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## 2013-2014 ARCHIVE

### School Plan

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#### MARMADUKE SCHOOL DISTRICT

#### Arkansas Comprehensive School Improvement Plan

2013-2014

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 insure 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. These programs will enhance professionalism, aid in the pursuit of teaching excellence and increase student achievement.

Grade Span:

Title I: Not Applicable

School Improvement:

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##### Priority 1: Administrative Support

**Goal:** Provide the best utilization of state and federal funding by providing administrative support to ensure students' needs are met and adequate yearly progress is attained.

##### Priority 2: Wellness

**Goal:** Create a healthy and safe school environment

##### Priority 3: Safe/Drug-Free School

**Goal:** To improve student behavior at Marmaduke and to reduce the number of students entering into the juvenile court system due to the lack of the attendance, drugs, alcohol, and violent behaviors.

Priority 1: To provide administrative support for Federal Programs

Supporting  
Data:

1. Based on a review of our data which included but was not limited to the following: CRT, NRT, Target Tests, Diebels, DRA and Classroom Walkthroughs, the school district will provide meaningful guidance and support to each of the buildings and hold them accountable for the implementation of interventions that will lead to teacher behavior change and improvement in student achievement. In Literacy, our data suggest we are very strong with the writing components: content, style, sentence formation, usage, and mechanics. Our weaknesses are open response in content and practical reading pieces. In Math, our data suggests our students show strengths in applying conceptual knowledge in conjunction with calculator use to solve higher level mathematics problems. Our students show a weakness in performing computational skills accurately without the use of technology.
2. ACT Data: 2008: 28 tested, English 22.5, Math 19.9, Reading 21.5, Science 21.2, and Composite Score 21.5 2009: 34 tested, English 19.3, Math 18.7, Reading 20.6, Science 19.2, and Composite Score 19.6 2010: 34 tested, English 20.3, Math 18.2, Reading 21.1, Science 19.9, and Composite Score is 20.0 2011: 23 tested, English 18.8, Math 18.0, Reading 19.3, Science 20.2, and Composite score is 19.2 2012: 38 tested, English 20.3, Math 17.9, Reading 23.0, Science 19.6, and Composite score is 20.3 2013: 36 tested, English 19.5, Math 18.1, Reading 21.8, Science 21.2, and Composite score is 20.2. The

2013 data shows growth in Math and Science. The data also shows average scores above the state average in Reading and Science, with scores below the state average in English, and Mathematics.

3. In 2006, 98% of the certified staff in the district achieved highly qualified status. In 2007, 100% of the certified staff achieved highly qualified status. In 2008, 100% of the certified staff achieved highly qualified status. In 2009, 100% of the certified staff achieved highly qualified status. In 2010 100% of the certified staff achieved highly qualified status. In 2011 100% of the certified staff achieved highly qualified status. In 2012 100% of the certified staff achieved highly qualified status. In 2013 100% of the certified staff achieved highly qualified status. The data shows we need to continue our efforts of retaining and recruiting highly qualified staff.
4. During the summer of 2013 the district conducted 63 hours of professional development for our teachers on site. 24 hours of professional development were devoted to the new Teacher Excellence and Support System (TESS). The professional development also included topics including a school sponsored social media program (Gaggle), curriculum alignment, Special Education, Gifted and Talented, Child Maltreatment, CPR, and Bullying. Test data show a need to improve both math and literacy scores. We believe that the Professional Growth Plans included in the new TESS program will aid the district in developing professional development programs that are more suited for the needs of the individual teachers.
5. During the 2012-2013 school year the goal for parental involvement in parent/teacher conferences, open house, and math/literacy nights was 75%. Actual participation was 61%. This is an increase of 9% over last year but is still short of our goal. The goal for the district is to eventually see 80% participation. Studies have shown that higher levels of parental involvement correspond to higher achievement by students.
6. The district has approximately 280 computers for student use. The district enrollment is 730. This is approximately 2.6 students per computer. The district has one computer lab in the elementary school, one in junior high, and one in high school. These labs are used daily for remediation and enrichment of instruction. The junior high and senior high each have one computer/business classroom which maintain a full schedule of classes each day. The regular classrooms have approximately two computers each for student use. However, most of these computers are at least 5 years old and in need of replacement. The district plans to purchase 13 computers during the 2013-2014 school year in order to bring these computers up to date.

