

School Plan

DEER HIGH SCHOOL
P.O. BOX 56, DEER, AR 72628

Arkansas Comprehensive School Improvement Plan

2010-2011

The mission of Deer High School is to provide education in a safe, non-threatening environment accessible to all students. Deer High School is dedicated to the intellectual, technological, cultural, moral, social, and healthful development of the youth of our community to enable them to become patriotic citizens of high character in our ever-changing world. We believe staff, parents, students and community, working together, can and will achieve this goal. Deer High School stands for honesty, kindness, responsibility, and respect for all human kind.

Grade Span: 7-12

Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: All students in seventh grade will improve skills needed to demonstrate proficiency in literary and practical reading through open response application; all students in eighth grade will improve skills needed to demonstrate proficiency in content reading through open response application and writing through multiple choice application; all students in eleventh grade will improve skills needed to demonstrate proficiency in practical reading and writing through multiple choice application.

Priority 2: Math

Goal: All seventh grade students will improve concepts and skills in number & operations and data analysis & probability to demonstrate proficiency through open response application and will improve concepts and skills in number & operations to demonstrate proficiency through multiple choice application; all eighth grade students will improve concepts and skills in algebra, measurement, and geometry to demonstrate proficiency through open response application; all algebra students will improve concepts and skills in language of algebra and linear and non-linear functions to demonstrate proficiency through open response application; all geometry students will improve concepts and skills in triangles and coordinate geometry & transformations to demonstrate proficiency through open response application.

Priority 3: Wellness

Goal: Students and staff will take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices.

Priority 4: Safe and drug-free learning environment

Goal: Provide a safe and drug-free learning environment that supports academic achievement.

Priority 1: Literacy

Supporting Data:

1. In 2008, 72.7% of the combined population scored at or above proficient on the literacy portion of the SEVENTH GRADE AUGMENTED BENCHMARK exam; 80.0% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged and Student With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined population were Open Response in Literary and Practical reading and Multiple Choice in Practical reading. The lowest identified area for the Caucasian population was Multiple Choice in Practical reading. An analysis of the item by item selections indicated the skills needing improvement were application of information found in reading and editing and capitalization in a sentence in writing. In 2009, 60.0% of the combined population scored at or above proficient on the literacy portion of the SEVENTH GRADE AUGMENTED BENCHMARK exam; 72.7% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Caucasian and Student With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Economically Disadvantaged populations were Open Response in Content and Practical reading and Multiple Choice in Content reading. An analysis of the item by item selections indicated the skill needing improvement was identifying author's purpose. In 2010, 92.3% of the combined population scored at or above proficient on the literacy portion of the SEVENTH GRADE AUGMENTED BENCHMARK exam. There were less than 10 students in the Caucasian, Economically Disadvantaged, Student With Disabilities, and Hispanic populations and no African American or LEP students. The lowest identified area for the combined population was

Open Response in Literary reading. An analysis of the item by item selections indicated the skills needing improvement were determining the meaning of a word in context and comparing and contrasting points of view and explaining the effect of point of view on the overall theme in reading. In writing, revising content was the identified skill needing improvement.

2. In 2008, 80.0% of the combined population scored at or above proficient on the literacy portion of the EIGHTH GRADE AUGMENTED BENCHMARK exam. There were less than 10 students in the Caucasian, Economically Disadvantaged, and Student With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined population were Open Response in Practical reading and Multiple Choice in Literary reading and in Writing. An analysis of the item by item selections indicated the skills needing improvement were reading for details, understanding how details affect the plot, and identifying the theme of a passage. In 2009, 78.6% of the combined population scored at or above proficient on the literacy portion of the EIGHTH GRADE AUGMENTED BENCHMARK exam; 84.6% of Caucasian students scored at or above proficient; 70.0% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Student With Disabilities population and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Caucasian populations were Open Response in Literary and Content reading and Multiple Choice in Writing. The lowest identified areas for the Economically Disadvantaged population were Open Response in Literary reading and Multiple Choice in Writing. An analysis of the item by item selections indicated the skills needing improvement were identifying author's purpose and summarizing/concluding a paragraph. In 2010, 60.0% of the combined population scored at or above proficient on the literacy portion of the EIGHTH GRADE AUGMENTED BENCHMARK exam; 69.2% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Caucasian and Student With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Economically Disadvantaged populations were Open Response in Content reading and Multiple Choice in writing and Literary and Content reading. An analysis of the item by item selections indicated the skills needing improvement were alliteration, evaluating the credibility of the narrator, and identifying organization of a poem.
3. In 2008, 73.7% of the combined population scored at or above proficient on the ELEVENTH GRADE LITERACY exam; 81.8% of Caucasian students scored at or above proficient; 76.9% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Student With Disabilities population and no African American, Hispanic, or LEP students. The lowest identified area for the combined and Caucasian populations was Open Response in Content reading. The lowest identified areas for the Economically Disadvantaged population were Open Response in Literary and Content reading and Multiple Choice in Content reading. An analysis of the item by item selections indicated the skills needing improvement were improving vocabulary knowledge, understanding and application of information in the reading passage, and identifying the different types of letters--friendly, business, application. In 2009, 70.6% of the combined population scored at or above proficient on the ELEVENTH GRADE LITERACY exam; 72.7% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged population and no Student With Disabilities, African American, Hispanic, or LEP students. The lowest identified areas for the combined and Caucasian populations were Open Response in Content and Practical reading. An analysis of the item by item selections indicated the skill needing improvement was plot analysis. In 2010, 73.3% of the combined population scored at or above proficient on the ELEVENTH GRADE LITERACY exam; 76.9% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged population and no Student With Disabilities, African American, Hispanic, or LEP students. The lowest identified areas for the combined population were Multiple Choice in Practical reading and writing. The lowest identified area for the Caucasian population was Multiple Choice writing. An analysis of the item by item selections indicated the skills needing improvement were identifying similes and analyzing style and diction to determine author's purpose in reading. In writing, the skill needing improvement was applying conventional spelling to identify misspelled words.
4. In 2008, 81.8% of the combined population scored above the 50th percentile in READING COMPREHENSION on the SEVENTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM; 90.0% of Caucasian students scored above the 50th percentile. In COMPREHENSIVE LANGUAGE, 63.6% of the combined population scored above the 50th percentile; 70.0% of Caucasian students scored above the 50th percentile. There were less than 10 students in the Economically Disadvantaged and Student With Disabilities populations and no African American, Hispanic, or LEP students. In 2009, 33.3% of the combined population scored above the 50th percentile in READING COMPREHENSION on the SEVENTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM; 36.4% of the Economically Disadvantaged population scored at or above the 50th percentile. In COMPREHENSIVE LANGUAGE, 40.0% of the combined population scored above the 50th percentile; 45.5% of the Economically Disadvantaged population scored at or above the 50th percentile. There were less than 10 students in the Caucasian and Student With Disabilities populations and no African American, Hispanic, or LEP students. An analysis of the item by item selections indicated the skills needing improvement were author factors and craft and extending meaning in Reading Comprehension and prewriting strategies in Comprehensive Language. In 2010, 84.6% of the combined population scored above the 50th percentile in READING COMPREHENSION on the SEVENTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM. In COMPREHENSIVE LANGUAGE, 38.5% of the combined population scored above the 50th percentile. There were less than 10 students in the Caucasian, Economically Disadvantaged, Student With Disabilities, and Hispanic populations and no African

American or LEP students. An analysis of the item by item selections indicated the skills needing improvement were author factors and craft, text characteristics, and making inferences in Reading Comprehension. In Comprehensive Language, skills needing improvement are prewriting strategies, content & organization, and usage.

