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MARMADUKE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

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 grammar 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 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.

2. In 2013, 58 students took the 7th Grade Literacy Exam. 44 or 76% of the combined students scored at or above proficient on the literacy section. 24 or 75% of Economically Disadvantaged Students scored at or above proficient. None of the Students with Disabilities who took the test scored at or above proficient. None of the Hispanic students who took the test scored proficient. 100% of Black students who took the test scored proficient. The combined group scored lowest on the multiple choice section of the test in the Writing – Multiple Choice section. The combined group scored above the state average on all areas of the multiple choice test. The combined group scored lowest on the open response section of the test in the Writing – Content Domain and Writing – Style Domain sections, as well as the Reading – Literacy Passage section.
3. In 2014, 66 students took the 7th Grade Literacy Exam. 46 or 70% of the combined students scored at or above proficient on the literacy section. 25 or 60% of Economically Disadvantaged Students scored at or above proficient. 10% of Students with Disabilities scored at or above proficient. 1 or 100% of Hispanic students scored at or above proficient. There were no Black students who took the test. The combined group scored lowest on the multiple choice section in Writing and Reading-Literary Passage. The combined group scored lowest on the open response section of the test in Reading-Literary Passage and Writing-Content Domain and Style Domain.
4. 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.

5. In 2013, 53 students took the 8th Grade Literacy Exam. 43 or 81% of the combined population scored at or above proficient on the literacy section. 25 or 78% of the Economically Disadvantaged students scored at or above proficient. 3 or 33% of Students with Disabilities scored at or above proficient. There were no Black or Hispanic students who took the test. The combined population scored lowest on the multiple choice section in the Writing – Multiple Choice area. The only multiple choice area in which students scored below the state average was in Reading – Practical Passage. The students were 1% below the state average. The combined population scored lowest on the open response section of the test in the Reading – Practical Passage and the Writing – Content Domain and the Writing – Style Domain.
6. In 2014, 55 students took the 8th Grade Literacy Exam. 42 or 76% of the combined population scored at or above proficient on the literacy section. 20 or 74% of Economically Disadvantaged students scored at or above proficient. None of the Students with Disabilities scored at or above proficient. None of the Hispanic students who took the test scored at or above proficient. 1 or 100% of Black students scored at or above proficient. The combined group scored lowest on the multiple choice section of the test in the Writing and Reading-Practical Passage areas of the test. The combined group scored lowest on the open response section in the areas of Reading-Content Passage and Writing-Content Domain and Writing-Style Domain.
7. 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.
8. In 2013, 42 students took the 11th Grade EOC Literacy Exam. 31 or 74% of the combined population scored at or above proficient. 16 or 70% of the Economically Disadvantaged students scored at or above proficient. 2 or 29% of Students with Disabilities scored 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 open response areas: 1. Writing – Content Domain 2. Writing – Style Domain 3. Writing – Usage Domain 4. Writing – Mechanics Domain. The combined population scored below the state average in the following multiple choice areas: Reading – Literary Passage.

9. In 2014, 58 students took the 11th Grade Literacy Exam. 50 or 86% of the combined population scored at or above proficient. 25 or 86% of Economically Disadvantaged students scored at or above proficient. 1 or 100% of Black students scored at or above proficient. No Hispanic students took the test. The combined population scored lowest on the multiple choice section of the test in the areas of Writing and Reading-Content Passage. The combined population scored lowest on the open response section of the test in the areas of Reading-Literary Passage and Writing-Content Domain.
10. 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.
11. In 2013, 57 students took the 7th Grade NRT. The combined population scored at the 59th national percentile rank of mean standard scores (NPR) on the Reading section of the test and at the 41st national percentile rank of mean standard scores (NPR) on the Language section of the test. The state average for this group was at the 50th NPR for Reading and 47th NPR for Language. Economically Disadvantaged students scored at the 58th NPR in Reading and at the 47th NPR in Language. The state average for this subgroup was at the 41st NPR in Reading and at the 39th NPR in Language. There were no Students with Disabilities who took the test.
12. In 2014, 66 students took the 7th Grade NRT. The combined

population scored at the 54th national percentile rank of mean standard scores (NPR) on the Reading section of the test and at the 47th NPR on the Language section of the test. The state average for this group was at the 49th percentile for Reading and the 46th percentile for Language. Economically Disadvantaged students scored at the 42nd NPR in Reading and 42nd NPR in Language. The state average for this subgroup was at the 40th NPR in Reading and 39th NPR in Language.

13. 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. In 2013, 36 students took the ACT exam. The school average in English was 19.5 while the state average was 19.9. The school average in Reading was 21.8 while the state average was 20.5.
14. In 2011, the graduation rate was 88%. In 2012, the graduation rate was 96.7%. In 2013, the graduation rate was 88.5%. The school continues to stay above the state goal of 85%.

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 2014 174 students took the literacy exam at Marmaduke High School. 99 of the 174 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 2014 performance AMO by 3.47 percent and the 2014 growth AMO by 9.18 percent. The school missed the 2014 performance for TAGG by 6.02 and the 2014 growth for TAGG by 14.79. The school missed the three year performance AMO for all students by 3.47 percent and the three year growth AMO for all students by 7.15 percent. The school missed the three year performance AMO for TAGG by 5.01 percent and the three year growth AMO for TAGG by 9.98 percent. The economically disadvantaged subgroup missed the performance AMO by 4.34 percent and missed the growth AMO by 14.23 percent.

