

School Plan

FLIPPIN MIDDLE SCHOOL
308 N 1st St, Flippin, AR 72634

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Flippin Middle School is to strive for the highest level of student achievement by meeting their academic, social, emotional, and physical needs through equitable quality instruction, student participation, and parental involvement.

Grade Span: 6-8 Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy Skills

Goal: Students will improve their literacy skills through the use of multiple choice (practical, mechanics and usage) and open response (literacy and practical).

Priority 2: Math Skills

Goal: Students will improve their mathematical skills with an emphasis on algebra, geometry, numbers and operations, and data analysis.

Priority 4: Wellness

Goal: Students' health will improve through participation in health and physical education classes as well as through the promotion of healthy habits in the school and family environment.

Priority 5: Science

Goal: Students will increase their knowledge of science through an increase in science vocabulary.

Priority 6: School Wide

Goal: Flippin Middle School will implement best educational practices to improve student performances.

Priority 1:	Students will improve their literacy scores. <ol style="list-style-type: none">1. NEEDS ASSESSMENT: According to the Arkansas Research Center, Flippin Middle School has been identified as "NEEDS IMPROVEMENT-LITERACY". We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. We have been identified as an "Needs Improvement" resulting from the 2013-14 ACTAAP scores. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need: Grade 6 is Below Basic/Basic in both Practical and Content Open Response, Grade 7 is Below Basic/Basic in Literacy, Content, Practical Open Response and Content, Practical, and Writing Multiple Choice while Grade 8 students are below in Practical Open Response.2. Attendance rate: In 2013-14, the attendance rate was 94.9%. In 2012-13, the attendance rate was 94.8%. In 2011-12, the attendance rate was 95.6%.3.
Supporting Data:	
Goal	Students will improve their literacy skills through the use of multiple choice (practical, mechanics and usage) and open response (literacy and practical).
Benchmark	As of the 2013-14 test results, the number of students scoring at or above proficiency level on the state benchmark exam is 75.29% with the state 2014-15 AMO being 85.01%. An annual growth rate of 9.72% for 2014-15 will be projected.

Intervention: Teachers will include objective, essay, fill-in-the-blank, and listening comprehension questions covering details, main idea, sequencing, and inference.

Scientific Based Research: Yost, Deborah S. and Vogel, Robert (2012). "Writing Matters to Urban Middle Level Students." Middle School Journal, 43(3), 40-48. Wolsey, Thomas DeVere; Grisham, Dana L. (2012). "Transforming Writing Instruction in the Digital Age: Techniques for Grades 5-12. Teaching Practices that Work Series." New York, NY: Guilford Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TECHNOLOGY INCLUSION: Teachers will continue using educational software (Accelerated Reader, S.T.A.R.). The identified software along with a variety of instructional strategies will be used to help individualize instruction by analyzing student performance and then prescribing lessons that meet students' specific needs. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: Teachers will use a variety of assessments to target diverse learning styles. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Lisa Thompson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>AIP/IRI: Various instructional strategies activities will be implemented to address the remediation process for those students who score below proficient on the High Stakes Exams. Each student scoring below proficient has an AIP created with the involvement of parents, teachers and counselors. Parents are required to sign off on the AIPs. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams. Math and/or literacy teachers provide focused small group and individual remediation, each day, for</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

those students who have an AIP. Action Type: AIP/IRI Action Type: Collaboration				
<p>FORMATIVE ASSESSMENT: Teachers will continue to evaluate the TLI assessment results to determine the effectiveness. Also, teachers will continue using rubrics to score open-ended questions and will teach students how to use the rubrics to score open-ended questions on the TLI assessments. SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the mathematics strategies will be evaluated to determine effectiveness. In summarizing the data, the intervention appears to be increasing student achievement. PROGRAM EVALUATION: Upon reviewing 2013-14 Benchmark data for literacy, we found that scores have improved for our students in the areas of details, main idea, sequencing, inference and content as expected. We expected that our focus on objective, essay, fill-in-the-blank and listening questions would help improve achievement in these areas. The data results show that the intervention is working as anticipated and we will continue the program. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: Six highly qualified teachers (HQT) (two at 37.5%: V. Pace-Salary \$16125/Fringe Benefits \$4839; W. Treat-Salary \$15563/Fringe Benefits-4670 and four at 12.5%: A. Batterton-Salary \$4812.5/Fringe Benefits-\$1445; M. Curtis-</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>NSLA (State-281) - \$15950.00 Employee Benefits: NSLA (State-281) - \$53138.00 Employee Salaries:</p>

