

2012-2013

School Plan

MARMADUKE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2012-2013

The mission of the Marmaduke School District is to provide effective, responsible instruction in all areas taught. To accomplish this mission, it is necessary for the district to ensure awareness of the opportunities available to members of the community at large as well as to students and faculty. The District will aggressively and continuously pursue exemplary programs and training for all employees and students.

Grade Span: 7-12 Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will demonstrate an improvement in reading comprehension skills and writing skills.

Priority 2: Mathematics

Goal: Students will improve their abilities to solve problems and communicate their understanding of mathematics.

Goal: Students will be provided with programs that will aid struggling, improving, and successful students in reaching their potential.

Priority 3: Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity as well as improve their ability to make healthy food selections.

Priority 1: All students will show improvement in literacy with an emphasis on: 1. reading comprehension of content 2. written expression with emphasis on content, style, vocabulary building, basic grammatics and mechanics. Emphasis will also be placed on higher order thinking skills in order to improve ability to answer open response items across the curriculum. Special consideration will be paid to Economically Disadvantaged Students and Students with Disabilities. Efforts should also be made to raise ACT scores above the state average.

Supporting Data:

1. In 2010 56 students took the 7th Grade Literacy Exam. 43 or 77% of the combined students scored at or above proficient on the literacy portion. 21 or 68% of Economically Disadvantaged students scored at or above proficient. 0 of 7 or 0% of Students with Disabilities scored at or above proficient. There were no Hispanic or African American students in this group. The only areas in which students scored below the state average were in Writing - Multiple Choice and Reading - Practical Passage.

2. In 2011 52 students took the 7th Grade Literacy Exam. 36 or 69% of the combined students scored at or above proficient on the literacy portion. 23 or 64% of Economically Disadvantaged students scored at or above proficient. 1 of 8 or 13% of Students with Disabilities scored at or above proficient. There were no Hispanic or African American students in this group. The group scored

- slightly lower than the state average in all categories except Reading-Literacy Passage on the multiple choice section, Reading-Practical Passage on the open response section, and Writing-Usage Domain on the open response. This group of students needs overall improvement in all areas especially those students in the Economically Disadvantaged and Students with Disabilities subgroups.
3. In 2012 53 students took the 7th Grade Literacy Exam. 37 or 70% of the combined students scored at or above proficient on the literacy portion. 22 or 67% of Economically Disadvantaged students scored at or above proficient. 1 or 11% of Students with Disabilities scored at or above proficient. There were no Hispanic or African American students in this group. The group scored slightly lower than the state average in all categories except Reading-Literacy Passage on the multiple choice section, Reading-Practical Passage on the open response section, and Writing-Usage Domain on the open response. This group of students needs overall improvement in all areas especially those students in the Economically Disadvantaged and Students with Disabilities subgroups.
 4. In 2010 53 students took the 8th Grade Literacy Exam. 42 or 80% of the combined population scored at or above proficient on the literacy portion. 21 or 68% of the Economically Disadvantaged Students scored at or above proficient. 3 of 10 or 30% of Students with Disabilities scored at or above proficient. 0 of 1 Hispanics scored proficient. There were no African Americans or LEP students who took the test. The only area of the multiple choice section in which students scored below the state average was in Writing. On the open response section of the test the group did not score below the state average in any area, however, the lowest score was in Reading - Content Passage.
 5. In 2011 58 students took the 8th Grade Literacy Exam. 42 or 73% of the combined population scored at or above proficient on the literacy portion. 22 or 61% of the Economically Disadvantaged students scored at or above proficient. 0 of the 11 or 0% of the Students with Disabilities scored at or above proficient. 1 of 1 or 100% of African American students scored at or above proficient. There were no Hispanics in this group. This group scored slightly lower than the state average in the following areas: 1. On the multiple choice section; Reading-Literacy Passage, Reading-Content Passage, and Reading-Practical Passage. 2. Reading-Content Passage on the open response section. 3. Writing-Content Domain, Style Domain, Sentence Formation Domain, Usage Domain, and Mechanics Domain on the open response section of the test. This group also need overall improvement in all areas especially those students in the Economically Disadvantage and Students with Disabilities subgroups.
 6. In 2012 57 students took the 8th Grade Literacy Exam. 46 or 81% of the combined population scored at or above proficient on the literacy portion. 30 or 75% of the Economically Disadvantaged students scored at or above proficient. 2 or 29% of the Students with Disabilities scored at or above proficient. 1 or 100% of Hispanic students scored at or above proficient. There were no African American students who took the test. This group scored slightly lower than the state average in the following areas: 1. On the multiple choice section; Reading-Literacy Passage, Reading-Content Passage, and Reading-Practical Passage. 2. Reading-Content Passage on the open response section. 3. Writing-Content Domain, Style Domain, Sentence Formation Domain, Usage Domain, and Mechanics Domain on the open response section of the test. This group also need overall improvement in all areas especially those students in the Economically Disadvantage and Students with Disabilities subgroups.
 7. In 2010 43 students took the 11th Grade EOC Literacy Exam. 19 or 44% of the combined population scored at or above proficient. 5 or 28% of Economically Disadvantaged students scored at or above proficient. 0 of 9 Students with Disabilities scored proficient. There were no Hispanic, African American, or LEP students who took the test. The combined population scored below the state average in all skill areas on the multiple choice sections of the test. The lowest scores were in Reading-Lierary Passage and Writing. The combined population scored below the state average in all skill areas of the open response sections. The lowest scores were in Reading-Practical Passage.
 8. In 2011 61 students took the 11th Grade EOC Literacy Exam. 39 or 64% of the combined population scored at or above proficient. 18 or 53% of the

- Economically Disadvantaged students scored at or above proficient. 0 of 10 or 0% of Students with Disabilities score at or above proficient. There were no Hispanic, Black, or LEP students in this group. The combined population scored below the state average in the following areas: 1. Reading-Content Passage and Writing on the multiple choice section. 2. Reading-Literacy Passage and Reading-Practical Passage on the open response section. 3. Writing-Content Domain, Writing-Style Domain, Writing-Sentence Formation Domain, and Writing-Usage Domain on the open response section.
9. In 2012 52 students took the 11th Grade EOC Literacy Exam. 33 or 63% of the combined population scored at or above proficient. 18 or 56% of the Economically Disadvantaged students scored at or above proficient. 1 or 14% of Students with Disabilities score at or above proficient. There were no Hispanic, Black, or LEP students in this group. The combined population scored below the state average in the following areas: 1. Reading-Content Passage and Writing on the multiple choice section. 2. Reading-Literacy Passage and Reading-Practical Passage on the open response section. 3. Writing-Content Domain, Writing-Style Domain, Writing-Sentence Formation Domain, and Writing-Usage Domain on the open response section.
 10. In 2010 56 students took the 7th Grade NRT. The combined population scored at the 53rd percentile of NCE on the Reading Comprehension section of the test and at the 53rd percentile on the Comprehensive Language section. Economically Disadvantaged students scored at the 40th percentile on the Reading Comprehension section and at the 47th percentile on the Comprehensive Language section. Students with Disabilities scored at the 5th percentile on the Reading Comprehension section and at the 11th percentile on the Comprehensive Language section. In 2010 53 students took the 8th grade Literacy NRT. The combined population scored at the 64th percentile on the Reading Comprehension section and at the 45th percentile on the Comprehensive Language section. 31 Economically Disadvantage students took the test. They scored at the 50th percentile in the Reading Comprehension section and at the 30th percentile on the Comprehensive Language section. 10 Students with Disabilities took the 8th grade NRT. They scored at the 22nd percentile on Reading Comprehension and at the 12th percentile on the Comprehensive Language sections of the test.
 11. In 2011 52 students took the 7th Grade NRT. The combined population scored at the 55th national percentile rank of mean standard scores (NPR) on the Reading section of the test and at the 42nd national percentile rank of mean standard scores (NPR) on the Language section of the test. The state average for this group was 51st NPR on the Reading and 47th NPR on the Language subtests. Economically Disadvantaged students scored at the 51st NPR on the Reading section and at the 37th NPR on the Language section. The state average for this subgroup was 42nd NPR on the Reading and 39th NPR on the Language subtests. Students with Disabilities scored at the 20th NPR on the Reading section and at the 13th NPR on the Language section. The state average for this subgroup was 17th NPR on the Reading and 18th NPR on the Language subtests. In 2011 58 students took the 8th Grade Literacy NRT. The combined population scored at the 54th NPR on the Reading section and at the 43rd NPR on the Language section. The state average for this group was 53rd NPR on the Reading and 47th NPR on the Language subtests. 36 Economically Disadvantaged students took the test. They scored at the 44th NPR on the Reading section and at the 35th NPR on the Language section. The state average for this subgroup was 43rd NPR on the Reading and 39th NPR on the Language subtests. 11 Students with Disabilities took the test. They scored at the 20th NPR on the Reading section and at the 11th NPR on the Language section. The state average for this subgroup was 19th NPR on the Reading and 18th NPR on the Language subtests.
 12. In 2012 53 students took the 7th Grade NRT. The combined population scored at the 46th national percentile rank of mean standard scores (NPR) on the Reading section of the test and at the 40nd national percentile rank of mean standard scores (NPR) on the Language section of the test. The state average for this group was 51st NPR on the Reading and 47th NPR on the Language