Goal Provide the best utilization of state and federal funding by providing administrative support to ensure students' needs are met and adequate yearly progress is attained.

Benchmark Provide a safe learning environment where all students can be successful and meet or exceed state-mandated AMO's.

Intervention: Coordinate federal and state funding to increase student achievement and provide an environment conducive to learning.				
Scientific Based Research: Danielson, Charlotte. (2007). Enhancing Professional Practice. ASCD, Alexandria VA. J. Fitzpatrick, J. Sanders, and B. Worthen. (2011). Program Evaluation, Alternative Approaches and Practical Guidelines. Pearson, Boston MA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional Development: The district will provide the necessary funds for teachers to attend quality workshops and conferences above the 60 hours required by the state in order to ensure a highly qualified staff. The district will hold the building principals accountable for their individual staff's implementation and accuracy of various programs/processes. It will be up to each building to evaluate the impact of each program/process in which teachers received staff development. Building principals will meet with the Professional Development Coordinator throughout the year to discuss	Keith Richey, Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title I - Purchased \$1000.00 Services: PD (State -223) - Purchased \$20000.00 Services: PD (State -223) - Materials \$3000.00 & Supplies: <hr/> ACTION BUDGET: \$24000

<p>individual needs in relation to staff development. Action Type: Professional Development</p>				
<p>Equity: The district will provide for the welfare and educational needs of the homeless students in order to remove barriers to learning as required by the McKinney-Vento Act. The Homeless budget was determined by using last years expenditures. Action Type: Equity</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$499.79</p> <hr/> <p>ACTION BUDGET: \$499.79</p>
<p>The district will employ Charles Keith Richey as Federal Programs Coordinator (FTE.50) to oversee expenditures to ensure the resources are used effectively to meet students' needs.</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00</p> <p>Title I - Employee Salaries: \$34018.76</p> <p>Title I - Employee Benefits: \$8587.02</p> <hr/> <p>ACTION BUDGET: \$43105.78</p>
<p>Technology supplies and materials will be purchased in the amount of \$47,500.00 from NSLA to ensure the technological day to day operations run smoothly for student success. This money will be divided evenly between the high school and elementary. The \$47,500.00 for supplies and materials will include toner for printers and copiers - \$18,500, replacement bulbs for projectors - \$8,000, replacement switches - \$7,000, replacement parts for computers - \$11,000, cables - \$2,000, and batteries - \$1,000.00. Improvements in student achievement will not be possible unless our students can maintain proficiency in the use of ever improving technology. Therefore,he District will purchase the Gaggle program at a cost of \$1,439 from NSLA which allows students to utilize social media with other students and also helps to insure internet safety. Access to social media will improve our students' ability to meet the Common Core State Standards. The district will purchase two document cameras to provide improved presentation of educational and student produced materials. These document cameras will cost \$595</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2381.33</p> <p>NSLA (State-281) - Purchased Services: \$1439.00</p> <p>NSLA (State-281) - Materials &amp; Supplies: \$47500.00</p> <p>General Revenue: \$258.67</p> <hr/> <p>ACTION BUDGET: \$51579</p>