<p>\$5950/Fringe Benefits-\$1786; S. Jones-Salary \$5468.75/Fringe Benefits-\$1643/Fringe Benefits-\$1643; D. Williamson-Salary \$5218.75/Fringe Benefits-\$1567)) have been hired to provide literacy intervention strategies to students identified in QUIPS. NSLA funds will be used to support these positions. Action Type: Collaboration Action Type: Equity</p>				<hr/> <p>ACTION BUDGET: \$69088</p>
Total Budget:				\$69088

Intervention: A reading class will be provided for struggling readers. The class will provide students with additional instructional support in order to close the literacy achievement gap.

Scientific Based Research: "Preparing All Teachers to Use Proven, Effective Instructional Methods across the Curriculum. High Schools That Work." (2012).
http://publications.sreb.org/2012/12V08w_BestPractices_InstructionalMethods.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ALIGNMENT: Two highly qualified (HQT)reading teachers(L. Thompson at 50% FTE-Salary \$24,900/Fringe Benefits \$6,472; J. Lawrence at 25% FTE-Salary \$10,850/Fringe Benefits \$3,256) have been provided to increase literacy skills and close the achievement gap. Title I funds will be used to support this activity Action Type: HQT-Section 2141 Action Type: Title I Schoolwide</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee Salaries: \$37750.00 Title I - Employee Benefits: \$9728.00</p> <hr/> <p>ACTION BUDGET: \$47478</p>
<p>TECHNOLOGY/EQUITY: Teachers will choose relevant, authentic materials based on individual student needs and interests through the use of a variety of available resources such as projection systems. The resources will meet the needs of all students- struggling, on grade level, special education, Gifted and Talented. Action Type: Equity Action Type: Technology Inclusion</p>	Veronica Pace	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>AIP/IRI: Student AIPs will include a reading intervention for those students who have a substantial deficiency in reading. This intervention will include, but is not limited to, Accelerated Reader, STAR and DRA. There is also increased Literacy time provided for students who need it. A literacy interventionist is available for students deficient in reading. Action Type: AIP/IRI Action Type: Special Education</p>	<p>Susie Jones</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT: Teachers will evaluate the reading program for success and effectiveness based on Accelerated Reader tests, S.T.A.R., pre/post tests and TLI. Also, TLI will be used as a formative assessment to provide point-in-time remediation to ensure that students will have the vocabulary knowledge needed to increase student achievement. SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the mathematics strategies will be evaluated to determine effectiveness. In summarizing the data, the intervention appears to be increasing student achievement. PROGRAM EVALUATION: Upon reviewing the 2012-13 Benchmark data for literacy, we found that reading comprehension/reading skills scores have decreased. The reading class we believe has proven to be effective in increasing Benchmark achievement scores. The data results show that they intervention is working as anticipated and we will continue the program. We believe the decrease is due to Common Core State Standards implementation. Action Type: Program Evaluation</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

EQUITY/TECHNOLOGY INCLUSION: High interest reading materials and Accelerated Reading software will be purchased for the library in order to increase student achievement. Action Type: Equity Action Type: Technology Inclusion	Stacy Hargrove	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
COLLABORATION One highly paraprofessional (HQT) at 100% FTE (K. Stoner-Salary \$16272/Fringe Benefits-\$4879) has been hired to provide students with appropriate educational resources located within the library media center. Literacy skills will be addressed with this activity and NSLA funds will be used to support the activity. Action Type: Collaboration	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$4879.00 Employee Benefits: NSLA (State-281) - \$16272.00 Employee Salaries: <hr/> ACTION BUDGET: \$21151
COLLABORATION: A two (2) HQT interventionists at 100% FTE (S. Foster-Salary \$18072/Fringe Benefits-\$5422; O. Hughes-Salary \$19672/Fringe Benefits-\$5903) will work with struggling students to close the achievement gap. Title I funds will be used to support this activity. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	Title I - Employee \$11325.00 Benefits: Title I - Employee \$37744.00 Salaries: <hr/> ACTION BUDGET: \$49069
TECHNOLOGY/EQUITY: IXL software will be purchased to accommodate student instructional needs regarding individual differentiation in order to close the achievement gap. Title I funds will be used to support this activity. Action Type: Equity Action Type: Technology Inclusion	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & Supplies: \$680.00 <hr/> ACTION BUDGET: \$680
Total Budget:				\$118378

