

WESTSIDE MIDDLE SCHOOL
Arkansas Comprehensive School Improvement Plan
SUPERVISOR REVIEW COPY ONLY
2012-2013

Students will strive toward academic excellence in math and literacy skills across the curriculum. Students will thrive in a safe and drug free environment where health issues will remain a focus. All areas of a students' life will work together for the betterment of the child. The involvement of parents and other community members will play a vital role in assisting students achieve to high levels.

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1 Priority 1: MATH SKILLS

1.1 **Goal:** To improve mathematics skills in all five math strands as well as demonstrate improvement in answering multiple choice and open response questions.

Benchmark: Westside Middle School has been placed in Needs Improvement category for math based on the achievement gap between our highest achieving subgroup and our lowest achieving subgroup. By the end of the 2012-2013 school year, Westside Middle School students will close the achievement gap on all grade levels by addressing the needs of the lowest achieving subgroup and closing the achievement gap by achieving and passing the 2011- 2012 75% growth rate.

Intervention Align the math curriculum and its instructional components.				
Scientific Based Research Ediger, M. (2011, September). Assisting Pupils in Mathematics Achievement, The Common Core Standards. Journal of Instructional Psychology, v38 n3 p.154-156. Hew, Khe Foon and Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. Educational Technology Research and Development, 55(3), 223-252				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All math classes will design curriculum maps that align with the Common Core Standards. Pre-test, which is given at the first of the year, will serve as a guide. These assessments and Common Core Standards will serve as a guide when creating these maps. Teacher created assessments will be created to mirror the performance based aspect of the state standards assessment. Action Type: Alignment	Cindy Wann. Math Cmte	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers	ACTION BUDGET:

Intervention Align the math curriculum and its instructional components.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Horizontal and vertical coordination of instructional objectives for grades 5-7 will take place utilizing Common Core Standards, course curriculum guides, and inter-school meetings to share and learn new ideas. This will benefit our students by ensuring that each skill of the Common Core Standards is being taught and those skills are being acquired before a new skill is taught. Students growth in math will increase due to more time being spent on new skills with less time being spent on learning previously acquired skills. This year's horizontal and vertical coordination will be assessed by analyzing the 2012-2013 pretest/posttest and teacher created assessments. The results of these assessments will be used to evaluate the previous weak areas as well as the areas that show a current deficiency to determine what modifications to the instructional curriculum are needed for the following school year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Tiffney Vowell, Co-chair Cindy Wann, Co-chair	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Title Teachers	ACTION BUDGET:

Intervention Align the math curriculum and its instructional components.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Substitute teachers will be provided so math, social studies, and rotation teachers can collaborate to determine areas of math that can be improved upon through cross-curricular instruction and through model teaching with the common goal of higher state standard scores. The math teachers will serve as a resource person for using technology in these subject areas of instruction. Emphasis will be placed upon the lowest identified areas according to the results of the 2011 - 2012 post tests and 2012 - 2013 pre-test. This will assist teachers in developing lessons that increase the students growth rate. The pretest and STAR math will serve as indicators for this instruction. The results of all assessments will determine if this collaboration is effective. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Pam Dooley	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Outside Consultants Teachers Title Teachers	ACTION BUDGET:
Math teachers (Cindy Wann, Michelle Burnett, Tiffney Vowell, and Vanessa Engle) will support math instruction by using manipulative in their classroom activities based on the needs of the students. These areas as well as other specific skills that can be improved with instruction using manipulative will be the focus. The manipulative will consist of but not limited to calculators, rulers, maps, and projectors. Star Math, Accelerated Math, Singapore Math, and various educational DVDs will also be used to improve instruction. This allows the teachers to develop conceptual understanding of mathematical ideas by representing the ideas in multiple ways. Pre/Post test, STAR math, 2013 Benchmark test results or teacher created test will serve as a summative assessment Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Cindy Wann, 5th grade math Michelle Burnett, 6th Grade Math Vanessa Engle, 6th Grade Math Tiffney Vowell, 6th grade m	Start: 07/01/2012 End: 06/30/2013	Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Align the math curriculum and its instructional components.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will correlate the Common Core Standards to current lessons, textbooks, and activities to meet the area deficiencies and to ensure student success. Periodical team meetings will be conducted to correlate and re-evaluate the needed modifications to be made to address this continual deficiencies. Curriculum maps as well as the data from pre and post tests given to all students will be used to determine success. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Cindy Wann, Math Cmte Chair	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
All teachers will use developmentally appropriate learning activities that apply technology-enhanced instructional strategies to support the diverse needs of learners in Math. Research studies in education demonstrate that the use of technology (e.g., computers, iPod, iPads, Nook, interwrite pads, student response systems, printers, and STAR math) can help improve students scores on standardized tests. The teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning. The 2012-2013 Benchmark scores as well as weekly assessment will determine the effectiveness of technology inclusion in the lessons. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Cindy Wann, 5th grade math Michelle Burnett, 6th grade math Tiffney Vowell, 7th Grade math Vanessa Engle, 7th Grade m	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Align the math curriculum and its instructional components.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will ensure that all teachers are high qualified by making certain that each teacher 1) holds a bachelor's degree, 2) is full state certification or licensure, and 3) can prove that they know each subject they teach as outline in the NCLB Act of 2001. Evidence of this will be held in the building and central office. Action Type: Alignment Action Type: Equity Action Type: HQT-Section 2141 Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Central Office Teachers Title Teachers	ACTION BUDGET:
Professional development opportunities will be provided to assist teachers in targeting needed areas for improvement. Specific focus will be on interventions that will increase student achievement levels and help narrow the focus of how to better align instructional components of the math curriculum by giving teachers new tools to use for instructional purposes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Target Assistance	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Implement performance assessments and standards based lessons into the math curriculum.				
Scientific Based Research				
Burns, Matthew k., Klingbeil, David A., & Ysseldyke, Jim (2010). The effects of technology enhanced formative evaluation on student performance on state accountability math tests. Psychology in the Schools, 47(6), 582-591.Kester Phillips, D., Bardsley, M., Bach, T., & Gibb-Brown, K. (2009). 'But I teach math!' The journey of middle school mathematics teachers and literacy coaches learning to integrate literacy strategies into the math instruction. Education, 129(3), 467-472. Porter, S. (2010). Using an interactive response collection system to increase classroom formative assessment in an effort to improve student self-efficay in mathematics in limited resource environments (Doctorial Dissertation: Ohio University, 2010).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I Teacher (Debbie Spencer) will work one-on-one with math teachers to teach and tutor identified low-performing students or identified at-risk students in grades 5-6. The process for identification will be as follows: 1. Title I teacher will meet with the principal to analyze student achievement data on norm-referenced and criterion referenced tests. 2. A program of instruction will be developed to assist the students' progress toward improvement goals. 3. A School-Parent Compact will be developed to outline how parents, the school staff, and the student will share the responsibility for improved student academic achievement. This will be signed by all stakeholders either during a scheduled meeting or mailed and returned via US mail. The effectiveness of this action will be evaluated viewing the students 2012-2013 Benchmark scores for improvement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Spencer, Title I Math Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Performance Assessments Teaching Aids Title Teachers	Title I Employee Salaries: \$49,324.00 Title I Employee Benefits: \$11,664.60 ACTION BUDGET: \$60,988.60