<p>each or \$1190 total and will be paid for out of Title 1 funds. These cameras will broaden the students' ability to produce and present materials in which they create. This in turn will allow students to function at a higher level on Bloom's Taxonomy. The district will purchase 100 computer headsets at \$14.50 each at a total of \$1450 to improve the presentation of curriculum to students. These headsets will be paid for with \$1191.33 of Title 1 funds and \$258.67 from general operating funds. Action Type: Technology Inclusion</p>				
<p>The district will purchase target testing to assist teachers in assessing students' individual strengths and weaknesses in math, science and literacy. Action Type: Alignment Action Type: Special Education</p>	<p>Keith Richey, Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The Federal Programs Coordinator will attend the annual Fall Conference and other additional trainings required or suggested by the Arkansas Department of Education. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Keith Richey, Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>Title I - Purchased \$800.53 Services: _____</p> <p>ACTION BUDGET: \$800.53</p>
<p>In order to close the achievement gap between high and low performing children and between disadvantaged children and more advantaged peers, the district will purchase computers, books, AR quizzes, etc. district-wide to provide additional instruction and enrichment in the districts' libraries. The libraries will be open before and after school for parents and students to utilize its services. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The District will provide a research based pre-kindergarten program, in addition to the Arkansas Better Chance Program, coordinated by the Division of Childcare and Early Childhood Education and the Department of Human Services. This will include salaries/benefits for five full time (FTE 1.0)</p>	<p>Lorie Long, Preschool Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>employees and three part-time employees who will fill out a time sheet for each day worked. The employees will work under the direction of the certified teacher and director to implement the preschool programs that will ensure preschoolers are ready for kindergarten and have the skills they need to be successful. The preschool program will be monitored and evaluated by The Division of Childcare and the Early Childhood Education Division of the Arkansas Department of Education. In order to ensure a smooth transition for preschool children who reach school-age, the elementary principal will collaborate with the preschool director about activities to familiarize the preschool students with the elementary campus. Preschool parents will also be invited to tour the elementary campus and meet with the elementary principal. Preschool children with disabilities will also be transitioned to school-age programs in the spring before they enroll in kindergarten. Action Type: Equity</p>				
<p>Annually evaluate the effectiveness of the federal and state funding programs by analyzing student achievement data as test scores become available. CRT, NRT, and Target Test scores will be scrutinized by desegregating into combined and subpopulations. Growth data will also be examined to ensure that we are staying on the growth targets. Schools will be required to ensure that each building's interventions are being implemented as designed and that monies allocated are being spent according to the plan design as well. Building plan program evaluations will be reviewed to see if goals or targets were met. If goals or targets were not met then interventions will be adjusted and resources provided to give support as needed. The combined Literacy scores for the Elementary School for the past three years have been 73.2 in 11, 71.4 in 12 and 80.61 in 13. 2013 shows a marked improvement in Literacy scores. High School combined Literacy scores have been 72.4 in 11, 71.43 in 12, and 75.68 in 13.</p>	<p>Keith Richey, Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>These scores also show an increase for the 2013 year. The Literacy scores for Economically Disadvantaged in the Elementary have been 69.3 in 11, 72.9 in 12, and 78.46 in 13. These scores show a marked increase. The Literacy scores for Economically Disadvantaged in the High School were 61 in 11, 66.32 in 12, and 72.62 in 13. The Economically Disadvantaged subgroup showed a considerable improvement over the past three years with the 2013 scores meeting the required performance AMO. Overall the data suggest an increase in Literacy scores in both Elementary and High School in the Combined population as well as the Economically Disadvantaged population. Although we have seen an increase in Literacy test scores over the past three years they have not been sufficient to meet AMO. Therefore, plans must be reviewed and changes considered to meet AMO in the future. In math, the combined population in Elementary scored 72.3 in 11, 75.2 in 12, and 73.47 in 2013 . These scores are flat to slightly higher. The combined population in High School for math scored 70.2 in 11, 66.84 in 12, and 65.53 in 13. These scores show a significant decrease over the three year period. The Economically Disadvantaged population in High School Math scored 79 in 11, and 82 in 12 and 57.38 in 13. These scores also show a significant decrease. These scores were not adequate to maintain AMO and therefore a review of goals and actions needs to be done to meet AMO in the future. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Purchase hardware, software, and other materials and supplies to continue the use of a school-wide, server-based, gradebook software, Gradequick, that works in conjunction with APSCN. This software allows teachers and staff to track grades and attendance and post information to the internet where parents and students, with the appropriate password, can access information about grades and attendance, as well as, present future assignments.</p>	<p>Keith Richey, Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
<p>The District's Alternative School's curriculum is based on the Arkansas Frameworks. We offer certified teachers in English, Math, Social Studies and Science. This program is designed for students who are struggling in the regular classroom for various reasons. There is a checklist of criteria that students must meet in order to be in the ALE. A team is in place to ensure students are properly placed into the program. The placement team consists of the building administrator, counselor, regular/special education teachers, social worker, student and parents. Once a student is placed, he/she stays in ALE for one semester. At the end of the semester, the student meets with the exit team to decide if he/she needs to be mainstreamed back into the general education classroom. To exit the program, a supervised transition plan is developed. After a student has exited the program, he/she is monitored closely in the general education classroom to ensure the student is able to achieve and be successful. The ALE Program will be successful if there is a decrease in the number of students who drop-out and an increase in our graduation rate. The dropout rate was 1.5% in 08, 3% in 09, 2.6% in 11, and 1.8 in 12. The graduation rate was 92.13% in 08, 95.2% in 09, 90.4% in 11, and 86.5 in 12. 2010 was the first full year of ALE here at Marmaduke. 18 students participated in AIE during the 2011 school year with 6 dropping out of school and 5 graduating. 10 students participated in ALE during the 2012 school year with 1 dropping out of school and 4 graduating. 8 students participated in ALE during the 2013 school year with 0 dropping out and 1 graduating.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The district will purchase supplemental materials such as charts, maps, etc. for teachers to use in their classrooms.</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The district, high school, and elementary school improvement plans will undergo a peer review</p>	<p>Keith Richey, Federal Programs</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>each year to help insure that all aspects of the plans are current, relevant, and effective. Action Type: Collaboration Action Type: Program Evaluation</p>		<p>End: 06/30/2014</p>		
<p>Marmaduke Elementary School met Achieving School status in Literacy but was a Needs Improvement School in Math based upon the 2013 ESEA Accountability Report. The High School was a Needs Improvement School in both Literacy and Math based upon the 2013 ESEA Accountability Report. The district will provide Lisa Hargrave (1.0FTE) as math and literacy facilitator to the Elementary school to review data, provide teachers with improved teaching techniques, and collaborate with faculty and administration to improve the instruction taking place. The district will also provide Nikki Hood (1.0FTE) as a computer lab and paraprofessional to be used to provide remediation to students in week areas of the frameworks as indicated by classroom work and standardized tests.</p>	<p>Keith Richey, Federal Programs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$119985.1</p>
<p>Intervention: Implement a district wide parent involvement program that includes all federal and state requirements.</p>				
<p>Scientific Based Research: William Jeynes. (2010). Parental Involvement and Academic Success. Routledge, New York NY. Parental Involvement: The Missing Link in School Achievement. LaRocque, Michelle; Kleiman, Ira; Darling, Sharon M. Preventing School Failure. 2011, Vol. 55 Issue 3, p115-122. 8p.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Lorie Long will be paid \$29.25/hour for a total of 51.28 hours as parental involvement coordinator, which is above the state required position, to oversee the parental engagement activities for the district. Action Type: Parental Engagement</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>Title I - Employee \$1500.00 Salaries: Title I - Employee \$346.82 Benefits: ACTION BUDGET: \$1846.82</p>
<p>Teachers will have daily conference time available for parents who wish to schedule a private conference with the teachers concerning their child. Action Type: Parental Engagement</p>	<p>Audrea King, Principal and Bill Muse, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 dealing</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>