Intervention: The Lit Lab program will be used to increase students reading abilities and literacy skills.

Scientific Based Research: Harry Lisle. (2010). Smart Step Literacy Lab Classroom Project. <http://www.smartstepliteracylab.org> (accessed 2011).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ALIGNMENT: Classroom literacy libraries will be increased in grades 6, 7, and 8 to improve student achievement. A full implementation of Literacy Lab strategies including Reader's and Writer's workshops. These strategies are part of the schoolwide project to enhance the curriculum opportunities and performance of all students (struggling, on grade level, special education and Gifted and Talented) served by the schoolwide project. Resource teachers have implemented Lit lab strategies for IEP students. Title I funds will be used to support this activity.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Lisa Thompson/Kelvin Hudson/Sudia Clement</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • School Library • Teachers 	<p>Title I - Materials & Supplies: \$2400.00</p> <hr/> <p>ACTION BUDGET: \$2400</p>
<p>FORMATIVE ASSESSMENT: Formative assessment includes students taking Accelerated Reader tests, creating book talks, time capsules, bookmarks, book covers and presentations.</p> <p>SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the literacy strategies will be evaluated to determine effectiveness. In summarizing the data, the intervention appears to be increasing student achievement.</p> <p>PROGRAM EVALUATION:</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Upon reviewing the 2013-14 Benchmark data for literacy, we found that literacy scores increased .29%. We had anticipated this low increase due to Common Core State Standards implementation but believe that Lit Lab is an essential component of future success. The data from the 2013-2014 Benchmark results show that the intervention is working as anticipated and we will continue the program.</p> <p>Action Type: Program Evaluation</p>				
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Total Budget:	\$2400
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Intervention: Teachers will use "Total Instructional Alignment" pacing guides to help guide the instruction in the literacy classroom.

Scientific Based Research: "Alignment of the Intended, Planned, and Enacted Curriculum in General and Special Education and Its Relation to Student Achievement." September 2010: Vol. 44, No. 3, p131-145.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: Teachers will participate in instructional collaboration to meet year 4 Total Instructional Alignment requirements. The professional development will also address the specific needs of Gifted and Talented students.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Barbara Taylor/Susan Dyche	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT: Periodic departmental meetings will be held to help aid with total instructional alignment. In addition, meetings will be held with the high school teachers to aid in vertical alignment. TLI assessments will be given at the beginning of the year and periodically throughout the year to assess student growth and</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>process. SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the literacy strategies will be evaluated to determine effectiveness. In summarizing the data, the intervention appears to be increasing student achievement. PROGRAM EVALUATION: Upon reviewing the 2013-14 Benchmark data for literacy, we found that literacy scores increased .29% due to Common Core State Standards implementation. We had anticipated this increase and believe that Total Instructional Alignment is an essential component of future success. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: Teachers will be provided with release time during the instructional day to work with the Curriculum Facilitator to enhance instructional strategies and increase student achievement. A combination of Title I and Title IIA funds will be used to support this activity. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: One highly qualified teacher at 98.84% FTE (L. Daffron-Salary \$51954.25/Fringe Benefits-\$15589) has been hired to provide students with resources- academically, emotional, physically, and behaviorally to become successful within the classroom and decrease the achievement gap. NSLA funds will be used to</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - \$51954.25 Employee Salaries: NSLA (State-281) - \$15589.00 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$67543.25</p>

support this activity. Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141				
Total Budget:				\$67543.25

Priority 2: Students will improve their mathematical skills.