Intervention: School-wide participation in the Accelerated Reader Program.				
Scientific Based Research: Magnolia Consulting. (2010). A final report for the evaluation of Renaissance Learning's Accelerated Reader program. Charlottesville, VA Renaissance Learning. (2012). Guided independent reading. Wisconsin Rapids, WI				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>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</p>	<p>Lisa Hargrave, Literacy Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Melissa Blackburn, Librarian</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The progress of students' reading scores on both the CRT and the NRT will be tracked. Parents will be informed through the School Report</p>	<p>Lisa Hargrave, Literacy Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers 	<hr/> <p>ACTION BUDGET: \$</p>

Card. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide				
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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments 	<hr/> ACTION BUDGET: \$
The Accelerated Reading Program will be evaluated by looking at the gains made from the STAR pre-test	Literacy Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	Title I - Purchased \$3412.50 Services: <hr/> ACTION BUDGET: \$3412.5

<p>to the STAR post-test. In 2013-2014, seventh grade showed a growth from grade placement 6.1-6.86, a growth of 0.68. Eighth grade showed a growth from 6.73-7.6, a growth of 0.87. Ninth grade showed a growth from 7.2-8.0, a growth of 0.8. Tenth grade showed a growth from 8.2-9.12, an increase of 0.92. Eleventh grade showed a growth from 9.8-10.7, an increase of 0.90.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>The librarian will lead a book club to encourage a love for reading among students. Emphasis will be placed upon Accelerated Reader books.</p> <p>Action Type: Equity</p>	<p>Melissa Blackburn, Librarian</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • School Library • Teachers 	<p>Title I - Materials & \$599.02 Supplies:</p> <hr/> <p>ACTION BUDGET: \$599.02</p>

Total Budget:	\$4011.52
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Intervention: Mandatory student participation in the Classworks Program through on-line services.

Scientific Based Research: Heritage, Margaret. (2013). Formative Assessment in Practice: A Process of Inquiry and Action. Harvard Education Press

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Classworks program will be used to provide remediation to students which are identified by the program to be in need of extra instruction. The computerized instruction will be differentiated depending upon the needs of each student. Teachers will also provide additional instruction and tutoring to students based on Classworks results.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	Literacy Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<p>The Classworks Program will be evaluated by reviewing the</p>	Lisa Hargrave, Literacy Coach,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>results of the CRT and each student's progress on their individualized remediation plan to see if the Classworks individualized remediation programs are effective. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Karen Church, District Test Coordinator</p>		<ul style="list-style-type: none"> Teachers 	
<p>The Classworks 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. Action Type: Program Evaluation</p>	<p>Bill Muse, Principal, Lisa Hargrave, Literacy Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will take a pre-test, three formative assessments, and a post-test using the Classworks program. The Classworks program will</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Outside Consultants Performance Assessments 	<p>Title I - Purchased Services: \$7522.50</p> <hr/> <p>ACTION BUDGET: \$7522.5</p>

<p>assess students' academic needs and will provide computer generated lessons to remediate weaknesses. Results will also be used by teachers to develop and assess academic improvement plans. Action Type: Program Evaluation</p>				
Total Budget:				\$7522.5

Intervention: Step Up to Writing Program				
Scientific Based Research: Bender, William N. (2011). RTI in Middle and High Schools. Solution Tree.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The high school Literacy teachers will continue to provide the Step Up to Writing program to students in grades 9 through 11. Action Type: Alignment</p>	Literacy Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	Literacy Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>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</p>				
<p>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</p>	<p>Literacy Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be provided information concerning student test scores in literacy. Action Type:</p>	<p>Karen Church, District Test Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

Parental Engagement				
CRT, NRT, and ACT results will be reviewed yearly to determine the effectiveness of the program. Action Type: Alignment Action Type: Collaboration	Lisa Hargrave, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
The district will purchase supplemental workbooks to extend and enrich the literacy curriculum offered to students. Action Type: Alignment	Bill Muse, High School Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$6027.74 <hr/> ACTION BUDGET: \$6027.74
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 the 2013-2014 school year, the pre-test/post-test data for Paragraphs is 27%/34% advanced and 63%/60% proficient. The pre-test/post-test data for Essays is 21%/29%	Literacy Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

advanced and 69%/65% proficient. Our goal for 2014-2015 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				
Total Budget:				\$6027.74

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

Scientific Based Research: Gunning, Thomas G. (2012). Creating Literacy instruction for All Students. Eighth Edition. Pearson

Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve the instruction being provided to students by providing Pathwise mentoring to all novice teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Keith Richey, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<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	Keith Richey, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance 	<hr/> ACTION BUDGET: \$

<p>teachers in the area of high yield strategies teaching reading and writing skills. Co-op specialists will be providing professional development for our teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>			<p>Assessments</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.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>GT and AP Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <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 walkthroughs, evaluation of class syllabi, standardized test scores, and target test. In 2013-2014, the 7th grade pre/post tests indicate a 6.9</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