<p>with classroom issues, handbook concerns, decision making, and parental organizations like PTA/PTO. Teachers will also ensure that parents understand the correct process for resolving parental concerns outlined in the handbook. Action Type: Parental Engagement</p>				
<p>Information will be provided to parents at Parent Involvement Meetings which includes the district's commitment to parental involvement and tips on how the parents can foster their child's success. Assistance will also be given to parents in understanding content and how to monitor their child's progress and how to understand the Arkansas standards and assessments. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <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. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <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. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parent Involvement Meetings will be held to get parents and community members involved in education. Parents will be encouraged to attend. Parents will be given a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels. Parents of high school students will be given information on how to be involved in decisions such as course selections, career planning, and preparation for post-secondary opportunities. An explanation will be given to the parents on their right to be involved in planning, review, and improvement of parent programs implemented by the district and how parents can assist to make a difference. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>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</p>	<p>Lorie Long, Parental Involvement Coordinator and Nikkii Robinson, Elementary Physical Fitness Instructor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>An alumni advisory committee will be maintained to provide input regarding parental and community involvement. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Furnishings, books, materials, and supplies will be purchased for the parent center and other gathering places for parents to help and encourage parents to work with their children to improve academic achievement. Parents will also be encouraged to use the materials after school hours to work with their children, so that the parents are afforded substantial and meaningful opportunities to participate in the education of their children. Action Type: Parental Engagement</p>	<p>Lorie Long, After School Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>Title I - Materials &amp; \$830.53 Supplies:</p> <p>_____</p> <p>ACTION BUDGET: \$830.53</p>
<p>Parents will be encouraged to attend trainings held at the school to help parents work with their children to improve academic achievement. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator and Nikkii Robinson, Elementary Physical Fitness Instructor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parent Involvement Programs and activities will be coordinated and integrated between the elementary and high school. Special precautions will be taken</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