1. NEEDS ASSESSMENT: According to the Arkansas Research Center, Flippin Middle School has been identified as "NEEDS IMPROVEMENT-MATH". Our Supporting Data Statements will show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need: Geometry, Data Analysis, Algebra, and Numbers and Operations. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus of our Classroom Instruction. The lowest identified area(s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry and Data Analysis. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in measurement, data analysis and probability.
2. Attendance rate: In 2013-14, the attendance rate was 94.9. In 2012-13, the attendance rate with 94.8. In 2011-12, the attendance rate was 95.6%.

Supporting Data:

Goal

Students will improve their mathematical skills with an emphasis on algebra, geometry, numbers and operations, and data analysis.

Benchmark

As of the 2013-14 test results, the number of students scoring at or above proficiency level on the state benchmark exam is 68.97% with the state 2014-15 AMO being 87.37%. The projected growth for 2014-15 is 18.4%.

Intervention: Math instruction will include cumulative review of previously taught material and fluency standards.				
Scientific Based Research: Archer, A., & Hughes, C. (2011) "Explicit Instruction: Effective and Efficient Teaching." The Guilford Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TECHNOLOGY INCLUSION/EQUITY: Teachers will use educational software Connected Math (CMP-2/3 and IXL) to reinforce mathematic skills for students in grades 7 and 8. Math XL software will be used to reinforce instructional strategies for students in grade 6. Title I funds will be used to support software licensure. Action Type: Equity Action Type: Special Education Action Type: Technology	Anna Batterton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	Title I - Materials & Supplies: \$1514.43 <hr/> ACTION BUDGET: \$1514.43

Inclusion Action Type: Title I Schoolwide				
ALIGNMENT: Students with Individualized Education Plans will focus on fluency of basic math skills. Students will use Ipads, Star Math and IXL to build math skills. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide	Sudia Clements	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
SUMMATIVE ASSESSMENT: Assignments will include cumulative review of previously taught material due to the fact that math skills are built on curriculum that overlaps throughout the year and with previous years. Action Type: Alignment Action Type: Equity	Daniel Hickey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will attend workshops in order to implement technology into classroom instructional strategies as indicated on the CCSS, including but not limited to calculators and math related software. Instructional strategies addressing the needs of Gifted and Talented students will also be addressed. State and Title I PD funds will be used to support this activity. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$4187.00 Services: PD (State-223) - Purchased \$2127.41 Services: <hr/> ACTION BUDGET: \$6314.41
FORMATIVE ASSESSMENT: TLI data will be used as a formative assessment to provide point-in-time remediation to ensure that students will have the vocabulary knowledge needed to increase student achievement. SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the mathematics strategies will be evaluated to determine effectiveness. In summarizing the data, the	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>intervention appears to be increasing student achievement. PROGRAM EVALUATION: Upon reviewing the 2013-14 Benchmark data for math, we found that math scores were above the state in the area of algebra. We had anticipated this increase and believe that our continued review of previously taught material is an essential component of this success. The data from the 2013-2014 Benchmark results show that the intervention is working as anticipated and we will continue the program.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>AIP/IRI: Students who score Basic or Below Basic on the ACTAAP will receive remediation in order to increase proficiency levels. Action Type: AIP/IRI</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$7828.84</p>

<p>Intervention: Teachers will model how to answer performance task questions.</p>				
<p>Scientific Based Research: Badger, E., & Thomas, B. "Open-ended Questions." (2009) Washington, D.C.: ERIC Clearinghouse on Tests, Measurement, and Evaluation. ED355253. Richardson, K., Carter, T., & Berenson, S. "Connected Tasks: The Building Blocks of Reasoning and Proof." (2011) Australian Primary Mathematics Classroom, v15 n4 p17-23 2010</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>EQUITY: When given performance tasks, instructional strategies will be adjusted as needed. For eighth grade, there is a QUIPS available for struggling students. Action Type: Equity Action Type: Technology Inclusion</p>	Daniel Hickey	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT: Teachers will evaluate performance tasks via rubrics and will teach students how to use rubrics to evaluate their performance tasks on interim assessments. In order to facilitate student learning, performance task guided</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>practice will be included in class instruction and classroom assignments. TLI data will be used as a summative assessment to provide point-in-time remediation to ensure that students will have the vocabulary knowledge needed to increase student achievement.</p> <p>SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the mathematics strategies will be evaluated to determine effectiveness. In summarizing the data, the intervention appears to be increasing student achievement.</p> <p>PROGRAM EVALUATION: Upon reviewing the 2013-14 Benchmark data for math, we found that math scores decreased in the areas of geometry, data analysis, and measurement. We had anticipated this decrease and believe that our focus on common core standards resulted in an implementation dip.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>				
Total Budget:				\$0