subtests. Economically Disadvantaged students scored at the 40th NPR on the Reading section and at the 30th NPR on the Language section. The state average for this subgroup was 42nd NPR on the Reading and 39th NPR on the Language subtests. Students with Disabilities scored at the 15th NPR on the Reading section and at the 15th NPR on the Language section. The state average for this subgroup was 18th NPR on the Reading and 18th NPR on the Language subtests. In 2012 57 students took the 8th Grade Literacy NRT. The combined population scored at the 57th NPR on the Reading section and at the 43rd NPR on the Language section. The state average for this group was 54th NPR on the Reading and 48th NPR on the Language subtests. Economically Disadvantaged students scored at the 51st NPR on the Reading section and at the 39th NPR on the Language section. The state average for this subgroup was 45rd NPR on the Reading and 40th NPR on the Language subtests. Students with Disabilities scored at the 14th NPR on the Reading section and at the 14th NPR on the Language section. The state average for this subgroup was 20th NPR on the Reading and 19th NPR on the Language subtests.

13. In 2007 27 students took the ACT exam. The school average in English was 20.4 while the state average was 20.5. The school average in Reading was 20.4 while the state average was 20.9. In 2008 28 students took the ACT exam. The school average in English was 22.5 while the state average was 20.7. The school average in Reading was 21.5 while the state average was 21.0. In 2009 34 students took the ACT exam. The school average in English was 19.3 while the state average was 20.6. The school average in Reading was 20.6 while the state average was 21.0. In 2010 34 students took the ACT exam. The school average in English was 20.3 while the state average was 20.1. The school average in Reading was 21.1 while the state average was 20.6. In 2011 23 students took the ACT exam. The school average in English was 18.8 while the state average was 19.6. The school average in Reading was 19.3 while the state average was 20.2. In 2012 38 students took the ACT exam. The school average in English was 20.3 while the state average was 20.0. The school average in Reading was 23.0 while the state average was 20.6.
14. In 2002 the graduation rate was 95%. In 2003 the graduation rate was 84%. In 2004 the graduation rate was 93%. In 2005 the graduation rate was 97%. In 2006 the graduation rate was 93%. In 2007 the graduation rate was 89%. In 2008 the graduation rate was 92%. In 2009 the graduation rate was 95%. In 2010 the graduation rate was 90% In 2011 the graduation rate was 86.5%.

Goal All students will demonstrate an improvement in reading comprehension skills and writing skills.

Benchmark All students will meet the AMO requirements outlined by the Arkansas Department of Education. In 2012, 147 students took the Literacy exam at Marmaduke High School. 99 of the 147 students were included in the Targeted Achievement Gap Group (TAGG). The school met achieving status in both percent tested and graduation rate. However, the school fell into the Needs Improvement School category for Literacy for the following reasons: The school missed the 2012 performance AMO for all students by 3.31 percent. The school missed the 2012 growth AMO for all students by 3.77 percent. The school missed the 2012 performance AMO for the TAGG by .74 percent. The school missed the 2012 growth AMO for the TAGG by 4.2 percent. The school missed the three year performance AMO for all students by 3.6 percent. The school missed the three year growth AMO for all students by .99 percent. The school missed the three year performance AMO for TAGG by 4.24 percent. The school missed the three year growth AMO for TAGG by 3.51 percent. The economically disadvantaged subgroup missed the 2012 performance AMO by .87 percent. The economically disadvantaged subgroup missed the 2012 growth AMO by 4.19 percent.

Intervention: School-wide participation in the Accelerated Reader Program.
Scientific Based Research: Borman, G. D., & Dowling, N. M. (2004). Testing the Reading Renaissance program theory: A multilevel analysis of student and classroom effects on reading achievement. Madison: University of Wisconsin–Madison.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Diagnostic reports, which provide information about how many quizzes students are taking and at what level they are performing successfully, will be reviewed monthly by the literacy coach to ensure teachers and students are implementing the program correctly. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Performance Assessments School Library Teachers 	<hr/> ACTION BUDGET: \$
The district will purchase Accelerated Reader library books, web-based program, computers, etc. to use as a supplementary reading strategy to improve student reading skills. Action Type: Technology Inclusion	Sherma Dicus, Librarian	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library Teachers 	<hr/> ACTION BUDGET: \$
The progress of students' reading scores on both the CRT and the NRT will be tracked. Parents will be informed through the School Report Card. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers 	<hr/> ACTION BUDGET: \$
Students will be recognized who achieve positive results (mastered reading goals) with the Accelerated Reader Program. (Top readers in each class and students with 100 points) These students will be recognized at the Academic Banquet. Action Type: Technology Inclusion	Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
Students will take the STAR Assessment yearly to determine a baseline reading level. Action Type: Program Evaluation Action Type: Technology Inclusion	Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Performance Assessments 	<hr/> ACTION BUDGET: \$
The Accelerated Reading	Melissa	Start:	<ul style="list-style-type: none"> Computers 	<hr/>

<p>Program will be evaluated by looking at the gains made from the STAR pre-test to the STAR post-test. Our server crashed before we retrieved the data. So the data this year is from the AR program. Seventh grade showed a growth from grade placement 4.3-4.5, a growth of 0.2. Eighth grade showed a growth from 4.7-4.9, a growth of 0.2. Ninth grade showed a growth from 5.4-5.6, a growth of 0.2. Tenth grade showed a growth from 5.4-5.2, a decrease of 0.2. Eleventh grade showed a growth from 5.6-4.8, a decrease 0.8. Our goal for 2012-2013 is an average growth. Literacy scores on the CRT and NRT will be evaluated yearly to determine summative success.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Blackburn, Literacy Coach</p>	<p>07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
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Total Budget:	\$0
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Intervention: Mandatory student participation in the Target Testing Program through on-line services.

Scientific Based Research: Assessment for Learning: An Action Guide for School Leaders. Assessment Training Institute (2004)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will provide additional instruction and tutoring to students in grades 7 through 11 based on Target Test results.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Literacy Teachers</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Target Testing Program will be evaluated by reviewing the results of the CRT</p>	<p>Karen Church, District Test Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<p>ACTION BUDGET: \$</p>

and each student's progress on their individualized remediation plan to see if the target tests are rigorous enough to be used as pacing guides. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers 	
The Target Testing Program will be evaluated to see if there is an increase in student achievement by comparing the pre-test scores to the post-test scores. The 2011-2012 data for Seventh grade is 47% on the pre-test and 52% on the post-test. The data for Eighth grade is 43% on the pre-test and 48% on the post-test. The data for Eleventh grade is 58% on the pre-test and 50% on the post-test. Our goal for 2012-2013 is to increase from the pre-test to the post-test in every grade. Action Type: Program Evaluation	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Students will take a pre-test, three formative assessments, and a post-test, and results will be used to assess students' academic needs and accomplishments. Action Type: Program Evaluation	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Performance Assessments 	Title I - Materials & Supplies: \$1250.00 <hr/> ACTION BUDGET: \$1250
Total Budget:				\$1250
Intervention: Step Up to Writing Program				
Scientific Based Research: Strategies for All Learners. Maureen Auman, 1999. Publisher: Cambium Learning, 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The high school Literacy teachers will continue to provide the Step Up to	Literacy Teachers	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$

Writing program to students in grades 9 through 11. Action Type: Alignment		06/30/2013	<ul style="list-style-type: none"> Teachers 	
All students will be using the Step Up to Writing Program. A writing prompt will be assigned at the beginning of each school year and measured for growth against a writing prompt at the end of the school year. Adjustments to the delivery techniques of the program will be made if necessary. Individual tutoring will take place during the nine weeks as needed. Action Type: Alignment	Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The Step Up to Writing will be evaluated by analyzing the students' scores on the criterion referenced examination in the eighth and eleventh grades and through students' ability to accurately complete daily classroom writing assessments across curriculums. Action Type: Equity Action Type: Program Evaluation	Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Parents will be provided information concerning student test scores in literacy. Action Type: Parental Engagement	Karen Church, District Test Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
CRT, NRT, and ACT results will be reviewed yearly to determine the effectiveness of the program. Action Type: Alignment Action Type: Collaboration	Melissa Blackburn, Literacy Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

The district will purchase supplemental vocabulary workbooks to extend and enrich the literacy curriculum offered to students. Action Type: Alignment	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	Title I - Materials \$7674.10 & Supplies: <hr/> ACTION BUDGET: \$7674.1
The Step Up to Writing Program will be evaluated by comparing pre-writing prompt and the post-writing prompt for a percentage of Proficient and Advanced students. In 2011-2012, our server crashed and our data wasn't able to be retrieved. Our goal for 2012-2013 is for our students to show growth from the pre-test to the post-test. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$7674.1

Intervention: Implement high-yield reading and writing strategy instruction in all classes. Emphasis will be placed on career and technical courses.

