

# School Plan

MOUNT JUDEA HIGH SCHOOL  
P.O. Box 56, Deer, AR 72628

## Arkansas Comprehensive School Improvement Plan

2012-2013

It is the mission of the Mt. Judea faculty, staff and administration to educate all of our students in a safe, non-threatening environment that is accessible to all. We will strive to provide a relevant and challenging curriculum for each student which will promote higher level thinking skills, develop working skills in technology, and develop the social skills needed to be responsible contributors to society in an ever-changing world.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1:            Literacy

Supporting Data:            1. **NEEDS ASSESSMENT:** AN ANALYSIS OF THREE YEARS OF TREND TEST DATA (2010-2012) IDENTIFIED OPEN RESPONSE QUESTIONS IN READING PASSAGES AS THE AREA OF CONCERN FOR ALL STUDENTS AND THE TARGETED ACHIEVEMENT GAP GROUP (TAGG) ON THE READING PORTION OF THE LITERACY TEST. FORMATIVE ASSESSMENTS REVEALED THE SKILLS THAT NEEDED TO BE ADDRESSED WERE READING FICTION AND NONFICTION TEXT FOR OVERALL MEANING, ANALYZING TEXT FOR RHETORICAL DEVICES, WRITING RESPONSES TO LITERATURE THAT EXAMINE OVERARCHING THEMES, TONE, AND LITERARY ELEMENTS, ANALYZING SENTENCES FOR GRAMMATICAL ERRORS, AND WRITING FOR VARIOUS AUDIENCES AND PURPOSES AND APPLYING THESE SKILLS TO THE FOLLOWING WRITING FORMS: NARRATION, COMPARISON AND CONTRAST, CAUSE AND EFFECT, DESCRIPTION, AND EXPOSITION. ADDITIONAL DATA ANALYSIS AND NEEDS ASSESSMENT WILL BE PART OF THE TARGETED IMPROVEMENT PLAN (TIP). TRADE BOOKS ARE NEEDED TO BUILD CLASSROOM LIBRARIES WITH A VARIETY OF GENRES. MATERIALS THAT ADDRESS WRITING CONVENTIONS, RESPONDING TO LITERATURE AND NEW COMMON CORE STANDARDS ARE ALSO NEEDED. SOFTWARE THAT ENABLES TEACHERS TO INDIVIDUALIZE LESSONS AND TRACK STUDENT PROGRESS IS ALSO NECESSARY.

Goal                            All students will demonstrate proficiency in responding to open response questions.

Benchmark                The percentage of all students scoring proficient or advanced in literacy on the 2012 Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark and Eleventh Grade Literacy exams was 65.52% not meeting their Annual Measurable Objective (AMO) of 67.65%. The percentage of the Targeted Achievement Gap Group (TAGG) scoring proficient or advanced in literacy was 62.50% not meeting their AMO

of 63.98%. Percentage of all students meeting growth was 80.00% exceeding their AMO of 68.12%; percentage of TAGG meeting growth was 77.78% exceeding their AMO of 63.33%. On the 2013 exams, the percentage of all students meeting proficiency will be 70.59% and the percentage of TAGG meeting proficiency will be 67.26%. The growth AMO for 2013 will be 71.02% for all students and 66.67% for TAGG.

