbell, GT Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Purchase items for all students to assist in their ability to organize themselves in order to perform better in all classes. Purchase Composition Books for each student to be distributed through English Class; one 3-ring binder to organize all materials, homework, etc., and an agenda book for each student to record dates of events, projects, and provide a location for communications with parents. Teaching students how to use these items will greatly enhance their academic achievement by students' having a record of their work and help give them the need and desire for structure in their lives. \$ Action Type: Parental Engagement Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

<p>Analyze core subject data to support learning teams to identify students and subgroups that will benefit from our existing prescriptive programs. 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. Track progress through TLI, adjust as necessary, and continue to monitor</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Purchase 15 ELMO Document Cameras projectors as well as 10 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 to improve student achievement. Their culminating projects are in Power-Point. These tools are needed in order to utilize Smart Boards, Interwrite Tablets, and to share collaboratively-constructed lessons. Purchase 4 replacement bulbs each for ELMOs and projectors to have on hand and additional ones as necessary</p> <p>Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Donna Cochran, Math Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● Teachers ● Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>All students should have an equal opportunity to learn and use higher calculators on a daily basis and on standardized tests. Purchase 300 TI73 calculators for use in 7th and 8th grades and in all resource math classes and batteries for usage for the year and for testing. Provide professional development for teachers in calculator usage. Model the usage of calculators and teaching students to use calculators. Purchase 6 TI73 ViewScreen Packages for Classroom instruction.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Donna Cochran, Math Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Teachers ● Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Recognize student improvement in math (and literacy) quarterly through TLI testing, 25 Book Campaign, Book of the Month Activity, Math Madness, and at the beginning of each year for performance on the spring benchmark. Include recognition to basic/below basic students that make growth. Purchase necessary supplementary reading supplies to improve instruction.</p> <p>Action Type: Title I Schoolwide</p>	<p>Rhonda Hall, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● School Library ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Communicate with caregivers/families of students served in America's Choice. Clearly describe the program, the importance of daily attendance and how they can assist their child.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Donna Cochran, Math Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Group/re-group Students based on needs in order to find the services that best meet their academic deficits.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	<p>Donna Cochran, Math Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Assess and identify students who can best be served through Tier 2 Interventions.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation</p>	<p>Donna Cochran, Math Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>_____</p> <p>\$0</p>

Intervention: America's Choice teacher(s) will provide targeted, supplemental, small group interventions on a daily basis to students in grades 6-8 to students who demonstrate considerable difficulties in math. Students will be selected based on teacher referral, standardized assessments, and required interventions through AIP/IRI. Student achievement is monitored on a monthly basis and progress monitored using running records or other measures. Instruction is tailored and focused on

demonstrated needs of the students. Interventions provided by America's Choice teachers are included in district-wide data collection.

Scientific Based Research: National Center on Education and the Economy (NCEE), 2007, America's Choice Math Handbook Grades K-8. INDEPENDENT EDUCATION REVIEW. Evaluating Three Programs Using a School Effectiveness Model: Direct Instruction, Target Teach, and Class Size Reduction. (www.tegr.org), Vol. 2. No. 3, 2006. Washington, D. R. (2001). Target Teach Reading Alignment Program. Milwaukee WI: Milwaukee Public Schools <http://www.ncee.org/acsd/research/index.jsp>; <http://evansnewton.com/TargetTeach/TargetTeach.html>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Participate in America's Choice continuing training. Monthly, teachers 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 teaching students toward proficiency. Pay 10 teachers for ten meetings @\$25 Action Type: Alignment Action Type: Professional Development</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>Improve teachers' effective use of instructional strategies and improve content knowledge through continued employment of America's Choice Design Coach FTE (1@1.00 FTE). 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>Provide teachers and students with classroom math reference and logic 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. America's Choice is the intervention chosen for us due to our school improvement status. No item purchased will exceed \$999.99. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
<p>Provide teachers with training in Target Teach strategies. Provide additional training for special education teachers utilizing fundamentals lessons and PALs take-home lessons for use with parents. These trainings will help teachers identify areas to "fill in the gaps" for low-achieving students. Teacher should continue to conference during their prep time to discuss their growth in the delivery process and the students' progress as a result of using the strategies. Monitor TLI results for evidence of improvement and notate on AIPs as appropriate. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>Purchase books for monthly book studies. All students will engage in these studies through first block. A book is purchased for each first block class. Students have questions, discussions, and writing prompts for evaluation on a regular basis, and books are maintained for future use. Action Type: Equity Action Type: Program Evaluation</p>	Larry Buck, Design Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Teachers ● Teaching Aids 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Purchase expanded supplies and books (including materials will include student-centered, age-appropriate single volumes and collections, periodicals, and other high-interest material for the library media center) to expose students to structure to support curriculum maps and state standards. Equipment such as printers (and extra cartridges) and book carts are items that will help put these items and existing items into service. (Survey teachers to determine access to printers in classrooms and purchase appropriately.) No item purchased will exceed \$999.99. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Larry Buck, Design Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	————— ACTION BUDGET: \$
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: Alignment Action Type: Collaboration Action Type: Program Evaluation	Larry Buck, Design/Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	————— ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The instructional teams at Mabelvale Middle School will meet the needs of approximately 15% but no more than 20 % of our general education students who have been identified as potentially having difficulty reaching designated learning targets in the literacy core curriculum. Of those students, approximately 5% but no more than 10% of them will experience extreme difficulty and need intensive support. of these students by providing "Intensive" or Tier 3 interventions through the use of intensively trained teachers using READ 180 and through America's Choice "Safety Nets", taught by certified personnel during a portion of identified students' related arts classes. Tutoring, Target Teach, and America's Choice are used in literacy interventions.)

Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
America's Choice Safety Nets: Pull data-identified students from their electives based on academic need in order to strengthen their skills. Pay teachers for Safety Net sessions at \$25 dollars each. approximately 6 teachers alternate days from January to April. \$ Action Type: AIP/IRI Action Type: Collaboration	Larry Buck, Design/Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	————— ACTION BUDGET: \$
Analyze core subject data to support learning teams to identify students and subgroups that will benefit from our existing prescriptive programs. 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. Track progress through TLI, adjust as necessary, and continue to monitor. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	————— ACTION BUDGET: \$
Write a school-based America's Choice Intervention summation on the results of students served. Provide copies of the report to the principal and District Teacher Leader for	Donna Cochran, Math Coach	Start: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff 	—————

dissemination at the district level. Action Type: Program Evaluation		End: 06/30/2011	● Performance Assessments	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improve literacy skills.

1. The building level review of data included but was not limited to state mandated assessments (Benchmark and Stanford 10), Little Rock School District mandated assessments, SOAR, Developmental Reading Assessment (DRA), grade level common formative assessments (being piloted this year in grades 6-8), classroom walkthrough data; and perceptual surveys from parents; students and teachers.