<p>percentage point loss. The 8th grade pre/post tests indicate a 2.7 percentage point gain. The 11th grade pre/post tests indicate a .8 loss. The CRT results for 7th grade indicate a loss of 6 percentage points. The CRT results for 8th grade indicate a loss of 5 percentage points. The CRT results for 11th grade Literacy EOC indicate an 12 percentage point gain. In 2013-14, gains were not made at all grade levels. Therefore, each teacher will analyze the formative assessment data and determine needed interventions. Action Type: Program Evaluation</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 what should be improved. Action Type: Program Evaluation</p>	<p>Literacy Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Materials and supplies will be purchased as needed to supplement the curriculum. Action Type: Alignment Action Type: Equity	Lisa Hargrave, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

Scientific Based Research: Gunning, Thomas G. (2012). Creating Literacy for All Students. Eighth Edition. Pearson

Actions	Person Responsible	Timeline	Resources	Source of Funds
The 7th and 8th grade English teacher will create a classroom library and develop	Martha Rodriguez, English Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Public Library School Library Teachers 	ACTION BUDGET: \$

<p>reading and writing 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.</p> <p>Action Type: Alignment Action Type: Equity</p>				
<p>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.</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
<p>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 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</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Classworks, ACTAAP, and Iowa Test. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
The Lit Lab Program will be evaluated by using the STAR Growth Report. Seventh grade showed a growth from grade placement 6.18- 6.86, a growth of 0.68. Eighth grade showed a growth from 6.73-7.6, a growth of 0.87. Ninth grade showed a growth from 7.2- 8.08, a growth of 0.8. Tenth grade showed a growth from 8.2-9.12, an increase of 0.92. Eleventh grade showed a growth from 9.8-10.7, an increase of 0.90. Action Type: Program Evaluation	Bill Muse, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement AP Literacy, AP History, and Pre-AP Literacy classes.				
Scientific Based Research: Patterson, Brian F. Ewing, Maureen. (2013). Validating the Use of AP Exam Scores for College Course Placement				
Actions	Person	Timeline	Resources	Source of

	Responsible			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: 07/01/2014 End: 06/30/2015	<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 College 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: 07/01/2014 End: 06/30/2015	<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 College Board. Action Type: Collaboration Action Type: Professional Development	Bill Muse, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
The AP Program will be evaluated for effectiveness by student's AP test	Bill Muse, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

<p>scores at the end of the year. In 2012-2013, 46 AP exams were given. Forty students scored one. Fourteen students scored two. Three students scored three. One student scored four.</p> <p>Action Type: Program Evaluation</p>				
Total Budget:				\$0

Intervention: Implement an online ACT prep class.

Scientific Based Research: Dean, Ceri B. Hubbell, Eliazbeth Ross. (2013). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. 2nd Edition. Pearson

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will employ a teacher to facilitate the online ACT course.</p> <p>Action Type: Equity</p>	Tim Gardner, Superintendent	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Facilitator will administer a practice ACT test for the literacy part of the test. This will evaluate the areas that still need work.</p> <p>Action Type: Alignment</p> <p>Action Type: Program Evaluation</p>	ACT Facilitator	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACT data will be used to evaluate the program, by comparing the ACT scores of the</p>	Bill Muse, Principal	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

<p>students from year to year. The 2012 ACT average for the students was 20.3. The 2013 ACT average for students was 20.2. The 2014 ACT average for students was 20.1. Both the school scores and the state average scores have been primarily flat over the past several years. However, the state average has moved slightly ahead at 20.4 and the school average at 20.1.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

Intervention: Implementation of a computer lab program for supplemental instruction in language arts in grades 7th and 8th.

Scientific Based Research: Selwyn, Neil. (2011). Education and Technology. Key Issues and Debates. Bloomsbury Academic.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>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.</p>	<p>Karen Church, High School Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Parents will be asked to attend parent teacher conferences to discuss the students' academic improvement plans. Action Type: Parental Engagement</p>				
<p>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</p>	<p>Nikki Hood, Paraprofessional</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The computer lab manager will monitor student progress through the use of print-outs provided by</p>	<p>Nikki Hood, Paraprofessional</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>computerized software. Computer activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Common Core State Standards required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that student 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</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Orchard computer software. Action Type: Collaboration Action Type: Program Evaluation</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 Action Type: Title I Schoolwide</p>	<p>Nikki Hood, Paraprofessional</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The program will be evaluated by examining the results of student progress in literacy as measured by the diagnostic printouts and by classroom progress. In 2012-</p>	<p>Keith Richey, Federal Programs</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>2013, the Junior High pre-test average score was 42.7% and the post-test average score was 62.5%. The data shows a gain of 19.8 percentage points. Action Type: Program Evaluation</p>				
<p>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</p>	<p>Literacy Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Implement an Alternative Learning Environment where students at risk will be provided with resources to help them reach their potential.