Intervention: Math instruction will include a focus on vocabulary.				
Scientific Based Research: Gifford, M., & Gore, S. "The Effects of Focused Academic Vocabulary Instruction on Underperforming Math Students." March 2010. www.ascd.org/academicvocabulary .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ALIGNMENT: Students will use a math journal to help improve their understanding of the problems they are completing, word walls are used to help students better retain vocabulary from Common Core vocabulary, and to help their writing skills across the curriculum.</p> <p>Action Type: Alignment Action Type: Equity</p>	Anna Batterton/Kristen Rodriguez	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT: TLI will be used as a formative assessment to provide point-in-time remediation to ensure that students will have the vocabulary knowledge</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>needed to increase student achievement. Strategies will be revised to strengthen student learning outcomes regarding the student learning expectations determined to be weaknesses.</p> <p>SUMMATIVE ASSESSMENT: Upon review of the ACTAAP and SAT 10 scores, the mathematics strategies will be evaluated to determine effectiveness.</p> <p>PROGRAM EVALUATION: Upon reviewing the 2013-14 Benchmark data for math, we found that math scores decreased in the areas of geometry, data analysis, and measurement. We had anticipated this decrease and believe that our continued focus on Common Core vocabulary is an essential component for the future.</p> <p>Action Type: Program Evaluation</p>				
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Total Budget: \$0

Intervention: Teachers will create and use pacing guides using The Learning Institute guideline to direct instruction.

Scientific Based Research: Blow, Mary. (2012). Interim Assessments Predict Student Performance on State Tests. <http://www.scholastic.com/teachers/top-teaching/2012/02/interim-assessments-predict-student-performance-state-tests>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ALIGNMENT/COLLABORATION: Periodic horizontal/vertical alignment meetings will be held as well as attendance at O.U.R. Cooperative professional development workshops to assist faculty and staff with total instructional alignment and implementation of Common Core State Standards. Gifted and Talented and special education strategies will be addressed during the various meetings and workshops. Title I/Title IIA funds will be used to support this activity. Title I fund will be used to support this professional development activity.</p> <p>Action Type: Alignment</p>	<p>Lisa Thompson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments 	<p>Title II-A - Purchased Services: \$4167.00</p> <hr/> <p>ACTION BUDGET: \$4167</p>

Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				
PROFESSIONAL DEVELOPMENT: Teachers will participate in instructional collaboration to meet Total Instructional Alignment goals, in an effort to bridge the gap between Arkansas Frameworks and Common Core State Standards. Action Type: Collaboration Action Type: Professional Development	Anna Batterton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
FORMATIVE ASSESSMENT: During Professional Learning Community (PLC) meetings, we will use TLI data to evaluate the strategies to make necessary changes in classroom instruction. SUMMATIVE ASSESSMENT: ACTAAP results will be used to evaluate the strategies. Strategies will be revised to strengthen student learning outcomes regarding the student learning expectations determined to be weaknesses. PROGRAM EVALUATION: Upon reviewing the 2013-14 Benchmark data for math, we found that math scores increased 2.51% We will continue with vertical alignment meetings and evaluating our strategies. Action Type: Program Evaluation	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$4167

- Priority 4: Flippin Middle School will implement school health activities and strategies.
1. NEEDS ASSESSMENT: Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need: increase student participation in BMI measurements. We meet as an entire faculty so that we can review and research appropriate strategies. Overall BMI data for 2013-14 shows that 39.3% of male students are Overweight/Obese and 47.8% of female students.
 2. Attendance rate: In 13-14, the attendance rate was 94.9%. In 12-13, the attendance rate was 94.8%. In 11-12, the attendance rate was 95.6%
- Supporting Data:
- Goal: Students' health will improve through participation in health and physical education classes as well as through the promotion of healthy habits in the school and family environment.
- Benchmark: During the 2013-14 school year, the percentage of overweight/obese students who participated in the BMI program was reported as 18.8% overweight/23.9% obese.