Intervention Implement performance assessments and standards based lessons into the math curriculum.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In consultation with parents and students, staff will develop Academic Improvement Plans (AIP) in order to improve deficiencies in students' achievement. During these discussions, emphasis will be on participation and completion of the plan in order to earn the course credit and/or to avoid potential retention. Teachers will utilize Student Academic Improvement Plans (AIP) to deliver group and individual instruction on standards-based math mini-lessons. STAR Math, Accelerated Math, and teacher created evaluations will increase the monitoring done on student achievement and benefit our students by allowing interventions to be evaluated immediately and frequently. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Nicole Manley, Resource Math Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:
Teachers will develop lessons that include hands-on projects and real life problem solving. These activities will benefit our students by make math meaningful and demonstrate math applications in everyday life. These projects are chosen after evaluating the benchmark exam. The success of the action will be evaluated by using math posttests, teacher created test, and the 2012-2013 Benchmark scores. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Cindy Wann, 5th grade math Michelle Burnett, 6th Grade Math Vanessa Engle, 7th Grade Math Tiffney Vowell, 7th grade m	Start: 07/01/2012 End: 06/30/2013	Computers Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement performance assessments and standards based lessons into the math curriculum.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Gifted and Talented teacher (Tammy Butts) will ensure that the students participating in the G/T program are exposed to a variety of activities that support math through the use of technology and various problem solving activities. These activities will support associative, inductive, and divergent thinking which will allow students to develop their problem solving skills. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Tammy Butts, G/T Teacher	Start: 07/01/2012 End: 06/30/2013	Teachers	ACTION BUDGET:
Various teachers will attend professional development session(s) including local, state, and national conferences to learn improved strategies for teaching mathematics to students. These workshops will assist teachers in developing instructional skills concerning differentiated instruction, as well as response to intervention, and other teaching methods that improve the math curriculum. The focus will be to learn best teaching practices and strategies to create different pathways of teaching that respond to the needs of diverse learners to maximize learning for all students that have not met their expected annual measurable growth objective on the state standards test. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Pam Dooley, principal	Start: 07/01/2012 End: 06/30/2013	District Staff Outside Consultants Teachers Teaching Aids Title Teachers	ACTION BUDGET:
A Computer Lab Manager (Cindy Jones) will assist math teachers and students in the utilization of computers, computer software, and the computer lab to build upon the weak areas and continual deficiencies in math. To determine the need of a computer lab, Westside will look at the amount of time computers used the lab, assessments completed in computer lab, and 2012-2013 benchmark scores. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Computers District Staff Teachers Teaching Aids	NSLA (State-281) Employee Benefits: \$4,061.00 NSLA (State-281) Employee Salaries: \$15,592.00 ACTION BUDGET: \$19,653.00

Intervention Implement performance assessments and standards based lessons into the math curriculum.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All 7th grade students will be offered the option of taking Pre-AP Math. All Pre-AP students are placed with a highly qualified teacher who is equipped with the strategies and tools to engage their students in active, high-level learning. Through differentiated instruction, Pre-AP students will master the skills, work/study habits, and concepts needed to succeed in college. This action will be evaluated by using the student scores on the 2013 Benchmark exam. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Tiffney Vowell, 7th grade math teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Teachers	ACTION BUDGET:
Math Teachers will use the web based version of Accelerated Math and Star Math to test and evaluate student learning levels and progression. Teachers will then be able to assign the student's assessment using Accelerated Math libraries. They will also be able to assign new objectives and print individualized practice assignments and math quizzes using Accelerated Math's built-in assignment book. Small group re-teaching or additional instruction will be conducted, as needed, based on feedback from the software's management tools. They will be able to print the Diagnostic Report to monitor the performance of each student's progress and identify struggling students. This will allow the teachers to set new intervention strategies. All students will be Star Tested three times a year. The Star Test results as well as the 2012-2013 state standardized test data will be used to evaluate the effectiveness of the program. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Cindy Wann, 5th grade math Michelle Burnett, 6th Grade Math Tiffney Vowell, 7th grade math Vanessa Engle, 7th grade m	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers	NSLA (State-281) Materials & Supplies: \$2,806.30 Title I Materials & Supplies: \$500.00 ACTION BUDGET: \$3,306.30

Intervention Implement performance assessments and standards based lessons into the math curriculum.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Multiple research based interventions (Differentiated Instruction, RTI, 504, IEP, AIP, and STAR Math) will be used throughout the school year to meet the specific needs of all students not meeting their annual measurable growth objective. These interventions will be monitored multiple times throughout the school year to determine the success of the intervention or what modifications need to be made to address the student's specific needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Cindy Wann, 5th grade math Michelle Burnett, 6th grade math Tiffney Vowell, 7th grade math Vanessa Engle, 7th grade m	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:
			Total Budget	\$83,947.90

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Scientific Based Research Patterson, J., Connolly, M., & Ritter, S. (2009, September). Restructuring the Inclusion Classroom to Facilitate Differentiated Instruction. Middle School Journal, 41(1), 46-52. VanDerHeyden, Armanda (2010). RTI and Math Instruction: Using RTI to improve learning in mathematics. RTI Action Network.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to close the growth gap of the targeted achievement gap group, 5th and 6th grade students will attend academy time on a daily basis as noted in the daily schedule. Students will be provided remediation, enrichment, or accelerated educational math curriculum to meet their educational needs. Lesson objectives will target areas identified on Academic Improvement Plans as well as growth areas on the benchmark assessments and pretests. Academy time will be evaluated by using the 2012-2013 Benchmark scores as well as weekly and monthly testing to determine program success. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
A highly qualified paraprofessional (Summer Hogan) will supplement the 5th grade classroom instruction using a variety of methods. She will provide instructional reinforcement in a small group or individual learning environment under the supervision of the classroom teacher. Assessment of student work and periodic formative assessments will be used to monitor the effectiveness of this action. The 2012-2013 Benchmarks scores will be used to evaluate the programs success. This position is above and beyond minimum requirements to meet state standards. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Summer Hogan	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Performance Assessments Teachers Teaching Aids	Title I Employee Salaries: \$13,354.00 Title I Employee Benefits: \$4,923.00 ACTION BUDGET: \$18,277.00