Scientific Based Research: Shernoff, David J. (2013). Optimal Learning Environments to Promote Student Engagement (Advancing Responsible Adolescent Development). Springer

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Administrators and staff will evaluate</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>————— ACTION BUDGET: \$</p>

<p>programs designed to help at-risk students by evaluating student achievement data as well as through student observation. 10 students were placed in the ALE program in 2013-2014. None of the ALE students dropped out of school. Two graduated and eight are now on track to graduate. Our goal for the 2014-2015 school year is to no students drop out and to have 100% of students either graduate or continue toward graduation. Action Type: Program Evaluation</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Teaching Aids 	
<p>At-risk students will be offered Alternative Learning Environment</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>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</p>				
<p>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</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A partnership with Families, Inc. Counseling will be established to help struggling students in the ALE Program with various problems such as home environment,</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>behavioral issues, drugs, alcohol, etc. that contributed to their academic problems. Action Type: Collaboration</p>				
<p>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</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will have to meet certain criteria in order to qualify for the ALE program. A checklist will be utilized to ensure criteria are documented. Action Type:</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Collaboration				
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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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 Inclusion	Keith Richey, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teaching Aids 	<hr/> ACTION BUDGET: \$
The district will employ 4 teachers for 1 period each (FTE.125 each) to ensure a certified teacher is in	Tim Gardner, superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ALE (State-275) - \$4125.08 Employee Benefits: ALE (State-275) - \$15529.09

ALE for Math, Science, English, and Social Studies.				Employee Salaries:
				ACTION BUDGET : \$19654.17
Total Budget:				\$19654.17

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: Bandlow, Laurie. (2013). Parental Involvement Predicts Student Success: The Relationship Between Parental Involvement and Student Achievement in Three Working-Class Schools

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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

<p>by sending a School/Parent Compact home. A copy of the compact will be kept on file. Action Type: Parental Engagement</p>				
<p>"Parent Involvement Meetings" will be continued to get parents and community members involved in education. Parents will be notified at these meetings of their right to be involved in planning, review, and improvement of parent programs. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • 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 learning to make a difference. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</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 Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</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</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

read the information. Action Type: Collaboration Action Type: Parental Engagement				
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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Classroom teachers will contact parents throughout the year by letters, phone calls,	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>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</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: Collaboration Action Type: Parental Engagement</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents who attend all parent-teacher conferences scheduled by the school will be recognized in the local newspaper. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The alumni advisory committee will be restructured to provide input regarding parental and community involvement. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Parental</p>	<p>Lorie Long,</p>	<p>Start:</p>	<ul style="list-style-type: none"> • Administrative 	<hr/>

<p>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. 2012-2013 we had 61% parental participation. Our goal is 75% for the 2013-2014 school year. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Parental Involvement Coordinator</p>	<p>07/01/2014 End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</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. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Seminars will be scheduled during the summer for the parents of high school students about how to</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>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</p>				
<p>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</p>	<p>Keith Richey, Federal Programs</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • 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 and demonstration 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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>During staff meetings, teachers and other staff members will be educated on the importance of effective communication, value, and utility of contributions of parents.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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.
1. 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.
 2. In 2013, 58 students took the 7th grade math benchmark test. 36 or 63% scored at or above proficient. 17 or 53% of Economically Disadvantaged Students scored at or above proficient. 0% of
- Supporting Data:

Students with Disabilities scored at or above proficient. 0% of Hispanics scored at or above proficient. 100% of Blacks who took the test scored proficient. The combined population scored lowest on the multiple choice section of the test in the Measurement area. The combined population scored lowest compared to the state average on the multiple choice section in the Geometry area. The combined population scored lowest on the open response section in the Measurement area. The combined population scored lowest compared to the state average on the open response section in the Measurement.

3. In 2014, 66 students took the 7th grade math benchmark exam. 38 or 58% of the combined population scored at or above proficient. 15 or 63% of Economically Disadvantaged Students scored at or above proficient. None of the Students with Disabilities scored at or above proficient. 1 or 100% of Hispanic students scored at or above proficient. No Black students took the test. The combined population scored lowest on the multiple choice section of the test in the Measurement area. The combined population scored lowest on the open response section of the test in the Measurement area.
4. 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.
5. In 2013, 53 students took the 8th grade math benchmark test. 32 or 61% of the combined population scored at or above proficient. 15 or 47% of Economically Disadvantaged Students scored at or above proficient. 0% of Students with Disabilities scored at or above proficient. There were no Hispanic or Black students who took the test. The combined population scored lowest on the multiple choice section of the test in the areas of Geometry and Data Analysis and Probability. The combined population scored lowest on the multiple choice section of the test compared to the state average in the areas of Algebra and Geometry. The combined population scored lowest on the open response section of the test in the area of measurement. Measurement was also the area in which the combined population scored lowest compared to the state average.
6. In 2014, 55 students took the 8th grade math benchmark exam. 37 or 67% of the combined population scored at or above proficient. 16 or 59% of Economically Disadvantaged Students scored at or above proficient. No Students with Disabilities scored at or above

proficient. No Hispanics scored at or above proficient. There were no Black students who took the test. The combined population scored lowest on the multiple choice section of the test in the Geometry area. The combined population scored the lowest on the open response section of the test in the area of Geometry.