Intervention: A healthy school environment will be provided for all participants.				
Scientific Based Research: "Opportunities for Action." Office of Assistant Secretary for Planning and Evaluation. Office of Health Policy. Available: http://aspe.hhs.gov/health.blueprint/action.shtml . Accessed September 2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: No snack sales until 30 minutes after the lunch period. Action Type: Collaboration Action Type: Wellness	Lisa Daffron	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Upon analysis of 6th and 8th grade student BMIs and the School Health Index, the plan will be evaluated and revised accordingly. Action Type: Program Evaluation	Garry Ash	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
SUMMATIVE/FORMATIVE ASSESSMENTS: All students enrolled in health classes are required to take an examination to determine comprehension of nutrition and lifestyle decisions as it relates to a healthy lifestyle. Action Type: Alignment Action Type: Equity	Garry Ash	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Professional development will be provided for the staff on the use of First Aid, CPR, and AED. Action Type: Collaboration Action Type: Professional Development	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A healthy lifestyle will be promoted within the family environment.				
Scientific Based Research: "Teaching America's Kids About A Healthy Lifestyle." American Heart Association 2013. http://www.heart.org/policyfactsheets				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENT INVOLVEMENT: Posters and/or brochures will be displayed in school hallways, cafeteria, and high school gymnasium promoting a healthy lifestyle. Action Type: Collaboration Action Type: Wellness	Lisa Daffron	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
SUMMATIVE/FORMATIVE ASSESSMENTS: Parent interviews/surveys will be conducted at parent/teacher conferences and on the school website to determine the effectiveness of the promotion of a healthy lifestyle.	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

Action Type: Alignment				
Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Students will be provided physical activity.				
Scientific Based Research: "Physical Activity Facts." August 2012. Center for Disease Control and Prevention. http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Students will be required to meet the ADE requirements for physical education. Action Type: Alignment Action Type: Program Evaluation	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: Students will be assessed each school year according to the Presidential Physical Fitness assessment instrument. Action Type: Equity Action Type: Program Evaluation	Garry Ash	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
SUMMATIVE/FORMATIVE ASSESSMENTS: The national presidential fitness test will be given to all students in physical education to determine their ability and progress. Action Type: Equity Action Type: Program Evaluation	Garry Ash	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Students will improve their science scores.

Supporting Data:

1. NEEDS ASSESSMENT: We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need: Mechanics, usage, sentence formation, content and style. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus of our Classroom Instruction. The three year trend analysis of the data revealed that the lowest identified area(s) are: data collection, hypothesis/theory/law, and energy sources.
2. Attendance rate: In 2013-14, the attendance rate was 94.9%. In 2012-13, the attendance rate was 94.8%. In 11-12, the attendance rate was 95.6%.

Goal

Students will increase their knowledge of science through an increase in science vocabulary.

Benchmark

As of the 2013-14 test results, the number of students scoring at or above proficiency level on the state benchmark exam is 37%. An annual growth rate of 2% will be projected.

Intervention: Students will increase their science vocabulary.

Scientific Based Research: "Using Technology to Support Struggling Students: Science Literacy, Vocabulary and Discourse." 2010. National Center for Technology Innovation. www.readingrockets.org/article41187?theme=print

Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Front loading techniques/pre-reading techniques will be applied with the science textbook. Academic vocabulary will be compared to scientific vocabulary. Action Type: Alignment Action Type: Equity	Kristen Rodriguez	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
COLLABORATION: Cooperative learning will be put into place. Classes will incorporate all styles of learning. Verbal and oral presentations will be given. Action Type: Collaboration Action Type: Equity	Kristen Rodriguez	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
FORMATIVE ASSESSMENT: Journal checks will be conducted periodically to determine the effectiveness of the vocabulary instruction. Action Type: Collaboration Action Type: Program Evaluation	Kristen Rodriguez	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
SUMMATIVE ASSESSMENT: Unit exams, TLI assessments, and ACTAAP science scores will be reviewed annually to determine students who are weak in certain areas and to determine interventions necessary to correct these weaknesses. Action Type: Collaboration Action Type: Program Evaluation	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Hands on inquiry lessons will be provided to all students to obtain content mastery and better prepare them for high school science courses.