5. In 2008, 73.3% of the combined population scored above the 50th percentile in READING COMPREHENSION on the EIGHTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM. In COMPREHENSIVE LANGUAGE, 40.0% of the combined population scored above the 50th percentile. There were less than 10 students in the Caucasian, Economically Disadvantaged, and Student With Disabilities populations and no African American, Hispanic, or LEP students. In 2009, 57.1% of the combined population scored above the 50th percentile in READING COMPREHENSION on the EIGHTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM; 61.5% of Caucasian students scored above the 50th percentile; 50.0% of Economically Disadvantaged students scored above the 50th percentile. In COMPREHENSIVE LANGUAGE, 50.0% of the combined population scored above the 50th percentile; 53.8% of Caucasian students scored above the 50th percentile; 50.0% of Economically Disadvantaged students scored above the 50th percentile. There were less than 10 students in the Student With Disabilities population and no African American, Hispanic, or LEP students. An analysis of the item by item selections indicated the skills needing improvement were author factors and craft in Reading Comprehension and usage and capitalization in Comprehensive Language. In 2010, 60.0% of the combined population scored above the 50th percentile in READING COMPREHENSION on the EIGHTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM; 69.2% of the Economically Disadvantaged population scored at or above the 50th percentile. In COMPREHENSIVE LANGUAGE, 33.3% of the combined population scored above the 50th percentile; 38.5% of the Economically Disadvantaged population scored at or above the 50th percentile. There were less than 10 students in the Caucasian and Student With Disabilities populations and no African American, Hispanic, or LEP students. An analysis of the item by item selections indicated the skills needing improvement were author factors and craft, making inferences, and using monitoring strategies in Reading Comprehension. Comprehensive Language, skills needing improvement were revision, punctuation, and content & organization.
6. In 2008, 46.7% of the combined population scored above the 50th percentile on the READING COMPREHENSION portion of the NINTH GRADE STANFORD 10 test; 46.2% of Caucasian students scored above the 50th percentile. In LANGUAGE, 46.7% of the combined population scored above the 50th percentile; 46.2% of Caucasian students scored above the 50th percentile. There were less than 10 students in the Economically Disadvantaged and Student With Disabilities populations and no African American, Hispanic, or LEP students. In 2009, 64.7% of the combined population scored above the 50th percentile on the READING COMPREHENSION portion of the NINTH GRADE STANFORD 10 test; 63.6% of Caucasian students scored above the 50th percentile. In LANGUAGE, 70.6% of the combined population scored above the 50th percentile; 72.7% of Caucasian students scored above the 50th percentile. There were less than 10 students in the Economically Disadvantaged and Student With Disabilities populations and no African American, Hispanic, or LEP students. In 2010, 66.7% of the combined population scored above the 50th percentile on the READING COMPREHENSION portion of the NINTH GRADE STANFORD 10 test; 71.4% of Caucasian students scored above the 50th percentile; 54.5% of the Economically Disadvantaged population scored above the 50th percentile. In LANGUAGE, 60.0% of the combined population scored above the 50th percentile; 64.3% of Caucasian students scored above the 50th percentile; 45.5% of the Economically Disadvantaged population scored above the 50th percentile. There were less than 10 students in the Student With Disabilities population and no African American, Hispanic, or LEP students.
7. GRADUATION RATE: The 2009 graduation rate for Deer High School was 94.4% which met the goal for adequate yearly progress.
8. NEEDS ASSESSMENT: AN ANALYSIS OF THREE YEARS OF TREND DATA IDENTIFIED OPEN RESPONSE AND MULTIPLE CHOICE APPLICATION TO BE AREAS OF THE LOWEST SCORES FOR THE COMBINED POPULATION AND ALL SUBPOPULATIONS ON THE READING PORTION OF THE LITERACY TEST. THE PASSAGE TYPES OF IMMEDIATE CONCERN ARE LITERARY AND PRACTICAL WITH OPEN RESPONSE APPLICATION FOR SEVENTH GRADE, CONTENT WITH OPEN RESPONSE APPLICATION FOR EIGHTH GRADE, AND PRACTICAL WITH MULTIPLE CHOICE APPLICATION FOR 11TH GRADE. WRITING WITH MULTIPLE CHOICE APPLICATION IS A CONCERN FOR EIGHTH AND 11TH GRADES.

Goal	All students in seventh grade will improve skills needed to demonstrate proficiency in literary and practical reading through open response application; all students in eighth grade will improve skills needed to demonstrate proficiency in content reading through open response application and writing through multiple choice application; all students in eleventh grade will improve skills needed to demonstrate proficiency in practical reading and writing through multiple choice application.
Benchmark	The percentage of students scoring proficient or advanced in literacy on the 2011 Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) exams will increase by 6.4%.

Intervention: Align the curriculum in language arts to the Arkansas frameworks.				
Scientific Based Research: Carter, L. (2007). Total instructional alignment: From standards to student success. Bloomington, IN: National Education Service.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Language arts teachers continue to align curriculum to Arkansas frameworks. Using the Arkansas frameworks, teachers created pacing guides according to total instructional alignment. Action Type: Alignment	Brenda Napier, Curriculum Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Language Arts teachers review and discuss the areas of weakness on benchmark and end-of-course exams with teachers across the curriculum with emphasis on special education during in-service meetings. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers analyze results of norm-referenced and criterion-referenced benchmark and end-of-course exams to find weaknesses and strengths for individual students and for grade levels. District and state test averages are also compared.	Melissa King, Testing Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Parents and staff work together to revise the school improvement plan for literacy each year. Parents and staff are informed of student achievement, adequate yearly progress, and federal programs to enable them to plan interventions and actions that meet the needs of student deficiencies. A peer review committee will review the plan before its submission to the district for approval. Action Type: Collaboration Action Type: Parental Engagement	Carmel Davis, ACSIP Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Students in seventh through twelfth grades are assessed during each nine weeks on frameworks mapped out in pacing guides. Teachers use test results to analyze instructional strategies to determine effective teaching methods, coordinate curriculum, and determine if reteaching, reviewing or more quality time on instructional strategies is needed. Teachers will compare formative and summative assessments for program evaluation. Action Type: Program Evaluation	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement comprehensive literacy program.				
Scientific Based Research: Rasinski, T. V. (2003). The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic.; Biancarosa, C., & Snow, C.E. (2006). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.; Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools--A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.; Blink, R.J. (2007). Data-driven instructional leadership. Larchmont, NY: Eye on Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Small group training, review, and planning sessions are provided for all staff. Core teachers will update scoring guide and writing form. Students will review the scoring guide at the beginning of the school year. Action Type: Professional Development	Brenda Napier, Curriculum Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Teachers compile and/or update a classroom set of writing topics and released items from benchmark and end-of-course exams. Action Type: Alignment	Melissa King, Testing Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Students in all core classes will write a minimum of one weekly with an emphasis on content and literary short responses. Students in all peripheral classes will write once monthly. Recent and previous writings will be compared. Action Type: Collaboration	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers • Title Teachers 	ACTION BUDGET: \$
Teachers of core and peripheral classes will meet to compare and discuss samples of student writing each semester. Action Type: Collaboration	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Portfolios will be kept in the Language Arts department and compared to year to year ACTAAP scores to determine effectiveness of intervention for individual students and grade level.	Carmel Davis, English Department Head	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Sample released reading items, open response questions with scoring rubric and examples of scored student responses will be available in parent center. Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Seventh through twelfth grade students go to computer lab weekly for Language Arts. Computer programs are used to enhance writing practice. Action Type: Technology Inclusion	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Students in Grades 7-12 using the Accelerated Reader program will be pre-mid- and post-tested using the STAR test to determine independent reading level ranges and to monitor their progress. Reading level ranges will be shared with students and peripheral teachers.	Carmel Davis, English Department Head	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Provide a paraprofessional .25 FTE for literacy and/or math to work under the	Richard Denniston,	Start:	<ul style="list-style-type: none"> • Administrative 	NSLA (State- \$1500.00)