7. 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.
8. In 2013, 43 students took the Algebra I EOC Exam. 39 or 90% of students scored at or above proficient. 21 or 91% of Economically Disadvantaged students scored at or above proficient. There were no Students with Disabilities who took the test. 100% of Black and Hispanic students who took the test scored proficient or advanced. The lowest scores on the multiple choice section of the test were in Solving Equations and Inequalities, Linear Functions, and Non-Linear Functions. The lowest scores on the multiple choice section compared to the state average was in Linear Functions. The lowest scores on the open response questions were in Non-Linear Functions. The lowest score on open response compared to the state average was in Linear Functions.
9. In 2014, 52 students took the Algebra I EOC Exam. 43 or 83% of the combined population scored at or above proficient. 23 or 76% of the Economically Disadvantaged Students scored at or above proficient. There were no Students with Disabilities who took the test. 1 or 100% of Black students scored at or above proficient. There were no Hispanic students who took the test. The combined population scored lowest on the multiple choice section of the test in the Solving Equations and Inequalities area. The combined population scored lowest on the open response section of the test in the Non-linear functions area.
10. 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.

11. In 2013, 41 students took the Geometry EOC Exam. 30 or 74% of the combined population scored at or above proficient. 17 or 71% of Economically Disadvantaged Students scored at or above proficient. There were no Students with Disabilities who took the test. There were no Hispanic or Black students who took the test. The lowest scores on the multiple choice test were in Relationships between Two and Three Dimensions and Coordinate Geometry and Transformations. The lowest scores on the multiple choice section of the test were in Coordinate Geometry and Transformations. The lowest scores on the open response section of the test were in Triangles. Triangles were also the area of the open response test in which students scored lowest compared to the state average.
12. In 2014, 45 students took the Geometry EOC Exam. 31 or 69% of the combined population scored at or above proficient. 15 or 63% of Economically Disadvantaged Students scored at or above proficient. There were no Students with Disabilities who took the test. 0% of the Hispanic students scored at or above proficient. 1 or 100% of Black students scored at or above proficient. The combined population scored lowest on the multiple choice section of the test in the Triangles strand. The combined population scored lowest on the open response section of the test in the Triangles strand.
13. 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. In 2013, 57 students took the math portion of the 7th grade NRT. The combined population scored at the 54th percentile compared to the 54th percentile for the state. There were no Students with Disabilities who took the test. Economically Disadvantaged students scored at the 50th percentile compared to the 47th percentile for the state. In 2013, 53 students took the math portion of the 8th grade NRT. The combined population scored at the 53rd percentile compared to the 54th percentile for the state. Economically Disadvantaged students scored at the 45th percentile compared to the 46th percentile for the state. There were no Students with Disabilities who took the test. In 2014, 66 students took the math portion of the 7th grade NRT. The combined population scored at the 50 NPR

while the state average was at the 53rd NPR. The Students with Disabilities scored at the 47th NPR while the state average was at the 45th NPR. Students with Disabilities scored at the 14th NPR while the state average was at the 22nd NPR. In 2014, 55 students took the math portion of the 8th grade NRT. The combined population scored at the 52nd NPR while the state average was at the 53rd NPR. Economically Disadvantage students scored at the 47th NPR while the state average was at the 45th NPR. Students with Disabilities scored at the 15th NPR while the state average was at the 23rd NPR.

14. In 2012, 38 students took the ACT exam. The average score in math was 17.9 while the state average was 20.0. In 2013, 36 students took the ACT exam. The average score in math was 18.1 while the state average was 19.9. In 2014, 27 students took the ACT exam. The average score in math was 18.5 while the state average was 19.9. While this does show a slight increase in scores within the district, our math scores continue to lag behind the state average.

Goal

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

Benchmark

All students will meet the AMO requirements outlined by the Arkansas Department of Education. In 2014, 219 students took the Math exam at Marmaduke High School. 128 of the 219 were included in the Targeted Achievement Gap Group (TAGG). The school fell into the Needs Improvement School category in Math for the following reasons: The school missed the 2014 performance AMO for all students by 8.26 percent. The school missed the 2014 growth AMO for all students by 17.72 percent. The school missed the 2014 performance AMO for the TAGG by 10.07 percent and the 2014 growth AMO for TAGG by 25.05 percent. The school missed the three year performance AMO for all students by 8.59 and the three year growth AMO for all students by 16.54 percent. The school missed the three year performance AMO for TAGG by 10.72 percent and the three year growth AMO for TAGG by 22.33 percent. The Economically Disadvantaged subgroup missed the 2014 performance AMO by 10.02 percent and the 2014 growth AMO by 23.63 percent.

Intervention: Align the Mathematics curriculum for standards-based instruction.				
Scientific Based Research: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Corwin				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The math teachers will meet quarterly to determine the	Bill Muse, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>effectiveness of the alignment process, the quality of the 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: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <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</p>	<p>Math Teachers, Math Coach, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>curriculum alignment. In 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point gain. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for 7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain. In 2013-14, gains were not made at all grade levels. Therefore, each math teacher and the math coach will analyze the formative assessment data and determine</p>				
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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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Career & Technology teachers will	Career & Technology Teachers,	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

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	Math teachers, Math Coach	06/30/2015		
Students and parents will be provided a course outline for each math class. Action Type: Alignment Action Type: Equity	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Materials and supplies will be purchased as needed to supplement the curriculum. Action Type: Alignment Action Type: Technology Inclusion	Lisa Hargrave	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1000

Intervention: Implement interventions for supplemental instruction in math.