Intervention: Align the curriculum in language arts to the Arkansas Frameworks/Common Core State Standards.				
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 will align curriculum to the Common Core State Standards (CCSS). CCSS will be implemented in grades seven and eight in the 2012-13 school year and grades nine through twelve the next year. Teachers have developed pacing guides for CCSS. Action Type: Alignment	Brenda Napier, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Language arts teachers share the focus of benchmark exams with teachers across the curriculum. Action Type: Alignment Action Type: Collaboration	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Mt. Judea High School meets the TEN COMPONENTS OF A SCHOOLWIDE PLAN: (1.) Data is analyzed for all students, the Targeted Achievement Gap Group (TAGG), and ESEA subpopulations on state required exams, local formative assessments, and other factors such as attendance and discipline. Weaknesses are addressed in the ACSIP plan. (2.) Scientifically-based strategies are used by all teachers and paraprofessionals; curriculum is aligned with the Common Core State Standards or Arkansas Frameworks, and blocks of time are scheduled for literacy and math. (3.) Instruction is by teachers who are HIGHLY QUALIFIED at time of hire. Parents will be notified if students are being taught by a teacher for four or more consecutive weeks who has not met the highly qualified teacher requirements. Paraprofessionals meet educational requirements and work under direct supervision of teachers. Parents are informed of their right to request information regarding the professional qualifications of any teacher or paraprofessional that provides services to their children. (4.) High quality PROFESSIONAL DEVELOPMENT is tied to ACSIP and based on needs assessment. (5.) STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS include advertisement in local and area newspapers, advertisement on the web to include areas outside the state, contacts with local colleges, and college career fairs. (6.) Parents are encouraged to be involved in the education of their children by attending school meetings, parent/teacher conferences, and by serving on committees to plan and develop the ACSIP and parent involvement plans. (7.) Counselor and teachers work together to insure a smooth transition from elementary to high school for students. (8.) Teachers are included in the selection of academic assessments, analyzing test data, and development of instructional programs to improve student achievement. (9.) Students not meeting proficient levels of academic achievement standards required by the state have an individual AIP plan addressing their needs and a plan to provide effective, point-in-time remediation. (10.) FEDERAL, STATE, and LOCAL FUNDS are used to COORDINATE AND INTEGRATE services to improve instruction and increase student achievement.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Parents and staff work together to revise the school improvement plan for literacy each year. Parents, TEACHERS and staff are informed of student achievement, school performance, and federal programs to enable them to BE INVOLVED in the DECISION MAKING process of the Title I Program and to plan interventions and actions that meet the needs of student deficiencies. Criterion-referenced, norm-referenced, formative assessments and other appropriate data results are analyzed by the staff to determine strengths and weaknesses of the all students, TAGG and ESEA subpopulations 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: Parental Engagement Action Type: Title I Schoolwide	E.J. Freeman, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	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 plan evaluation. PROGRAM EVALUATION RESULTS: Percent of students proficient: 7th: formative 70% (7/10), summative 80% (8/10); 8th: formative --%, summative 80%; 11th: formative --%, summative 33.3%. Action Type: Program Evaluation	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement parental engagement to improve 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
A parent center is strategically located for the best use for parents. There are parenting books, magazine, and other materials regarding responsible parenting available for parental use. The district provides a certified teacher as the PARENT FACILITATOR and pays additional salary to the facilitator as required by law. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
There are TWO PARENT/TEACHER CONFERENCES scheduled for the school year. There are also an Open House night and a CAREER ACTION PLAN SEMINAR FOR PARENTS. Action Type: Parental Engagement	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Parents are encouraged to be involved in activities that promote responsible parenting. PARENT INVOLVEMENT MEETINGS will be held discussing the state of the school and an overview of what students will be learning; how they will be assessed; what parents should expect for their child's education; and how	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance</li> </ul>	ACTION BUDGET: \$

parents can assist and make a difference. A VOLUNTEER RESOURCE BOOK will list the interest and availability of volunteers for school staff members to use and will include a parent survey. Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>Assessments</li> <li>Teachers</li> </ul>	
The SCHOOL PROCESS FOR RESOLVING PARENTAL CONCERNS is available in the Parent Involvement Plan. The plan is written with input from parents and staff, approved by the school board, and a copy is sent to all parents. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
INFORMATIONAL PACKETS will be handed out at the beginning of the school year. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
A PTO (Parent Teacher Organization) will be implemented and established to encourage more parental involvement. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Volunteer sign-in sheets and daily logs of volunteer hours will be maintained throughout the year as part of an ongoing formative evaluation of this intervention. Documented attendance at parent/teacher conferences, parent night activities, and other evidence of parental involvement will be reviewed by building principals and parent coordinators periodically through the year to assess the effectiveness of the Parental Engagement Program. A parental engagement survey will be distributed in order to gain feedback on the quality, and effectiveness, of the school's parental involvement efforts. The Mt. Judea Parent Teacher Partnership will review this data and make improvement recommendations for the next year. PROGRAM EVALUATION: The biggest issue for parent involvement was time and parents specified not being able to feed their families and attend meetings. The Mt. Judea Parent Teacher Partnership decided to provide food at the meetings to help accommodate parents and gain more participation. Action Type: Parental Engagement Action Type: Program Evaluation	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
The TITLE I ANNUAL MEETING is held in October. The agenda includes Title I schoolwide program, goals of the program, school-parent-student compact, parents' right to know, written state complaint procedures, and the rights of parents to be involved in planning the program, compact, and parent involvement policies. Other agenda items include school accreditation, academic performance report including school report card and school performance status, curriculum, and student assessments. PARENTS are informed of the state PIRC locations. They are also given an opportunity to REQUEST TITLE I MEETINGS and made aware they can request future meetings. Parents are given time to make comments, suggestions, or ask questions. NOTICES sent to the parents announcing meetings and other parent activities are sent in a FORMAT and LANGUAGE to the extent practical that the parents, including disabled parents, can understand. Money is	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	Title I - Materials & \$250.00 Supplies:  ACTION BUDGET: \$250