to make sure programs/activities do not overlap so that parents who have children in both age groups can attend all programs. Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
Informational packets will be distributed to the extent practical in the language parents can understand. These packets 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. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Provide reasonable support for parental involvement activities as parents may request. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, After School Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Trainings will be provided annually for parents who would like to volunteer at school. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Teachers will be required to obtain professional development designed to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement Action Type: Professional Development	Keith Richey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Administrators will be required to obtain three hours of professional development opportunities designed to enhance the understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development	Keith Richey, Federal Programs Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>The Parental Involvement Program will be evaluated each year to determine the impact of and make adjustments to the plan based upon parental involvement participation. During the 2012-2013 school year the goal for parental involvement in parent/teacher conferences, open house, and math/litercy nights was 75% and the actual participation was 61%. The goal for the district is to see 80% participation. Studies have shown that higher levels of parental involvement correspond to higher achievement by students. Action Type: Program Evaluation</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$2677.35</p>

Priority 2: The Marmaduke School District will create a healthy school environment that supports consistent health, nutrition, and physical activity messages to students and community.

Supporting Data:

1. The Marmaduke School district Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. The following data shows a relatively flat percentage of males and a decreasing number of females, until this year, who are overweight or at risk of being overweight. The Marmaduke School District Body Mass Index for 2012-2013 is as follows: Of the 270 students assessed, the following represents the percentage of students who are overweight or who are at risk of being overweight. Males 43.8%, Females 40.5% The Marmaduke School District Body Mass Index for 2011-2012 is as follows: Of the 196 students assessed, the following represents the percentage of students who are overweight or who are at risk of being overweight: Males 44.1%, Females 35.1% The Marmaduke School District Body Mass Index for 2010-2011 is as follows: Of the 258 students assessed, the following are overweight or who are at risk of being overweight: Males 41.5%, Females 38.8% The Marmaduke School District Body Mass Index for 2009-2010 is as follows: Of the 269 students assessed, the following represents the percentage of students who are overweight or who are at risk of being overweight: Males 45.1%, Females 40.6% The Marmaduke School District Body Mass Index for 2008-2009: Of the 278 students assessed, the following represents the percentage of students who are overweight or who are at risk of being overweight: Males 42.1%, Females 41 % The Marmaduke School District Body Mass Index for 2007-2008: OF the 277 students assessed, the following represents the percentage of students who are overweight or who are at risk of being overweight: Males 43.6%, Females 43.1%
2. According to the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity.
3. The following chart shows a gradual increase in the percentage of students at the Marmaduke School District who qualify for free or reduced lunches. 2007-2008---56% 2008-2009---57% 2009-2010---59% 2010-2011---64% 2011-2012---64%

Goal Create a healthy and safe school environment

Benchmark The Body Mass Index for the 2011-2012 school year will show a five percent decrease in the percentage of students who are overweight or at risk of being overweight.