Scientific Based Research: How to Teach Reading. When You're Not A Reading Teacher. Faber, 2004. Publisher: Incentive Publications, Inc., 2004 Building Academic Vocabulary. Marzano & Pickering, 2005. Publisher: Association for Supervision and Curriculum Development

Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve the instruction being provided to students by providing Pathwise mentoring to all novice teachers. Co-op Specialist, Jill Clogston, will support our teachers in the Pathwise program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Improve level of instruction being provided to the students by adding professional development for all teachers in the area of high yield strategies teaching	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>reading and writing skills. Co-op specialists will be providing professional development for our teachers. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>			<ul style="list-style-type: none"> • Public Library • School Library • Teachers 	
<p>Promote an extensive reading program for GT and AP students. Challenge GT and AP students by offering an advanced level of reading in the GT and AP curriculum. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	GT and AP Teachers	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>The program will be evaluated to insure that reading and writing skills are being taught to students in every class through classroom walk throughs, evaluation of class syllabi, standardized test scores, and target test. The 2011-2012 data for Seventh grade is 47% on the pre-test and 52% on the post-test. The data for Eighth grade is 43% on the pre-test and 48% on the post-test. The data for Eleventh grade is 58% on the pre-test and 50% on the post-test. dataor Advanced on the post-test. The goal is to show an increase from the pre-test to the post-test. Action Type: Program Evaluation</p>	Bill Muse, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Performance Assessments 	<p>ACTION BUDGET: \$</p>
<p>Teachers in grades seventh through twelfth will keep student folders throughout the year that will include writing samples. Folders will be revisited for progress each nine weeks to determine what is working, what should be revisited, and</p>	Literacy Teachers	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

what should be improved. Action Type: Program Evaluation				
Materials, supplies, additional computers and other forms of technology will be purchased as needed to ensure every student is provided with hands-on learning opportunities. Action Type: Equity Action Type: Technology Inclusion	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teaching Aids 	<hr/> ACTION BUDGET: \$
Materials and supplies will be purchased as needed to supplement the curriculum. Action Type: Alignment Action Type: Equity	Melissa Blackburn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Literacy Specialist for the Northeast Educational Cooperative will model LDC/MDC in the vocational classrooms. Action Type: Collaboration Action Type: Professional Development	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
7th grade students will use the ACHIEVE 3000 program. This program is 100% non-fiction text and every student reads at his/her reading level. Students are given a level set pre/post test to see what gains are being made. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Melissa Blackburn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Performance Assessments School Library Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement the Literacy Lab Classroom Project in 7th and 8th grades.

Scientific Based Research: Biancarosa, G., and Snow, C.E. (2004) Reading Next--A Vision for Action and Research in Middle and High School Literacy

Actions	Person Responsible	Timeline	Resources	Source of Funds
The 7th and 8th grade English teacher will create a classroom library and develop reading and writing	Martha Rodriguez, English Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Public Library School Library Teachers 	<hr/> ACTION BUDGET: \$

workshops in her classroom. All students will be motivated to read books relevant to their interests to increase personal reading time and to develop their overall language skills. Action Type: Alignment Action Type: Equity				
The school district will provide adequate resources to establish the Literacy Lab Classroom so that all 7th and 8th grade students will be able to utilize the lab to increase literacy skills.	Tim Gardner, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • School Library 	Title I - Materials \$1001.44 & Supplies: <hr/> ACTION BUDGET: \$1001.44
Improvements to the literacy skills of students by using the Literacy Lab will be insured through administrative consultations with the teacher, review of students grades, and Target Test data. A yearly review of CRT and NRT scores will be used to determine success and make needed changes. Action Type: Program Evaluation	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
In order to have on-going summative and formative evaluations between the pre-test assessment and the post-test assessment, teachers will assign weekly writing activities to monitor student progress and make changes, if necessary, to the teacher's delivery of	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <hr/> ACTION BUDGET: \$

<p>the lesson to ensure the program has been implemented correctly. The teachers and the principal will use the Northeast Educational Cooperative as a resource if students do not make the necessary gains on the writing samples. The building principal will conduct classroom walkthroughs to assess the effectiveness of the Lit Lab program. Summative assessments will be conducted to monitor student progress. The assessment tools will consist of Target Testing, ACTAAP, and SAT-10.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>The Lit Lab Program will be evaluated by using the STAR Growth Report. So the data this year is from the AR program. Seventh grade showed a growth from grade placement 4.3-4.5, a growth of 0.2. Eighth grade showed a growth from 4.7-4.9, a growth of 0.2. The goal for the 2012-2013 school year is a growth in both classes.</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
The district will pay Martha Rodriguez to teach one extra period of 8th grade English in order to lower class size below what is required by the State of Arkansas. Action Type: Equity	Tim Gardner, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	Title II-A - Employee \$5373.00 Salaries: Title II-A - Employee \$1247.19 Benefits: <hr/> ACTION BUDGET: \$6620.19
Total Budget:				\$7621.63

Intervention: Implement AP Literacy, AP History, and Pre-AP Literacy classes.

Scientific Based Research: The AP Program and Student Outcomes: A Summary of Research. Maureen Ewing. (2006) AP Students in College: An Analysis of Five-Year Academic Careers. Rick Morgan; John Klaric. (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be notified of course content for AP and Pre-AP classes through class syllabus. Action Type: Parental Engagement	Debbie Richey, Science Teacher, Kenny Vangilder, History Teacher, Dawna Schatzley and Vicky Richey, Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will work to improve course content for AP and Pre-AP classes. Syllabus is approved by collage board. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Debbie Richey, Science Teacher, Kenny Vangilder, History Teacher, Dawna Schatzley and Vicky Richey, Natalie Massey, Lit	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
High school Literacy and History teachers will attend AP training at summer institutes by the collage board. Action Type: Collaboration Action Type: Professional Development	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
The AP Program will be	Bill Muse,	Start:	<ul style="list-style-type: none"> Administrative 	<hr/>

evaluated for effectiveness by student's AP test scores at the end of the year. We had 64 students test in the AP program. 3 of these students made a 3 or higher on AP test at the end of the year. This is 5%. Our goal for the 2012-2013 school year is 25% of our students to score a 3 or higher on the end of year AP test. Action Type: Program Evaluation	Principal	07/01/2012 End: 06/30/2013	Staff	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement an online ACT prep class.				
Scientific Based Research: Using Hierarchical Modeling to Examine Course Work and ACT Score Relationships Across High Schools. Julie P. Noble, Diane Schnellker. (2007) Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores. Julie P. Noble, William L. Roberts, Richard L. Sawyer.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will employ a teacher to facilitate the online ACT course. Action Type: Equity	Tim Gardner, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Facilitator will administer a practice ACT test for the literacy part of the test. This will evaluate the areas that still need work. Action Type: Alignment Action Type: Program Evaluation	ACT Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
ACT data will be used to evaluate the program, by comparing the ACT scores of the students that participated in the online prep class to the ACT scores of the students that did not attend the class. Implementing this year and the data will be collected. Action Type: Collaboration	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: Implementation of a computer lab program for supplemental instruction in language arts in grades 7th and 8th.				
Scientific Based Research: Haughland, Susan W. (2001-2004). Computers and Young Children. World of Education. Fletcher, G. (2006). Using technology to maintain competitiveness: How to get our groove back. The Journal.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Letters will be sent to parents of students who were not proficient on the CRT. The letter will explain the rules and regulations put forth for additional instruction. Parents will be asked to attend parent teacher conferences to discuss the students' academic improvement plans. Action Type: Parental Engagement	Karen Church, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Students will be evaluated regularly by the Orchard Software and teacher made assessments in the general education classroom as they progress through the computerized program. Teachers will collaborate with the computer manager to develop the overall instructional program in order to improve student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Nikki Hood, Paraprofessional	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Performance Assessments Title Teachers 	<hr/> ACTION BUDGET: \$
The computer lab manager will monitor student progress through the use of print-outs provided by computerized software. Computer	Nikki Hood, Paraprofessional	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