Our analyses suggested areas of strengths (use of the workshop model in the classroom and improved achievement on SOAR tests) and weaknesses (Benchmark Open-Response testing, the need for more parents to be involved in our school and its activities, and the need to decrease the achievement gap that exist primarily along ethnic lines). To assist us in realizing building level improvement goals, the building level instructional leaders will provide meaningful guidance with classroom walkthroughs, focus walks and teacher conferencing and support for all staff by providing on-site, ongoing professional development and mentoring from principals and building level coaches. They will support teachers' content area needs and with the development and use of effective methods for the delivery of literacy instruction. We will all be accountable for the implementation of the building's selected interventions (tiered activities, programs, and/or processes) that will ensure student and staff learning targets.

The area of weakness of greatest concern across our combined student population is Benchmark testing in Reading in the areas of Practical and Content passages. Also, our various subpopulations have additional deficiencies. Our African American, Hispanic, and Economically Disadvantaged students are weaker in Writing: Content and Style domains. Finally, our students with Disabilities and English Language Learners struggle with all areas of literacy, although some growth has been accomplished.

In the area of Literacy, our combined student population scored significantly lower (45%) than similar groups within the district (58%) and state (70%). There is also a significant achievement gap between our African American (48%) and Hispanic (50%) students as compared to their Caucasian peers (62%).

Supporting Data:

The Little Rock School District's Language Arts Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the following (Reading in the areas of Practical and Content passages) within our combined population. These weaknesses indicate that there are CORE LITERACY INSTRUCTIONAL weaknesses addressing Open Response items. We will address these weaknesses by (a) aligning our professional development needs to support this area; (b) realigning human resources (literacy/instructional coaches or department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in writing Open Responses as evidenced by student scores on common formative assessments, classroom walkthroughs and/or focus walks, and (c) ensure targeted planning to make sure that the fidelity of CORE LITERACY INSTRUCTIONAL PRACTICES are in place.

2. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP subcommittees of building representatives, at Mabelvale Magnet Middle School to assist with collecting, analyzing and reporting student performance from the 2010 administration of the Literacy portions of the 6th grade Augmented Benchmark Exams.

As we focused on data, we studied Attendance, Disciplinary Sanctions, and Achievement Data over the past three years. We aggregated and disaggregated the data for the purpose of determining student learning and behavioral needs. The need to do so was recognized as an important step toward a better understanding of the trend data, which resulted in better identifying the areas of need and help toward aligning classroom instruction with the school-based curriculum, assessment and professional development.

In order to dig deeper for the root cause why more of our students are not achieving to the full potential, we examined our rituals and routines, customs, norms and expectations. Our 2010 Supporting Data Statements show the discrepancies in achievement, among our various sub-populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of our total student population.

Based on our Data Analysis, we came to the conclusion that the following areas should receive the highest priority:
2010 Literacy Benchmark Test: 615 students were tested and 50% of those students scored proficient or advanced. Analysis of the data revealed the

lowest areas were the Open Response literary and practical passages, and content and style in writing.

Students with Disabilities: Of the 58 students tested, 8% reached the Proficient or Advanced level.

African American Students: Of the 411 students tested, 44% reached the Proficient or Advanced level.

Economically Disadvantaged: Of the students tested, 48% reached the Proficient or Advanced level.

We will select Interventions and coordinate our various state and federal funding sources to address these areas of greatest need. In addition, systems for reviewing formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction are perpetual in nature.

Plans exist to meet in grade level teams, bi-weekly and as an entire faculty monthly. Data that reflects student performance and progress is charted through the data warehouse provided through the Hot Springs Learning Institute (TLI).

By achieving all that is included in our school improvement plan, the faculty, staff, parents, students, and our community leaders will be able to support each challenge related to "Accelerating Achievement for ALL Students."

3. Summary Statements: Literacy scores have moved upward at a nice pace in 6th grade, only to decrease in the 7th and 8th grades. Although there have been some appreciable increases, this has not been the case with most subpopulations. There has been some movement in decreasing the number of students who are in the Below Basic category, but there are still many students who are in the position to move from Basic to Proficiency.

In Literacy, the gap between Black and Non-Black students is decreasing, and African American students are reaching proficiency at an annual percentage that is higher than in recent years. Closing the achievement gap is a major concern in addition to working on the weakest areas, practical and content reading as well as writing and Open Response items.

4. THREE YEAR SUMMARY: Mabelvale has experienced growth in the last few years. An examination of the Augmented Benchmark Literacy Exam results in grades six through eight in School Years 2008, 2009, and 2010 brought these items to bear: incoming 6th grade students see an decrease in literacy proficiency, followed by a increase in grades 7 and 8. From item analysis, literacy students need increased skill development in practical and content reading, writing, as well as Open Response items. The subpopulations needing the most attention for improvement are students with disabilities and those who are economically disadvantaged. The lowest identified areas for these students are Content and Style, which could be addressed by the combined population as well.
5. 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 (96% ADA, 2009; 96% ADA, 2008; 98% ADA, 2007). The data also appropriately supports continued efforts and practices that encourage students' daily attendance.

Goal To improve all students' proficiency in literacy especially in our Students with Disabilities subgroup by concentrating on writing and on all types of reading passages in both multiple choice and open response.

Benchmark Mabelvale will strive to meet the AYP of 75.70 in 2011. Concentration to achieve that growth in literacy proficiency will require hard work from all students and teachers. We must concentrate on three subpopulations: Students with Disabilities, African American students, and students who are Economically Disadvantaged.

Intervention: All students at Mabelvale Middle School will have access to (and engaged with) a rigorous, standards-based Language Arts Core Curriculum at each grade level that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on "best" instructional "practices" (i.e., differentiated instruction). When students have difficulty reaching their designated learning targets, the instructional staff at Mabelvale Middle School will support those students with supplemental, tiered instructional interventions.

Scientific Based Research: Paratore, J.R., and McCormack, R.L. (2007). Classroom Literacy Assessment: Making Sense of What Students Do. Guilford Press: New York
 Strong, R. W., Silver, H. F., & Perini, M. J. (2001) Teaching What Matters Most: Standards and Strategies for Raising Student Achievement. Scientific Based Research: Wilhelm, J.D. Improving Comprehension with Thinking -Aloud Strategies, Scholastic Professional Book, New York NY. Bottoms, G. (2001). Making Middle Grades Work: Raising the Academic Achievement of All Middle Grade Students. SREB. Tyner, Beverly and Sharon E. Green. (2005). Small Group Reading Instruction: A Differentiated Teaching Model. International Reading Association. Schargel, Franklin (2005). Best Practices to Help At-Risk Learners.

Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Support learning opportunities in literacy that supplement and extend classroom experiences and familiarize students with additional literacy experiences based on short stories and novels studied in class. Provide tickets to at least one performance at the Arkansas Arts Center for student participants. Students will use previous knowledge gained in writing class to compose a sample of writing where students will compare and contrast the live performance vs. the literary version. Students will be graded through a rubric which is similar to the rubrics used on the Augmented Benchmark Exam. Funding will be provided from Title I in order to implement this action. \$2652 Action Type: Alignment Action Type: Collaboration</p>	Holly Harding-Smith, English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Purchase classroom sets of National Geographic primary source documents. 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 as part of the social studies classes' support of content area literacy across the curriculum. Action Type: Alignment Action Type: Title I Schoolwide</p>	Pam Wallace, Social Studies Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Use TLI tests as recommended by the LRSD (over and above what the state requires) and ACTAAP testing as required ADE to provide necessary comparative data to determine strengths and weaknesses. This data will also be used to drive academic placement and prescribe interventions through the construction of students AIPs for parents' information and teachers' accumulating records. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	Title I - Materials & Supplies: \$2.00 <hr/> ACTION BUDGET: \$2
<p>Provide technical support in order to support content area literacy. In order to assist students' writing in all subject areas (including projects, extended papers, and essays) utilize computers on wheels. Purchase 2 printers, storage, speed chargers and necessary peripherals. Purchase other printers as necessary for teachers Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Heidi Campbell, GT/Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> ACTION BUDGET: \$
<p>Duke University's Talent Identification Program identifies gifted children and provides resources to nurture the development of these exceptionally bright youngsters. Provide funding for all students who meet the requirements and GT students to participate in the Duke Talent Search. Action Type: Alignment</p>	Heidi Campbell, GT/Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<hr/> ACTION BUDGET: \$
<p>Utilize Pathwise, 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. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>Implement LRSD curriculum maps with fidelity and provide further training for teachers in their use. Use maps for horizontal and vertical alignment in support of students' academic goals to achieve state literacy standards. Obtain data support from TLI and ACTAAP. Assist with student understanding in literature through use of comparison charts, storyboards, graphic organizers, summary activities and oral presentations. All learners will also create their own literature.</p>	Yolanda Watson, English Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Purchase an organizational membership in educational organizations in order to obtain specialized</p>	Rhonda Hall,	Start:	<ul style="list-style-type: none"> • Teaching Aids 	

<p>services, and publications/book/journals/periodicals that provide strategies and best practice for teaching reading and writing not in all grades across the curriculum. These include National Council of Teachers of Mathematics, International Reading Association, National Association of Teachers of English or other organizations that are uniquely related to literacy and mathematics. Action Type: Professional Development</p>	Principal	07/01/2010 End: 06/30/2011		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>In order to create and implement plans to improve student achievement, send staff members to in-state and out-of-state continuing staff development activities during 2010-11. Select (as funds permit and as needs of students, parents, teachers, and staff determine) professional development opportunities considered key to programs, initiatives, improvements that are specified in the plan. A suggested list includes (from but not limited to) the following conferences/workshops: Arkansas Association for Middle Level Education, Little Rock (\$1000); Southern Region Education Board Seminars (math, literacy, leadership) AVID Training, Dallas, TX; Arkansas Parent Involvement Conference, Hot Springs (\$300); Ark-La Tex Middle School Conference, Shreveport; National Association of Teachers of English, San Antonio, TX; America's Choice Conference \$4000. On return, share materials and reports with faculty and staff. Action Type: Collaboration Action Type: Professional Development</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</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 all teachers to develop strong collegial relationships and to share best practices and strategies. Action Type: Collaboration Action Type: Program Evaluation</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Consult district staff to recruit new personnel (when necessary) that meet the criteria of being "highly qualified." Work with district staff to ensure that all class instruction is led by Highly Qualified Teachers (HQT) and paraprofessionals. Monitor existing staff to ensure their qualifications and certifications are timely and in order. Provide professional development, intense supervision or structured mentoring for teachers to become HQT. Action Type: Professional Development Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Implement schoolwide reform strategies consistent with district, state and federal standards that provide strong support toward increasing student achievement for all students. Action Type: Alignment Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Work with building, district and community leaders in the coordination and integration of funds and services (federal/state) that work to support school improvement efforts. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Incorporate teacher mentoring activities and programs (other than Pathwise) that foster professional development opportunities across the academic spectrum of literacy and math for ALL teachers. Specific mentoring activities include participating in professional development activities such as continuing education conferences, seminars, regional and national conferences, networking tables, administrative walk-throughs, email, electronic bulletin boards, professional list-serves, videoconferencing, Professional research and District Mentoring program sponsored activities, reading professional books and periodicals. Utilize outside consultants, district staff, and literacy or math coaches to assist teachers in aligning the LRSD curriculum with state standards</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

and addressing the achievement gaps between specific sub-groups of students. Purchase related materials and supplies to achieve this action and clarify the purpose. Action Type: Collaboration Action Type: Professional Development				
Mabelvale Magnet Middle School utilizes the following elements in implementing its school plan as outlined in NCLB: 1) schoolwide reform strategies (teaching to the standards which are aligned and appropriate to the frameworks); 2) 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--providing follow-up for the same); 3) parent involvement (to assist teachers in generating parent participation); 4) measures to include teachers in decisions (teachers assist in the ACSIP, data analysis, and planning professional development to help mold the instructional plan); 5) point-in-time remediation (additional assistance for students who need/want help); 6) 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. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
All general education and special education literacy teachers will have a copy of the LRSD Language Arts grade level core curriculum, Arkansas Frameworks, pacing guides and the necessary resources to support teachers' instructional needs. These materials and accompanying resources are online (https://ar.thelearninginstitute.net). Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$2

Intervention: The instructional teams at Mabelvale Middle School will identify approximately 15% but no more than 20 % of our general education students who have difficulty reaching, designated learning targets in the literacy core curriculum at their grade level. We will meet the needs of these students by providing "Targeted" or Tier 2 interventions. These interventions include Target Teach, America's Choice, tutoring, and READ 180. (Tutoring, Target Teach, and America's Choice are used in math interventions.)