direct supervision of a certified teacher.	Superintendent	07/01/2010 End: 06/30/2011	Staff	281) - Employee Benefits: NSLA (State-281) - Employee Salaries: \$5000.00 <hr/> ACTION BUDGET: \$6500
Professional development money is budgeted for staff to attend conferences, workshops, and other professional development that will improve student achievement. The district provides the required hours for parental involvement, technology and Arkansas history professional development on site or through the local education co-op. Teachers have log-ins and passwords to enable them to take advantage of the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Budget includes money for conference or workshop fees, travel, room and board, consultant fees, and materials and supplies. Action Type: Professional Development	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	PD (State-223) - Purchased Services: \$6022.00 <hr/> ACTION BUDGET: \$6022
Test data reveals disparity between the Students With Disabilities population and other populations. Language arts and Special Education teachers will meet to determine use of benchmark released items in the Special Education classrooms and for point-in-time remediation. Special Education students will be transitioned to regular classrooms whenever Individual Education Programs (IEPs) permit. Action Type: Equity Action Type: Special Education	Carmel Davis, English Dept. Head	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Classroom computers are used to address language arts works, research, writing skills, improve reading comprehension and higher-order thinking skills. Action Type: Technology Inclusion	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Performance Assessments Teaching Aids 	<hr/> ACTION BUDGET: \$
Incorporate Literacy Lab techniques with point-in-time remediation as well as in the regular classroom.	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants Teaching Aids 	<hr/> ACTION BUDGET: \$
A regular class period is set aside for timely and effective remediation of students not proficient on the literacy portion of the Arkansas Augmented Benchmark and Eleventh Grade Literacy exams. Individual Academic Improvement Plans are developed by teachers and staff ng data from the	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

end-of-course and benchmark exams. Parents are informed and are required to sign the Academic Improvement Plan for remediation. Action Type: AIP/IRI			<ul style="list-style-type: none"> Teaching Aids 	
Provide tutor .50 FTE to tutor students in literacy and math.	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee Benefits: \$9410.00 NSLA (State-281) - Employee Salaries: \$31365.00 <hr/> ACTION BUDGET: \$40775
<p>A formative assessment has been developed to ensure the literacy program prepares students to perform proficiently on the state assessments. A pre- and post- assessment aligned to the Arkansas frameworks is given at the beginning and end of the school year. During each of the nine-week grading periods, students are assessed in a variety of ways including teacher-made tests, teacher observation, and released items from the Arkansas Augmented Benchmark and Eleventh Grade Literacy exams. Teachers use results of the assessments to monitor students' progress toward mastery of student learning expectations and to modify teaching practices to meet individual academic needs of all students. Teachers from across the district will meet monthly for collaboration of analyzing formative assessment data and plan for interventions. They will also monitor for gaps in instruction and curriculum. Comparison of state criterion referenced and norm referenced exams and the formative assessments will allow staff to make needed changes in curriculum and modifications in teaching practices. PROGRAM EVALUATION RESULTS: Percentage of students scoring proficient - 7th grade: pre-test - 0%, post-test - ; 8th grade: pre-test - 0%, post-test - ; 9th grade: pre-test 14.3%, post-test - ; 10th grade: pre-test - 0%, post-test - ; 11th grade: pre-test - 0%, post-test - .</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	Brenda Napier, Curriculum Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Teachers will create a required reading list through vertical teaming.	Carmel David, English Dept. Head	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A GIFTED AND TALENTED PROGRAM is provided for identified students that exhibit a higher than average level of creativity, I.Q., and task commitment. Teachers in core subjects provide differentiation in curriculum for students in the GT program. Pre-Advanced Placement (AP) and Advanced Placement classes are available for these students in all core subjects. Professional development is provided to the teachers on implementation of differentiation	Carol Spradley, Gifted and Talented Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Performance 	<hr/> ACTION BUDGET: \$

of content, process, and product of the curriculum. Certification of teachers in Pre-AP and AP classes is required. The gifted and talented coordinator attends the state approved conference for gifted and talented education known as AGATE. It is strongly recommended that all core teachers attend this conference as well. Action Type: Professional Development			Assessments	
Purchase classroom sets of trade books for a variety of genre.	Carmel Davis, English Department Head	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	Title VI Federal - Materials & \$1279.27 Supplies: <hr/> ACTION BUDGET: \$1279.27
Total Budget:				\$54576.27
Intervention: Include and involve all parents in their children's educational activities and decisions; academically, socially, and physically; therefore, increasing student achievement.				
Scientific Based Research: Russel, K. & Granville, S. (2005). Parents' views on improving parental involvement in children's education. Edinburgh: Scottish Executive.; Darling, S. & Westberg, L. (2004). Parent involvement in children's acquisition of reading. The Reading Teacher, 57(8), 774-776.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and staff will communicate with parents in a variety of methods including but not limited to: 1.) PARENT INVOLVEMENT MEETINGS a. Smart Core Career Paths -- b. Updated Department of Education Rules and Regulations -- c. Needs assessments -- d. CAREER ACTION PLANNING SEMINARS in fall and spring---- e. Volunteer sign-up-- f. School parent involvement survey-- g. Parent training needs assessment-- h. Counseling brochure with information on parent center and other parent sources available including parent involvement plans and committees-- i. Financial aid night for seniors and parents-- 2.) INFORMATIONAL PACKETS will be distributed a. school handbook -- b. SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS c. effective ways to communicate, brochure informing parents of services provided by the school counselor, invitation to join parent involvement committees of choice. Phone logs given to staff to document contact with parents. Staff encouraged to make positive calls as well as others. 3. TWO PARENT/TEACHERS CONFERENCES will be in fall and spring of each school year. ---- 4. Parents will be contacted as needed for progress reporting information about their child or school activities ---- 5. Progress Reports will be sent home during each nine weeks for each student.-- 6. Parents are encouraged to be involved in the scheduled activities that will promote responsible parenting. -- 7. SCHOOL WILL ENABLE FORMATION OF PARENT TEACHER ORGANIZATION. Parents In Action formed. Enrollment form is distributed in September.-- 8. Seventh grade orientation for students in the spring to better facilitate transition to high school. -- 9. Parents of upcoming seventh through twelfth grade students invited to CAPS/Smart Core night. -- 10. Enhance school website to better serve communicating staff and parents. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Volunteering opportunities are available at Deer High School for parents and are advertised in varied ways. -- 1. -- Letters are distributed to parents. -- 2. -- Technology meetings at different times with technology coordinator. -- 3. -- Bulletin Board is created to honor volunteers.-- 4. -- A volunteer sign-in sheet or notebook is kept in the parent center available to parents during all school hours. -- 5. --How to Improve on School present in parent center. -- 6. -- Parents invited to drug education activities first week of November. Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
A Parent Center has been created and is maintained on school campus for parent use during the school hours. Availability of the Parent Center has been published in the Newton County Times and fliers are placed in the school and in local businesses. --- 1.) A computer is provided for research or to create documents as needed. The computer will have on-line access.---- 2.) A television/DVD/VCR will be available for videos and DVD pertaining to topics on parenting.- 3.) Pamphlets and brochures are available on multiple topics for parents to take home.---- 4.) A VOLUNTEER RESOURCE BOOK is located in the Parent Center. A parent survey is also conducted.-- 5.) Sign-in sheets for visitors are available and required.-- 6.) Counseling brochure is sent home to identify specific sources available pertaining to parental engagement. Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$
A Parent Involvement Committee has been created and parents are encouraged to attend meeting and to be involved in other committees. -- 1. -- Parent Center Committee -- 2. -- Alumni Committee -- 3. -- Safe and Drug Free Committee -- 4. -- Title/Federal Committees -- 5. -- Vocational Advisory Committees -- 6. -- Wellness Committee Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Outside Consultants 	ACTION BUDGET: \$
Assessment will be constant and critical in ensuring that the Parent Involvement Plan continues to meet the needs of parents and community. 1. Surveys are sent home 2. Needs assessments 3. Attendance at school-led functions 4. Sign-in sheets 5. Parent involvement suggestions given to staff, parents, and high school students. PROGRAM EVALUATION: Of the parents who responded to parent involvement surveys last year, parents felt they were encouraged to be involved with their children's learning at Deer High School. Furthermore, they felt enough opportunity was available for them to be involved in their children's education. Action Type: Parental Engagement Action Type: Program Evaluation	Joel Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The district provides a certified teacher as PARENT FACILITATOR and pays additional salary to the facilitator as required by law. The school has a written policy stating the district's commitment to parental involvement. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Reporting of school progress will be made to parents. 1. Parents will be informed of how the school scores in relation to the state and region on NRT and CRT testing. 2. Public	Elvis Middleton, Principal	Start: 07/01/2010	<ul style="list-style-type: none"> • District Staff • Performance 	

meetings are held to emphasize school progress. 3. In May an ice cream social will be held to celebrate students completing end-of-course and benchmarks as well as the end of the school year. Action Type: Parental Engagement		End: 06/30/2011	Assessments	ACTION BUDGET: \$
TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES IN THE HOME ENVIRONMENT, the counselor will work with technology coordinator to improve school web site to include a counselor's section with parenting tips for struggling students and homework help. Staff are encouraged to send home book lists for reading for pleasure to adults and make positive parent contact. Action Type: Parental Engagement	Joel Phillips, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
OTHER ACTIVITIES TO HELP A PARENT ASSIST IN HIS OR HER CHILD'S LEARNING include: (1) Parent-Teacher Conferences to discuss activities that parents can do with their child to IMPROVE ACADEMIC ACHIEVEMENT and provide materials needed; (2) phone calls and/or conferences with parents when individual help is required for struggling students; (3) by parent's request. Action Type: Parental Engagement	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Math