<p>activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Arkansas Frameworks required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Teachers will collaborate with the computer lab manager to ensure quality individualized tutoring takes place. Action Type: Alignment Action Type: Collaboration</p>				
<p>Student progress in literacy will be monitored by teachers using the Orchard computer software. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will take the Orchard Online test for the grade they just completed. This will give them an individualized program to work. When they finish their program they will move on to the next grade level. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Nikki Hood, Paraprofessional</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
The program will be evaluated by examining the results of student progress in literacy as measured by the diagnostic printouts and by classroom progress. We lost our data for last year when we enrolled students in their new classes this year. Our goal is to show growth from the pre-test to the post-test. Action Type: Program Evaluation	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
Classroom teachers will analyze students' academic improvement plans in literacy and provide interventions to meet the needs of the students. Small group, individual, and technology interventions will be made available as needed. Action Type: Equity Action Type: Technology Inclusion	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement an Alternative Learning Environment where students at risk will be provided with resources to help them reach their potential.				
Scientific Based Research: Schargel (2005), Best Practices to Help At-Risk Learners, Eye on Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Administrators and staff will evaluate programs designed to help at-risk students by evaluating student achievement data as well as through student observation. 18 students were placed in the ALE program in 2010-2011. 12 (67%)	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	<hr/> ACTION BUDGET: \$

completed the program, passed their required courses, and are on track for graduation. Our goal for 2011-2012 is 71%. Action Type: Program Evaluation				
At-risk students will be offered Alternative Learning Environment classes. ALE students will increase their ability to pass required courses or will be aided in acquiring their GED certificate. Materials and supplies will be provided as needed. Action Type: Collaboration	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Students determined to be at-risk will be given the opportunity to meet with mental health professionals through the school-based mental health partnership. Action Type: Collaboration	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
A partnership with Families, Inc. Counseling will be established to help struggling students in the ALE Program with various problems such as home environment, behavioral issues, drugs, alcohol, etc. that contributed to their academic problems.	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration				
A placement team will be in place to ensure that students meet the correct criteria before being placed in the program. The team will consist of the building principal, teachers, counselors, mental health professionals, parent, and student. Action Type: Collaboration	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Students will have to meet certain criteria in order to qualify for the ALE program. A checklist will be utilized to ensure criteria is documented. Action Type: Collaboration	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Before a student can exit the ALE program, a transition plan will be developed. Action Type: Collaboration	Bill Muse, Principal and Virginia Willis, Therapist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Students who exit the ALE program will be monitored closely to ensure success in the general education classroom. Action Type: Collaboration	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Computers, printers, and other materials and supplies will be purchased as needed for the ALE classroom. Action Type: Equity Action Type: Technology	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	<hr/> ALE (State-275) - Materials & Supplies: \$331.58 <hr/> ACTION BUDGET: \$331.58

Inclusion				
The district will employ 3 teachers for 1 period each(FTE.125 each)to ensure a certified teacher is in ALE for Math, Science, and Social Studies.	Tim Gardner, superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ALE (State-275) - \$3982.56 Employee Benefits: ALE (State-275) - \$14268.04 Employee Salaries: <hr/> ACTION BUDGET: \$18250.6
Total Budget:				\$18582.18

Intervention: Focusing on low test scores, develop a strategy for communicating the importance of improved student achievement to parents. Organize a structured strategy for communications between home and school to encourage parental involvement in student learning.

Scientific Based Research: Best Practices to Help At-Risk Learners. Schargel, 2005. Publisher: Eye on Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent involvement coordinator will oversee the parental engagement activities for the district. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A school-parent compact will be developed jointly with parents of children in the school district that describes how the school staff, parents, and students will share the responsibility for improved student academic achievement and to explain how an effective school partnership will be developed. The district will communicate the responsibilities of the school and the parent by sending a School/Parent Compact home. A copy of the compact will be kept on file. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
"Parent Involvement Meetings" will be continued to get parents and community members	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>involved in education. Parents will be notified at these meetings of their right to be involved in planning, review, and improvement of parent programs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Parents will be encouraged to attend "Parent Involvement Meetings. Parents will be informed of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist in his or her child's learning to make a difference.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Parent Center will be available for parents to use in order to participate in their child's education. Informational Packets will be provided which include grade level expectations. These packets also contain the school's parental involvement program/plan; the recommended role of the parent, student, teachers and school; ways for the parent to become involved in the school and his or her child's education; a survey for the parent regarding volunteering at the school; activities planned throughout the year; and a system to allow the parents and teachers to communicate in a regular, two-way meaningful manner with the child's teacher and principal.</p> <p>Action Type: Collaboration</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
The district will provide brochures, books, and other materials to be place in the parent center. Parents are encouraged to visit the parent center and read the information. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
A volunteer resource book will be on hand in the parent center. A list of volunteers will be available for the school staff to use. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Information will be provided to parents at parent-teacher conferences which include the district's commitment to parental involvement and tips on how the parents can foster their child's success which includes ways that parents can be involved in decisions, explanation of the student handbook explaining the school's process for resolving parental concerns, and discuss possibilities of parent groups. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Classroom teachers will contact parents throughout the year by letters, phone calls, or in person to discuss the progress of the students and any concerns that parents may express. The contacts will be part of the Parent Involvement Meetings. Action Type:	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

Collaboration Action Type: Parental Engagement				
Teachers will have daily conference time available for parents who wish to schedule a private conference with the teachers concerning their child. Action Type: Collaboration Action Type: Parental Engagement	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Parents who attend all parent-teacher conferences scheduled by the school will be recognized in the local newspaper. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
The alumni advisory committee will be restructured to provide input regarding parental and community involvement. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
The Parental Involvement Coordinator will observe parent participation as well as discuss concerns with parents to determine the effectiveness of the program. Data will be collected to determine the number of parents who attend the Parent Involvement Meetings, Open House, and Literacy/Math Nights, etc. 2011-2012 we had 55% parental participation. Our goal is 75% for the 2012-2013 school year. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
A parent survey will be conducted yearly to determine the success of our parent involvement plan and to make	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$

changes according to their recommendations to the plan for the next year. Action Type: Collaboration Action Type: Parental Engagement				
Seminars will be scheduled during the summer for the parents of high school students about how to be involved in decisions like course selection, career planning, and preparation for postsecondary opportunities. Parents will also be given a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will receive a minimum of 60 hours of professional development including 2 hours of parental involvement in-service, 6 hours of technology in-service, and 2 hours of Arkansas History in-service if they teach Arkansas History. Administrators will receive 3 hours of parental involvement in-service. The Northeast Arkansas Coop will facilitate the parental involvement in-service. Action Type: Collaboration Action Type: Professional Development	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play and demonstration by	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

trained volunteers, use of and access to Department of Education website tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement				
During staff meetings teachers, and other staff members will be educated on the importance of effective communication, value, and utility of contributions of parents. Action Type: Parental Engagement Action Type: Professional Development	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All parent involvement programs and activities will be coordinated and integrated, especially with the elementary school so that programs do not conflict with one another forcing parents to choose. Action Type: Parental Engagement	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All information related to school and parent programs will be sent to parents in a language parents can understand. Action Type: Parental Engagement	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improve mathematics achievement in all strands across the curriculum. Special attention should be paid to improving open response scores, computation, and raising ACT scores above the state average.

Supporting
Data:

1. In 2010, 56 students took the 7th grade math benchmark test. 46 or 82% of the combined population scored at or above proficient. 23 or 74% of Economically Disadvantaged students scored at or above proficient. 1 of 7 or 14% of Students with Disabilities scored at or above proficient. 1 of 1 or 100% of African American students scored proficient or above. There were no Hispanic students in this group. The scores that were farthest below the state average on the multiple choice section were in Algebra. The only section of the open response questions that were below the state average were in Numbers and Operations.
2. In 2011, 52 students took the 7th grade math benchmark test. 36 or 69% score at or above proficient. 25 or 69% of Economically Disadvantaged students scored at or above proficient. 1 of 8 or 13% of Students with Disabilities scored at or above proficient. 1 of 1 or 100% of African American students scored at or above proficient. There were no Hispanics LEP students who took the test. The combined population scored lowest in Algebra on the multiple choice section of the test and lowest in Numbers and Operations on the open response section of the test.
3. In 2012 53 students took the 7th grade math benchmark test. 32 or 61% score at or above proficient. 17 or 51% of Economically Disadvantaged students scored at or above proficient. 0% of Students with Disabilities scored at or above proficient. There were no Hispanics. There were no African American or LEP students who took the test. The combined population scored lowest in Algebra on the multiple choice section of the test and lowest in Numbers and Operations on the open response section of the test.
4. In 2010, 53 students took the 8th grade math benchmark test. 32 or 61% of the combined population scored at or above proficient. 13 or 42% of Economically Disadvantaged students scored at or above proficient. 0 of 10 Students with Disabilities scored proficient. 0 of 1 Hispanic students scored proficient. There were no African American students in the group. The combined population scored below the state average on the multiple choice section in Numbers and Operations, Algebra, Measurement, and Data Analysis and Probability. The lowest score was in Numbers and Operations. The combined population scored below the state average on the open response section in Geometry and Measurement. The lowest score was in Measurement.
5. In 2011 58, 58 students took the 8th grade math benchmark test. 33 or 57% of the combined population scored at or above proficient. 16 or 45% of Economically Disadvantaged students scored at or above proficient. 2 of 11 or 18% of Students with Disabilities scored at or above proficient. 1 or 100% of African American students scored proficient or above. There were no Hispanics or LEP students who took the test. The combined population scored lowest on the Numbers and Operations and the Data Analysis and Probability sections of the multiple choice test. They scored lowest on the Algebra and the Measurement sections of the open response items.
6. In 2012 57 students took the 8th grade math benchmark test. 36 or 64% of the combined population scored at or above proficient. 24 or 60% of Economically Disadvantaged students scored at or above proficient. 2 or 29% of Students with Disabilities scored at or above proficient. 0% of Hispanic students scored at or above proficient. There were no African American or LEP students who took the test. The combined population scored lowest on the Numbers and Operations and the Data Analysis and Probability sections of the multiple choice test. They scored lowest on the Algebra and the Measurement sections of the open response items.
7. In 2010, 61 students took the Algebra I EOC Exam. 48 or 79% of students scored at or above proficient. 22 or 73% of Economically Disadvantaged students scored at or above proficient. 0 of 5 Students with Disabilities scored proficient. There were no Hispanic, African American, or LEP students who took the test. The combined population scored below the state average in Language of Algebra, Solving Equations and Inequalities, and Linear Functions on the multiple choice section of the test. The lowest score was in Language of Algebra. The combined population scored below the state average in Language of Algebra, Solving Equations and Inequalities, and Non-Linear Functions on the