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to increase the growth rate for our students with disabilities, a highly qualified resource teacher (Nicole Manley) will work one-on-one with students to ensure that they are receiving additional assistance as outline in their IEP. These students will either be placed in a resource classroom or within the general education classroom as predetermined to ensure they are placed in the least restricted environment. Assessment of student work and periodic formative and Landmark assessments given at intervals along with the 2012 Benchmark scores will determine the success of this one-on-one assistance. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Teachers	ACTION BUDGET:
Westside Middle School will ensure a smooth transition for children receiving early intervention services in Math, as outline in the Individuals with Disabilities Education Improvement Act (IDEA)Part B. This smooth transition will assure that each intervention has a positive effects on the child outcomes, specifically toward their academic achievement and the parent's initiated involvement in their child's education. This will be completed through the use of student leadership, Homework Buddies, and orientation for all 4th grade students before entering 5th grade. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Pam Dooley, Principal Nicole Manley, Resource Math Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Outside Consultants Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Highly Qualified Paraprofessionals (Cara Cox & Bridgette Hayes) will supplement the classroom instruction, using a variety of methods. They will provide instructional reinforcement in a small group or individual learning environment under the supervision of the classroom teacher. Assessment of student work and periodic formative assessments will be used to monitor the effectiveness of this action. 2012-2013 Benchmark scores will be used to evaluate the programs success. This position is above and beyond minimum requirements to meet state standards. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Cara Cox, Paraprofessional Bridgette Hayes	Start: 07/01/2012 End: 06/30/2013	Computers District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
A Response to Intervention (RTI) committee will analyze the performance of low achieving students, assess the effectiveness of interventions, and determine if a special education referral is appropriate. The committee will use Benchmark scores, screening, and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law). The 2011-2012 Math Benchmark scores and pre-tests will be conducted to identify or predict students who may be at risk for poor learning outcomes. Progress monitoring will be used to assess students academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Spencer, Title I Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
			Total Budget	\$18,277.00

2 Priority 2: LITERACY SKILLS

2.1 **Goal:** To improve literacy skills by improving reading skills, writing skills, and vocabulary across the curriculum.

Benchmark: Westside Middle School has met our annual measurable growth objective in literacy for students. By the end of the 2012-2013 school year, Westside Middle School will achieve and pass the combined 86% growth.

Intervention Utilize the Smart Step Literacy Lab in all Reading and Language Arts classes to improve reading comprehension and quality of writing.				
Scientific Based Research Cheung, Alan; Groff, Cynthia; Lake, Cynthia & Slaven, Robert E. (2008) Effective reading programs for middle and high schools: A best-evidence synthesis. Reading Research quarterly, 43(3), 290-322. Reed, Deborah K., and Corio Groth.. "Academic Teams Promote Cross-Curricular Applications that Improve Learning Outcomes. Middle School Journal 40(3) p.12-19, from: Education Research Complete database.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Learning strategies such as book talks, literature circles, and read alouds will be conducted by all student's to make connections, ask questions, and draw inferences to better understand what they read. These will become the focus using the literacy lab approach to classroom instruction along with a variety of other teaching strategies. Periodic formative assessments will be used to monitor success. The results of these assessments will be reviewed to determine if any changes need to be made to the instructional curriculum. The 2013 Benchmark data will determine the success of the strategies used. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Performance Assessments School Library Teachers Teaching Aids	ACTION BUDGET:
Expand reading/literacy lab project by requiring all 7th grade students to take a reading class for one semester as part of remediation or academic enrichment through individualized instruction. This position is above and beyond minimum requirements to meet state standards. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Teachers	ACTION BUDGET:

Intervention Utilize the Smart Step Literacy Lab in all Reading and Language Arts classes to improve reading comprehension and quality of writing.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
: Substitute teachers will be provided so that the literacy specialist (Crystal White) can conduct meetings with reading and language arts teachers as well as social studies teachers. These meetings will provide professional development in current and best-practice strategies as well as vertical and horizontal curriculum alignment to allow for student success. The literacy specialist will visit classrooms to conduct model lessons in cooperation with the reading and language arts teachers of specific grade levels. Lesson objectives will target areas identified on Academic Improvement Plans as well as growth areas on the benchmark assessments. Formative assessment development will be part of the training process. The 2013 Benchmark scores as well as local assessment will determine the success of this collaboration. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Crystal White, k-12 Literacy Specialist	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Outside Consultants Performance Assessments Teachers	ACTION BUDGET:
In consultation with parents and students, staff will develop Academic Improvement Plans (AIP) in order to improve deficiencies in students' achievement. During these discussions, emphasis will be on participation and completion of the plan in order to earn the course credit and/or to avoid potential retention. Teachers will utilize Student Academic Improvement Plans (AIP) to deliver group and individual instruction on standards-based literacy mini-lessons. All activities/lessons will address specific deficiencies listed on the plan which were develop using the 2011-2012 Benchmark exam scores. The 2012-2013 Benchmark scores will be used to assess the success of these activities/lessons. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers Title Teachers	ACTION BUDGET:

Intervention Utilize the Smart Step Literacy Lab in all Reading and Language Arts classes to improve reading comprehension and quality of writing.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
: Each teacher has created an environment of access to books to support students' reading. Teachers will engage students with book talks, book sharing, guided reading instruction, and writers' workshop. A reading log will be maintained by the students and teachers as part of their Lit Lab classroom activities. These will be monitored by the reading teachers to allow for an increase in the amount of reading time and changes in reading habits, such as trying new genre of literature. Reading logs were maintained and will continue to be utilized for assessment purposes. Action Type: Collaboration	Angie Waller, Literacy Cmte Co-Chair Bethany Miller, 5th grade reading teacher, Dena Fort, 6th grade reading tea	Start: 07/01/2012 End: 06/30/2013	School Library Teachers	ACTION BUDGET:
Students with Disabilities subpopulation will be issued an e-reader to assist them with their reading difficulties. Each e-reader will have books downloaded on them that will allow for successful reading comprehension and experience. Accelerated Reading tests will be taken by these students which will allow for teachers to continuously monitor comprehension, track the time students spend reading, and differentiate reading practice. Diagnostic Reports will be used as an indicator of successful reading practicequality (average percent correct) quantity (time spent reading), and difficulty (average ATOS book level)and pinpoint issues as they arise. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Bethany Miller, 5th grade reading Dena Fort, 6th Grade Reading Angie Waller, 7th Grade Reading Sherry Harmon, 7th Rea	Start: 07/01/2012 End: 06/30/2013	Computers District Staff Performance Assessments School Library Teachers Title Teachers	ACTION BUDGET:
Various teachers will purchase literature, books, or e-books to be used to teach reading comprehension strategies. This will allow for a wider variety of materials for differentiated instruction. Daily activities as well as formative and summative assessments will be used to determine the success of using these materials to teach reading. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers Teaching Aids	Title I Materials & Supplies: \$3,100.00 ACTION BUDGET: \$3,100.00
			Total Budget	\$3,100.00

Intervention Align the Curriculum and Instruction to the Common Core Standards, and assess student performance and produce criterion-references and norm-referenced style assessments incorporating reading into all curriculum areas.				
Scientific Based Research Jewett, P. and Wilson, J. (2009). A school-wide read: Creating a space to grow. Middle Grounds, Vol. 12(2), p. 14-15. Larson, Lotta C. (2010). Digital readers: The next chapter in e-book reading and response. The Reading Teacher, (64(1), pp. 15-22.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will attend sessions that assist them in teaching toward the literacy weaknesses of students. These professional development sessions will be offered by Local, State, and National providers. All teachers will use strategies learned in the sessions to assist students more effectively in the areas of deficiency. Various strategies will be used to address these areas of weakness. Data gathered from formative assessments will evaluate the success of the strategies implemented or to determine if other strategies need to be introduced. The 2013 Benchmark exam will determine the success of these strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Outside Consultants Performance Assessments Teachers	ACTION BUDGET:
Social Studies and Science teachers will attend the various Professional Development sessions. Focus will be on across the curricular alignment of the Science and Social Studies and reading/writing skills. The Literacy Specialist (Crystal White) will assist these teachers as needed with ways to teach reading in these subject areas. The 2013 Benchmark will used to evaluate this alignment. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Outside Consultants Teachers	ACTION BUDGET:

Intervention Align the Curriculum and Instruction to the Common Core Standards, and assess student performance and produce criterion-references and norm-referenced style assessments incorporating reading into all curriculum areas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will use developmentally appropriate learning activities that apply technology-enhanced instructional strategies to support the diverse needs of learners in Literacy. Research studies in education demonstrate that the use of technology can help improve students scores on standardized tests. The teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning. The 2013 Benchmark will be used to assess this action. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Computers Teachers Teaching Aids	Title I Materials & Supplies: \$800.00 ACTION BUDGET: \$800.00
All 7th grade students will be offered the option of taking Pre-AP English. All Pre-AP students is placed with a highly qualified teacher who is equipped with the strategies and tools to engage their students in active, high-level learning. Through differentiated instruction, Pre-AP students will master the skills, work/study habits, and concepts needed to succeed in college. This action will be evaluated by using the student scores on the 2013 Benchmark exam. Action Type: Alignment Action Type: Collaboration	Angie Waller, 7th grade reading teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Teachers	ACTION BUDGET:
The principal will ensure that all teachers are high qualified by making certain that each teacher 1) holds a bachelor's degree, 2) is full state certification or licensure, and 3) can prove that they know each subject they teach as outline in the NCLB Act of 2001. Evidence of this will be held in the building and central office. Action Type: Alignment Action Type: Equity	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Central Office Teachers	ACTION BUDGET:

Intervention Align the Curriculum and Instruction to the Common Core Standards, and assess student performance and produce criterion-references and norm-referenced style assessments incorporating reading into all curriculum areas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will incorporate technology into their curriculum in order to meet the learning needs of all students. This will be accomplished by using a document camera, projector, iPod, iPads, Nook, interactive response collection systems, and/or interwrite pads. Various assessments as well as the 2013 benchmark scores will be used to determine the effectiveness of the technology integration. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Pam Dooley, principal	Start: 07/01/2012 End: 06/30/2013	Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
Professional development opportunities will be provided to assist teachers in targeting needed areas for improvement. Specific focus will be on interventions that will increase student achievement levels. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Target Assistance	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$800.00

Intervention To incorporate written expression in all curriculum areas.				
Scientific Based Research Urquhart, Vicki (2009). Using writing to improve math learning. Middle Grounds, Vol. 12(2). Fang, Z., Schleppegrell, M.J.(2010) Disciplinary literacies across content areas: supporting secondary reading through functional language analysis. Journal of Adolescent and Adult Literacy. v53 n7 p.587-597.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers in all curriculum areas will increase written expression by using chapter summaries, essay questions, short answers, and open response items that reflect the objective on Benchmark Exams. Scoring rubrics will be utilized as a common resource for all teachers to ensure across the curriculum commonality. Action Type: Alignment	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Performance Assessments Teachers Title Teachers	ACTION BUDGET:
In an effort to increase student's reading and writing skills, all teachers in all curriculum areas will administer three open response writings during the school year to measure student growth and the determine the effectiveness of the intervention. Teachers will evaluate the writing responses to determine students' weaknesses and create lessons to strengthen the students' skills. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Performance Assessments Teachers	ACTION BUDGET:
The Gifted and Talented teacher (Tammy Butts) will ensure that the students participating in the G/T program are exposed to a variety of activities that support writing through the use of technology and various writing assignments. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Tammy Butts, G/T Teacher	Start: 07/01/2012 End: 06/30/2013	Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention WMS will continue utilizing the Accelerated Reading and Star Reading Program in grades 5-7.				
Scientific Based Research Pfeiffer, C. (2011) Achieving a standard of Reading excellence in kansas. Knowledge Quest, v39 n4 p60-67Rodriguez, Steve, (2007). The Accelerated Reader Programs Relationship To Student Achievement On The English-Language Arts California Standards Test. The Reading Matrix,7(3),				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Literacy teachers as well as the Title I teacher (Debbie Spencer) will monitor student progress in relation to the Literacy Lab Project by giving fluency assessments three times a year, DRA testing and RTI/AIP students as well as using the STAR Reading Test as a Pre/Post Test for reading. Statistical data will be collected and used to ensure monitoring of student progress and to determine if modifications are needed to ensure student success. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Spencer, Title I Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers	ACTION BUDGET:
Teachers and Staff will continually promote the Accelerated Reader Program to be used as an assessment to determine improvement in reading and vocabulary. Accelerated Reader quiz grades, monitoring the number of books tested, and number of students reading beyond the minimum requirements. Action Type: Equity Action Type: Technology Inclusion	Christie Lewis, Building Co-Chair	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Public Library School Library Teachers	ACTION BUDGET:
Renaissance Place Real Time web base software will be renewed to ensure greater flexibility to the reading program, enhance program efficiency and maintenance, and allow students to utilize a wider selection of books. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	Christie Lewis, Library Media Specialist	Start: 07/01/2012 End: 06/30/2013	Computers District Staff Teachers Teaching Aids	NSLA (State-281) Materials & Supplies: \$3,193.70 ACTION BUDGET: \$3,193.70
			Total Budget	\$3,193.70

Intervention Provide a reading program for grade 5-7.				
Scientific Based Research Balajthy, Ernest (2007). Technology and current reading/literacy assessment strategies. The Reading Teacher, 61(3), pp. 240-247. Capalongo-Bernadowski, Carianne, (2007). Book clubs at work. Library Media Connection. November/December. Larson, Lotta C. (2009). e-Reading and e-responding: New tools for the next generation of readers. Journal of Adolescent and Adult Literacy, 53(3), 255-258. McClure, Carla (2008). How tutoring fares against nclb. District Administration, 4(4), 78-79. Weih, Timothy G. (2008). A book club sheds light on boys and reading. Middle School Journal, 40(1), 19-25				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A book discussion club, sponsored by Ashley Pickering, will be initiated to provide support for the growing interest in YA literature generated by classroom Literacy Lab activities. The book discussion club is open to any student choosing to participate. This activity provides extended time for reading and appreciation for books and authors. Community leaders will be invited to read to the students as well as share how reading influences their lives and profession. Student sign-in sheets will be maintained as evidence of participation in these activities. The book clubs will vary the time they are offered. Action Type: Collaboration Action Type: Equity	Debbie Spencer, Title I Teacher Ashley Pickering, resource teacher	Start: 07/01/2012 End: 06/30/2013	Community Leaders District Staff	ACTION BUDGET:
E-books will be downloaded onto iPods, iPads, and e-readers in order to meet the different reading styles of all students. These books will be selected from the Literacy Lab list, Charlie May Simon selection list, Common Core suggested books, and Newbery Medal winners from various years. Other titles will be selected to ensure that all students have access to appropriate level books. The 2013 Benchmark and weekly classroom assessments will be used to evaluate this strategy. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Christie Lewis, Library Media Specialist	Start: 07/01/2012 End: 06/30/2013	Computers Outside Consultants School Library Teachers Teaching Aids	Title I Materials & Supplies: \$351.20 ACTION BUDGET: \$351.20
			Total Budget	\$351.20