<p>Intervention: There will be a school-wide push to develop a healthier and safer school atmosphere.</p>				
<p>Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating" <a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm">http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm</a> Guidelines for School Health Programs to "Promote Lifelong Physical Activity" <a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm">http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm</a></p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Buses will not idle while waiting for students to board the buses. Action Type: Collaboration Action Type: Wellness</p>	<p>Keith Richey, Transportation Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

All students will be encouraged to wash their hands before meals and snacks. Action Type: Collaboration Action Type: Wellness	Paula Gardner, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Offer appealing low-fat fruits, vegetables, or dairy products in site outside the cafeteria. Action Type: Collaboration Action Type: Wellness	Audrea King, Principal and Keith Richey, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Display nutritional information about available foods. Action Type: Wellness	Chadisty Jackson, Cafeteria Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The faculty and staff will review and update the emergency response plan yearly. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Shane Martin, School Resource Officer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The faculty and staff will establish regular crisis team meetings at each campus. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Shane Martin, School Resource Officer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The faculty and staff will practice emergency response plan with students monthly. Action Type: Collaboration Action Type: Wellness	Tim Gardner, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implement plan to notify parents, students, faculty, and staff of healthy food preparations in our school cafeteria. Action Type: Parental Engagement Action Type: Wellness	Chadisty Jackson, Food Service Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Administer the BMI assessment to compare the results from the previous assessment. Action Type: Wellness	Paula Gardner, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The plan will be evaluated by comparing the BMI from the previous year to see if a five percent decrease was achieved. In 2012-2013, we failed to meet our goal; however, we feel that this is reachable goal and we are going to try again to meet the decrease of 5%. Action Type: Program Evaluation	Paula Gardner, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Provide leadership training with emphasis on drug abuse, violence, and character education by implementing the "Hounds Against Drugs" (HAD) Program, "Greyhound Leaders Against Drugs" (GLAD), and "Teens of Northeast" (TONE) Program