Scientific Based Research: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Corwin

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will monitor students' math performance to	Math Teachers	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>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</p>		06/30/2015		
<p>Students' grades and Classworks 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 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point loss. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for 7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a</p>	<p>Bill Muse, Principal, Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>gain of 7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain. In 2013-14, gains were not made at all grade levels. Therefore, each math teacher and the math coach will 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: 07/01/2014 End: 06/30/2015</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 are reported. Action Type: Equity</p>	Tim Gardner	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	Math Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	Cara Herren, Kelly Clayton	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	Bill Muse, Principal, Lisa Hargrave, Math Coach, Math Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity				
Total Budget:				\$0

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: Bandlow, Laurie. (2013). Parental Involvement Predicts Student Success: The Relationship Between Parental Involvement and Student Achievement in Three Working-Class Schools. Lap Lambert Academic Publishing

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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$

<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: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</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. Action Type:</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Collaboration Action Type: Parental Engagement				
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. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$

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				
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. Action Type: Parental Engagement Action Type: Special Education	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	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: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

<p>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 PTO. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</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. The contacts will be part of the "Parent Involvement Meetings." Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will have a daily conference time available for parents who wish to schedule</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>a private conference with the teachers concerning their child. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>				
<p>Parents who attend all parent-teacher conferences scheduled by the school will be recognized in the local newspaper. Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The alumni advisory committee will be restructured to provide input regarding parental and community involvement. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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 by grades to determine the number of parents who attend the Parent Involvement Meetings. Open</p>	<p>Lorie Long</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>House, and Literacy/Math Nights, etc. In the 2012-2013 school year, our parental participation rate was 70%. Our goal for the 2014-2015 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>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play 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</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <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</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

parents. Action Type: Parental Engagement Action Type: Professional Development				
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will be provided with current technology to utilize in the classroom.

Scientific Based Research: Selwyn, Neil. (2011). Education and Technology. Key Issues and Debates. Bloomsbury Academic

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>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.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Tamara Carr, Technology Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each math teacher will be provided with a classroom set of calculators to be used by the students in their classrooms.</p> <p>Action Type: Equity Action Type: Special Education</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Standardized test scores will be studied to determine if current use of technology is producing the needed improvements in student achievement. Action Type: Program Evaluation	Bill Muse, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<hr/> ACTION BUDGET: \$
Utilize the Classworks computer	Bill Muse, Principal	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> ACTION BUDGET: \$

<p>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</p>		06/30/2015		
<p>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</p>	<p>Tamara Carr, Technology Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers, administrators, and the technology department will meet each semester to discuss on-</p>	<p>Math Teachers, Math Coach, Principal, Technology Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>going effectiveness and needs of the technology program. In 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point loss. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for 7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain. In 2013-14, gains were not</p>				
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<p>made at all grade levels. Therefore, each math teacher and the math coach will 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>	<p>Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will purchase 7 computers for student use in the classroom to insure that all students have equal access to technology required for success. Six of these computers will cost \$519.00 each and one will cost \$999.</p>	<p>Tamara Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title VI State - Materials \$2123.20 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$2123.2</p>

<p>The total cost will be \$4,600. A grant will pay \$2,476.80 and the school will pay the remaining \$2,123.20. Action Type: Equity Action Type: Technology Inclusion</p>				
<p>The District will utilize the BEE initiative provided by Department of Information Services for a M86WFR550 and an Ecessa Shield Link 250 at a cost of \$7015.00 from NSLA funds. The purpose of this item is to improve our students' access to the Accelerated Reading program, Achieve 3000, Distance Learning, Gaggle, My Reading Coach, Kurzweil, Destiny, Smart Learning Marketplace, and online Accounting. This</p>	<p>Tamra Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Computers 	<p>NSLA (State-281) - Purchased Services: \$7015.00</p> <hr/> <p>ACTION BUDGET: \$7015</p>

<p>program will help to insure that our students have access to the most current technology and curriculum available. Action Type: Technology Inclusion</p>				
<p>The district will purchase a Microsoft open value-education solutions agreement at a cost of \$2,571.53 from NSLA funds to provide students with the most current operating systems and software updates. This will allow students a more effective and efficient use of technology within the district which will improve their ability to achieve at the highest level possible. Action Type: Technology Inclusion</p>	<p>Tamra Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers 	<p>NSLA (State-281) - Purchased Services: \$2571.53</p> <hr/> <p>ACTION BUDGET: \$2571.53</p>
<p>The district will purchase needed technology</p>	<p>Tamara Carr</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>Title VI State - Capital \$4802.87</p>

<p>infrastructure to insure uninterrupted access to computer programs and software. The school will be supplied with three backup power sources that will insure students can continue the educational process at all times. These power sources will cost \$5,285.73. \$4,802.87 will be paid from Title VI State funds and \$482.86 will be paid from district funds. Action Type: Technology Inclusion</p>		06/30/2015		<p>Outlay:</p> <hr/> <p>ACTION BUDGET: \$4802.87</p>
Total Budget:				\$16512.6

Intervention: Students will participate in online Classworks testing and remediation.