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Scientific Based Research Vaughn, Sharon; Cirino, Paul T.; , Wanzek, Jeanne; Wexler, Jade; Fletcher, Jack M.; Denton, Carolyn D.; Bath, Amy; Romain, Melissa; & Francis, David J.(2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. School Psychology Rev., 39(1), 3-21.Tews, Lisa & Lupart, Judy (2008). Students With Disabilities Perspectives of the Role and Impact of Paraprofessionals in Inclusive Education Settings. Journal of Policy and Practice in Intellectual Disabilities, 5(1) pp 3946.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Two highly qualified paraprofessionals (Cindy Laird and Crystal Wooldridge) will supplement the 6th and 7th grade classroom instruction using a variety of methods. He/She will provide instructional reinforcement in a small group or individual learning environment under the supervision of the classroom teacher. Assessment of student work as well as periodic formative assessments will be used to monitor success. This position is above and beyond minimum requirements to meet state standards. Action Type: Equity	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers	NSLA (State-281) Employee Benefits: \$8,912.00 NSLA (State-281) Employee Salaries: \$28,759.00 ACTION BUDGET: \$37,671.00
In order to close the achievement gap between high-low performing students, 5th and 6th grade students will attend academy time on a daily basis as noted in the daily schedule. Students will be provided remedial, enrichment, or accelerated educational literacy curriculum to meet their educational needs. Lesson objectives will target areas identified on Academic Improvement Plans as well as growth areas on the benchmark assessments and pretests. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
A highly qualified paraprofessional (Summer Hogan) will supplement the 5th grade classroom instruction using a variety of methods. She will provide instructional reinforcement in a small group or individual learning environment under the supervision of the classroom teacher. Assessment of student work as well as periodic formative assessments will be used to monitor success. This position is above and beyond minimum requirements to meet state standards. Action Type: Collaboration Action Type: Equity	Summer Hogan	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers Title Teachers	ACTION BUDGET:

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to show growth in our students with disabilities, two highly qualified Resource teachers (Donna Gwinn and Ashley Pickering) will work one-on-one with students to ensure that they are receiving additional assistance as outline in their AIP or IEP. These students will either be placed in a resource classroom or within the general education classroom as predetermined to ensure they are placed in a least restricted environment. 2012-2013 Benchmark scores as well as Landmark assessments given at intervals will determine the success of this one-on-one assistance. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	Donna Gwinn, Resource Reading, Ashley Pickering, Resource Language Arts	Start: 07/01/2012 End: 06/30/2013	Teachers	_____ ACTION BUDGET:
Various teachers will attend professional development sessions concerning differentiated Instruction as well as RTI. The focus will be to learn best teaching practices and strategies to create different pathways of teaching that respond to the needs of diverse learners to maximize learning for all students. The 2013 benchmark scores as well as weekly assessments will be used to determine the success of these types of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Outside Consultants Teachers	_____ ACTION BUDGET:
Westside Middle School will ensure a smooth transition for children receiving early intervention services in Literacy, as outline in the Individuals with Disabilities Education Improvement Act (IDEA). This smooth transition will assure that each intervention has a positive effects on the child outcomes, specifically toward their academic achievement and the parent's initiated involvement in their child's education. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers Title Teachers	_____ ACTION BUDGET:

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Two highly qualified paraprofessionals (Cara Cox and Bridgette Hayes) will supplement the grade classroom instruction using a variety of methods. They will provide instructional reinforcement in a small group or individual learning environment under the supervision of the classroom teacher. Assessment of student work as well as periodic formative assessments will be used to monitor success. This position is above and beyond minimum requirements to meet state standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Cara Cox, Paraprofessional Bridgette Hayse	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
A Response to Intervention (RTI) committee will analyze the performance of low achieving students, assess the effectiveness of interventions, and determine if a special education referral is appropriate. The committee will use Benchmark scores, screening, and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law). The 2012 Literacy Benchmark scores and pre-tests given will be used to identify or predict students who may be at risk for poor learning outcomes. Progress monitoring will be used to assess students academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Spencer, Title I Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:
			Total Budget	\$37,671.00

3 **Priority 3: SAFETY AND DRUG FREE**

3.1 **Goal:** To increase drug awareness and improve student behaviors to enhance school safety, improve attendance of our students, and increase parental involvement in all school activities.

Benchmark: Percentages of students receiving disciplinary action will decrease by 10%.

Intervention The school's behavioral prevention program will continue to address unwanted behaviors that undermine student performance in all areas				
Scientific Based Research Barrett, S., Bradshaw, C. & Lewis-Palmer, T. (2008). Maryland statewide PBIS initiative. Journal of Positive Behavior Interventions, 10(2), 105-114. Davis, James (2009). 10 steps to a safer school. Middle Grounds, Vol. 12(2). Meyers-Adams, N. and Conner, Bradley T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. Children & Schools, 30(4), 211-221. Sugai, George (2010). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of Multi-Tiered System Approaches. Exceptionality, 17, pp. 223-237				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The number of discipline referrals will be checked and compared on a yearly basis. Students will continue to participate in activities that focus on anger management, conflict resolution, and the problems associated with bullying and cyber-bullying. The school counselor will visit classrooms to discuss these issues with students. The visits will be scheduled with the teacher each semester. Action Type: Alignment Action Type: Collaboration	Amanda Etter, Counselor	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers Teaching Aids	ACTION BUDGET:
A Project Drug Identification Kit will be used in drug prevention/awareness classes taught by the School Resource Officer (SRO). The purpose of the kit will be to increase student awareness and identification of illegal drugs. The SRO will visit classes during this unit of study. This program will be used in health education classes throughout each semester. Action Type: Equity	David Vaughn, SRO	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers	ACTION BUDGET:

Intervention The school's behavioral prevention program will continue to address unwanted behaviors that undermine student performance in all areas				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Fifth grade students will participate in the Drug Abuse Resistance Education (D.A.R.E.) Program in a cooperative effort with the local Sheriff's Department. This program is designed to help motivate students to stay drug and alcohol free, as well as being the best person they can be. The program will be evaluated based on the number of students who successfully complete the program. Student work during the program will be an integral part of showing the success of the program. Action Type: Collaboration	Cathy Still, DARE Sponsor	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Outside Consultants Teachers	ACTION BUDGET:
The school will actively participate in the annual Red Ribbon Week Drug Awareness Program. The program will focus on choosing a drug free life. Students will participate in activities wearing red ribbons, daily themes, and large group guidance drug awareness lessons. Action Type: Collaboration	Amanda Etter, Counselor	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:
Positive Behavior Intervention and Supports program's primary, secondary, and tertiary approach to preventions will continue to be implemented to address the overall increase of office referrals. These approaches will continually recognize and reward students for displaying expected behaviors as well as provide other interventions on an as needs basis. Teachers will continually be trained to use the PBIS model. The developed curriculum for the program will be used and taught to the students within a school-wide effort. The lead team for PBIS will meet periodically to review behavioral data concerning motivations for behavior, discipline referral actions, and discipline incidents. The 2011-2012 and 2012-2013 data will be compared in order to analyze what areas of the program needs strengthening and the effectiveness of the approaches taken. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	PBIS Coach	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
An indoor monitoring schedule will be utilized to increase student monitoring and promote a safe learning environment. Office referrals will be used to determine the success of this program.	Pam Dooley	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers	ACTION BUDGET:

Intervention The school's behavioral prevention program will continue to address unwanted behaviors that undermine student performance in all areas				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The PBIS team will meet on a monthly basis to evaluate the data concerning student behavior and to plan student events as an award for no office referrals. The amount of office referrals will be used to determine the success of this action. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Kristi Bowen, PBIS chair	Start: 07/01/2012 End: 06/30/2013	District Staff Teachers	ACTION BUDGET:
			Total Budget	\$0.00

4 **Priority 4:** Wellness

4.1 Goal: To increase health wellness and improve student behaviors to enhance school health and safety policies and environment, health education, physical education and other physical activity programs, nutrition services, and family and community involvement.