1. In 2006, the district had 0.1% expulsions. In 2007, the district had 1.1% expulsions. In 2008, the district had 0.5% expulsions. In 2009, the district had 0% expulsions. In 2010, the district had 0% expulsions. In 2011, the district had 0% expulsions. In 2012, the district had 0% expulsions.
2. In 2006-2007, the district had 0.2% weapons incidents. In 2007-2008, the district had 0% weapons incidents. In 2008-2009, the district had 0.1% weapons incidents. In 2009-2010, the district had 0% weapons incidents. In 2010-2011, the district had 0% weapons incidents. In 2011-2012, the district had 0.6% weapons incidents.
3. In 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013 the district had 0% staff assaults. In 2007-2008, the district had 5.1 student assaults. In 2008-2009, the district had 1.3% student assaults. In 2009-2010, the district had 1.2% student assaults. In 2010-2011, the district had 1.3% student assaults. In 2011-2012, the district had 0.3% student assaults. The data shows we have had a decrease in student assaults; therefore, safety and character education still needs to be addressed to continue this reduction.
4. In the 2007 Arkansas Prevention Needs Assessment Survey, 83.8 % of the sixth grade, 87.8% of the eighth grade, 85.4% of the 10th grade, and 81.1% of the twelfth grade stated that they felt safe at school. In the 2008 Arkansas Needs Assessment Survey, 90.5% of the sixth grade, 82.3% of the eighth grade, 87.8% of the tenth grade, and 87.8% of the twelfth grade stated that they felt safe at school. In the 2009 Arkansas Needs Assessment Survey, 90.5% of the sixth grade, 82.3% of the eighth grade, 87.8% of the tenth grade, and 87.8% of the twelfth grade stated that they felt safe school. In the 2009 Arkansas Needs Assessment Survey, 83.6% of sixth graders, 90.9% of eighth graders, 86.8% of tenth graders, and 85.7% of twelfth graders stated they felt safe at school. In 2010 Arkansas Prevention Needs Assessment Survey, 96.9% of sixth graders, 90.9% of eighth graders, 83.4% of tenth graders, and 92.8% of seniors state that they felt safe at school. In 2011 Arkansas Prevention Needs Assessment Survey, 57.7% of sixth graders, 87.2% of eighth graders, 85.4% of tenth graders, and 93.7% of seniors state that they felt safe at school. The combined population who felt safe at school was 89.3% while the state average was 81.8%. In 2012, Arkansas Prevention Needs Assessment Survey, 88% sixth graders, 82% of eighth graders, 88% of tenth graders, and 91% of seniors felt safe at school. The combined population who felt safe at school was 87% while the state average was 82%. Although the data continues to show that our students feel safer at school than the state average, we noticed a noticeable decrease in 6th grade. More safety, drug prevention, and character education needs to be addressed and incorporated into the curriculum.
5. In the 2007 Arkansas Prevention Needs Assessment Survey, 33.3% of the sixth grade, 52.1% of the eighth grade, 75.8% of the tenth grade, and 83.6% of the twelfth grade stated that they had used some type of drug during their lifetime. In the 2008 Arkansas Prevention Needs Assessment Survey, 5.4% of sixth graders, 17.5% of eighth graders, 47.3% of tenth graders, and 52.4% of twelfth graders state that they had used some type of drug during their lifetime. In the 2009 Arkansas Prevention Needs Assessment Survey, 16.7% of sixth graders, 23.5% of eighth graders, 40% of tenth graders, and 56.1% of twelfth graders state that they had used some type of drug during their lifetime. In the 2010 Arkansas Prevention Needs Assessment Survey, 8.8% of sixth grade students, 20.9% of eighth grade students, 25.5% of tenth grade students, and 28.6% of seniors stated that they had used some type of drug during their lifetime. The combined average of students surveyed at Marmaduke was 21.2% while the state average was 26.8%. This is the first year that our percentage is significantly below the state average in this area. In the 2011 Arkansas Prevention Needs Assessment Survey, 22.6% of sixth grade students, 15.9% of eighth grade students, 28.2% of tenth grade students, and 38.3% of seniors stated that they had used some type of drug during their lifetime. The combined average of students surveyed at Marmaduke was 26.2% while the state average was 27.0%. In the 2012 Arkansas Prevention Needs Assessment Survey, 5.3% of sixth grade students, 10.6% of eighth grade students, 17.6% of tenth grade students, and 33.3% of seniors stated that they had used some type of drug during their lifetime. The combined average of students surveyed at Marmaduke was 16.9% while the state average was 22.5%. The school has seen a considerable decrease during the last several years of students who have used any drugs during their lifetime, however, the percentage is still too high and continued improvements need to take place.
6. In the 2007 Arkansas Prevention Needs Assessment Survey, 0% of sixth grade, 3.5% of eighth grade, 30.9% of tenth grade, and 28.6% of twelfth grade stated they had been drunk or high at school. In the 2008 Arkansas Prevention Needs Assessment Survey, 7.5% of sixth grade, 11.5% of eighth grade, 17.5% of tenth grade, and 24.4% of twelfth grade stated they had been drunk or high at school. In the 2009 Arkansas Prevention Assessment Survey, 3.8% of sixth graders, 3.3% of eighth graders, 11.3% of tenth graders, and 21.4% of twelfth graders stated they had been drunk or high at school. In the 2010 Arkansas Prevention Needs Assessment Survey, 2.9% of sixth grade students, 7% of eighth grade

Supporting  
Data:

students, 13% of tenth grade students, and 10.7% of seniors stated that they had been drunk or high at school. In the 2011 Arkansas Prevention Needs Assessment Survey, 0% of sixth grade students, 6.5% of eighth grade students, 17.1% of tenth grade students, and 6.4% of seniors stated that they had been drunk or high at school. In the 2012 Arkansas Prevention Needs Assessment Survey, 2.4% of sixth grade students, 2% of eighth grade students, 11.8% of tenth grade students, and 14.3% of seniors stated that they had been drunk or high at school. The data shows a slight increase during this last year but a gradual decline over the last several years. The school is also still slightly below the state average in percentage of students who have been drunk or high at school. However, the data still shows that students are coming to school drunk or high which is not acceptable.

**Goal** To improve student behavior at Marmaduke and to reduce the number of students entering into the juvenile court system due to the lack of the attendance, drugs, alcohol, and violent behaviors.

**Benchmark** Marmaduke will provide programs that will help improve student behavior and that will help reduce the number of students in trouble for truancy, drugs, and alcohol by 10%.