Supporting
Data:

1. In 2008, 72.7% of the combined population scored at or above proficient on the math portion of the SEVENTH GRADE AUGMENTED BENCHMARK exam; 80.0% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Caucasian populations were Open Response in Number and Operations, Measurement, and Data Analysis & Probability. An analysis of the item by item selections identified skills needing improvement were comparing real-world geometric figures, analyzing data displays, and performing translations and reflections of two-dimensional figures using a variety of methods. In 2009, 3.3% of the combined population scored at or above proficient on the math portion of the SEVENTH GRADE AUGMENTED BENCHMARK exam; 63.6% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Caucasian and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Economically Disadvantaged populations were Open Response in Number and Operations, Algebra, Geometry, and Measurement. An analysis of the item by item selections identified skills needing improvement were finding decimals and percentages of a whole and rounding to the nearest whole percent, calculating calendar days correctly, and knowing the difference in two geometric figures. In 2010, 92.3% of the combined population scored at or above proficient on the math portion of the SEVENTH GRADE AUGMENTED BENCHMARK exam. There were less than 10 students in the Caucasian, Hispanic, Economically Disadvantaged, and Students With Disabilities populations and no African American or LEP students. The lowest identified areas for the combined population were Multiple Choice in Algebra and Open Response in Geometry and Data Analysis & Probability. An analysis of the item by item selections identified skills needing improvement were identifying the best representation of a stack of cubes from the front, top, and right side views and problem solving with money in Geometry; identifying a number written correctly in scientific notation in Number & Operations; identifying the table that shows a constant rate of change in y in Algebra; and identifying the scatter plot with its approximate line of best fit in Data Analysis and Probability.
2. In 2008, 66.7% of the combined population scored at or above proficient on the math portion of the EIGHTH GRADE AUGMENTED BENCHMARK exam. There were less than 10 students in the Caucasian, Economically Disadvantaged, and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined population were Open Response in Algebra, Geometry, Measurement, and Data Analysis and Probability. An analysis of the item by item selections identified skills that needed improvement were writing algebraic equations from written sentences, using scale drawings to determine dimensions of geometric figures, explaining which types of display are appropriate for various data sets, and determining appropriate application of geometric ideas and relationships such as congruence, similarity and the Pythagorean theorem. In 2009, 78.6% of the combined population scored at or above proficient on the math portion of the EIGHTH GRADE AUGMENTED BENCHMARK exam; 84.6% of Caucasian students scored at or above proficient; 80.0% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Students With Disability population and no African American, Hispanic, or LEP

students. The lowest identified areas for the combined, Caucasian, and Economically Disadvantaged, populations were Open Response in Algebra, Geometry, and Measurement. An analysis of the item by item selections identified the skill that needed improvement was finding the length of a right triangle. In 2010, 66.7% of the combined population scored at or above proficient on the math portion of the EIGHTH GRADE AUGMENTED BENCHMARK exam; 69.2% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Caucasian and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Economically Disadvantaged populations were Multiple Choice and Open Response in Number & Operations and Data Analysis & Probability and Open Response in Algebra, Geometry and Measurement.

3. In 2007, 83.3% of the combined population scored at or above proficient on the ALGEBRA END OF COURSE exam; 78.6% of Caucasian students scored at or above proficient; 81.8% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Students With Disabilities population and no African American, Hispanic, or LEP students. The lowest identified areas for the combined/Caucasian populations were Open Response in Language of Algebra, Linear Functions, Non-Linear Functions, and Data Analysis & Probability. The lowest identified areas for the Economically Disadvantaged population were Language of Algebra, Solve Equations & Inequalities, Linear Functions, Non-Linear Functions, and Data Analysis & Probability. An analysis of the item by item selections revealed skills needing improvement were solving a formula for a variable in Language of Algebra, simplifying a fraction within square roots in Solving Equations and Inequalities, and adding and factoring polynomials in Linear Functions. In 2008, 68.8% of the combined population scored at or above proficient on the ALGEBRA END OF COURSE exam; 72.7% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Caucasian populations were Open Response in Solve Equations and Inequalities and Linear Functions. An analysis of the item by item selections identified skills needing improvement were substituting values in place of variables and evaluating, identifying line of best fit, and determining if lines are parallel by using slope. In 2009, 77.8% of the combined population scored at or above proficient on the ALGEBRA END OF COURSE exam; 81.3% of Caucasian students scored at or above proficient; 81.8% of Economically Disadvantaged students scored at or above proficient. There were less than 10 students in the Students With Disabilities population and no African American, Hispanic, or LEP students. The lowest identified areas for the combined, Caucasian and Economically Disadvantaged populations were Open Response in Language of Algebra, Solve Equations and Inequalities, Linear Functions, and Non-Linear Functions. An analysis of the item by item selections identified skills needing improvement were knowing what a histogram means, how to shift a graph in a vertical move, understanding what a linear function represents, and identifying linear equations in various forms such as graphs or algebraic expressions. In 2010, there was only one student taking the ALGEBRA END OF COURSE exam and this student was highly mobile.
4. In 2008, 66.7% of the combined population scored at or above proficient on the GEOMETRY END OF COURSE exam; 57.1% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined population were Open Response in Triangles and Coordinate Geometry & Transformations. The lowest identified areas for the Caucasian population were Open Response in Language of Geometry, Triangles, and Coordinate Geometry & Transformations. An analysis of the item by item selections identified skills needing improvement were using correspondences to find missing side of triangles, identifying an isometric figure from different views or direction, and converting measurements of a scale drawing to a real figure. In 2009, 68.4% of the combined population scored at or above proficient on the GEOMETRY END OF COURSE exam; 66.7% of Caucasian students scored at or above proficient; 50.0% of Economically Disadvantaged students scored at or above proficient. There were no Students With Disabilities, African American, Hispanic, or LEP populations. The lowest identified areas for the combined, Caucasian, and Economically Disadvantaged populations were Open Response in Triangles, Relationships Between Two & Three Dimensions, and Coordinate Geometry & Transformations. An analysis of the item by item selections identified skills needing improvement were finding measurements such as surface area of a cylinder, identifying similar triangles and the trigonometric value. In 2010, 92.3% of the combined population scored at or above proficient on the GEOMETRY END OF COURSE exam; 92.3% of Caucasian students scored at or above proficient. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. The lowest identified areas for the combined and Caucasian populations were Open Response in Language of Geometry, Triangles, and Coordinate Geometry & Transformations. An analysis of the item by item selections identified skills needing improvement were the probability of hitting a target on a section of a coordinate grid in Measurement; finding the radius of a circle when given an equation of a circle in Coordinate Geometry & Transformations; using inductive reasoning to find the figures in a given pattern in Language of Geometry; finding how many points two lines in spherical geometry intersect in Relationships Between Two & Three Dimensions.
5. In 2008, 72.7% of the combined population scored above the 50th percentile in MATHEMATICS PROBLEM SOLVING on the STANFORD 10 portion of the SEVENTH GRADE AUGMENTED BENCHMARK EXAM; 80.0% of Caucasian students scored above the 50th percentile. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. In 2009,

66.7% of the combined population scored above the 50th percentile in MATHEMATICS PROBLEM SOLVING on the STANFORD 10 portion of the SEVENTH GRADE AUGMENTED BENCHMARK EXAM; 63.6% of Economically Disadvantaged students scored above the 50th percentile. There were less than 10 students in the Caucasian and Students With Disabilities populations and no African American, Hispanic, or LEP students. An item by item analysis indicated reasoning and problem solving and mathematical connections were skills needing improvement. In 2010, 84.6% of the combined population scored above the 50th percentile in MATHEMATICS PROBLEM SOLVING on the STANFORD 10 portion of the SEVENTH GRADE AUGMENTED BENCHMARK EXAM. There were less than 10 students in the Caucasian, Hispanic, Economically Disadvantaged and Students With Disabilities populations and no African American or LEP students. An item by item analysis indicated communication and representation in Number Sense and Algebra, reasoning and problem solving in Operations, and mathematical connections in Probability were skills needing improvement.