budgeted for materials and supplies for parent involvement activities. Action Type: Parental Engagement Action Type: Title I Schoolwide				
An opportunity for professional development to educate teachers, principals, and other staff on the value and utility of the contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school is provided by the district. Teachers are provided TWO HOURS of PARENTAL INVOLVEMENT training and administrators are provided THREE HOURS. Action Type: Professional Development Action Type: Title I Schoolwide	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES, a parent workshop will be provided on how to access the internet to locate educational activities to be used IN THE HOME ENVIRONMENT. Action Type: Parental Engagement Action Type: Title I Schoolwide	Nathan Windel, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Teachers will provide information and activities to parents on how to ASSIST IN THEIR CHILDREN'S LEARNING during parent/teacher conferences. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
PARENTS are encouraged to be INVOLVED in their CHILDREN'S EDUCATION. They are invited to serve on committees for school improvement planning and parent involvement policies. Teachers keep parents informed of student progress and aid parents in helping students at home through conferences and phone calls. The PARENT INVOLVEMENT POLICY and SCHOOL-PARENT-STUDENT COMPACT is REVIEWED ANNUALLY at a committee meeting. This committee includes parents. The revised plan is approved by the school board and POSTED ON THE SCHOOL'S WEBSITE. A parent survey evaluates parent involvement. Forty-eight percent of parents that responded to last year's survey indicated that the greatest hindrance to serving on committees was time. Fifty-six percent indicated they had access to the Internet so school personnel is updating school website with more information and helpful links available to parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
PARENTS ARE PROVIDED THE FOLLOWING INFORMATION: (a) Parents Right to Know letter is mailed to parents before school starts. (b) Annual report card is posted on school website. (c) Individual student assessment reports are handed out at Open House or sent home to parents. (d) School performance status is reported at Annual Title I meeting; parents are invited to serve on committees that evaluate and plan schoolwide program. (e) Written state complaint procedures are given to parents at Annual Title I meeting and posted on school website. (f) It is essential that parental communication is two-way and continuous. Parents and staff communicate in a number of ways including meetings, parent/teacher conferences, phone	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

calls, and progress reports. (g) Reasonable accommodations are provided to enable parents with disabilities to have meaningful participation in the Title I programs. Action Type: Parental Engagement Action Type: Title I Schoolwide				
Total Budget:				\$250
Intervention: Implement a comprehensive literacy program in seventh through twelfth grades.				
Scientific Based Research: Rasinski, T. V. (2003). The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic.; Marzano, R.J., & Pickering, D.J. (2005). Building academic vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.; 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
Teachers will implement explicit reading strategy instruction across the curriculum. Students will read and respond daily. Action Type: Alignment Action Type: Collaboration	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will implement explicit instruction in word study and vocabulary using research-based strategies. Action Type: Alignment	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will provide opportunities through open-ended questions, journals, writing prompts, and exams for students to respond to literature with higher order thinking skills.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Professional development money is budgeted for staff to attend conferences and workshops that will improve student achievement. The district provides the required hours for parental involvement, Arkansas History, technology, suicide prevention, child maltreatment, Advance Placement/International Baccalaureate (AP/IB), health and safety for coaches, anti-bullying policy training, culturally and linguistically diverse students, and special education including autism when appropriate. Professional development is provided on site, through the local education co-op, or through the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Some of the workshops planned are on Common Core State Standards, Arkansas Reading Conference, professional book studies, and alternative portfolios. Money budgeted includes conference or workshop fees, travel, room and board, consultant	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	PD (State-223) - Purchased Services: \$0.00  ACTION BUDGET: \$0

fees, and materials and supplies. (State PD money budgeted in the district ACSIP.) Action Type: Professional Development				
Teachers will continue to use released benchmark exams in content classes. Action Type: Alignment	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
A remediation period is scheduled for TIMELY AND EFFECTIVE REMEDIATION of students not proficient on benchmark or end of course exams. Individual Academic Improvement Plans are developed by teachers and staff. Parents are informed of the plan of remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will compile and/or update a classroom set of writing topics and released items from Benchmark and literacy exams. Students will be required to write an essay or respond to a writing prompt on one or more exams per quarter. Teachers will then meet to evaluate student writing. They will return scored papers and re-instruct students in the writing process in deficient areas.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will go to computer lab to enhance learning through the use of technology for reading and writing. Classworks, an innovative research-based software program is being continued this year. Classworks is aligned to the Common Core Standards and has assessment tools that track student progress. Assessment results can be imported into Classworks solution resulting in individualized lessons and activities for students whether they are above-, below-, or on-grade level. Continued training for the most effective use of this software will be provided by Curriculum Advantage. Action Type: Professional Development Action Type: Technology Inclusion	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$5490.00 <hr/> ACTION BUDGET: \$5490
Formative assessments are used to ensure the literacy program prepares students to perform proficiently on the state assessments. A pre- and post-assessment 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 the individual academic needs of all students. Teachers from across the district will meet twice a semester 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	Brenda Napier, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