- open response section of the test. The lowest scores were in Non-Linear Functions.
8. In 2011, 65 students took the Algebra I EOC Exam. 43 or 67% of students scored at or above proficient. 21 or 57% of Economically Disadvantaged students scored at or above proficient. 0 of 3 Students with Disabilities scored proficient or above. 0 of 1 Hispanic students scored proficient and 1 of 1 African American students scored proficient or above. There were no LEP students who took the test. The lowest scores on the multiple choice section of the test were in Solving Equations and Inequalities and in Non-Linear Functions. The combined population scored below the state average on every strand on the open response questions. The lowest scores on open response questions were in Language of Algebra.
 9. In 2012 46 students took the Algebra I EOC Exam. 30 or 65% of students scored at or above proficient. 18 or 60% of Economically Disadvantaged students scored at or above proficient. 0% of Students with Disabilities scored proficient or above. There were no Hispanic, African American, or LEP students who took the test. The lowest scores on the multiple choice section of the test were in Language of Algebra. The combined population scored below the state average on every strand on the open response questions. The lowest scores on open response questions were in Non-Linear Functions.
 10. In 2010, 48 students took the Geometry EOC Exam. 36 or 75% of the combined population scored at or above proficient. 15 or 72% of Economically Disadvantaged students scored at or above proficient. 0 of 2 Students with Disabilities scored proficient. There were no Hispanic, African American, or LEP students who took the test. The combined population scored below the state average in Coordinate Geometry and Transformations on the multiple choice section of the test. Coordinate Geometry and Transformations was also the area in which the students scored the lowest. The combined population scored below the state average on the Language of Geometry, Triangles, and Measurement questions on the open response section. The lowest scores were in Triangles.
 11. In 2011, 63 students took the Geometry EOC Exam. 45 or 71% of the combined population scored at or above proficient. 22 or 68% of Economically Disadvantaged students scored at or above proficient. 1 of 6 or 17% of Students with Disabilities scored at or above proficient. There were no Hispanics, African Americans, or LEP students in this group. The combined population scored at or below the state average on all strands on the multiple choice and open response sections. The lowest areas were in Triangles, Coordinate Geometry and Transformations, and Relationships between Two and Three Dimensions.
 12. In 2012 55 students took the Geometry EOC Exam. 38 or 69% of the combined population scored at or above proficient. 15 or 58% of Economically Disadvantaged students scored at or above proficient. 0% of Students with Disabilities scored at or above proficient. 100% of African American students scored at or above proficient. There were no Hispanics or LEP students in this group. The combined population scored at or below the state average on all strands on the multiple choice section of the test except for Measurement. The combined population scored at or below the state average on all strands of the open response section except Relationships between Two and Three Dimensions. The lowest areas were in Language of Geometry and Triangles.
 13. In 2008, 51 students took the math portion of the 7th grade SAT 10. 57% of those students scored at or above the 50th percentile. 48% of Economically Disadvantaged students scored at or above proficient. 18% of Students with Disabilities scored at or above the 50th percentile. In 2008 58 8th grade students took the math portion of the SAT 10. 71% scored at or above the 50th percentile. 31% of Economically Disadvantaged students scored at or above the 50th percentile. 10% of Students with Disabilities scored at or above the 50th percentile. In 2008 62 9th grade students took the math portion of the SAT 10. 45% scored at or above the 50th percentile. 50% of Hispanic students scored at or above the 50th percentile. 36% of Economically Disadvantaged students scored at or above the 50th percentile. 7% of Students with Disabilities scored at or above the 50th percentile. In 2010, 56 students took the math portion of

- the 7th grade NRT. The combined population scored at the 56th percentile compared to 59th percentile for the state. Economically Disadvantaged students scored at the 45th percentile compared to 48th percentile for the state. Students with Disabilities scored at the 10th percentile compared to the 17th percentile for the state. In 2010 53 students took the math portion of the 8th grade NRT. The combined population scored at the 64th percentile compared to 68th percentile for the state. Economically Disadvantaged students scored at the 49th percentile compared to the 57th percentile for the state. Students with Disabilities scored at the 17th percentile compared to the 23rd percentile for the state. In 2012 53 students took the math portion of the 7th grade NRT. The combined population scored at the 49th percentile compared to the 55th percentile for the state. Students with Disabilities scored at the 15th percentile compared to 23rd percentile for the state. Economically Disadvantaged students scored at the 41st percentile compared to the 48th percentile for the state. In 2012 57 students took the math portion of the 8th grade NRT. The combined population scored at the 52nd percentile compared to 54th percentile for the state. Economically Disadvantaged students scored at the 48th percentile compared to the 48th percentile for the state. Students with Disabilities scored at the 38th percent compared 23rd percentile for the state.
14. In 2005, 30 students took the ACT Exam. The average score was 19.3 with the state average being 19.6. In 2006, 37 students took the ACT Exam. The average score was 19.8 with the state average being 19.9. In 2007, 27 students took the ACT Exam. The average score was 18.6 with the state average being 19.9. In 2008, 28 students took the ACT exam. The average score in math was 19.6 while the state average was 20.1. In 2009, 34 students took the ACT Exam. The average score in math was 18.7 while the state average was 20.1. In 2010, 34 students took the ACT exam. The average score in math was 18.2 while the state average was 19.9. In 2011, 23 students took the ACT exam. The average score in math was 18.8 while the state average was 19.6. In 2012, 38 students took the ACT exam. The average score in math was 17.9 while the state average was 20.0.

Goal Students will improve their abilities to solve problems and communicate their understanding of mathematics.

All students will meet the AMO requirements outlined by the Arkansas Department of Education. In 2012, 196 students took the Math exam at Marmaduke High School. 123 of the 196 students were included in the Targeted Achievement Gap Group (TAGG). The school fell into the Needs Improvement School category for Math for the following reasons: The school missed the 2012 performance AMO for all students by 5.87 percent. The school missed the 2012 growth AMO for all students by 7.67 percent. The school missed the 2012 performance AMO for the TAGG by 7.13 percent. The school missed the 2012 growth AMO for the TAGG by 10.81 percent. The school missed the three year performance AMO for all students by 1.64 percent. The school missed the three year growth AMO for all students by 2.81percent. The school missed the three year performance AMO for TAGG by 2.81 percent. The school missed the three year growth AMO for TAGG by 4.28 percent. The economically disadvantaged subgroup missed the 2012 performance AMO by 8.35 percent.