Intervention: Provide leadership training with emphasis on drug abuse, violence, and character education by implementing the "Hounds Against Drugs" (HAD) Program and "Greyhound Leaders Against Drugs" (GLAD)				
Scientific Based Research: Understanding Effective Character Education by Marvin W. Berkowitz, Ph.D. CSEE Connections, December 2011-January 2012, the Center for Spiritual and Ethical Education Burchard, B. (2008). The Student Leadership Guide. Garden City: Morgan James Publishing Kouzes, J. M., & Posner, B. Z. (2008). The Student Leadership Challenge: Five Practices for Exemplary Leaders. San Francisco: Jossey-Bass				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school resource officer will attend additional training on safe and drug free schools and bring the information back and share with students and staff. Action Type: Professional Development	Shane Martin, Resource Officer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
The district will continue to employ Shane Martin as the School Resource Officer to provide an additional feeling of security for the students who do not feel safe at school and to provide a deterrent to drug/violence activity at school. The School Resource Officer will be outsourced through the City of Marmaduke and will therefore be considered a purchased service. Data shows that the percentage of student assaults continues to stay at about 1%. Attendance rate remains at around 94%, and dropout rate remains at around 2%. These percentages continue to be better than the state average. We believe that the continued presence of a School Resource Officer plays a role in these percentages. Action Type: Collaboration	Tim Gardner, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - \$26000.00 Purchased Services:  ACTION BUDGET: \$26000
A musician, will perform a drug awareness program for 7th through 12th grade. He instructs students through music how to remain drug-free. He also models for students how to display positive character traits.	Keith Richey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>The leadership training will be evaluated by looking at the data regarding dwi offenses and accidents during the prom and graduation season. In Greene County during the months of April and May of 2009, there were 15 drug related offenses reported and 26 DWI related offenses reported. In Marmaduke there was only one alcohol related offense and one delivery of a controlled substance offense; however, the drug offense did take place at school. In April and May of 2010, 5 drug and alcohol related arrests were made in Marmaduke. In April and May of 2011, 2 drug and alcohol related arrests were made in Marmaduke. In 2012, 4 drug and alcohol related arrests were made in Marmaduke, however, none of these arrests were juveniles. In April and May of 2013 4 drug and alcohol related arrests were made in Marmaduke, however, none of these arrests were juveniles. The data shows that while arrests for the adult population are staying reletavely flat, we are expereincing no juvenile arrests during this time frame. Action Type: Program Evaluation</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>This intervention will be evaluated by using APSCN discipline reports for the reduction of discipline referrals that result in suspensions and court reports for Greene County for the number of Marmaduke students who entered the juvenile court system due to the lack of attendance, drugs, alcohol, and violent behaviors. Our goal is a reduction of 10%. Action Type: Collaboration</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Officer Shane Martin will use fatal vision goggles to train students before prom and graduation to simulate the effects of drinking and driving.</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$26000</p>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Nikki Robinson	Elementary Physical Education	Wellness
Classroom Teacher	Steve Richey	Athletic Director	Wellness
District-Level Professional	Tim Gardner	Superintendent	Title I
Non-Classroom Professional Staff	Chadisty Jackson	Lunch Room Supervisor	Wellness



Non-Classroom Professional Staff	Karen Church	High School Counselor	Title IV A
Non-Classroom Professional Staff	Lisa Hargrave	Math and Literacy Specialist	Title I
Non-Classroom Professional Staff	Lorie Farmer	Elementary Counselor	Title IVA
Non-Classroom Professional Staff	Lorie Long	Parent Facilitator	Wellness
Non-Classroom Professional Staff	Melissa Blackburn	Librarian	Title I
Non-Classroom Professional Staff	Paula Gardner	School Nurse	Wellness
Non-Classroom Professional Staff	Shane Martin	School Resource Officer	Title IV A
Parent	Nikki Hood	Paraprofessional	Title I
Parent	Regina Cooper	Parent	Title I
Parent	Regina Reagans	Parent	Title I
Principal	Audrea King	Elementary Principal	Title I
Principal	Keith Richey	High School Principal	Wellness