the formative assessments will allow staff to make needed changes in curriculum and modifications in teaching practices. PROGRAM EVALUATION SUMMARY: The following areas were identified as needing improvement: reading fiction and nonfiction text for overall meaning, analyzing nonfiction text for rhetorical devices, writing responses to literature that examine overarching themes, tone, and literary elements, analyzing sentences for grammatical errors, and writing for various audiences and purposes and applying these skills to the following writing forms: narration, comparison and contrast, cause and effect, description, and exposition. Action Type: Collaboration Action Type: Program Evaluation				
Special Education teacher, principal, classroom teachers, and parents meet to discuss IEPs and make appropriate modifications for students in Special Education. Test data reveals disparity between the Students With Disabilities population and other populations. Whenever Individual Educational Programs (IEPs) permit, students are placed in the regular classroom. Action Type: Equity Action Type: Special Education	Lucinda Crow, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:       \$
Provide a paraprofessional .67 FTE to work under the supervision of a certified teacher in literacy and math.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Employee Salaries:       \$9850.00 Title I - Employee Benefits:       \$3940.00 <hr/> ACTION BUDGET:       \$13790
Purchase classroom sets of trade books for a variety of genres and other reading materials. Other resources will be purchased to address identified weaknesses in literacy.	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Materials & Supplies:       \$705.00 <hr/> ACTION BUDGET:       \$705
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 (Pre-AP) and Advanced Placement (AP) 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 when feasible. It is strongly recommended that all core teachers attend this conference as	Carol Spradley, Gifted and Talented Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET:       \$



well. Action Type: Professional Development				
Provide a counselor above standard mandates. This position will be .50 FTE.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$5324.00 NSLA (State-281) - Employee Salaries: \$20000.00 <hr/> ACTION BUDGET: \$25324
Total Budget:				\$45309

Priority 2: Math

- Supporting Data:
- NEEDS ASSESSMENT:** AN ANALYSIS OF THREE YEARS OF TREND DATA (2010-2012) IDENTIFIED OPEN RESPONSE QUESTIONS TO BE THE AREA OF LOWEST SCORES FOR ALL STUDENTS AND THE TARGETED ACHIEVEMENT GAP GROUP (TAGG) ON THE MATH AUGMENTED BENCHMARK AND END-OF-COURSE EXAMS. ADDITIONAL DATA ANALYSIS AND NEEDS ASSESSMENT WILL BE PART OF THE TARGETED IMPROVEMENT PLAN (TIP). MATH SOFTWARE THAT WILL ENHANCE THE CURRICULUM AND ENGAGE STUDENTS AT APPROPRIATE SKILL LEVELS IS NEEDED. MATH MANIPULATIVES TO PROVIDE MORE HANDS-ON AND VISUAL LEARNING ACTIVITIES ARE ALSO NEEDED.
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Goal All students will improve concepts and skills to demonstrate proficiency on open response questions.

Benchmark The percentage of students scoring proficient or advanced in math on the 2013 Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark and End-of-Course exams will be 67.48% for all students and 61.91% for the Targeted Achievement Gap Group (TAGG). Percentage of students meeting growth will be 71.02% for all students and 66.67% for TAGG. All students and the TAGG met AMOs for 2012.