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. Williams, Belinda, (2003). Closing the Achievement Gap: A Vision for Changing Beliefs and Practices. 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
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	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Provide funding for each team to create interdisciplinary units, rubric construction, classroom management, common assessments, and team building, including books and certificates. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide funding for faculty book studies using books recommended by the NASSP. Teachers read	Rhonda Hall,	Start:	<ul style="list-style-type: none"> • Administrative 	

the books, and at each faculty meeting dissect a pre-determined section--discussing the strategies and best practice found therein, and how their implementation will best affect positive change. Action Type: Professional Development Action Type: Title I Schoolwide	Principal	07/01/2010 End: 06/30/2011	Staff ● Teachers	ACTION BUDGET: \$
Provide professional development opportunities that accept and support the interventions, actions, strategies and approaches promoted in the plan (e.g. America's Choice, Differentiated Instruction, TLI, Target Teach, Graphic Organizers, State Title I Parent Workshops, Family Math Night, SREB (Academic Vocabulary, Special Education Literacy), After-School Program, Fred Jones -Tools for Teaching, etc.), while also making the opportunity to meet or exceed: ● Two hours of PD (teachers) for parental engagement. ● Three hours of PD for administrators for parental engagement. ● Two hours of Arkansas History for those persons teaching AR History, when appropriate. ● Six hours of PD for both teachers and administrators in Technology. Purchase materials and supplies to support all related activities (e.g. printing newsletters, handbooks, make-and-take materials, and the like.) Action Type: Professional Development Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	● Outside Consultants ● Teaching Aids	ACTION BUDGET: \$
In order to strengthen data proven weaknesses in literary and content passages, provide 8th grade with 5 classroom sets of novels (with CD) to share. Include other core area teachers to select novels that will coordinate with their subject areas. (5 X 300) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Rhonda Hall, Principal; Holly Harding-Smith, 8th grade English teacher	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Central Office ● District Staff	ACTION BUDGET: \$
Invite and encourage parental involvement activities that benefit academic achievement for all students. Action Type: Parental Engagement Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Teachers	ACTION BUDGET: \$
Enable full teacher involvement and collaboration in making data driven instructional decisions that are aligned with district and state standards. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● District Staff ● Teachers	ACTION BUDGET: \$
Student data shows weaknesses in content and style in writing as well as in literary, content, and practical passages. In support of writing and reading across the curriculum, fine arts teachers use periodicals to assist in their classroom instruction, provide content-area reading material, and initiate discussion and writing activities from displays and examples. All sixth graders take art, and each core class is exposed to Integrated Art throughout the school year. Purchase class sets of Art/Music/Dance/Drama Magazines to be housed in the Media Center. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Kathey Farley, Media Specialist	Start: 07/01/2010 End: 06/30/2011	● Teachers ● Teaching Aids	ACTION BUDGET: \$
Receive ongoing/continuing READ 180 professional development . Action Type: Collaboration Action Type: Professional Development	T. Ali, T. Sharp, and S.Emmel, READ 180 Teachers	Start: 07/01/2010 End: 06/30/2011	● District Staff	ACTION BUDGET: \$
Group/re-group Students based on needs in order to find the services that best meet their academic deficits. Action Type: AIP/IRI Action Type: Equity	Larry Buck, Design/Literacy Coach	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

Communicate with caregivers/families of students served in READ 180. Clearly describe READ 180, the importance of daily attendance and how they can assist their child. Action Type: AIP/IRI Action Type: Parental Engagement	T. Ali, T. Sharp, and S.Emmel, READ 180 Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Write a school-based READ 180/Intervention summation on the results of students served. Provide copies of the report to the principal and District Teacher Leader for dissemination at the district level. Action Type: Program Evaluation	T. Ali, T. Sharp, and S.Emmel, READ 180 Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The instructional teams at Mabelvale Middle School will meet the needs of approximately 15% but no more than 20 % of our general education students who have been identified as potentially having difficulty reaching designated learning targets in the literacy core curriculum. Of those students, approximately 5% but no more than 10% of them will experience extreme difficulty and need intensive support. We will provide this support for these students by providing "Intensive" or Tier 3 interventions through tutoring before and/or after school, the use of intensively trained teachers using READ 180 and through America's Choice "Safety Nets", taught by certified personnel during a portion of identified students' related arts classes. (Tutoring, Target Teach, and America's Choice are used in math interventions.)

Scientific Based Research: Haslam, M. B., White, R. N., & Klinge, A. (2006). Improving student literacy: READ 180 in the Austin Independent School District, 2004-05. Washington, DC: Policy Studies Associates. Interactive Inc. (2002). An efficacy study of READ 180, a print and electronic adaptive intervention program, grades 4 and above. New York, NY: Scholastic Inc. Lang, L. H., Torgesen, J. K., Petscher, Y., Vogel, W., Chanter, C., & Lefsky, E. (2008, March). Exploring the relative effectiveness of reading interventions for high school students. Paper presented at the annual research conference of the Society for Research on Educational Effectiveness, Crystal City, VA. Scholastic Research. (2008). Desert Sands Unified School District, CA. New York, NY: Scholastic Inc. White, R. N., Haslam, M. B., & Hewes, G. M. (2006). Improving student literacy: READ 180 in the Phoenix Union High School District, 2003-04 and 2004-05. Washington, DC: Policy Studies Associates.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use READ 180 as a Reading/Literacy Intervention Program at each grade level as it aligns with the LRSD curriculum maps. Enhance the programs by purchasing expansion books/CDs and a classroom set of earphone/headsets for each lab. Action Type: AIP/IRI Action Type: Collaboration Action Type: Technology Inclusion	Connie Green, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Utilize district and building staff to guide and plan timely and effective remediation for students that leads to increased academic achievement for all students. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Assess and identify students who can best be served through Safety Nets. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Larry Buck, Design/Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Assess and identify lowest achieving students in grades 6-8. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Larry Buck, Design/Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Collect and provide data on each student served in READ 180. Action Type: Program Evaluation	T. Ali, T. Sharp, and S.Emmel, READ 180 Teachers	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Performance Assessments 	ACTION \$

		06/30/2011		BUDGET:
Provide school-based America's Choice documents on the results of students served. Provide copies of the report to the principal and District Teacher Leader for dissemination at the district level. Action Type: Program Evaluation	Larry Buck, Design/Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Reactivate use of Accelerated Reader as a part of the 25 Book Campaign and to raise literacy scores. Purchase audio books to accompany 25 Book Campaign. Include a budget of \$25 per child (216) and plan a parent reading involvement event each quarter (4 X \$400). Plan an end of year acknowledgement of progress/achievement (\$3 X 216 = \$648) 1591-66420 6048, 2170-66170-400 Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kathy Farley, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide funding for AVID (Advancement Via Individual Determination), a program that identifies students who have the ability to succeed in college, but may need early educational (Tier 2) mentorship/interventions. Participating students "contract" to take upper level courses, learn organizational, communication, and study skills, and plan their path in preparation for college.

Scientific Based Research: AVID (Advancement Via Individual Determination) is a college-readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to maintain the program, we will provide tutors in literacy and math in a technology-rich work center which will also provide classroom academic and organizational supplies as required by AVID: (binders, flash drives, book studies, etc.) Collaborate with Suzi Davis and area colleges to acquire tutors. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Fran Moseley, AVID Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide adequate and appropriate training for all core teachers (as well as one counselor and assistant principals) to facilitate classroom learning. Action Type: Professional Development	Fran Moseley, AVID Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Encourage parents through meetings, student acknowledgement and informative meetings. Fund these items for AVID: 7th grade Induction with parents (light snacks 125@\$1.75 - \$250, 66170), 8th grade "Passage" with parents (light snacks 125@\$1.75 - \$250 2171 66170), quarterly parent nights—300 X \$1.50 times four parent nights = \$1800 2171 66170. Action Type: Parental Engagement	Fran Moseley, AVID Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Take students to area colleges for campus tours and activities to encourage continuation in the AVID strategies and to expose students to the goal of attending college--one of AVID's ultimate goals. Action Type: Alignment Action Type: Parental Engagement Action Type: Program Evaluation	Fran Moseley, AVID Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Priority 3: Promote student health and reduce childhood obesity.