Scientific Based Research: www.raft.net/case-for-hands-on-learning (2013)

Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Science teachers will use hands-on activities in the classroom. Action Type: Equity Action Type: Technology Inclusion	Wendy Treat	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
SUMMATIVE ASSESSMENT: Unit exams, as well as ACTAAP data, will be reviewed to determine the areas of student weakness and to prescribe methods to be used to increase student achievement. Action Type: Collaboration Action Type: Program Evaluation	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Technology based lessons will be utilized in order to increase science content knowledge.

Scientific Based Research: "Penda" Interactive, Inc. www.interactiveinc.org 2010

Actions	Person Responsible	Timeline	Resources	Source of Funds
TECHNOLOGY/ALIGNMENT: Penda software will be purchased to support science instructional strategies. The software will support the Next Generation Science curriculum. Title I funds will support this activity. Action Type: Alignment Action Type: Technology Inclusion	Kristen Rogriguez/Wendy Treat	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$2750.00 <hr/> ACTION BUDGET: \$2750
PROFESSIONAL DEVELOPMENT/ALIGNMENT: Science teachers will stay abreast of the Next Generation Science standards to be released in 2017. Title IIA funds will be used to support the professional development for this activity. Action Type: Alignment	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title II-A - Purchased Services: \$4149.52 <hr/> ACTION BUDGET: \$4149.52
Total Budget:				\$6899.52

Priority 6:

Students' performance will improve school wide.

1. NEEDS ASSESSMENT: ACSIP Leadership Teams were formed to analyze test scores from the administration of the 2012 Grade 6, 7, and 8 Augmented Exams for Math, Science, Literacy and ITBS Exams. We examined the results from both the combined population and each subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance Rate, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We looked at our trend data of three years in order to better identify the specific areas of need and to help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause of why some of our students are not achieving to their full potential. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our populations. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams to review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus of our classroom instruction. We found that there was a weakness across the overall curriculum in aligning and communicating needs of students vertically and horizontally between grade levels.
2. Attendance: In 13-14, the attendance rate was 94.9%. In 12-13, the attendance rate was 94.8%. In 11-12, the attendance rate was 95.6%.

Supporting Data:

Goal

Flippin Middle School will implement best educational practices to improve student performances.

Benchmark

As of the 2013-14 test results, the number of students scoring at or above proficiency level on the state benchmark exam were as follows: Literacy 75.3%, Math 69%, and Science 41%.

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

Scientific Based Research: Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement. Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Bj Stone, McRel, Colorado (2012). Worksheets Don't Grow Dendrites, 20 Instructional Strategies That Engage the Brain, Marcia L. Tate, Sage Publications, California, (2010).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TITLE I SCHOOLWIDE: The school meets the following attributes of a Title I Schoolwide project-needs assessment, schoolwide reform strategies, alignment, highly qualified teachers, professional development, strategies to attract HQT, parent involvement, collaboration, transition measures to include teachers in decision making, point-in-time remediation, and coordination and integration of programs. Action Type: Title I Schoolwide</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: In compliance with Act 307, Act 603 and Act 397 Parent Involvement is integrated into all areas of the school environment. Action Type: Parental Engagement</p>	Lisa Daffron	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Departmental and Grade Level Teams to align our Curriculum, Instruction, Assessment and Professional Development through the use of Professional Learning Communities. We seek to be single-minded in our attempts to identify, and address, those areas in which our students struggle to achieve. Through the collective wisdom of our teams we seek to incorporate practices that make a real difference in student achievement. We meet on a bi-quarterly basis to look at classroom performance data and set short-term goals. We are committed to the alignment</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>of our instruction and curriculum...both horizontally and vertically. We are looking for ways that various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Interventionists have been provided for those students identified as having a need by the grade level teams. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141 Action Type: Title I Schoolwide</p>				
<p>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Our entire faculty is licensed in the areas they teach. All of our Para pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations. Action Type: HQT-Section 2141 Action Type: Title I Schoolwide</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: We meet on a semi-annual basis in order to evaluate our schoolwide needs. We provide the training needed for our faculty to meet the required 54 of the 60 hours of professional development; including training in parental</p>	<p>Kelvin Hudson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>involvement and technology. Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and Para pros are all included in the design and implementation of our professional development plan. We survey our teachers and use the results to make planning decisions about PD, in our building. All of our core teachers receive Pre-AP certification and Professional Learning Community training.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. We work with the University in the placement of their best teacher candidates in our school.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We invite parents to participate as mentors in our school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to them and their children. We involve parents in the</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<p>Title I - Materials & \$500.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$500</p>