6. In 2008, 86.7% of the combined population scored above the 50th percentile in MATHEMATICS PROBLEM SOLVING on the EIGHTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. In 2009, 78.6% of the combined population scored above the 50th percentile in MATHEMATICS PROBLEM SOLVING on the EIGHTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM; 84.6% of Caucasian students scored above the 50th percentile; 8 Economically Disadvantaged students scored above the 50th percentile. There were less than 10 students in the Students With Disabilities population and no African American, Hispanic, or LEP students. An item by item analysis indicated reasoning and problem solving as the skill needing improvement. In 2010, 73.3% of the combined population scored above the 50th percentile in MATHEMATICS PROBLEM SOLVING on the EIGHTH GRADE STANFORD 10 portion of the AUGMENTED BENCHMARK EXAM; 69.2% of Economically Disadvantaged students scored above the 50th percentile. There were less than 10 students in the Caucasian and Students With Disabilities populations and no African American, Hispanic, or LEP students. An item by item analysis indicated communication and representation in Number Sense, reasoning and problem solving in Probability, and estimation in Measurement as the skills needing improvement.
7. In 2008, 66.7% of the combined population scored above the 50th percentile on the mathematics portion of the NINTH GRADE STANFORD 10 test; 69.2% of Caucasian students scored above the 50th percentile. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. In 2009, 76.5% of the combined population scored above the 50th percentile on the mathematics portion of the NINTH GRADE STANFORD 10 test; 72.7% of Caucasian students scored above the 50th percentile. There were less than 10 students in the Economically Disadvantaged and Students With Disabilities populations and no African American, Hispanic, or LEP students. In 2010, 73.3% of the combined population scored above the 50th percentile on the mathematics portion of the NINTH GRADE STANFORD 10 test; 78.6% of the Caucasian students scored above the 50th percentile; 63.6% of the Economically Disadvantaged students scored above the 50th percentile; . There were less than 10 students in the Students With Disabilities population and no African American, Hispanic, or LEP students.
8. GRADUATION RATE: The 2009 graduation rate for Deer High School was 94.4% which met the goal for adequate yearly progress.
9. NEEDS ASSESSMENT: AN ANALYSIS OF THREE YEARS OF TREND DATA IDENTIFIED OPEN RESPONSE QUESTIONS TO CONTINUE TO BE THE AREA OF LOWEST SCORES FOR THE COMBINED POPULATION AND ALL SUBPOPULATIONS ON THE MATH AUGMENTED BENCHMARK AND END OF COURSE EXAMS. MULTIPLE CHOICE QUESTIONS IN NUMBER & OPERATIONS IS AN ADDED CONCERN FOR THE SEVENTH GRADE. THE STRANDS OF IMMEDIATE CONCERN IN OPEN RESPONSE APPLICATION ARE NUMBER & OPERATIONS AND DATA ANALYSIS & PROBABILITY FOR THE SEVENTH GRADE. IN EIGHTH GRADE, OPEN RESPONSE APPLICATION IN ALGEBRA, MEASUREMENT, AND GEOMETRY ARE THE STRANDS OF IMMEDIATE CONCERN. IN ALGEBRA, OPEN RESPONSE APPLICATION IN LINEAR AND NON-LINEAR FUNCTIONS AND LANGUAGE OF ALGEBRA ARE THE STRANDS OF IMMEDIATE CONCERN. IN GEOMETRY, OPEN RESPONSE APPLICATION IN TRIANGLES AND COORDINATE GEOMETRY & TRANSFORMATIONS ARE THE STRANDS OF IMMEDIATE CONCERN.

Goal	All seventh grade students will improve concepts and skills in number & operations and data analysis & probability to demonstrate proficiency through open response application and will improve concepts and skills in number & operations to demonstrate proficiency through multiple choice application; all eighth grade students will improve concepts and skills in algebra, measurement, and geometry to demonstrate proficiency through open response application; all algebra students will improve concepts and skills in language of algebra and linear and non-linear functions to demonstrate proficiency through open response application; all geometry students will improve concepts and skills in triangles and coordinate geometry & transformations to demonstrate proficiency through open response application.
Benchmark	The percentage of students scoring proficient or advanced in the mathematics portion of the 2011 Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark and End-of-Course exams will increase by 5.23%.

Intervention: Align the curriculum for mathematics to standards Frameworks.				
Scientific Based Research: Carter, L. (2007). Total instructional alignment: From standards to student success. Bloomington, IN: National Education Service.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers review principles of curriculum mapping and alignment. Action Type: Alignment	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers map math curriculum through pacing guides. Pacing guides ensure all frameworks are being taught. These pacing guides were aligned horizontally across the district. Action Type: Alignment	Brenda Napier, Curriculum Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Parents and staff work together to revise the school improvement plan for math each year. Parents and staff are informed of student achievement, adequate yearly progress and federal programs to enable them to plan interventions and actions that meet the needs of student deficiencies. Criterion-referenced and norm-referenced tests are analyzed by the staff to determine strengths and weaknesses of the combined population and all subpopulations of students as well as the curriculum and methods of teaching. A peer review committee will review the plan before its submission to the district for approval. Action Type: Collaboration Action Type: Parental Engagement	Carmel Davis, ACSIP Chair	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Students in seventh through twelfth grades are assessed during each nine weeks on frameworks mapped out in pacing guides. Teachers use test results to analyze instructional strategies to determine effective teaching methods, coordinate curriculum, and determine if reteaching, reviewing or more quality time on instructional strategies is needed. Teachers across the district will meet monthly to analyze assessment results, share effective strategies, and make any needed adjustments in curriculum. Teachers will compare formative and summative assessments for program evaluation. Action Type: Program Evaluation	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Use a standards-based math curriculum.				
Scientific Based Research: Draper, R. J. and Siebert, D. (2004). Different goals, similar practices: Making sense of the mathematics and literacy instruction in a standards-based mathematics classroom. American Educational Research Journal, 41(4).; Blink, R.J. (2007). Data-driven instructional leadership. Larchmont, NY: Eye on Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Teachers receive/review training in Rubric Scoring Guides. Special Education teacher will receive training to help implement open response items for students with IEPs. Action Type: Professional Development	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Released benchmark and end-of-course items are gathered and distributed to math teachers.	Melissa King, Testing Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers continue to use a Rubric Guide for open response items.	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
A copy of the rubric guides is made available to parents and students with an explanation of the use of rubric scoring with open-response questions at Career Action Plans night and other parent meetings. Action Type: Parental Engagement	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Teachers will administer open-response math questions in regular and Special Education classrooms. Through inclusion math students with IEPs are placed in the regular classroom when IEPs allow. They receive differentiated instruction from the teacher. This inclusion addresses the disparity in test data between Students With Disabilities and other subpopulations. Action Type: Equity Action Type: Special Education	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
The computer lab is available to students for extra practice in math using technology. Tutorial software for Algebra I, Algebra I and geometry is also available in the lab to supplement classroom instruction as needed. Action Type: Technology Inclusion	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Continue use of TI-83 and TI-84 graphing calculators. All students will have calculators. Using a TI presenter, the teacher can connect the TI-84s to the TI presentation tools for the whole class to view or to share student work for a collaborative learning environment. An interactive whiteboard, wireless slates with teacher station, and a Classroom Performance System allow for even more student-teacher interaction using technology. These items also allow the teacher to give students immediate feedback. Money is budgeted for purchase of calculators and math manipulatives. Action Type: Technology Inclusion	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title VI Federal - Materials & Supplies: \$2122.00 <hr/> ACTION BUDGET: \$2122
A class period has been assigned for timely and effective remediation. Each math benchmark and end-of-course testing area has a designated time for	Elvis Middleton, Principal	Start: 07/01/2010	<ul style="list-style-type: none"> District Staff 	<hr/>