Intervention: Align the Mathematics curriculum for standards-based instruction.				
Scientific Based Research: Schlechty, Phillip C., (2002). Working on the Work: An action plan for teachers, principals, and superintendents. Jossey-Bass. San Fransisco, CA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The math teachers will meet quarterly to determine the effectiveness of the alignment process, the quality of the	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>alignment, and to determine if teachers are on course to complete the pacing guides. The math teachers will then meet when all CRT and NRT test scores are received to further determine the success of the alignment. Action Type: Alignment Action Type: Equity</p>				
<p>Teachers will attend workshops and training sessions provided by the state, the co-op math specialist and the math coach to aid in the retention of highly qualified staff. Action Type: Professional Development</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will administer a mathematics pre-test and a post-test to assess student growth and evaluate the success of the mathematics curriculum alignment. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In 2011-12, gains were not made at all grade levels. Therefore, each</p>	<p>Math Teachers, Math Coach, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

math teacher and the math coach will conference after each target test to analyze the formative assessment data and determine needed interventions. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
Teachers will administer three formative assessments during the school year. They will use the results for immediate remediation and to revise and strengthen the curriculum. Action Type: AIP/IRI Action Type: Alignment	Math Teachers, Math Coach, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Use the results of the 7th grade benchmark, SAT-10, and classroom performance to determine appropriate student placement in math courses in the 8th grade. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Karen Church, High School Counselor, Math teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Career & Technology teachers will collaborate with the math teachers and the math coach to integrate math frameworks into the Career & Technology curriculum where appropriate. Action Type: Alignment Action Type: Collaboration	Career & Technology teachers, Math teachers, Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Students and parents will be provided a course outline for each math class. Action Type: Alignment Action Type: Equity	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Materials and supplies will be purchased as needed to supplement the curriculum. Action Type: Alignment	Lisa Hargrave	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> Title I - Materials & Supplies: \$3049.71 <hr/>

Action Type: Technology Inclusion				ACTION BUDGET: \$3049.71
Total Budget:				\$3049.71

Intervention: Implement interventions for supplemental instruction in math.
 Scientific Based Research: Assessment For Learning: An Action Guide for School Leaders. (2004) Assessment Training Institute.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will monitor students' math performance to identify students needing additional instruction or tutoring in order to attain a level of proficiency in mathematics. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students grades and Target Test results will be used to conduct a formative assessment of the supplemental instruction program. Results of the CRT will be used to conduct a summative assessment of the program. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT	Bill Muse, Principal, Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

<p>results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In 2011-12, gains were not made at all grade levels. Therefore, each math teacher and the math coach will conference after each target test to analyze the formative assessment data and determine needed interventions. Action Type: Program Evaluation</p>				
<p>Students will be assessed through Target Testing in the area of mathematics which is tested on the CRT (seventh grade, eighth grade, Algebra I, and Geometry). Action Type: Alignment Action Type: Special Education</p>	<p>Karen Church, District Test Coordinator, Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Reduce the class size of the seventh and eighth grade in math and science from 30:1 to 20:1 to allow for more one on one tutoring after the target tests are given and results</p>	<p>Tim Gardner</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

are reported. Action Type: Equity				
Peer tutoring will be utilized. Students exhibiting advanced mathematical understanding will be assigned to low achieving mathematics students for individual tutoring. Action Type: AIP/IRI	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will help students utilize the NEA Portal website containing Algebra 1 and Geometry lessons that are designed according to Arkansas SLE's. Action Type: AIP/IRI Action Type: Equity	Cara Herren, Kelly Clayton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Intensive review sessions will be scheduled prior to state testing to help students prepare for the content tested and the strategies needed for testing. Action Type: AIP/IRI Action Type: Equity	Bill Muse, Principal, Lisa Hargrave, Math Coach, Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The District will pay Kyle Richey to teach three periods of math in the 8th grade that are above and beyond what is required by the State of Arkansas. The goal is to reduce class sizes and to increase the amount of exposure students	Tim Gardner, Superintendent	Start: 07/01/2012 End: 06/30/2013		Title II-A - Employee Salaries: \$12617.00 Title II-A - Employee Benefits: \$3644.19 <hr/> ACTION BUDGET: \$16261.19

in the 8th grade receive to the math curriculum. Action Type: Equity				
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Total Budget:	\$16261.19
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Intervention: Implement strategies for communicating the importance of improved student achievement to parents and implement an organized plan for communications between home and school to encourage parental involvement in student learning.

Scientific Based Research: Best Practices to Help At-Risk Learners. Schargel, 2005. Publisher: Eye on Education

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive a minimum of 60 hours of professional development including 2 hours of parental involvement in-service, 6 hours of technology in-service, and 2 hours of Arkansas History in-service if they teach Arkansas History. Administrators will receive 3 hours of parental involvement in-service. Co-op specialists will be utilized for professional development needs. Action Type: Professional Development Action Type: Technology Inclusion	Keith Richey, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
A parent involvement coordinator will oversee the parental engagement activities for the district. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
A school-parent compact will be developed jointly with parents of children in the school district that describes how the school staff, parents, and students will share the responsibility for improved student academic achievement and to explain how an effective school partnership will be developed. The district will communicate the responsibilities of the school and the parent by	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$

<p>sending a School/Parent Compact home. A copy of the compact will be kept on file.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>"Parent Involvement Meetings" will be continued with the goal of continuing to involve parents and community members in education. Parents will be notified at these meetings of their right to be involved in the planning, reviewing, and improving of parent programs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be encouraged to attend "Parent Involvement Meetings." Parents will be informed of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist in his or her child's education to make a difference.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Parent Center will be available for parents to use in order to participate in their child's education. Informational Packets will be provided which include grade level expectations. These packets also contain the school's parental involvement program/plan; the recommended role of the parent, student, teachers and school; ways for the parent to become involved in the school</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>and his or her child's education; a survey for the parent regarding volunteering at the school; activities planned throughout the year; and a system to allow the parents and teachers to communicate in a regular, two-way meaningful manner with the child's teacher and principal.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>The district will provide brochures, books, and other materials to be placed in the parent center. Parents are encouraged to visit the parent center and read the information.</p> <p>Action Type: Parental Engagement Action Type: Special Education</p>	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A volunteer resource book will be on hand in the parent center. A list of volunteers will be available for the school staff to use.</p> <p>Action Type: Parental Engagement</p>	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Information will be provided to parents at parent-teacher conferences which include the district's commitment to parental involvement and tips on how the parents can foster their child's success. This will include ways that parents can be involved in educational decisions for their children, explanations of the student handbook, explanations of the school's process for resolving parental concerns, and information regarding the possibility of parent groups such as PTA or</p>	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

PTO. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education				
Classroom teachers will contact parents throughout the year by letters, phone calls, or in person to discuss the progress of the students and any concerns that parents may express. The contacts will be part of the "Parent Involvement Meetings." Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will have a daily conference time available for parents who wish to schedule a private conference with the teachers concerning their child. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Parents who attend all parent-teacher conferences scheduled by the school will be recognized in the local newspaper. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
The alumni advisory committee will be restructured to provide input regarding parental and community involvement. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
The Parental Involvement Coordinator will observe parent participation, as well as, discuss concerns with parents to	Lorie Long	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

<p>determine the effectiveness of the program. Data will be collected by grades to determine the number of parents who attend the Parent Involvement Meetings, Open House, and Literacy/Math Nights, etc. In the 2011-2012 school year, our parental participation rate was 55%. Our goal for the 2012-2013 school year is 75%.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>A parent survey will be conducted yearly to determine the success of our parent involvement plan and to make changes according to their recommendations to the plan for the next year.</p> <p>Action Type: Parental Engagement</p>	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Seminars will be scheduled during the summer for the parents of high school students about how to be involved in decisions like course selection, career planning, and preparation for postsecondary opportunities. Parents will also be given a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play</p>	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

and demonstrations by trained volunteers, use of and access to Department of Education website tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement				
During staff meetings teachers, principals and other staff members will be educated on the importance of effective communication, value, and utility of contributions of parents. Action Type: Parental Engagement Action Type: Professional Development	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
All parent involvement programs and activities will be coordinated and integrated, especially with the elementary school, so that programs do not conflict and force parents to miss some programs and activities of some of their children. Action Type: Parental Engagement	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
All information related to school and parent programs will be sent to parents to the extent practical in a language parents can understand. Action Type: Parental Engagement	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Provide other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will be provided with current technology to utilize in the classroom.				
Scientific Based Research: Bottoms, Gene. "Factors Affecting Mathematics Achievement for Students in Rural Schools. SREB, 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The technology coordinator will aid in improving students understanding of mathematics by attending workshops and conferences provided by the coop specialists that pertain to the current technology methods, and training teachers on the classroom usage of technology to enhance instruction and student achievement. Action Type: Professional Development Action Type: Technology Inclusion	Tamara Carr, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Teaching Aids 	<hr/> ACTION BUDGET: \$
Each math teacher will be provided with a classroom set of calculators to be used by the students in their classrooms. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Math teachers will receive support in the use of the InterWrite system to maximize their ability to present lessons in the most effective manner to students. Training will be provided by the district technology coordinator and coop specialists. Action Type: Professional Development Action Type: Technology Inclusion	Tamara Carr, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Standardized test scores will be studied	Bill Muse, Principal	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

to determine if current use of technology is producing the needed improvements in student achievement. Action Type: Program Evaluation		End: 06/30/2013	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Utilize the Orchard computer program in the computer lab provided for Junior High to be used as a remediation and supplemental program. Action Type: Alignment Action Type: Technology Inclusion	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • District Staff 	ACTION BUDGET: \$
The district will provide needed hardware, such as projectors to allow Interwrite program usage in Math in Grades 7-12 classrooms so that the students can utilize the program with optimum results. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Tamara Carr, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers, administrators, and the technology department will meet each semester to discuss on- going effectiveness and needs of the technology program. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point	Math Teachers, Math Coach, Principal, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In 2011-12, gains were not made at all grade levels. Therefore, each math teacher and the math coach will conference after each target test to analyze the formative assessment data and determine needed interventions. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>				
<p>Calculator usage and applications will be taught in math classes. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>The district will purchase 22 computers for student use in the classroom to insure that all students have equal access to technology required for success. Action Type: Equity Action Type: Technology Inclusion</p>	Tamra Carr	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	Title I - Materials & Supplies: \$3036.47 NSLA (State-281) - Materials & Supplies: \$16963.53 <hr/> ACTION BUDGET: \$20000
Total Budget:				\$20000