1. Based on the BMI classification that measured 6th and 8th graders, and average of 58% of male students and 45% of female students fell in the normal or underweight category. Twice as many female students were considered overweight (26%) than male students, with 28% male and 30% female students were classified in the obese category. Overall, 29% of the 6th and 8th grade children measured were identified as obese. A comparison of data shows a 10% percent decrease per year for the past two years of students who were identified from the BMI to be overweight.
2. 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 (96% ADA, 2009; 96% ADA, 2008; 98% ADA, 2007). The data also appropriately supports continued efforts and practices that encourage students' daily attendance.
- 3.

Supporting Data:

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 2010-11 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. www.arkansased.org/teachers/word/physed_k-8_011906.doc The President's Challenge Physical Activity and Fitness Awards Program. online. "You're It. Get Fit!" www.presidentschallenge.org				
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. Action Type: Title I Schoolwide	David W. Smith, Health Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	<hr style="border: none; border-top: 1px solid black;"/> ACTION BUDGET: \$
Provide fruit juices and water instead of sodas in vending machines. Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr style="border: none; border-top: 1px solid black;"/> ACTION BUDGET: \$
Use writing prompts to reinforce nutrition education lessons and enhance benchmark preparatory activities. Action Type: Alignment Action Type: Title I Schoolwide	Yolanda Watson, English Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	<hr style="border: none; border-top: 1px solid black;"/> ACTION BUDGET: \$
Provide physical education and activity throughout the daily schedule. Action Type: Wellness	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr style="border: none; border-top: 1px solid black;"/> ACTION BUDGET: \$
Limit the kinds and numbers of non-mealtime edibles used as incentives or rewards. Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr style="border: none; border-top: 1px solid black;"/> ACTION BUDGET: \$
Maintain and evaluate student BMI data regarding scheduling of physical education classes, student menus, and baseline information. Gather information on school nurse visits in regard to frequency and school attendance. Action Type: Program Evaluation Action Type: Title I Schoolwide	Joyce Haase, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr style="border: none; border-top: 1px solid black;"/> ACTION BUDGET: \$
Purchase and use instructional aids that discuss: good health through proper nutrition, safe kitchen practices; practices to avoid childhood obesity and make healthy dietary choices,	PE and Health Coaches J Walters	Start: 07/01/2010	<ul style="list-style-type: none"> • Teaching Aids 	<hr style="border: none; border-top: 1px solid black;"/>

including the consequences of a fast-food diet; and nutrition-related health issues and conditions. Purchase materials for classroom use. Action Type: Title I Schoolwide Action Type: Wellness	and DW Smith	End: 06/30/2011		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? <http://www.mayoclinic.com/health/health-screening/> Promoting Healthy Lifestyles http://www.aoa.gov/eldfam//Healthy_Lifestyles/Screenings/screenings.asp Healthcare Screen Boom <http://www.washingtonpost.com/wp-dyn/content/article/2006/04/17/AR2006041701273.html>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide free dental screenings as part of Parent Conference days. Action Type: Wellness	Fran Moseley, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Provide free vision screenings at Parent Conference Day in addition to the LRSD mandated screenings. Action Type: Wellness	Fran Moseley, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Provide various screenings through the district: BMI, hearing, blood pressure, scoliosis, and vision. Notify parents of concerns noted and observe students who have received outside medical evaluations. Action Type: Program Evaluation Action Type: Title I Schoolwide	Joyce Haase, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Monitor blood pressure of students and teachers as requested.	Joyce Haase, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Coordinate with LRSD to provide appropriate screenings (vision, hearing, Scoliosis, etc.) that are conducted annually. Action Type: Collaboration Action Type: Wellness	Joyce Haase, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	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 group settings with a qualified professional facilitator for students to express common concerns in safe, controlled setting. Include instruction in 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.	Gwen Efirid, SAP Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$

Provide this setting in the community through partnering with a nearby church facility. The program begins with 4 staff and 60 students, and is taken back to campus and shared with other students. This action will be funded by local sources Action Type: Title I Schoolwide Action Type: Wellness				
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. Action Type: Wellness	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
Make parents aware that a safe and confidential setting is available for students and parents to discuss behavioral and/or emotional issues that impact school performance when appropriate referrals are made to external sources. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
Provide a comprehensive, developmental guidance program that addresses three domains: Personal/social, academic, and career interest. The program will be administered through individual counseling, small group counseling and classroom guidance. Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Counselors Green and Maxwell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Students who have attended "Kid Day" and are in SAP group are immersed with "No Bullying" at school. Monitor the sixth grade specifically for a reduction in bullying types of disciplinary sanctions after all groups have attended "Kid Day." Action Type: Program Evaluation Action Type: Wellness	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide bullying workshop for teachers. Provide training and strategies for recognizing and acting on bullying situations. Have counselors work with these students in In-School Suspension. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
Have all students attend a counseling session with counselor(s) before re-entering the classroom for infractions that result in sanctions for behavioral issues. i.e. fighting, bullying, horseplay, disrespect to teachers and/or students. Action Type: Parental Engagement Action Type: Program Evaluation	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To utilize information obtained from the Scholastic Audit report to guide effective and continuous building level school improvement practices.

1. The Arkansas Department of Education conducted a Scholastic Audit of Mabelvale Magnet Middle School during the period of November 11 to 16, 2007. Based on the Scholastic Audit Performance levels (i.e., Performance Level 4-Exemplary level of development and implementation; Performance Level 3-Fully functional and operational level of development and implementation; Performance Level 2-Limited development or partial implementation; and Performance Level 1-Little or no development and implementation), the level of performance for each of the 9 Standards for school improvement for Mabelvale Magnet Middle School is as follows: Standard 1-Curriculum: Level 4 ___ 3 ___ 2 ___ 71% 1 ___ 29% Standard 2-Classroom Evaluation/Assessment: Level 4 ___ 3 ___ 2 ___ 75% 1 ___ 25% Standard 3-Instruction: Level 4 ___ 3 ___ 2 ___ 62% 1 ___ 38% Standard 4-School Culture: Level 4 ___ 3 ___ 2 ___ 73 1 ___ 27% Standard 5-Student, Family and Community Support: Level 4 ___ 3 ___ 2 ___ 80% 1 ___ 20% Standard 6-Professional Growth, Development and Evaluation: Level 4 ___ 3 ___ 2 ___ 92% 1 ___ 8% Standard 7-Leadership: Level 4 ___ 3 ___ 2 ___ 82% 1 ___ 18%