remediation. Academic Improvement Plans (AIP) are individualized for each student. The AIPs are prepared by the teachers after a _____zing each student's individual areas that are less than proficient. Students not passing Algebra I High Stakes assessment will have an IAIP and receive intensive remediation. The areas that need remediation are discussed with the student and parents. Parents are required to sign the AIPs. Action Type: AIP/IRI Action Type: Parental Engagement		End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
A formative assessment has been developed to ensure the math program prepares students to perform proficiently on the state assessments. A test developed by the staff that is aligned to the Arkansas frameworks, is used as a pre- and post-assessment for students in seventh and eighth grades, algebra, geometry and Algebra II. Skill assessments that are aligned to teacher pacing guides are given each nine-week grading period. Teachers use results of the assessments to monitor students' progress toward mastery of students learning expectations and to modify teaching practices to meet diverse academic needs of all students. Teachers from across the district will meet once a month for collaboration of analyzing formative assessment data and plan for interventions. They will also monitor for gaps in instruction and curriculum. Comparison of state criterion referenced and norm referenced exams and the formative assessments will allow staff to make needed changes in curriculum and modifications in teaching practices. PROGRAM EVALUATION - Percentage of students scoring 80% or above: 7th grade: pre-test - 30.8%, post-test -61.5%; 8th grade pre-test - 30.8, post-test - 30.8%; Algebra I: pre-test - 0%, post-test - 0%; Geometry: pre-test - 38.5%, post-test - 53.8%; Algebra II: pre-test - 33.3%, post-test - 33.3%. Action Type: Collaboration Action Type: Program Evaluation	Brenda Napier, Curriculum Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	ACTION BUDGET: \$
Professional development money is budgeted for staff to attend conferences, workshops, and other professional development that will improve student achievement. The district provides the required hours for parental involvement, Arkansas history, and technology professional development on site or through the local education co-op. Teachers have log-ins and passwords to enable them to take advantage of the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Budget includes money for conference or workshop fees, travel, room and board, consultant fees, and materials and supplies. (Money is budgeted in literacy.) Action Type: Professional Development	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	PD (State-223) - Purchased Services: \$0.00 ACTION BUDGET: \$0
Provide a paraprofessional .25 FTE in math and/or literacy under the direct supervision of a certified teacher. (Money for salary and benefits budgeted literacy.)	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	NSLA (State-281) - Employee \$0.00 Benefits: NSLA (State-281) - Employee \$0.00 Salaries:

				ACTION BUDGET: \$0
The math departments at each high school have team meetings monthly to discuss instructional alignment and formative testing results. Schoolwide in-service meetings allow teachers to monitor district alignment. Teachers share item analysis strategies and techniques. Integration of open-response math problems across the curricula is analyzed. Action Type: Collaboration	Brenda Napier, Curriculum Specialist	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Provide tutor .50 FTE to tutor students in math and/or literacy. (Money budgeted in literacy for salary and benefits.)	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee \$0.00 Benefits: NSLA (State-281) - Employee \$0.00 Salaries: ACTION BUDGET: \$0
Staff will research and purchase new math software to enhance the math curriculum in algebra, geometry, and Algebra II. Professional development will be provided on the software program. Action Type: Professional Development	Nathan Windel, Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	Title VI Federal - \$4593.00 Capital Outlay: ACTION BUDGET: \$4593
A GIFTED AND TALENTED PROGRAM is provided for identified students that exhibit a higher than average level of creativity, I.Q., and task commitment. Teachers in core subjects provide differentiation in curriculum for students in the GT program. Pre-Advanced Placement (AP) and Advanced Placement classes are available for these students in all core subjects. Professional development is provided to the teachers on implementation of differentiation of content, process, and product of the curriculum. Certification of teachers in Pre-AP and AP classes is required. The gifted and talented coordinator attends the state approved conference for gifted and talented education known as AGATE. It is strongly recommended that all core teachers attend this conference as well. Action Type: Professional Development	Carol Spradley, Gifted and Talented Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$6715
Intervention: Include and involve all parents in their children's educational activities and decisions; academically, socially, and physically; therefore, increasing student achievement.				
Scientific Based Research: Russel, K. & Granville, S. (2005). Parents' views on improving parental involvement in children's education. Edinburgh: Scottish Executive.; Darling, S. & Westberg, L. (2004). Parent involvement in children's acquisition of reading. The Reading Teacher, 57(8), 774-776.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Volunteering opportunities are available at Deer High I for parents and are advertised in varied ways. -- 1. -- Letters are distributed to parents. -- 2. -- Technology meetings at different times with technology coordinator. -- 3. -- Bulletin Board is created to honor volunteers.-- 4. -- A volunteer sign-in sheet or notebook is kept in the parent center available to parents during all school hours. -- 5. --How to Improve on School present in parent center. -- 6. -- Parents invited to drug education activities first week of November. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A Parent Involvement Committee has been created and parents are encouraged to attend meeting and to be involved in other committees. -- 1. -- Parent Center Committee -- 2. -- Alumni Committee -- 3. -- Safe and Drug Free Committee -- 4. -- Title/Federal Committees -- 5. -- Vocational Advisory Committees -- 6. -- Wellness Committee Action Type: Special Education	Joei Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> ACTION BUDGET: \$
Teachers and staff will communicate with parents in a variety of methods including but not limited to: 1.) PARENT INVOLVEMENT MEETINGS a. Smart Core Career Paths -- b. Updated Department of Education Rules and Regulations -- c. Needs assessments -- d. CAREER ACTION PLANNING SEMINARS in fall and spring---- e. Volunteer sign-up-- f. School parent involvement survey-- g. Parent training needs assessment-- h. Counseling brochure with information on parent center and other parent sources available including parent involvement plans and committees-- i. Financial aid night for seniors and parents-- 2.) INFORMATIONAL PACKETS will be distributed a. school handbook -- b. SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONERNS c. effective ways to communicate, brochure informing parents of services provided by the school counselor, invitation to join parent involvement committees of choice. Phone logs given to staff to document contact with parents. Staff encouraged to make positive calls as well as others. 3. TWO PARENT/TEACHERS CONFERENCES will be in fall and spring of each school year. ---- 4. Parents will be contacted as needed for progress reporting information about their child or school activities ---- 5. Progress Reports will be sent home during each nine weeks for each student.-- 6. Parents are encouraged to be involved in the scheduled activities that will promote responsible parenting. -- 7. SCHOOL WILL ENABLE FORMATION OF PARENT TEACHER ORGANIZ N. Parents In Action formed. Enrollment form is distributed in September.-- 8. Seventh grade orientation for students in the spring to better facilitate transition to high school. -- 9. Parents of upcoming seventh through twelfth grade students invited to CAPS/Smart Core night. -- 10. Enhance school website to better serve communicat mong staff and parents. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A Parent Center has been created and is maintained on the school camp parent use during the school hours. Availability of the Parent Center has been published in the Newton County Times and fliers are placed in the school and in local businesses. --- 1.) A computer is provided for research or to create documents as needed. The computer will have on-line access.---- 2.) A television/DVD/VCR will be available for videos and DVD pertaining to topics on parenting.---- 3.) Pamphlets and brochures are available on multiple topics for parents to take home.---- 4.) A VOLUNTEER RESOURCE BOOK is located in the Parent Center. A parent survey is also ded.---- 5.) Sign-in sheets for	Joei Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$