Intervention: Align math curriculum to Arkansas frameworks/Common Core State Standards.				
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
Common Core State Standards will be implemented in seventh and eighth grades in 2012-13 and in grades nine through twelve in 2013-14. Action Type: Alignment	Brenda Napier, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers map math curriculum through pacing guides. Pacing guides ensure all frameworks are being taught. New pacing guides based on the CCSS have been completed. Action Type: Alignment	Brenda Napier, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>Parents and staff work together to revise the school improvement plan for math each year. Parents, TEACHERS and staff are informed of student achievement, school performance, and federal programs to enable them to BE INVOLVED in the DECISION MAKING process of the Title I Program and to plan interventions and actions that meet the needs of student deficiencies. Criterion-referenced, norm-referenced, formative assessments and other appropriate data results are analyzed by the staff to determine strengths and weaknesses of the all students, TAGG and ESEA subpopulations 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.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	E.J. Freeman, ACSIP Chair	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Mt. Judea High School meets the TEN COMPONENTS OF A SCHOOLWIDE PLAN: (1.) Data is analyzed for all students, the Targeted Achievement Gap Group (TAGG), and ESEA subpopulations on state required exams, local formative assessments, and other factors such as attendance and discipline. Weaknesses are addressed in the ACSIP plan. (2.) Scientifically-based strategies are used by all teachers and paraprofessionals; curriculum is aligned with the Common Core State Standards or Arkansas Frameworks, and blocks of time are scheduled for literacy and math. (3.) Instruction is by teachers who are HIGHLY QUALIFIED at time of hire. Parents will be notified if students are being taught by a teacher for four or more consecutive weeks who has not met the highly qualified teacher requirements. Paraprofessionals meet educational requirements and work under direct supervision of teachers. Parents are informed of their right to request information regarding the professional qualifications of any teacher or paraprofessional that provides services to their children. (4.) High quality PROFESSIONAL DEVELOPMENT is tied to ACSIP and based on needs assessment. (5.) STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS include advertisement in local and area newspapers, advertisement on the web to include areas outside the state, contacts with local colleges, and college career fairs. (6.) Parents are encouraged to be involved in the education of their children by attending school meetings, parent/teacher conferences, and by serving on committees to plan and develop the ACSIP and parent involvement plans. (7.) Counselor and teachers work together to insure a smooth transition from elementary to high school for students. (8.) Teachers are included in the selection of academic assessments, analyzing test data, and development of instructional programs to improve student achievement. (9.) Students not meeting proficient levels of academic achievement standards required by the state have an individual AIP or IAIP plan addressing their needs and a plan to provide effective, point-in-time remediation. (10.) FEDERAL, STATE, and LOCAL FUNDS are used to COORDINATE AND INTEGRATE services to improve instruction and increase student achievement.</p> <p>Action Type: Title I Schoolwide</p>	Richard Denniston, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	Sam Dye, Principal	<p>Start: 07/01/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/>

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 plan evaluation. PROGRAM EVALUATION RESULTS: Percent of students proficient on formative post-test and summative (Augmented Benchmarks and End of Course) exams: (Only students with both formative and summative assessments were included.)7th grade: formative 70%, summative 80%; 8th grade: formative 80%, summative 60% (6/10); algebra: formative 83.3%, summative 66.7%; geometry: formative 66.7%, summative 66.7%. SUMMARY: Percent of students proficient on the formative assessments were close to the same percentage proficient on the summative assessments except for the 7th grade. Action Type: Program Evaluation		End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	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 to use in the classroom on open response items. Special Education teacher will receive training to help implement open response items for students with IEPs. A copy of the rubric is made available to parents with an explanation of the use of rubric scoring with open-response questions at a parent involvement meeting. Action Type: Parental Engagement Action Type: Professional Development	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Released benchmark and end-of-course items are gathered and distributed to math teachers. Teachers will administer open-response math questions in regular and Special Education classrooms. Action Type: Special Education	Melissa King, District Test Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
More time will be spent focusing on open response problems in all strands of geometry.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
In algebra, more time will be spent focusing on open response problems in all strands of algebra.	Sam Dye, Principal	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

		06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>A remediation period is scheduled for TIMELY AND EFFECTIVE REMEDIATION of students not proficient on benchmark or end of course exams. Individual Academic Improvement Plans are developed by teachers and staff. Students not passing Algebra I High Stakes assessment will have an IAIP and receive intensive remediation. Parents are informed of the plan of remediation.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>	Sam Dye, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional development money is budgeted for staff to attend conferences and workshops that will improve student achievement. The district provides the required hours for parental involvement, Arkansas History, technology, suicide prevention, child maltreatment, Advance Placement/International Baccalaureate (AP/IB), health and safety for coaches, anti-bullying policy training, culturally and linguistically diverse students, and special education including autism when appropriate. Professional development is provided on site, through the local education co-op, or through the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Money budgeted includes conference or workshop fees, travel, room and board, consultant fees, and materials and supplies. (State PD money is budgeted in district ACSIP.)</p> <p>Action Type: Professional Development</p>	Melissa King, Professional Development Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<p>PD (State-223) - Purchased Services: \$0.00</p> <hr/> <p>ACTION BUDGET: \$0</p>
<p>To implement math across the curricula, core and peripheral teachers meet with math teachers to receive information regarding math frameworks and the focus of benchmark and end-of-course exams. Teachers in the math department assist peripheral teachers in rubric guides for math related problems. Students are given rubric guides with explanation of scoring in all core and peripheral subjects.</p> <p>Action Type: Collaboration</p>	Sam Dye, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Use math software to enhance the curriculum through technology and to allow students to be engaged at appropriate skill levels. Classworks, an innovative research-based software program, is aligned to the Common Core State Standards and has assessment tools that track student progress. Assessment results can be imported into Classworks solution resulting in individualized lessons and activities for students whether they are above-, below-, or on-grade level. Proper training for the most effective use of this software will be provided by Curriculum Advantage throughout the year. Money budgeted in literacy.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Sam Dye, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<p>Title I - Purchased Services: \$0.00</p> <hr/> <p>ACTION BUDGET: \$0</p>
Provide tutor .50 FTE to tutor students in math.	Richard Denniston, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>NSLA (State-281) - Employee \$9200.00</p>