Standard 8-School Organization and Fiscal Resources: Level 4 ____3____2__60% 1__40% Standard 9-Comprehensive and Effective Planning: Level 4____3____2__75% 1__25%

2. Mabelvale Magnet Middle School will address the recommendations of the report over a period of 3 to 5 years; however, the 2008-09 school year focus will be Standard 4: Learning Environment--School Culture
3. The Arkansas Department of Education conducted a scholastic audit of Mabelvale Magnet Middle School during the period of 11/11/2007 – 11/16/2007 Based on the Scholastic Audit Performance levels, the level of performance for each of the nine Standards for School Improvement of Mabelvale Magnet Middle School suggests the following: Standard 1, Curriculum: This standard establishes that evidence supports an partial level of implementation. The recommendation includes a need for school and district leadership to establish key curriculum transition points in all content areas for all students that are aligned with Arkansas Academic Content Standards (see 1.1a). In the same standard, the findings suggest a need for to school and district personnel to collaborate to develop a systematic process for communicating the curriculum, its horizontal and vertical access, and its monitoring (see 1.1d and g). Standard 2, Classroom Evaluation/Assessment: The findings suggest a need for teachers to collaboratively and continuously use authentic rigorous assessments that are aligned with the Arkansas Academic Content Standards. It further suggested that the assessments are to be used to identify curriculum gaps (see 2.1a and 2.1d). Standard 2 encourages opportunities for teachers to collaborate and clearly define student expectations. Teachers, guided/trained by building leadership, should use the available resources/technology to access their test data and learn to analyze it to inform instruction. Students should be a part of their evaluation and projects and technology should be included in the assessment process. Textbook assessments should rarely be used. Standard 3, Instruction: Relevant to this standard, the notes reflect the need for more student-centered and cooperative learning instructional strategies to be used throughout all classrooms with specific emphasis on various learning styles or differentiated learning (see 3.1a). The findings suggest a less than adequate textbook to student ratio. Textbooks are not the driving force behind most curricula. (see 3.1f). The findings further identified a need for teams to spend more concentrated effort in formulating specific agendas for meetings. The sessions should focus primarily on student work, building interdisciplinary projects/assignments, analyzing and reviewing data, instructional strategies, and if necessary, only a small amount of time on behavioral issues (see 3.1g). Mabelvale Magnet Middle School will address these recommendations of the report over a period of three to five years. Standard 4, School Culture: The standard is intended to strengthen the learning environment by seeking to create a safe, orderly, and equitable learning environment from the time students reach the building and throughout the school day (4.1a). Findings suggest teachers should recognize and accept their role in the success or failure of students. Teachers should reflect on their effectiveness as educators and determine what steps they should take to affect growth in student learning (4.1e). Setting high learning and behavioral expectations in the classroom and school are key. Using high-yield strategies, high-level Bloom's and providing more extracurricular activities for the students are important parts of high expectations (4.1c). Mabelvale Magnet Middle School will address these recommendations of the report over a period of three to five years. Standard 5, Student, Family and Community Support: Based upon the findings, there is not enough opportunity for students who need additional academic assistance to participate in the after-school programs available. All after-school programs should be monitored for measurable positive impact on student achievement (5.1d). Teachers' academic team meetings should be directed to meeting students need and assist with the modification of instruction to narrow the achievement gaps in the sub-populations. The findings also add that school leadership should establish school activities that encourage teachers and students to become better acquainted. Standard 6, Professional Growth, Development, and Evaluation: Presented in the standards identified for improvements is the finding that relevant professional development should be based on a needs assessment. Specifically the findings state that the professional development plan should be balanced between identified professional needs of individuals and the building focus for improved student achievement. Staff development should include content-based professional development in all content areas, not just core subjects. This overall plan should include evaluation and be long-range and systematic (see 6.1b). Mabelvale Magnet Middle School will address these recommendations of the report over a period of three to five years. Standard 7, Leadership: A review of the data indicated that school leadership should provide quality structure formats for teams. Leadership should disaggregate and analyze data with teachers by sub-populations, by teacher, by student, and by student learning expectation in order to drive academic decisions. The administrators should conduct observations with feedback regularly in compliance with board policies, which are filed in the appropriate manner (7.1g, i). Standard 8, School Organization and Fiscal Resources: According to the findings, most teachers are licensed to teach in their assigned areas. A few teaching positions were being held (due to temporary health issues) by long-term substitutes (see 8.1c). Other indications were that teachers and instructional coaches are assigned as substitutes which limit their instructional planning. Recommendations indicate the establishment of a school resource committee to develop procedures for allocating funds that support the school mission and have a positive impact on student learning through examination and analysis of achievement data (see 8.1a, 8.2b). The school should continuously monitor its allocation and use of federal funding and evaluate continued support of programs based on student impact (see 8.2d). These indicators and findings should be clearly delineated in the ACSIP plan. Standard 9, Comprehensive and Effective Planning: School leadership should seek to involve more stakeholders in the development of clear, concise, and meaningful vision and belief statements to guide daily activities that focus on both instructional and non-instructional activities (see 9.1a). The summary findings also recognize the need for greater involvement, collaboration, and responsibility within the planning, development, and evaluation of the ACSIP (see 9.5a, c). A process to assess actions through their implementation, progression, and completion should be created in order to evaluate to determine the actions' impact on student learning. The number of actions should be kept to a manageable number (see 9.6b). For 07-08, Mabelvale Magnet Middle School will address Standard 3, Instruction, specifically indicators 3.1a, 3.1f and 3.1g; Standard 4, School Culture, specifically indicators 4.1a, 4.1c and 4.1e; and Standard 6, Professional Growth, Development, and Evaluation, specifically indicator 6.1b.

Supporting
Data:

Goal To make appropriate use of the findings and recommendations from the ADE's Scholastic Audit report.

Benchmark To meet the state AYP of 73.41 in Math and 75.70 in Literacy.

Intervention: Address the specific audit findings by Standard and Indicator number and letter at the end of the action statements.				
Scientific Based Research: Marzano, Robert J. (2003). What Works in Schools: Translating Research into Action. Alexandria, VA. Association for Supervision and Curriculum Development (ASCD).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Coordinate with school and district administration to implement "Next Steps" as they are included in school improvement planning. Action Type: ADE Scholastic Audit Action Type: Collaboration	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Collaborate with teachers during planning periods twice monthly to promote high expectations for all learners. Teachers and administrators will accept responsibility in student success and failure. Planning will include the examination of data from Math Madness, Writers' Workshop, grade books, and phone logs to drive discussion of strategies to create a nurturing learning environment that serves all classrooms and students. We will collaborate on methods to reach parents more efficiently to recognize student success stories, encourage parental assistance with high student performance, and invite parents to participate in school functions. (Next Steps as defined by the Scholastic Audit 4.1a, 4.1c, 4.1e) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	ACTION BUDGET: \$
Encourage teachers in all subject areas 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: ADE Scholastic Audit Action Type: Program Evaluation	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: MMMS has a strong desire to have parents to be involved in their children's education and the school's success as well. We know that this may require some assistance in parents' understanding their need to help/support their children at home. additionally, parents will need to understand their role in the AIP process and their commitment to their success and progression to the next educational level.