Scientific Based Research: Heritage, Margaret. (2013). Formative Assessment in Practice: A Process of Inquiry and Action. Harvard Education Press

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will take mathematics pre-test, three formative assessments, and a post-test, and results will be used to assess students' academic</p>	<p>Lisa Hargrave, Math Coach, Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>Title I - Purchased \$7522.50 Services:</p> <hr/> <p>ACTION BUDGET: \$7522.5</p>

needs and accomplishments. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Weak areas identified by Classworks will be remediated. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Math Teachers, Lisa Hargrave, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
The Classworks 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 Classworks assessments to evaluate the effectiveness of Classworks program. In 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point loss. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for	Karen Church, District Test Coordinator, Lisa Hargrave, Math Coach, Bill Muse, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain. In 2013-14, gains were not made at all grade levels. Therefore, each math teacher and the math coach will analyze the formative assessment data and determine needed interventions.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>School administrators will attend professional development provided by Classworks. Teachers will be provided with professional development on the effective use of the Classworks program.</p> <p>Action Type: Professional Development</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$7522.5</p>

Intervention: Mathematics project-based tasks will be included regularly in each math class.

Scientific Based Research: Boss, Suzanne K. Krauss, Jane I. (2013). Thinking Through Project-Based Learning: Guiding Deeper Inquiry. Corwin

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will model strategies for completing open-response items for the students. Action Type: Alignment Action Type: Equity</p>	<p>Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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 Action Type: Alignment Action Type: Equity</p>	<p>Lisa Hargrave, Math Coach, Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Student performance on open response questions on Courseworks will be reviewed to determine the success of including</p>	<p>Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>open-response questions in the curriculum. The 2012-2013 data from Target Testing indicates the average score for 7th grade open response grew from .99 at the beginning of the year to 2.5 at the close of the year. The data indicates that the average score for 8th grade open response grew from 1.5 at the beginning of the year to 2.4 at the close of the year. The data indicates the average score for the Algebra 1 open response grew from 0.8 at the beginning of the year to 2.6 at the close of the year. The data indicates the average score for the Geometry open response grew from 1.3 at the beginning of the year to 2.4 at the close of the year.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>				
<p>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.</p> <p>Action Type:</p>	<p>Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Alignment Action Type: Collaboration Action Type: Professional Development				
Total Budget:				\$0

Intervention: Maintenance of a computer lab program for supplemental instruction in mathematics.

Scientific Based Research: Selwyn, Neil. (2011). Education and Technology. Key Issues and Debates. Bloomsbury Academic

Actions	Person Responsible	Timeline	Resources	Source of Funds
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 student 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: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Nikki Hood, Computer Lab Manager, and Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
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	Nikki Hood, Computer Lab Manager, and Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

will be implemented. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide				
The new computer lab program (Classworks) 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 computer lab monitor will conference with classroom teachers to coordinate computer activities with classroom lesson plans. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Nikki Hood, Computer Lab Manager, and Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

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 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point loss. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for 7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain. In 2013-14, gains were not made at all grade levels. In 2012-2013, the 7th grade pre/post tests indicate a 6.7 percentage point gain. The 8th grade pre/post tests indicate a 0.5 percentage point loss. The Algebra 1 pre/post tests indicate a 2.8 percentage point loss. The Geometry pre/post tests indicate a 0.4 percentage point gain. The CRT results for 7th grade indicate a gain of 2 percentage points. The CRT results for 8th grade indicate a loss of 3 percentage points. The CRT results for Algebra 1 indicate a 26 percentage point gain. The CRT results for Geometry indicate a 4 percentage point gain. In 2012-13, gains were not made at all grade levels. 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 a 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.

Intervention: Implement an Alternative Learning Environment where students at risk will be provided with resources to help them reach their potential.				
Scientific Based Research: Shernoff, David J. (2013). Optimal Learning Environments to Promote Student Engagement (Advancing Responsible Adolescent Development). Springer				
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Administrators and staff will evaluate	Bill Muse, High School	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION \$

<p>programs designed to help at-risk students by evaluating student achievement data as well as through student observation. 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. 10 students participated in the ALE program during the 2013-14 school year with 0 dropping out and 2 graduating.</p> <p>Action Type: Program Evaluation</p>	Principal	End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments 	BUDGET:
<p>Students determined to be at-risk will be given the opportunity to meet with mental health professionals through the school-based mental health partnership.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Bill Muse, Principal and Virginia Willis, Therapist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>A partnership with Families, Inc. will be established to help struggling students in</p>	Bill Muse, High School Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$

<p>the ALE Program with various problems such as home environment, behavioral issues, drugs, alcohol, etc. that contributed to their academic problems. Action Type: Equity</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>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</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants Public Library Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Before a student can exit the ALE program, a transition plan will be developed. Action Type: Collaboration</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students who exit the ALE program will be monitored closely to ensure success in the</p>	<p>Bill Muse, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

general education classroom. Action Type: Collaboration			<ul style="list-style-type: none"> Teachers 	
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Total Budget:	\$0
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Intervention: Students who have shown high levels of functioning either academically or creatively will be provided with opportunities to excel.