visitors are available and required.--6.) Counseling brochure is sent home to identify specific sources available pertaining to parental engagement. Action Type: Parental Engagement				
Assessment will be constant and critical in ensuring that the Parent Involvement Plan continues to meet the needs of parents and community. 1. Surveys are sent home 2. Needs assessments 3. Attendance at school-led functions 4. Sign-in sheets 5. Parent involvement suggestions given to staff, parents, and high school students. PROGRAM EVALUATION: Of the parents who responded to parent involvement surveys last year, parents felt they were encouraged to be involved with their children's learning at Deer High School. Furthermore, they felt enough opportunity was available for them to be involved in their children's education. Action Type: Parental Engagement Action Type: Program Evaluation	Joel Phillips, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The district provides a certified teacher as PARENT FACILITATOR and pays additional salary to the facilitator as required by law. The school has a written policy stating the district's commitment to parental involvement. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Reporting of school progress will be made to parents. 1. Parents will be informed of how the school scores in relation to the state and region on NRT and CRT testing. 2. Public meetings are held to emphasize school progress. 3. In May an ice cream social will be held to celebrate students completing end-of-course and benchmarks as well as the end of the school year. Action Type: Parental Engagement	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES IN THE HOME ENVIRONMENT, the counselor will work with technology coordinator to improve school web site to include a counselor's section with parenting tips for struggling students and homework help. Staff are encouraged to send home book lists for reading for pleasure to adults and make positive parent contact. Action Type: Parental Engagement	Joel Phillips, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
OTHER ACTIVITIES TO HELP A PARENT ASSIST IN HIS OR HER CHILD'S LEARNING include: (1) Parent-Teacher Conferences to discuss activities that parents can do with their child to improve academic achievement and provide materials needed; (2) phone calls and/or conferences with parents when individual p is required for struggling students; (3) by parent's request. Action Type: Parental Engagement	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Improve students' lifelong eating and physical activity habits.

Supporting Data: 1. Body Mass Index Data SY 2009-10- of the 35 students in grades 8 and 10 for which BMI assessments are mandated, 22 students were assessed. Of the students assessed, the following BMI classifications represents the percent of students in the school in each classification: Healthy or Underweight: Males - 57.1%, Females - N/A; Overweight or Obese: Males - 42.9%, Females -N/A. Overall, BMI classification results for Deer High School show that approximately 27.3% of all children measured were in the Overweight category and approximately 13.6% of all children measured were identified as Obese. (N/A represents restricted numbers because of the small number of students in individual categories.)

2. Body Mass Index Data SY 2008-09: Of the 30 students in grades 8 and 10 for which BM assessments are required, 28 students were assessed. Of the students assessed, the following represents the percent of students overweight or obese: Males - N/A; Females - 38.5%. Approximately 14.3% of all students measured were in the overweight category and approximately 17.9% were identified as obese. (N/A represents a restricted number because of the small number of students in individual categories.)
3. Body Mass Index Data SY 2007-08: Of the 100 student population, 37 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: Males - 28.6%; Females - 25.0%. Approximately 8.1% of all students assessed were in the at risk for overweight category and approximate 18.9% were overweight.
4. School Health Index Scores: School Health Policies and Environment, Module 1 -88%; Health Education, Module 2 - 73%; Physical Education and Other Physical Activity Programs, Module 3 - 96%; Nutrition Services, Module 4 - 100%; Family and Community Involvement, Module 8 -79%.

Goal Students and staff will take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices.

Benchmark There will be a decrease of 0.5% BMI in the average annual Body Mass Index Screening.

Intervention: The school classroom programs will focus on choices to develop awareness of nutrition and physical activity throughout the curriculum.				
Scientific Based Research: Bridging student health risks and academic achievement through comprehensive school health programs, Journal of School Health, 1997; 67(6)220-227; (23)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Educational programs will focus on appropriate nutritional and physical activity programs to educate and exercise students. Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Appoint a school health coordinator who will be responsible for administering the requirements of the wellness plan. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Adhere to existing physical education requirements and engage students in healthy levels of vigorous physical activity. Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
Restrict vended foods and foods with minimal nutritional value as required by law and the rules. Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Review and conform new vending contracts to rules and restrictions contained in the rules. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Provide professional development to all district staff on nutrition and physical activity. Action Type: Professional Development Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Utilize the Cooperative Extension Service for nutrition programs. Action Type: Collaboration Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Use the body mass index assessments (BMI) results to assess how well the school is implementing the wellness policy and to evaluate it. PROGRAM EVALUATION: The percentage of students in the overweight and obese categories in 2009-10 rose 8.7% over the percentage of students in the overweight and obese categories in 2008-09. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Carla Richardson, Wellness Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Food or beverages will not be used as rewards for academic, classroom, or sports performances. Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
A Wellness Advisory Committee shall use the components of the School Health Index to review and assess progress in meeting goals of the wellness program. parent representative will serve on this committee.	Carla Richardson, Nurse	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION \$

Action Type: Parental Engagement Action Type: Wellness		06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff 	BUDGET:
Improve the quality of vigorous activity of physical education curricula and increase the training of physical education teachers. Action Type: Professional Development Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Follow Arkansas Frameworks for physical education and health education in seventh through twelfth grades. Action Type: Alignment Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Furnish drinking water to all students without charge. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
School schedules and bus routes will be established to prevent denying meal access. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Students will have ample time to eat meals in a comfortable dining area. Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
No more than nine school-wide events will permit exceptions to the food and beverage limitations established by the rules. A schedule of events will be approved by the principal. Action Type: Wellness	Elvis Middleton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Food served will meet or exceed the Arkansas and United States Department of Agriculture's Nutrition Standards for meals and a la carte foods served in dining areas. Portion standards will be closely monitored. Action Type: Wellness	Kathy Martin, Nutritionist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The Deer/Mt. Judea School District has developed district wellness policies in collaboration with the district Wellness Committee. These policies are approved by the school board. Policies include the five federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The policy statement has been submitted to the Arkansas Department of Education, Child Nutrition Unit, per the	Richard Denniston, Superintendent	Start: 05/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$

required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness				
Implement "Fuel Up to Play 60" to educate students on the importance of eating right, staying active, and getting involved. The program provides strategies for new ways to help students get 60 minutes of physical activity each day and to make nutritious foods fun. It motivates students to make lifelong healthy choices. A monthly e-newsletter is available to participating schools. Action Type: Wellness	Carla Richardson, Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Safe and drug-free learning environment

Supporting Data:

- 2009 Arkansas Prevention Needs Assessment (APNA): Survey results for sixth and eighth grade students reveal the following percentages of youth in Deer/Mt. Judea School District admitted to use of substances during 30 days prior to the survey: Alcohol - 13.8%; Cigarettes - 6.8%; Smokeless Tobacco - 5.2%; Marijuana - 4.1%; Hallucinogens - 0.3%; Cocaine - 0.4%; Inhalants - 6.1%; Meth - 0.3%; Stimulants - 0.6%; Sedatives - 4.3%; Ecstasy - 0.4%; Heroin - 0.2%; Prescription Drugs - 4.1%; Over-the-Counter Drugs - 2.8%; Any Drug - 14.0%. Percentage of students admitting to ever using substances in their lifetime: Alcohol - 38.8%; Cigarettes - 22.9%; Smokeless Tobacco - 12.3%; Marijuana - 9.6%; Inhalants - 14.7%; Hallucinogens - 0.6%; Cocaine - 1.0%; Inhalants - 14.7%; Meth - 0.9%; Stimulants - 1.3%; Sedatives - 9.7%; Ecstasy - 1.1%; Heroin - 0.5%; Prescription Drugs - 9.1%; Over-the-Counter Drugs - 5.4%; Any Drug - 27.0%.
- 2008 Arkansas Prevention Needs Assessment (APNA): Survey was administered to students in grade 8. Results reveal the following percentages of youth in Deer/Mt. Judea School District admitted to use of substances during 30 days prior to the survey: Alcohol - 5.0%; Cigarettes - 0.0%; Smokeless Tobacco - 0.0%; Marijuana - 5.0%; Inhalants - 5.7%; Hallucinogens - 0.0%; Cocaine - 0.0%; Inhalants - 5.0%; Meth - 0.0%; Stimulants - 0.0%; Sedatives - 10.0%; Ecstasy - 0.0%; Heroin - 0.0%; Prescription Drugs - 5.0%; Over-the-Counter Drugs - 0.0%; Any Drug - 10.0%. Percentage of students admitting to ever using substances in their lifetime: Alcohol - 26.3%; Cigarettes - 15.0%; Smokeless Tobacco - 15.0%; Marijuana - 5.0%; Inhalants - 10.0%; Hallucinogens - 0.0%; Cocaine - 0.0%; Inhalants - 5.0%; Meth - 0.0%; Stimulants - 0.0%; Sedatives - 10.0%; Ecstasy - 0.0%; Heroin - 0.0%; Prescription Drugs - 10.0%; Over-the-Counter Drugs - 10.0%; Any Drug - 25.0%. WHEN COMPARED TO THE STATE THE FOLLOWING REPORTED DRUG USE, BEHAVIOR, RISK FACTORS WERE HIGHER THAN THE STATE AVERAGE: Drug use - marijuana and sedatives; Antisocial behavior - drunk or high at school and attack to harm; Risk factors - laws and norms favorable to drug use. PROTECTIVE FACTORS LOWER THAN STATE AVERAGE: opportunities for and prosocial involvement. The range of the average age for first use of alcohol, tobacco, and other drugs and antisocial behavior was 10.5 - 11.5 which was slightly younger than the state average.
- 2007 Arkansas Prevention Needs Assessment (APNA): Survey was administered to students in grades 6,8, 10, and 12. Results reveal the following percentages of youth in Newton County admitting to use of substances during 30 days prior to the survey: Alcohol - 18.2%; Cigarettes - 8.7; Smokeless Tobacco - 13.4%; Marijuana - 4.7; Inhalants - 5.7%; Hallucinogens - 0.0%; Cocaine - 0.0%; Methamphetamines - 0.0%; Stimulants - 0.0%; Sedatives - 3.3%; Ecstasy - 0.0%; Heroin - 0.0%; Any Drug - 11.4%. Comparing the 2007 survey results with the 200 survey results, the percentage of students admitting to drug use was down for all substances except for smokeless tobacco. Use of smokeless tobacco was up 5.3%.
- 2008-09: There were 15 incidences that involved students in serious disciplinary actions for Deer High School. TRUANCY - 1 incidence involving a Native American male; INSUBORDINATION - 3 incidences involving 1 Caucasian male, 1 Native American male and 1 Caucasian female; BULLYING - 2 incidences involving 1 Caucasian male and 1 Native American male; FIGHTING - 7 incidences involving 4 Caucasian males, 1 Native American male, 1 Native American female and 1 Caucasian female.
- 2007-08: There were 0 incidences that involved students in serious disciplinary actions for Deer High School.
- 2006-07: There were 4 incidences that involved students in serious disciplinary actions for Deer High School: TRUANCY - There were 1 incidence of truancy involving a Caucasian female. KNIFE - There was 1 knife incident involving a Caucasian male; BULLYING - There was 1 incidence of bullying. The student was a Caucasian female; DISORDERLY CONDUCT - There was 1 incidence of disorderly conduct involving a Caucasian female.

Goal Provide a safe and drug-free learning environment that supports academic achievement.

Benchmark Incidents of violence and serious disciplinary actions will be reduced by 1.5% for the 2009-10 school year.

Intervention: Provide character education, drug education and prevention methods and violence/bullying programs to meet the needs of students district-wide.				
Scientific Based Research: Battistich, V.(2003). Effects of a school-based program to enhance pro-social development on children's peer relations and social adjustment.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Distribute needs assessments to parents, students, and teachers throughout the district. These will be distributed at Parent Involvement Meetings, Career Act Plan (CAP) Seminars, letters sent to parents (including lunch bills), staff development, and student guidance sessions. Action Type: Parental Engagement	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Analyze needs assessments from the district to determine if current curriculum is meeting the needs of the school and to focus guidance towards _____ areas. Surveys will be sent to each parent in regard to parent involvement. Results of the Arkansas Prevention Needs Assessment student survey for 2009, indicated 89% of the students surveyed felt safe at school. Parent survey results indicated parents felt encouraged to be involved in their children's learning and ample opportunities were provided for them to be involved. Action Type: Program Evaluation	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	<hr/> ACTION BUDGET: \$
Staff development is provided to educate stakeholders about drug education, violence prevention, and bullying prevention.	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Coordinator will partner with area organizations to develop programs on drug education/prevention and character education programs for students in kindergarten through 12th grades at each school in the district. Action Type: Collaboration	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Purchase supplemental books and videos addressing the broad areas of substance abuse, violence prevention, and bullying. The subtopics may include; character education, peer pressure, conflict resolution, etc. Purchase drug education presentation boards for marijuana, meth, and alcohol to use with drug education week activities presented by FBLA, FHA, Christian Fire Ministries, FCCLA, and Student Council.	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants School Library Teachers 	<hr/> ACTION BUDGET: \$
Purchase supplies and implement activities during National Drug Education Week and purchase videos for drug education.	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Each club in the Deer High School will provide booths during drug education week addressing aspects of drug and violence prevention. Elementary schools from their corresponding district will be invited grade by grade _____ through the booths. Topics that are addressed include the following: ---- 1) Hygiene as related to self-esteem. Hygiene kits	Joel Phillips, Title IV-A Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$

will be handed out to grades sixth through twelfth with the focus being on fifth and sixth grades.--- 2) Mr. Dip Lip and Mr. Gross Mouth will be displayed to discuss the aspects of smoking cigarettes and smokeless tobacco.--- 3) A booth to discuss prescription drugs will be on display.--- 4) A booth on violence and bullying will be on display. --- 5) Newton County Tobacco Coalition will be invited to share information.--- 6) Healthy Lung/Diseased Lung will be displayed with information board about the damages that smoking has on lungs.--- 7)Newton County Tobacco Task Force will speak on the damages of smokeless tobacco.--- 8) The 14th Judicial Drug Task Force, will do a drug prevention and awareness program including legal aspects of drug consequences with examples of confiscated materials.--- 9) Harlem Swish Basketball: Drug Education and Stay I d presentation scheduled for October 8. Action Type: Collaboration			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Donna Rocolle	Paraprofessional	Literacy
	Kalee Eddings	Student Representative	Wellness
	Kathy Martin	Nutritionist	Wellness
Classroom Teacher	Adam Willis	Vocational Teacher	Literacy
Classroom Teacher	Amanda Daniels	Vocational Teacher	Math
Classroom Teacher	Brenda Napier	Curriculum Specialist/Math Teacher	Math
Classroom Teacher	Brent Gibson	Coach	Math
Classroom Teacher	Byron Cothran	Science Teacher	Math
Classroom Teacher	Calandra Gibson	Physical Ed Teacher	Math
Classroom Teacher	Carmel Davis	ACSIP Chair, English Dept. Head	Literacy
Classroom Teacher	Carol Spradley	Vocational Teacher/First Responder	Literacy, Wellness
Classroom Teacher	Darlene Hauser	Special Education Teacher	Literacy
Classroom Teacher	Jeremiah Denniston	Math Teacher	Math
Classroom Teacher	Justus Penka	Music Teacher	Math
Classroom Teacher	Kenya Windel	English Teacher	Literacy
Classroom Teacher	Ronald Brown	History Teacher	Literacy
Classroom Teacher	Ruth Roberts	Special Education Teacher	Math
District-Level Professional	Carla Richardson	Nurse	Chair, Wellness
Non-Classroom Professional Staff	Elvis Middleton	Dean of Students	Math, Wellness
Non-Classroom Professional Staff	Joel Phillips	Counselor	Literacy, Wellness
Non-Classroom Professional Staff	Judy Davis	Media Specialist	Literacy
Parent	Becky Carney	Parent Representative	Literacy
Parent	Dana Ewing	Parent Representative	Math
Parent	Shelly Woods	Parent Representative	Wellness