<p>development of our parent involvement policy...and the evaluation of the same. We have a parent-school compact that is sent home with each student...with the signature of the parent secured. Title I funds will be used to support this activity. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from elementary to middle school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>WE INVOLVE TEACHERS IN THE DECISION MAKING PROCESS by holding frequent meetings where we obtain feedback and ask for guidance in policy making. Our teachers meet once monthly for the purpose of engaging in schoolwide data analysis. Departmental Teams meet monthly to look at classroom performance data. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a</p>	Kelvin Hudson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Title I Funds are used to hire a Highly Qualified Instructional Facilitator to coordinate instructional strategies and provide a variety of mentoring activities in our school.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>SCHOOL-PARENT COMPACT: Flippin Schools and the parents of students participating in activities, services and programs funded by Title I agree that all stakeholders (parents, schools staff, and students) will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Kelvin Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT ENGAGEMENT: An interactive Parent Involvement mobile App "ParentLink" has been purchased. This App will open a two way communication link between parents, the school and the community. Title I funds will be used to support this activity.</p> <p>Action Type: Parental Engagement</p>	Dustin Johnson	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$1000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$1000</p>
Total Budget:				\$1500

• Planning Team

Classification	Name	Position	Committee
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Classroom Teacher	Ash, Garry	6th-8th PE	Wellness
Classroom Teacher	Batterton, Anna	7th Grade Math	Mathematics Chair
Classroom Teacher	Clement, Sudia	6th-8th Special Education	Literacy
Classroom Teacher	Curtis, Michelle	7th & 8th Social Studies	Mathematics
Classroom Teacher	Hickey, Daniel	8th Math/Algebra I	Mathematics
Classroom Teacher	Jones, Susie	7th Grade English	Literacy
Classroom Teacher	Lawrence, Judith	6th & 7th Social Studies	School Wide Improvement
Classroom Teacher	Pace, Veronica	8th English	Literacy
Classroom Teacher	Rodriguez, Kristen	7th & 8th Science	Science
Classroom Teacher	Thompson, Lisa	6th English	Literacy Chairperson
Classroom Teacher	Thornton, Heather	7th-8th Business	Wellness
Classroom Teacher	Treat, Wendy	6th & 7th Science	Science
Classroom Teacher	Williamson, Danyial	6th Grade Math	Mathematics
Community Representative	StuCo President	Student	Wellness
Non-Classroom Professional Staff	Daffron, Lisa	Counselor	School Wide Improvement
Non-Classroom Professional Staff	Hughes, Olivia	Dyslexia Interventionist	Wellness
Non-Classroom Professional Staff	Manning, Susan	Special Education Aide	School Wide Improvement
Non-Classroom Professional Staff	Parkinson, Malia	Middle School Secretary	School Wide Improvement
Non-Classroom Professional Staff	Stoner, Kylee	Media Aide	Science
Non-Classroom Professional Staff	Strain, Tracy	Special Education Aide	Wellness
Parent	Dove, Brent	Parent	Literacy
Parent	Dove, Jan	Parent	Literacy
Parent	Parent????	Parent	Mathematics
Principal	Hudson, Kelvin	Middle School Principal	Literacy