				Benefits: NSLA (State-281) - \$34000.00 Employee Salaries: <hr/> ACTION BUDGET: \$43200
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 seen in test data between Students With Disabilities and other subpopulations. Action Type: Equity Action Type: Special Education	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Formative assessments are used 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, and geometry. Skill assessments that are aligned to teacher pacing guides are given during 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 the diverse academic needs of all students. Teachers from across the district will meet twice a semester 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: Percent of students proficient on formative post-test and summative (Augmented Benchmarks and End of Course) exams: (Only students with both formative and summative assessments were included.) 7th grade: formative 70%, summative 80%; 8th grade: formative 80%, summative 60%; algebra: formative 83.3%, summative 66.7%; geometry: formative 66.7%, summative 66.7%. Action Type: Collaboration Action Type: Program Evaluation	Brenda Napier, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
More time will be spent focusing on open response problems in all strands in the seventh and eighth grade math classes.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase math manipulatives and other materials to allow teachers to provide more hands-on and visual learning activities. Other materials and supplies will be purchased that provide additional resources to address	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End:		Title I - Materials & \$2700.00

weaknesses identified in math.		06/30/2013		Supplies: <hr/> ACTION BUDGET: \$2700
Provide a paraprofessional .67 FTE to work under the supervision of a certified teacher in math and literacy.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Employee Salaries: \$0.00 Title I - Employee Benefits: \$0.00 <hr/> ACTION BUDGET: \$0
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 (Pre-AP) and Advanced Placement (AP) 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 when feasible. It is strongly recommended that all core teachers attend this conference as well. Action Type: Professional Development	Carol Spradley, Gifted and Talented Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase software for pre-algebra, algebra and geometry that allows teachers to create practice sheets and tests including diagrams and graphs that can be printed on paper, used with classroom white boards, or exported to student computers. Questions can be open-ended or multiple choice. This allows teachers to create problems using the same format the EOC exams use.	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Materials & Supplies: \$388.00 <hr/> ACTION BUDGET: \$388
Total Budget:				\$46288
Intervention: Implement parental engagement to improve 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
INFORMATIONAL PACKETS will be handed out at the beginning of the school year. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Parents are encouraged to be involved in activities that promote responsible parenting. PARENT INVOLVEMENT MEETINGS will be held discussing the state	Rainey Yeager, Parent Facilitator	Start: 07/01/2012	<ul style="list-style-type: none"> <li>Community</li> </ul>	<hr/>

of the school and an overview of what students will be learning; how they will be assessed; what parents should expect for their child's education; and how parents can assist and make a difference. A VOLUNTEER RESOURCE BOOK will list the interest and availability of volunteers for school staff members to use and will include a parent survey. Action Type: Parental Engagement		End: 06/30/2013	<ul style="list-style-type: none"> <li>Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
There are TWO PARENT/TEACHER CONFERENCES scheduled for the school year. There are also an Open House night and a CAREER ACTION PLAN SEMINAR FOR PARENTS. Action Type: Parental Engagement	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A parent center is strategically located for the best use for parents. There are parenting books, magazine, and other materials regarding responsible parenting available for parental use. The district provides a certified teacher as the PARENT FACILITATOR and pays additional salary to the facilitator as required by law. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
The SCHOOL PROCESS FOR RESOLVING PARENTAL CONCERNS is available in the Parent Involvement Plan. The plan is written with input from parents and staff, approved by the school board, and a copy is sent to all parents. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
A PTO (Parent Teacher Organization) will be implemented and established to encourage more parental involvement. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Volunteer sign-in sheets and daily logs of volunteer hours will be maintained throughout the year as part of an ongoing formative evaluation of this intervention. Documented attendance at parent/teacher conferences, parent night activities, and other evidence of parental involvement will be reviewed by building principals and parent coordinators periodically through the year to assess the effectiveness of the Parental Engagement Program. A parental engagement survey will be distributed in order to gain feedback on the quality, and effectiveness, of the school's parental involvement efforts. The Mt. Judea Parent Teacher Partnership will review this data and make improvement recommendations for the next year. PROGRAM EVALUATION: The biggest issue for parent involvement was time and parents specified not being able to feed their families and attend meetings. Action Type: Parental Engagement Action Type: Program Evaluation	Rainey Yeager, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
The TITLE I ANNUAL MEETING is held in October. The agenda includes Title I schoolwide program, goals of the program, school-parent-student compact, parents' right to know, written state complaint procedures, and the rights of	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	Title I - Materials & Supplies: \$0.00