Benchmark: By the end of the 2012-2013 school year the school health index for Westside Middle School will improve by 5%.

Intervention Incorporate the Governor's Wellness Guidelines and the President's Physical Fitness as well as assistance to the homeless students into the Westside Middle School environment.				
Scientific Based Research Dill, V. S. (2010). Students Without Homes. Educational Leadership, 68(3), 43-47 Fahlman, M., Dake, J., McCaughtry, N., & Martin, J. (2008, April). A Pilot Study to Examine the Effects of a Nutrition Intervention on Nutrition Knowledge, Behaviors, and Efficacy Expectations in Middle School Children. Journal of School Health, 78(4), 216-222. LONDON, R. A., & CASTRECHINI, S. (2011). A Longitudinal Examination of the Link Between Youth Physical Fitness and Academic Achievement. Journal of School Health, 81(7), 400-408				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Healthy food items will be served in the cafeteria. Action Type: Wellness	Amy Norwood, Food Service Manager	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff	_____ ACTION BUDGET:
All seventh grade students will participate in an organized health curriculum delivered by a highly qualified health education teacher. This course is integrated into the master schedule. Action Type: Collaboration Action Type: Wellness	Chris George, Health Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Teachers Teaching Aids	_____ ACTION BUDGET:
Selected staff members will attend professional development sessions aimed at improving physical and health education programs. Results from the school health index will measure the success of these sessions in assisting students and the community. Action Type: Collaboration Action Type: Professional Development	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Teachers	_____ ACTION BUDGET:

Intervention Incorporate the Governor's Wellness Guidelines and the President's Physical Fitness as well as assistance to the homeless students into the Westside Middle School environment.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school nurse (Hollie Stracener) will provide health related services to students and staff, conduct medical screenings, and provide teacher in-service on current health issues. This position is necessary to monitor the health of all students and staff and to maintain a healthy school environment which impacts student achievement. Logs will be kept to determine the effectiveness of the program. Action Type: Collaboration Action Type: Wellness	Hollie Stracener, school nurse	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers	NSLA (State-281) Employee Benefits: \$7,048.00 NSLA (State-281) Employee Salaries: \$22,976.00 ACTION BUDGET: \$30,024.00
WMS students' are not allowed access to candy and soda vending machines. Action Type: Wellness	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET:
			Total Budget	\$30,024.00

5 **Priority 5:** Priority: Science Skills

5.1 **Goal:** To improve science skills and demonstrate improvement in all science strands.

Benchmark: By the end of the 2012-2013 school year, Westside Middle School students will improve in science skills by improving the WMS proficiency rating by 5% from the previous year's rating.

Intervention Align the science curriculum and its instructional components.				
Scientific Based Research Rennie, L.J., Venville, G., and Wallace, J. (2011) Learning science in an integrated classroom: finding Balance through theoretical triangulation. Journal of Curriculum Studies, v43 n2 p.139-162.Sherrod, Sony E., Dwyer, J., and Narayan, R. (2008). Developing science and math intergrated activities for middle school students. International Journal of Mathematical Education in Science and Technology, 40(2), 247-257.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All science classes will use curriculum maps that align with the Arkansas Science Frameworks. 2011-2012 will serve as a guide when creating these maps. Landmark assessments will be given in various intervals to monitor progress. Post-test will serve as the summative evaluation. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Becky Biggs, 5th grade science Jessica Horton, 6th grade science Vanessa Engle, 7th grade science, Jennifer Langston,	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Teachers Teaching Aids Title Teachers	ACTION BUDGET:
Horizontal and vertical coordination of instructional objectives for grades 5-7 will take place utilizing the frameworks, course curriculum guides, and inter-school meetings to share and learn new ideas. This horizontal and vertical coordination will be assessed by analyzing the 2012-2013 pre/post tests and the 2013 benchmark results to determine the success of the alignment. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Becky Biggs, 5th grade science Jessica Horton, 6th grade science Vanessa Engle, 7th grade science, Jennifer Langston,	Start: 07/01/2012 End: 06/30/2013	Outside Consultants Teachers	ACTION BUDGET:

Intervention Align the science curriculum and its instructional components.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Substitute teachers will be provided so science, math, social studies, and literacy teachers can collaborate to determine the areas of science that can be improved upon through cross-curricular instruction and through model teaching with the common goal of higher benchmark scores. The emphasis will be placed upon the lowest identified area(s) from the 2012 Benchmark exam and the 2011-2012 post-test and landmark assessments in all three areas. The math and literacy teachers will serve as a resource person to help correlate the instructional objectives using the results of these assessments. The 2013 Benchmark results as well as the 2012-2013 post-test will be used to evaluate to determine if this collaboration is effective. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Teachers	ACTION BUDGET:
The science teachers (Becky Biggs, Jessica Horton, Vanessa Engle, and Jennifer Langston) will support science instruction by using manipulative in their instruction based upon the lessons and lab instructions. The 2012 Benchmark scores as well as various pretests will determine specific skills that can be improved through the use of manipulative. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Becky Biggs, 5th grade science Jessica Horton, 6th grade science Vanessa Engle, 7th grade science, Jennifer Langston,	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
The principal will ensure that all teachers are highly qualified by making certain that each teacher 1) holds a Bachelor's Degree, 2) has state certificate or licensure, and 3) can prove that they know each subject they teach as outline in the NCLB Act of 2001. Evidence of this will be held in the building and central office.	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Central Office Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Implement performance assessments and standards based lessons into the science curriculum				
Scientific Based Research Levy, Holli M. (2008). Meeting the needs of all students through differentiated instruction: Helping every child ready and exceed standards. The Clearing House, March/April 2008, 161-164.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In consultation with parents and students, staff will develop Academic Improvement Plans (AIP) in order to improve deficiencies in students' achievement. During these discussions, emphasis will be on participation and completion of the plan in order to earn the course credit and/or to avoid potential retention. Teachers will utilize AIP to deliver group and individual instruction on standards-based science mini-lessons. All activities/lessons will address specific deficiencies listed on the plan which were developed using the 2011-2012 Benchmark exam scores. Weekly assessment as well as the 2013 Benchmark scores will assess the strategies used. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
Hands-on projects will be used to address deficient areas. These projects will be chosen after evaluating the benchmark exam as well as pretests. This will benefit the students by allowing them to engage in scientific reasoning, manipulate equipment, record data, and discuss their findings. The success of this action will be evaluated with the landmark assessments of the four strands and the 2012-2013 benchmark exam scores. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Becky Biggs, 5th grade science Jessica Horton, 6th grade science Vanessa Engle, 7th grade science, Jennifer Langston,	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement performance assessments and standards based lessons into the science curriculum				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All science teachers will use developmentally appropriate learning activities that apply technology-enhanced instructional strategies to support the diverse needs of learners in Science. They will implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Daily monitoring of student learning will be used to determine modifications that need to be made to ensure student success. The 2013 Benchmark scores will be used to determine the success of these modifications. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Becky Biggs, 5th grade science Jessica Horton, 6th grade science Vanessa Engle, 7th grade science, Jeniffer Langston,	Start: 07/01/2012 End: 06/30/2013	Computers Teachers Teaching Aids	ACTION BUDGET:
All science teachers will correlate the science frameworks to current lessons and activities to meet the area deficiencies found on the Benchmark and the local strand pretest to ensure student success. Periodical team meetings will be conducted to correlate and re-evaluate needed modifications to address these deficiencies. Curriculum maps as well as the data from pre and post tests given to all students will also be used to determine success. Parents will be able to view the curriculum maps via the district website. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Becky Biggs, 5th grade science Jessica Horton, 6th grade science Vanessa Engle, 7th grade science, Jennifer Langston,	Start: 07/01/2012 End: 06/30/2013	Teachers	ACTION BUDGET:
The Gifted and Talented teacher (Tammy Butts) will ensure that the students participating in the G/T program are exposed to a variety of activities that will support science through the use of technology and various problems solving activities. These activities will support associative, inductive, and divergent thinking which will allow students to develop their problem solving skills. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Tammy Butts, G/T teacher	Start: 07/01/2012 End: 06/30/2013	Computers Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement performance assessments and standards based lessons into the science curriculum				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All 7th grade students will be offered the option of taking Pre-AP Science. All Pre-AP students is placed with a highly qualified teacher who is equipped with the strategies and tools to engage their students in active, high-level learning. Through differentiated instruction, Pre-AP students will master the skills, work/study habits, and concepts needed to succeed in college. This action will be evaluated by using the student scores on the 2012-2013 Benchmark exam. Action Type: Alignment Action Type: Collaboration	Vanessa Engle, 7th grade science	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Teachers Teaching Aids	ACTION BUDGET:
The science teachers will attend professional development sessions concerning differentiated Instruction. The focus will be to learn best teaching practices and strategies to create different pathways of teaching that respond to the needs of diverse learners to maximize learning for all students. Weekly assessment as well as the 2012-2013 benchmark scores will be used to determine the success of this type of instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Outside Consultants Teachers Teaching Aids Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Scientific Based Research Harlacher, J., Walker, N., and Sanford, A.(2010). The "I" in rti: Research-based facotrs for intensifying instruction. Teaching Exceptional Children, 42(6), 30-38.McLaughlin, M. (2010). Evolving interpretations of educational equity and studens with disabilities. Exceptional Children, 76(3), 263-278.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Westside Middle School will ensure a smooth transition for children receiving early intervention services in Science, as outline in the Individuals with Disabilities Education Improvement Act (IDEA). This smooth transition will assure that each intervention has a positive effects on the child outcomes, specifically toward their academic achievement and the parent's initiated involvement in their child's education. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers Title Teachers	ACTION BUDGET:

Intervention Implement small group instruction and one-on-one instruction as an early intervention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Response to Intervention (RTI) committee will analyze the performance of low achieving students, assess the effectiveness of interventions, and determine if a special education referral is appropriate. The committee will use Benchmark scores, screening, and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law). Evaluation of the 2012 Science Benchmark scores and pre-tests will be conducted to identify or predict students who may be at risk for poor learning outcomes. Progress monitoring will be used to assess students academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Spencer, Title I Teacher	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

6 Priority 6: Parental Involvement

6.1 Goal: To increase parental involvement in all school activities.

Benchmark:

Intervention Increase parental involvement as required in Act 307 of 2007 and Act 397 of 2009.				
Scientific Based Research Hill, Nancy E. & Tyson, Diana F. (2009). Parental involvement in middle school: A meta-analytic assesment of the strategies that promote achievement. Developmental Psychology, 45(3), pp. 740-763. Koch, C. S. (2010). The function of electronic communication devices in assisting parental involvement in middle schools. University of South Dakota). ProQuest Dissertations and Theses, Retrieved from http://search.proquest.com/docview/749022466?accountid=8363 Tan, Edwin T. & Goldberg, Wendy A.(2009). Parental school involvement in realtion to children's grades and adaptation to school. Journal of Applied Developmental Psychology, 30, pp. 442-453.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The building principal will designate a certified staff member (Amanda Etter) to serve as a parent facilitator to organize meaningful training for staff and parents. This person will undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 603 of 2003. Action Type: Collaboration Action Type: Parental Engagement	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff	ACTION BUDGET:
The parent facilitator will work with parents to encourage parent volunteers. She will meet with them to discuss how they can assist the teachers on a day to day basis. Parents will be asked to volunteer to copy papers, laminate materials, etc. which are needed to be done to enhance student achievement. Action Type: Collaboration Action Type: Parental Engagement	Amanda Etter, Parent facilitator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET:
A Parent Center will be available to parents in order to offer parental education programs and to allow parents to volunteer in the Westside schools. Materials will be available for parents to check-out for their use. Action Type: Collaboration Action Type: Parental Engagement	Karan Upton, Parent Center Coordinator	Start: 07/01/2012 End: 06/30/2013	District Staff	ACTION BUDGET:

Intervention Increase parental involvement as required in Act 307 of 2007 and Act 397 of 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Informational Packets and literature will be available to all parents and will include: school calendar, system encouraging the home and school connection, and school website with each grade's standards. Action Type: Alignment Action Type: Collaboration	Karan Upton, Parent Center Coordinator	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers	ACTION BUDGET:
Various parents will serve as a member of the PTO. These parents will attend monthly meetings which will allow for them to gain insight as well give input into the daily educational process. Action Type: Collaboration Action Type: Parental Engagement	Christie Lewis, ACSIP chair	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff	ACTION BUDGET:
An open house activity and other parent involvement events will be held to give students and parents the opportunity to meet with school staff, to receive school policy updates, and to talk about student achievement issues. Events will be scheduled throughout the school year. Action Type: Collaboration Action Type: Parental Engagement	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:
Parent training and education classes will be offered by the Westside School District each semester. A list of offerings and schedule of training will be sent home to parents and also placed on the district's website. This information will be communicated to parents in a language that parents understand Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Karan Upton, Parent Center Coordinator	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Community Leaders Computers District Staff Teachers Title Teachers	ACTION BUDGET:
Parent and student needs assessments will be administered to identify the diverse needs of the students and their parents the diverse needs of the students and their parents, will be implemented by administrators and teachers to increase the school's ability to provide for the educational success of their children. Action Type: Collaboration Action Type: Parental Engagement	Amanda Etter, Counselor	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:

Intervention Increase parental involvement as required in Act 307 of 2007 and Act 397 of 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Administrators and teachers will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Participation in the training will be documented. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers Title Teachers	ACTION BUDGET:
Information concerning important dates and events throughout the week and month will be sent home to parents as well as posted on homework buddies, nixle, and/or the district webpage. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Community Leaders Computers District Staff Teachers Title Teachers	ACTION BUDGET:
NEW ACTION Staff will collaborate with the Westside Middle School PTO monthly to discuss school needs and implement ways to support our students and teachers. Action Type: Parental Engagement	Amanda Etter, Counselor	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET:
NEW ACTION Westside Middle School will recognize parent volunteers and PTO members for their time and dedication throughout the year. Action Type: Parental Engagement	Amanda Etter, Counselor	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET:
			Total Budget	\$0.00

Intervention To increase parental involvement in the daily education of their child.				
Scientific Based Research				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Homework Buddies will be used to inform parent of much needed information pertaining to their child's daily education. Parents will be notified of any upcoming events and daily homework assignments. Paraprofessionals will email parents this information the end of each day. Parents are encouraged to provide their teachers an up-to-date email address in order for them to receive this important information. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Cindy Laird, 7th grade parapro Crystal Wooldridge, 6th grade parapro Summer Hogan, 5th grade parapro	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers District Staff Teachers	ACTION BUDGET:
The 5th - 7th grade parents and students will participate in student-led conferencing (SLC) twice a school year. Sign-in sheets and/or appointment schedules will document participation by parents. The fall 2011 SLC parent participation was at 74%. The spring 2012 parent participation was 62%. Student-led conference data will be collected in the fall of 2012 and spring of 2013 to compare parent participation with the 2011-2012 school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff District Staff Teachers Title Teachers	ACTION BUDGET:
Teachers will be given a daily conference period so that teachers and parents may communicate via personal meeting, phone, email, etc. The focus of these meetings will be to improve student performance and behavior in the class. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:

Intervention To increase parental involvement in the daily education of their child.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
GradeQuick and EDLINE will continually be used to improve the reporting of student progress to parents to allow for instant access for parents and students to see student grades and teacher notes from any internet accessible computer. The superintendant will assign specific dates that EDLINE and GradeQuick will be required to be updated throughout the school year. EVALUATION: The amount of EDLINE codes that are issued during the school year will determine the amount of usage these programs experience. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Computers Teachers Title Teachers	ACTION BUDGET:
Nixle will be used to send text messages and/or e-mails about school cancellations and school business to anyone who signs up for the notices. EVALUATION: The amount of parents and patrons that signup for the notices will be used to evaluate the use of Nixle. Action Type: Collaboration Action Type: Parental Engagement	Pam Dooley, Principal	Start: 07/01/2012 End: 06/30/2013	Administrative Staff Central Office Community Leaders Computers District Staff Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Angie Waller	7th Reading	Reading/ Co-Chairperson
Classroom Teacher	Ashley Pickering	Special Education Teacher	Writing
Classroom Teacher	Becky Biggs	5th Science	Science
Classroom Teacher	Bethany Miller	5th Reading	Reading
Classroom Teacher	Carla Nelson	5th Grade Language	Writing
Classroom Teacher	Cathy Still	5th Social Studies	Social Studies
Classroom Teacher	Chelsea Watkins	Special Education Teacher	Writing
Classroom Teacher	Chris George	Health/ Dean of Students	Wellness
Classroom Teacher	Cindy Wann	5th Math	Math/ Co-Chairperson
Classroom Teacher	Debbie Spencer	Title I	Reading/ Co-chairperson
Classroom Teacher	Dena Fort	6th Reading	Reading
Classroom Teacher	Donna Gwinn	Resource Teacher	Reading
Classroom Teacher	Jennifer Langston	7th Grade Science/ Social Studies	Science/ Social Studies
Classroom Teacher	Jessica Horton	6th Science	Science
Classroom Teacher	Kayla Davidson	6th Social Studies	Social Studies
Classroom Teacher	Kristi Bowen	5th-7th Art	Math
Classroom Teacher	Micah Glover	Band	Parental Involvement
Classroom Teacher	Michelle Burnett	6th Math	Math
Classroom Teacher	Mike Bridges	Choir	Math
Classroom Teacher	Monica Pratt	Special Education Teacher	Data Analysis
Classroom Teacher	Nicole Manley	Special Education Teacher	Math
Classroom Teacher	Rena Pankey	7th Social Studies	Social Studies/ Co-Chairperson
Classroom Teacher	Sabrina Morgan	6th Language	Writing
Classroom Teacher	Sherry Harmon	7th Language	Writing
Classroom Teacher	Tammy Butts	GT/ PE/ Yearbook	Data Analysis/ Co-Chairperson
Classroom Teacher	Teena Broadaway	Art Teacher	Parent Involvement
Classroom Teacher	Tiffney Vowell	7th Math	Math/ Co-Chairperson
Classroom Teacher	Todd Williams	5th-7th P.E., Boys Athletics	Wellness/ Co-Chairperson

Classification	Name	Position	Committee
Classroom Teacher	Vanessa Engle	7th Science	Science/ Co-Chairperson
Classroom Teacher	Zach Huggins	PE/ Health/ Football	Wellness
District-Level Professional	Crystal White	Literacy Specialist	Reading/Writing
Non-Classroom Professional Staff	Amanda Etters	Counselor	Parent Involvement/ Co-Chairperson
Non-Classroom Professional Staff	Carmen Davidson	Secretary	Parent Involvement Co-Chairperson
Non-Classroom Professional Staff	Christie Lewis	Media Specialist	Building Chairperson
Non-Classroom Professional Staff	Chrystal Wooldridge	Aid	Science/Social Studies
Non-Classroom Professional Staff	Cindy Jones	Computer Lab	Data Analysis
Non-Classroom Professional Staff	Cindy Laird	Aide	Reading
Non-Classroom Professional Staff	Dan Roach	Custodian	Safe Drug Free School
Non-Classroom Professional Staff	David Vaughn	School Resource Officer	Safe Drug Free School/ Co-Chairperson
Non-Classroom Professional Staff	Drew Seruya	Aid	Parent Involvement
Non-Classroom Professional Staff	Hollie Stracener	Nurse	Safe Drug Free School/ Co-Chairperson
Non-Classroom Professional Staff	Holly Browning	Special Education Clerk	Data Analysis
Non-Classroom Professional Staff	Linda Quinn	Aid	Parental Involvement
Non-Classroom Professional Staff	Misty Churchwell	Aid	Wellness
Non-Classroom Professional Staff	Misty Holder	APSCN Secretary	Data Analysis/ Co-Chairperson
Non-Classroom Professional Staff	Nathan Gramling	Aid	Safe Drug Free School
Non-Classroom Professional Staff	Patti House	Cafeteria	Wellness
Non-Classroom Professional Staff	Shirley Hon	Custodian	Safe Drug Free School
Non-Classroom Professional Staff	Sue Turner	Custodian	Safe Drug Free School
Non-Classroom Professional Staff	Summer Hogan	Aid	Math
Parent	Amber Bunnell		
Parent	Kerry Felts		
Parent	Mikah Felkins		
Parent	Misty Crabtree		