Intervention: Students will participate in online Target Testing.				
Scientific Based Research: Assessment for Learning. An Action Guide for School Leaders. (2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will take mathematics pre-test, three formative assessments, and a post-test, and results will be used to assess students' academic needs and accomplishments. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Lisa Hargrave, Math Coach, Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	Title I - Materials & Supplies: \$1250.00 <hr/> ACTION BUDGET: \$1250
Weak areas identified by Target Testing will be remediated. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Math Teachers, Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
The Target Testing program will be evaluated by reviewing the results of each student on the CRT and each student's individualized remediation plan as compared to the results of Target testing to evaluate the effectiveness of Target Testing to see if the Target Tests are rigorous enough to be used to design pacing guides. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In	Karen Church, District Test Coordinator, Lisa Hargrave, Math Coach, Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

2011-12, gains were not made at all grade levels. Therefore, each math teacher and the math coach will conference after each target test to analyze the formative assessment data and determine needed interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
The Math Coach and Principal will attend professional development provided by the state and co-op specialists on Target Testing. Teachers will be provided with professional development on the correlation of the target test and the CRT. Action Type: Professional Development	Lisa Hargrave, Math Coach, Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$1250

Intervention: Mathematics open-response questions will be included regularly in each math class.

Scientific Based Research: Palmer, Nelson. "Constructed Response in Mathematics, Part I and II." FCPS Math Curriculum Specialist. February 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will model strategies for completing open-response items for the students. Action Type: Alignment Action Type: Equity	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students will be provided opportunities to perform open-response tasks on class work, teacher made assessments, and End-of-Course Benchmark released items. Action Type: Alignment Action Type: Equity	Math teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Students' understanding of mathematical concepts will be monitored by reviewing the progress of students' performances on open-response questions, on class work and Target Testing. Action Type: AIP/IRI	Lisa Hargrave, Math Coach, Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Equity				
Student performance on open response questions on Target Testing will be reviewed to determine the success of including open-response questions in the curriculum. The 2011-2012 data from Target Testing indicates the average score for 7th grade open response grew from 1.2 at the beginning of the year to 2.7 at the close of the year. The data indicates that the average score for 8th grade open response grew from 1.1 at the beginning of the year to 2.6 at the close of the year. The data indicates the average score for the Algebra 1 open response grew from 0.6 at the beginning of the year to 2.1 at the close of the year. The data indicates the average score for the Geometry open response grew from 1.1 at the beginning of the year to 2.8 at the close of the year. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Math teachers will meet to discuss and share open-response instructional strategies after each Target Test. The math coach and the co-op math specialist will coordinate these meetings. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Maintenance of a computer lab program for supplemental instruction in mathematics.				
Scientific Based Research: Haughland, Susan W. (2001-2004). Computers and Young Children. World of Education. Fletcher, G. (2006). Using technology to maintain competitiveness: How to get our groove back. The Journal.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>The computer lab manager will monitor student progress through the use of print-outs provided by computerized software. Computer activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Arkansas Frameworks required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Teachers will collaborate with the computer lab manager to ensure quality individualized tutoring takes place.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Nikki Hood, Computer Lab Manager, and Classroom Teachers</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The computer lab manager will examine the results of the pre-test assessment of each student. Upon conferring with the classroom teacher, an individualized education plan for each student will be implemented.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Nikki Hood, Computer Lab Manager, and Classroom Teachers</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The computer lab program will be evaluated by examining the results of the scores of the students' progress as measured by the diagnostic printouts and by classroom progress. The 2011-2012 Junior High pre-test average score was 38.5% and the post-test average score was 47.7%. The data shows a gain of 9.2 percentage points. The computer lab monitor will conference with classroom teachers to coordinate computer activities with classroom lesson plans.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Nikki Hood, Computer Lab Manager, and Classroom Teachers</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>_____</p> <p>\$0</p>

Goal Students will be provided with programs that will aid struggling, improving, and successful students in reaching their potential.

Benchmark Data will show increased standardized test scores, graduation rates, and attendance rates. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In 2011-12, gains were not made at all grade levels. Therefore, each math teacher and the math coach will conference after each target test

to analyze the formative assessment data and determine needed interventions. In 2010-2011, the 7th grade pre/post tests indicate a 12 percentage point gain. The 8th grade pre/post tests indicate an 8 percentage point gain. The Algebra 1 pre/post tests indicate a 6 percentage point gain. The Geometry pre/post tests indicate an 3 percentage point gain. The CRT results for 7th grade indicate a loss of 13 percentage points. The CRT results for 8th grade indicate a loss of 10 percentage points. The CRT results for Algebra 1 indicate a 12 percentage point loss. The CRT results for Geometry indicate a 4 percentage point loss. In 2009-2010, the 7th grade pre/post tests indicate a 16 percentage point gain. The 8th grade pre/post tests indicate an 11 percentage point gain. The Algebra 1 pre/post tests indicate a 7 percentage point gain. The Geometry pre/post tests indicate an 8 percentage point gain. The CRT results for 7th grade indicate a gain of 25 percentage points. The CRT results for 8th grade indicate no loss or gain. The CRT results for Algebra 1 indicate a 1 percentage point loss. The CRT results for Geometry indicate a 15 percentage point gain. The 2008-09 graduation rate was 95.2% which indicates a 3.1 percentage point gain. The 2008-09 attendance rate was 94.7% which indicates a 0.02 percentage point increase.

Intervention: Implement an Alternative Learning Environment where students at risk will be provided with resources to help them reach their potential.				
Scientific Based Research: Schargel (2005), Best Practices to Help At-Risk Learners, Eye on Education;				
Actions	Person Responsible	Timeline	Resources	Source of Funds
At-risk students will be offered Alternative Learning Environment classes. ALE students will increase their ability to pass required courses or will be aided in acquiring their GED certificate. Materials and supplies will be provided as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Administrators and staff will evaluate programs designed to help at-risk students by evaluating student achievement data as well as through student observation. Eighteen students were placed in the ALE program. Twelve (67%) completed the program, passed the required courses, and are on track for graduation. Our goal for 2010-2011 is 71%. Action Type: Program Evaluation	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Students determined to be at-risk will be given	Bill Muse, Principal and	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	

the opportunity to meet with mental health professionals through the school-based mental health partnership. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Virginia Willis, Therapist	End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
A partnership with Families, Inc. will be established to help struggling students in the ALE Program with various problems such as home environment, behavioral issues, drugs, alcohol, etc. that contributed to their academic problems. Action Type: Equity	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
A placement team will be in place to ensure that students meet the correct criteria before being placed in the program. The team will consist of the building principal, teachers, counselors, mental health professionals, parent, and student. Action Type: Collaboration	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Public Library • Teachers 	ACTION BUDGET: \$
Students will have to meet certain criteria in order to qualify for the ALE program. A checklist will be utilized to ensure all criteria required are documented.	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Before a student can exit the ALE program, a transition plan will be developed. Action Type: Collaboration	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Students who exit the ALE program will be monitored closely to ensure success in the general education classroom. Action Type: Collaboration	Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Students who have shown high levels of functioning either academically or creatively				

will be provided with opportunities to excel.

Scientific Based Research: Piirto, Jane (2006). Talented Children and Adults: Their Development and Education. Prentice Hall.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Advanced Placement courses will be offered to students who have shown high levels of academic achievement. Students will be encouraged to take these classes to possibly graduate with college credits. In 2011-2012, 64 AP exams were given. Forty-eight students scored one. Thirteen students scored two. Three students scored three. Action Type: Collaboration</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students who are found to be gifted and talented may choose to be in a pull-out program. This program is a project based, enrichment program in which students are pulled out of their regular classes for no more than 150 minutes one day a week to participate in academic competitions, field trips, and other quality learning activities. Action Type: Collaboration Action Type: Equity</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Advanced Placement and GT programs will be assessed by using Target Test scores, student participation levels, and grades to evaluate the programs throughout the school year. A yearly review will be conducted to analyze CRT data, as well as review student participation to determine the success of the programs. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In 2011-12, gains were not made at all grade levels. Therefore, each math teacher and the math coach will conference after each target test to analyze the formative assessment data and determine needed interventions.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
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Total Budget:	\$0
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Intervention: Provide incentives to students who demonstrate and maintain proficiency or remarkable improvement on Benchmark Exams.