Scientific Based Research: Davis, Gary A. Rimm, Sylvia B. Siegle, Del. (2011). Education of the Gifted and Talented (6th Edition). Pearson

Actions	Person Responsible	Timeline	Resources	Source of Funds
Advanced Placement and GT programs will be assessed by using Classworks 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 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point loss. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for 7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a gain of	Bill Muse, High School Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

<p>7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain. In 2013-14, gains were not made at all grade levels. Therefore, each math teacher and the math coach will analyze the formative assessment data and determine needed interventions. Action Type: Collaboration</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: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Provide incentives to students who demonstrate and maintain proficiency or remarkable improvement on Benchmark Exams.</p>				
<p>Scientific Based Research: Ratcliff, Martin, Ed.D. Harts, Melissa, Ed.D. (2011). Schools That Make the Grade: What Successful Schools Do to Improve Student Achievement. Paul H Brookes Publishing Company</p>				

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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Investigate providing 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	Teachers, Guidance Counselor, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> ACTION BUDGET: \$
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	Bill Muse, High School Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>test scores will be evaluated to determine if program is having a positive effect on student achievement. In 2013-2014, the 7th grade pre/post tests indicate a 5.3 percentage point gain. The 8th grade pre/post tests indicate a 2.2 percentage point loss. The Algebra 1 pre/post tests indicate no gain or loss. The Geometry pre/post tests indicate a 0.4 percentage point loss. The CRT results for 7th grade indicate a loss of 4 percentage points. The CRT results for 8th grade indicate a gain of 7 percentage points. The CRT results for Algebra 1 indicate an 8 percentage point loss. The CRT results for Geometry indicate a 4 percentage point gain.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Quarterly rewards will be given to students who meet a predetermined level of recognition in attendance and GPA level.</p> <p>Action Type: Alignment</p>	<p>Bill Muse, High School Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

Action Type: Equity				
Total Budget:				\$0
Intervention: Implement an ACT Prep Class.				
Scientific Based Research: Dean, Ceri B. Hubbell, Eliazbeth Ross. (2013). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. 2nd Edition. Pearson				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACT data will be used to evaluate the program, by comparing the ACT scores of the students from year to year. The 2012 ACT average for the students was 20.3. The 2013 ACT average for students was 20.2. The 2014 ACT average for studnets was 20.1. Action Type: Program Evaluation	Karen Church, District Test Coordinator and High School Guidance Counselor	Start: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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.

Supporting Data: 1. The BMI data results indicated that some of the male population

were either overweight or at risk of becoming overweight. In 2011-2012, 43.5% of males were overweight or obese. In 2012-2013, 43.8% of males were overweight or obese. In 2013-2014, 38.8% of males were overweight or obese.

2. The BMI data results indicated that some of the female population were either overweight or at risk of becoming overweight. In 2011-2012, 33.3% of females were overweight or obese. In 2012-2013, 40.5% of females were overweight or obese. In 2013-2014, 35.2% of females were overweight or obese.
3. In 2011-2012, the high school population was 344. Of that enrollment, 152 qualified for free lunch and 46 qualified for reduced lunches. In 2012-2013, the high school population was 343. Of that enrollment, 153 qualified for free lunch and 49 qualified for reduced lunches. In 2013-2014, the high school population was 349. Of that enrollment, 151 qualified for free lunch and 51 qualified for reduced lunches.
4. 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 2014-2015 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: American Public Health Association. American Academy of Pediatrics. (2012). Caring for Our Children: National Health and Safety Performance Standards 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.	Keith Richey, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness				
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Enhance the active learning strategies utilized across the curriculum. Action Type: Collaboration Action Type: Wellness	Shane Robinson, Health Teacher	Start: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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	Keith Richey, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

programs. Action Type: Collaboration Action Type: Wellness				
The nurse will promote health and safety for students and families. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Paula Gardner, Nurse	Start: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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	Paula Gardner, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
	Alex Richey	Student	Math
	Hannah Muse	Student	Literacy
	Zac Jackson	Student	Wellness
Business Representative	Regina Reagans	Parent	Wellness
Classroom Teacher	Amy Dawson	Teacher	Math
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	Ginger Richey	Music Teacher	Literacy
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	Laura Faulkner	Special Education Teacher	Literacy
Classroom Teacher	Matthew Collier	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	Tiffany Reddick	Family and Consumer Science Teacher	Wellness
Classroom Teacher	Tina Vangilder	Business Teacher	Math
Classroom Teacher	Vicky Richey	Language Arts Teacher	Literacy
Community Representative	Jason Weatherford	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	Melissa	Librarian	Literacy

Staff	Blackburn		
Non-Classroom Professional Staff	Paula Gardner	Nurse	Wellness
Parent	Becky Weatherford	Parent	Math
Parent	Lisa Muse	Parent	Literacy
Principal	Bill Muse	High School Principal	Title I