<p>parents to be involved in planning the program, compact, and parent involvement policies. Other agenda items include school accreditation, academic performance report including school report card and school performance status, curriculum, and student assessments. PARENTS are informed of the state PIRC locations. They are also given an opportunity to REQUEST TITLE I MEETINGS and made aware they can request future meetings. Parents are given time to make comments, suggestions, or ask questions. NOTICES sent to the parents announcing meetings and other parent activities are sent in a FORMAT and LANGUAGE to the extent practical that the parents, including disabled parents, can understand. Money is budgeted for materials and supplies for parent involvement activities.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>		06/30/2013		<hr/> <p>ACTION BUDGET: \$0</p>
<p>PARENTS are encouraged to be INVOLVED in their CHILDREN'S EDUCATION. They are invited to serve on committees for school improvement planning and parent involvement policies. Teachers keep parents informed of student progress and aid parents in helping students at home through conferences and phone calls. The PARENT INVOLVEMENT POLICY and SCHOOL-PARENT-STUDENT COMPACT is REVIEWED ANNUALLY at a committee meeting. This committee includes parents. The revised plan is approved by the school board and POSTED ON THE SCHOOL'S WEBSITE. A parent survey evaluates parent involvement. Forty-eight percent of parents that responded to last year's survey indicated that the greatest hindrance to serving on committees was time. Fifty-six percent indicated they had access to the Internet so school personnel is updating school website with more information and helpful links available to parents.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Carolyn Cooper, Title I Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>An opportunity for professional development to educate teachers, principals, and other staff on the value and utility of the contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school is provided by the district. Teachers are provided TWO HOURS of PARENTAL INVOLVEMENT training and administrators are provided THREE HOURS.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Melissa King, Professional Development Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES, a parent workshop will be provided on how to access the internet to locate educational activities to be used IN THE HOME ENVIRONMENT.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Nathan Windel, Technology Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will provide information and activities to parents on how to ASSIST IN THEIR CHILDREN'S LEARNING during parent/teacher conferences.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Sam Dye, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



			Consultants	
PARENTS ARE PROVIDED THE FOLLOWING INFORMATION: (a) Parents Right to Know letter is mailed to parents before school starts. (b) Annual report card is posted on school website. (c) Individual student assessment reports are handed out at Open House or sent home to parents. (d) School performance status is reported at Annual Title I meeting; parents are invited to serve on committees that evaluate and plan schoolwide program. (e) Written state complaint procedures are given to parents at Annual Title I meeting and posted on school website. (f) It is essential that parental communication is two-way and continuous. Parents and staff communicate in a number of ways including meetings, parent/teacher conferences, phone calls, and progress reports. (g) Reasonable accommodations are provided to enable parents with disabilities to have meaningful participation in the Title I programs. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3:	Students and staff will take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices.
Supporting Data:	<ol style="list-style-type: none"> <li>1. Body Mass Index Data SY 2011-2012 - There was at least 20% participation in the BMI assessment in the required grades, but a report is not available for Mt. Judea High School due to the small number of students assessed.</li> <li>2. Body Mass Index Data SY 2010-11 - There was at least 20% participation in the BMI assessment in the required grades, but a report is not available for Mt. Judea High School due to the small number of students assessed.</li> <li>3. Body Mass Index Data SY 2009-10- of the 24 students in grades 8 and 10 for which BMI assessments are mandated, 18 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 - N/A, Females - 58.3%; Overweight or Obese: Males - N/A, Females -41.7%. Overall, BMI classification results for Mt. Judea High School show that approximately 27.8% of all children measured were in the Overweight category and approximately 16.7% of all children measured were identified as Obese. (N/A represents restricted numbers because of the small number of students in individual categories.)</li> <li>4. School Health Index Scores: School Health Policies and Environment, Module 1 -82%; Health Education, Module 2 - 89%; Physical Education and Other Physical Activity Programs, Module 3 - 90%; Nutrition Services, Module 4 - 100%; Family and Community Involvement, Module 8 - 78%.</li> </ol>
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.	Sam Dye, Principal	Start: 07/01/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	ACTION \$