Scientific Based Research: Bafile, Cara. (2003). "Classroom Rewards Reap Dividends For Teachers and Students". Education World.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide midterm exemptions in math, science, and literacy classes for students who score proficient or advanced on the most recent Benchmark exam. Action Type: Alignment	Teachers, Guidance Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Place posters on school walls listing students who have scored proficient or advanced on the most recent Benchmark. Action Type: Alignment Action Type: Equity	Guidance Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Investigate providing	Teachers,	Start:	<ul style="list-style-type: none"> Administrative 	ACTION BUDGET: \$

<p>rewards, donated by local businesses, such as free off-campus lunches, free movie passes, and drawings for prizes to students who score advanced on Benchmark exams. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Guidance Counselor, Principal</p>	<p>07/01/2012 End: 06/30/2013</p>	<p>Staff</p> <ul style="list-style-type: none"> • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Meet with Student Council during the school year to evaluate effectiveness of ongoing incentives program and to come up with new incentives to motivate students. Standardized test scores will be evaluated to determine if program is having a positive effect on student achievement. In 2011-2012, the 7th grade pre/post tests indicate a 5 percentage point gain. The 8th grade pre/post tests indicate a 12 percentage point gain. The Algebra 1 pre/post tests indicate a 1 percentage point gain. The Geometry pre/post tests indicate a 7 percentage point gain. The CRT results for 7th grade indicate a loss of 9 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate a 2 percentage point loss. The CRT results for Geometry indicate a 7 percentage point gain. In 2011-12, gains were not made at all grade levels. Therefore, each math teacher and the math coach will conference after each target test to analyze the formative assessment data and determine needed interventions. Action Type:</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<p>ACTION BUDGET: \$</p>

Collaboration Action Type: Program Evaluation				
Quarterly rewards will be given to students who meet a predetermined level of recognition in attendance and GPA level. Action Type: Alignment Action Type: Equity	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement an ACT Prep Class.				
Scientific Based Research: Scientific Based Research: Using Hierarchical Modeling to Examine Course Work and ACT Score Relationships Across High Schools. Julie P. Noble, Diane Schnelker. (2007) Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores. Julie P. Noble, William L. Roberts, Richard L. Sawyer.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Data will be collected for students who take the ACT online class and compared with students who do not take the ACT class. First year implementation. Data will be collected this year. Action Type: Program Evaluation	Karen Church, District Test Coordinator and High School Guidance Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Teachers will take part in workshops provided on preparing students for the ACT exam. Action Type: Professional Development	Bill Muse, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
The online ACT program will be evaluated by tracking the progress of the students who take the ACT exam.	Karen Church, District Test Coordinator and High School Guidance Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Increase awareness of the advantages of being physically fit and incorporating this awareness into living a healthy lifestyle.

1. The 2006-2007 BMI data results indicated that 38.8% of the male population was at risk for being overweight if they were not already overweight. In 2007-2008 37% of males were either overweight or at risk of becoming overweight. In 2008-2009, 46.2% of males were overweight. In 2009-2010, 44.9% of males were overweight. In 2010-2011, 47.2% of males were overweight. In 2011-2012, 43.5% of males were overweight.
2. The 2006-2007 BMI data results indicated that 39.9% of the female population were either overweight or at risk of becoming overweight. In 2007-2008 BMI

Supporting Data:

- data indicated that 40.4% of the female population were either overweight or at risk of becoming overweight. In 2008-2009, 38.3% of females were overweight. In 2009-2010, 50.9% of females were overweight. In 2010-2011, 37% of females were overweight. In 2011-2012, 33.3% of females were overweight.
3. The 2004-2005 School Health Index results related that students do not receive 150 minutes of physical activity per week.
 4. During the 2005-06 school year, the high school population was 366 students. Of that enrollment, 130 students qualified for free lunch and 48 students qualified for reduced lunch. In 2006-2007, the high school population was 355. Of that enrollment, 124 students qualified for free lunch and 50 students qualified for reduced lunch. In 2008-2009 the high school population was 340. Of that enrollment, 117 students qualified for free lunch and 46 students qualified for reduced lunch. In 2009-2010 the high school population was 334. Of the enrollment, 130 students qualified for free lunch and 52 students qualified for reduced lunches. In 2010-2011 the high school populations was 343. Of that enrollment, 148 students qualified for free lunch and 41 students qualified for reduced lunches. In 2011-2012 the high school population was 344. Of that enrollment, 152 qualified for free lunch and 46 qualified for reduced lunches.
 5. According to the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity.

Goal Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity as well as improve their ability to make healthy food selections.

Benchmark Marmaduke High School Students will display healthier BMI results on the 2009-2010 BMI Assessment. There will be a five percent decrease in the number of students who are overweight or at risk of being overweight indicating healthier lifestyles are being practiced.

Intervention: Marmaduke High School will promote strategies and activities that encourage healthy eating habits and support a physically active lifestyle.				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating" http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm Guidelines for School Health Programs to "Promote Lifelong Physical Activity" http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Incorporate rewards for good behavior and academic achievements in place of using food as the reward. Action Type: Collaboration Action Type: Wellness	Keith Richey, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Restrict access to foods and beverages of minimal and low nutritive value by placing timing locks that would limit their sale to before school, afternoon activity period, and after school. Action Type: Collaboration Action Type: Wellness	Keith Richey, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Enhance the active learning strategies utilized across the curriculum. Action Type: Collaboration Action Type: Wellness	Shane Robinson. Health Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Promote an increase in student participation in community physical activities through our physical education classes. Action Type: Parental Engagement Action Type: Wellness	Lorie Long	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Promote an increase in students involved in school extra-curricular physical activity programs by making students aware of such programs. Action Type: Collaboration Action Type: Wellness	Keith Richey, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
The nurse will promote health and safety for students and families. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Carol Austin, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
The school counselor will interact with the teachers and students promoting physical education, healthy eating, and drug prevention. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Karen Church, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Administer the BMI assessment to compare the results from the previous BMI assessment. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Carol Austin, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Business Representative	Regina Reagans	Parent	Wellness
Classroom Teacher	B.J. Lenderman	Agriculture Teacher	Math
Classroom Teacher	Cara Herren	Math Teacher	Math
Classroom Teacher	Dawna Schatzley	Language Arts Teacher	Literacy
Classroom Teacher	Debbie Richey	Science Teacher	Math
Classroom Teacher	Dianna Derr	Family and Consumer Science Teacher	Wellness
Classroom Teacher	Ginger Richey	Music Teacher	Literacy
Classroom Teacher	Judy Bell	Science Teacher	Math
Classroom Teacher	Kelly Clayton	Math Teacher	Math
Classroom Teacher	Kenny Vangilder	Social Studies Teacher	Literacy
Classroom Teacher	Kerry Reddick	Art Teacher	Math
Classroom Teacher	Kyle Gardner	Science Teacher	Math
Classroom Teacher	Kyle Richey	Math Teacher	Math
Classroom Teacher	Larry Willis	Social Studies Teacher	Literacy
Classroom Teacher	Linda Hurst	Special Education Teacher	Literacy
Classroom Teacher	Martha Rodriquez	Language Arts Teacher	Literacy
Classroom Teacher	Michael Lentz	Business Teacher	Literacy
Classroom Teacher	Mike Cook	Special Education Teacher	Literacy
Classroom Teacher	Natalie Massey	Social Studies Teacher	Literacy
Classroom Teacher	Ricky Smith	Science Teacher	Wellness
Classroom Teacher	Shane Robinson	Alternative Learning Teacher	Wellness
Classroom Teacher	Steve Richey	Coach	Wellness
Classroom Teacher	Tina Vangilder	Business Teacher	Math
Classroom Teacher	Vicky Richey	Language Arts Teacher	Literacy
Community Representative	Kim Bridges	School Board Member	Wellness
District-Level Professional	Keith Richey	Federal Programs Coordinator	Wellness
District-Level Professional	Tim Gardner	Superintendent	Title I
Non-Classroom Professional Staff	Chadisty Jackson	Food Service Director	Wellness
Non-Classroom Professional Staff	Karen Church	Counselor	Wellness
Non-Classroom Professional Staff	Paula Gardner	Nurse	Wellness
Non-Classroom Professional Staff	Sherma Dicus	Librarian	Literacy
Principal	Bill Muse	High School Principal	Title I