Supporting Data:

Goal MMMS would like to have its parents involved in the life at school and continue to be involved by supporting their children as they work at home. For parents whose jobs preclude them from assisting during the school day, our communication with them must be clear and often.

Benchmark The number of parents who are involved and are measured through signing in on volunteer sheets will increase by 10% during the 2011 school year.

Intervention: Improve and ensure communication between school and parent/guardian in order to show the long-range importance of excellence in mathematics and literacy and the importance of high-stakes testing.				
Scientific Based Research: Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools 3d. Epstein, Joyce, (2004). School, Family, and Community Partnerships. Center for Effective Parenting, (Fall 2004). "50 More Ways for Parents to be Involved in Their Child's Education", The Parent Educator. Reeves, Doug, (2004). Accountability for Learning, ASCD. National PTA Standards for Parent/Family Involvement Programs, (2005). Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Notify parents of Supplemental Educational Services through presentations at open house, PTA meetings,	Rhonda Hall,	Start:	<ul style="list-style-type: none"> Administrative 	

<p>and parent workshops. Recommend that students with AIPs attend a SES group or tutoring. An informational letter will be sent home to parents of each student with information regarding SES options and choice. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Principal	07/01/2010 End: 06/03/2010	Staff	_____ ACTION BUDGET: \$
<p>Prepare and present Annual Report to parents at Open House/Parent Night and via letter through U.S Postal Service. Include information about school improvement status, school curriculum, testing/assessment schedule, and an explanation of the importance of proficiency. Inform and employ parental support in getting MMMS to AYP or Safe Harbor. Purchase materials and supplies for parent night as well as snacks and beverages for successful implementation of this action. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	_____ ACTION BUDGET: \$
<p>Parent Link: 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. Action Type: Parental Engagement</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	_____ ACTION BUDGET: \$
<p>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 interim reports as well as 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. Work with members of the staff, district leaders and the community (PTA/PTO) to provide notification about the school improvement status. (through parent meetings, newsletters, website home page, school bulletins, memoranda) 2171 65320 Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
<p>Send the Parent Facilitator and Parent Coordinator to the State Parental Involvement Conference to gain insight and information to involving parents in the education of their children, particularly minority and economically disadvantaged children. Pay expenses. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	_____ ACTION BUDGET: \$
<p>Mail quarterly newspaper home with students' report cards. Raider Round-Up gives important information and reinforces upcoming events. 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: Parental Engagement Action Type: Title I Schoolwide</p>	Todd Ferguson, History Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
<p>(Act 397) Schedule regular parent involvement meetings twice a year at which time ALL parents are given a report on the state of the school and an overview of Act 397: (a) What students will be learning; (b) How students will be assessed; (c) What parents should expect for their child's education; and (d) How a parent can assist and make a difference in his or her child's education. Action Type: Equity Action Type: Parental Engagement</p>	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
<p>Maintain a Volunteer Resource Book (VIPS) that notes interests and availability of volunteers both on and off campus to provide opportunities for increased parental assistance to students and staff. Track the</p>	Fran Moseley,	Start: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff 	_____ ACTION BUDGET: \$

numbers of parents who are registered through the VIPS book and continue to serve on a regular basis. Store the sign-in sheets from parent-nights in this book as well. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Parent Facilitator	End: 06/30/2011		ACTION BUDGET: \$
Specify policies, references, and practices that best help parents to resolve parental concerns found in the Rights and Responsibilities Handbook Action Type: Equity Action Type: Parental Engagement	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Work with school, parents, and community leaders to sustain a viable, worthwhile PTA/PTO to provide continued support to students, teachers and staff. Action Type: Parental Engagement	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents through use of the Parent Compact. Action Type: Collaboration Action Type: Parental Engagement	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increase parental involvement opportunities both for classroom and home activities. Build home support so parents and children can work together to improve children's achievement.

Scientific Based Research: Speth, T., Saifer, S., and Forehand, G. (2008). Parent involvement activities in school improvement plans in the Northwest Region (Issues & Answers Report, REL 2008–No. 064). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide 2 "Math Nights" and other school/home activities that engage the parents in preparation of students for standardized testing through games and activities. Provide materials and training to help parents work with their children to improve academic achievement. 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. 2 X 120 @ \$1.50=\$360 Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Donna Cochran, Math Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Involve parents/guardians, instructional staff, and students in the development of a Parent/School Compact necessary for fostering commitment important to addressing student achievement throughout the school year. Assist parents in addressing problems that explain the school improvement status. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Provide 2 "Math Nights" and other school/home activities that engage the parents in preparation of students for standardized testing through games and activities. Provide materials and training to help parents work with their children to improve academic achievement. 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	Donna Cochran, Math Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$

location of activities. Purchase take home materials for parents and students and provide light refreshments. 2 X 120 @ \$1.50=\$360 Materials and Supplies 2174 66100 Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide			<ul style="list-style-type: none"> • Teachers • Teaching Aids 	
Prepare and present Annual Report regarding school improvement status to parents at 6th grade Orientation. Make parents aware of school curriculum, testing/assessment schedule and explain proficiency. Make this a time of smooth transition from elementary to middle school. Also present this report at both Open Houses and other appropriate parent gatherings. Action Type: Parental Engagement	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Recognize parents at faculty meetings for serving as PTSA officers. Foster continued academic improvement and excellence in performance and achievement by honoring students and recognizing parents at student/parent events. Purchase improvement and achievement certificates for students, certificates and pins for parents and PTSA officers. Action Type: Parental Engagement	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	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 use data and anecdotal input for construction of plans, now required for all students who are not performing at proficiency. Monitor the AIPs by checking data progress. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Enhance the Parent Center by adding appropriate books, videos, and brochures on parenting as recommended by the state and district. Add parent copies of math textbooks and math-related resource books in the library check-out section of the Parent Center. Provide 10 copies of the Book of the Month so parents can enjoy them also. Include an area with books and educational toys for small children who may accompany parents to use the Parent Center Action Type: Equity Action Type: Parental Engagement	Fran Moseley, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teaching Aids 	ACTION BUDGET: \$
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. Purchase file folders for teachers for each of their students for storage and presentation. 2070 66100 \$5000.00 Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Rhonda Hall, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Prepare Parent Informational Packets (formerly Family Kits) that clarify such issues as curriculum matters, classroom/building policies, grading expectations, rights and responsibilities, and other pertinent requirements for the year. Provide assistance to parents in understanding how to monitor a child's progress; standards, academic assessments. Action Type: Equity Action Type: Parental Engagement	Fran Moseley, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Utilize a Parent Facilitator (certified teacher) to enhance positive parental involvement activities designed to increase the potential of students, build parenting skills, and create school-home relationships that work. Provide other reasonable support for parental involvement activities as parents	Rhonda Hall, Principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION

may request.		06/30/2011	• Teachers	BUDGET: \$
Action Type: Collaboration				
Action Type: Parental Engagement				
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ali, Taliba	Reading Specialist	Literacy
Classroom Teacher	Banks, Cal	Math Teacher	Math
Classroom Teacher	Barnett, Cristen	Literacy Teacher	Literacy
Classroom Teacher	Bonds, Roslyn	Social Studies Teacher	Parent Involvement
Classroom Teacher	Booth, Virginia	Literacy Teacher	Literacy
Classroom Teacher	Burrough, Holly	Special Education Teacher	Math
Classroom Teacher	Campbell, Heidi	Science Teacher	Technology
Classroom Teacher	Carroll, Sharon	Special Education Teacher	Parent Involvement
Classroom Teacher	Childs, Sandra	Math Teacher	Math
Classroom Teacher	Clinkscale, Charlotte	Special Education Teacher	Literacy
Classroom Teacher	Ellington, Jeff	Math Teacher	Math
Classroom Teacher	Ellis, Lorene	Resource Teacher	Literacy
Classroom Teacher	Emmel, Sharon	Literacy Teacher	Literacy
Classroom Teacher	Ferguson, Todd	Social Studies Teacher	Parent Involvement
Classroom Teacher	Fleming, Linda	Literacy Teacher	Literacy
Classroom Teacher	Futrell, Charita	Special Education	Math
Classroom Teacher	Goodloe, Graham	Social Studies Teacher	Summary Statements
Classroom Teacher	Gullett, Randy	Industrial Technology Teacher	Technology
Classroom Teacher	Harding-Smith, Holly	Literacy Teacher	Literacy
Classroom Teacher	Hays, Mark	Science Teacher	Technology
Classroom Teacher	Hoyt, Hilda	Art Teacher	Parent Involvement
Classroom Teacher	Hunt, Henry	Social Studies Teacher	Technology
Classroom Teacher	Ingram, Misty	Science Teacher	Summary Statements
Classroom Teacher	Jones, Gloria	Physical Education Teacher	Health/Wellness
Classroom Teacher	Kelley, Karen	Math Teacher	Math
Classroom Teacher	King, Brenda	Literacy Teacher	Literacy
Classroom Teacher	Kline, Christopher	Math Teacher	Math
Classroom Teacher	Lanford, Stephen	Math Teacher	Math
Classroom Teacher	McCune, Paul	Band Director	Parent Involvement
Classroom Teacher	Moseley, Fran	AVID Coach/Social Studies Teacher	Parent Involvement
Classroom Teacher	Penny, Jacqueline	Science Teacher	Health/Wellness
Classroom Teacher	Rowe, Tamara	Math Department Chair/Teacher	Math

Classroom Teacher	Sanchez, Amanda	Spanish Teacher	Technology
Classroom Teacher	Schnepf, Audra	Special Education Teacher	Parent Involvement
Classroom Teacher	Sharp, Aaron	Technology Teacher	Technology
Classroom Teacher	Sharp, Tiffaney	Literacy Teacher	Literacy
Classroom Teacher	Short, Alicia	Math Teacher	Math
Classroom Teacher	Smith, David W.	P.E./Health Teacher	Health/Wellness
Classroom Teacher	Smith, Jeff	CO/Technology Teacher	Technology
Classroom Teacher	Southern, Linda	CBI Teacher	Summary Statements
Classroom Teacher	Spradlin, Virginia	Special Education Teacher	Health/Wellness
Classroom Teacher	Swinney, Joyce	Career Orientation Teacher/Testing Coordinator	Summary Statements
Classroom Teacher	Vire, Michelle	Vocational Teacher	Summary Statements
Classroom Teacher	Wallace, Pam	Social Studies Teacher	Summary Statements
Classroom Teacher	Walters, Jeff	Physical Education Teacher	Health/Wellness
Classroom Teacher	Ward, Gregg	Science Teacher	Health/Wellness
Classroom Teacher	Watson, Yolanda	English Department Chair	Literacy
Classroom Teacher	Watts, J. P.	Literacy Teacher	Literacy
Classroom Teacher	Webb, Tom	Math Teacher	Math
Classroom Teacher	Williams, Ginger	Science Teacher	Health/Wellness
Classroom Teacher	Youngblood, Susan	Reading Teacher	Literacy
Classroom Teacher	Zottoli, Alyce	Social Studies Teacher	Summary Statements
Community Representative	Bauer, Evelyn	CBI ParaProfessional	Parent Involvement
Community Representative	King, Don	Community Member	Parent Involvement
Community Representative	Williams, Todd	Member	Parent Involvement
District-Level Professional	Davis, Suzi	Director of K-12 Curriculum	Literacy
Non-Classroom Professional Staff	Barnes, Fredlesha	Secretary	Parent Involvement
Non-Classroom Professional Staff	Buck, Larry	Design Coach	Literacy
Non-Classroom Professional Staff	Cleveland, Ellean	Assistant Principal	Parent Involvement
Non-Classroom Professional Staff	Cochran, Donna	Math Coach	Math
Non-Classroom Professional Staff	Dukes, Terra	Library Clerk	Technology
Non-Classroom Professional Staff	Efird, Gwen	Student Assistance Program Director	Health/Wellness
Non-Classroom Professional Staff	Farley, Kathey	Media Specialist	Technology
Non-Classroom Professional Staff	Fish, Pam	Speech	Health/Wellness
Non-Classroom Professional Staff	Green, Connie	Assistant Principal	Health/Wellness
Non-Classroom Professional Staff	Green, Sherri	Counselor	Parent Involvement
Non-Classroom Professional Staff	Haase, Joyce	School Nurse	Health/Wellness
Non-Classroom Professional Staff	Hargro, Douglas	Lead Custodian	Health/Wellness
Non-Classroom Professional Staff	Hill, Kathy	Cafeteria Manager	Health/Wellness
Non-Classroom Professional Staff	Maxwell, Rebecca	Counselor	Summary Statements
Non-Classroom Professional Staff	Moore, Melinda	Attendance Secretary	Parent Involvement
Non-Classroom Professional Staff	Plant, Marjorie	Curriculum Compliance	Parent Involvement
Non-Classroom Professional Staff	Smith, David M.	Assistant Principal	Technology

Non-Classroom Professional Staff	Tanner, Gail	Registrar	Technology
Parent	Wadkins, Tanya	Bookkeeper/Secretary	Math
Principal	Golden, Iris	PTSA President	Parent Involvement
	Hall, Rhonda	Principal	Parent Involvement