Action Type: Wellness		End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Adhere to existing physical education requirements and engage students in healthy levels of vigorous physical activity. Action Type: Wellness	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Restrict vended foods and foods with minimal nutritional value as required by law and the rules. Action Type: Wellness	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Review and conform new vending contracts to rules and restrictions contained in the rules. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Provide professional development to all district staff on nutrition and physical activity. Action Type: Professional Development Action Type: Wellness	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	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 decreased 8.8% over the percentage of students in the overweight and obese categories in 2008-09. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Jan Neville, Wellness Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Food or beverages will not be used as rewards for academic, classroom, or sports performances. Action Type: Wellness	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
A School Nutrition and Physical Activity Advisory Committee shall use the components of the School Health Index to review and assess progress in meeting goals of the wellness program. Action Type: Wellness	Jan Neville, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	ACTION 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	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Follow Arkansas Frameworks for physical education and health education in grades seven through twelve. Action Type: Alignment Action Type: Wellness	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Furnish drinking water to all students without charge. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
School schedules and bus routes will be established to prevent denying meal access. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Students will have ample time to eat meals in a comfortable dining area. Action Type: Wellness	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	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	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	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 required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
School nurse will conduct hearing, vision, and scoliosis screenings. Action Type: Wellness	Jan Neville, Nurse	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:

Supporting Data:	<p>1. <b>NEEDS ASSESSMENT FOR LITERACY:</b> AN ANALYSIS OF THREE YEARS OF TREND TEST DATA (2010-2012) IDENTIFIED OPEN RESPONSE QUESTIONS IN READING PASSAGES AS THE AREA OF CONCERN FOR ALL STUDENTS AND THE TARGETED ACHIEVEMENT GAP GROUP (TAGG) ON THE READING PORTION OF THE LITERACY TEST. FORMATIVE ASSESSMENTS REVEALED THE SKILLS THAT NEEDED TO BE ADDRESSED WERE READING FICTION AND NONFICTION TEXT FOR OVERALL MEANING, ANALYZING TEXT FOR RHETORICAL DEVICES, WRITING RESPONSES TO LITERATURE THAT EXAMINE OVERARCHING THEMES, TONE, AND LITERARY ELEMENTS, ANALYZING SENTENCES FOR GRAMMATICAL ERRORS, AND WRITING FOR VARIOUS AUDIENCES AND PURPOSES AND APPLYING THESE SKILLS TO THE FOLLOWING WRITING FORMS: NARRATION, COMPARISON AND CONTRAST, CAUSE AND EFFECT, DESCRIPTION, AND EXPOSITION. ADDITIONAL DATA ANALYSIS AND NEEDS ASSESSMENT WILL BE PART OF THE TARGETED IMPROVEMENT PLAN (TIP). TRADE BOOKS ARE NEEDED TO BUILD CLASSROOM LIBRARIES WITH A VARIETY OF GENRES. MATERIALS THAT ADDRESS WRITING CONVENTIONS, RESPONDING TO LITERATURE AND NEW COMMON CORE STANDARDS ARE ALSO NEEDED. SOFTWARE THAT ENABLES TEACHERS TO INDIVIDUALIZE LESSONS AND TRACK STUDENT PROGRESS IS ALSO NECESSARY.</p> <p>2. <b>NEEDS ASSESSMENT FOR MATH:</b> AN ANALYSIS OF THREE YEARS OF TREND DATA (2010-2012) IDENTIFIED OPEN RESPONSE QUESTIONS TO BE THE AREA OF LOWEST SCORES FOR ALL STUDENTS AND THE TARGETED ACHIEVEMENT GAP GROUP (TAGG) ON THE MATH AUGMENTED BENCHMARK AND END-OF-COURSE EXAMS. ADDITIONAL DATA ANALYSIS AND NEEDS ASSESSMENT WILL BE PART OF THE TARGETED IMPROVEMENT PLAN (TIP). MATH SOFTWARE THAT WILL ENHANCE THE CURRICULUM AND ENGAGE STUDENTS AT APPROPRIATE SKILL LEVELS IS NEEDED. MATH MANIPULATIVES TO PROVIDE MORE HANDS-ON AND VISUAL LEARNING ACTIVITIES ARE ALSO NEEDED.</p> <p>3. <b>THE SCHOLASTIC AUDIT SUMMARY REPORT LISTED THE FOLLOWING DEFICIENCIES:</b></p> <p>(1) Students do not perform well on open-response items.</p> <p>(2) The faculty does not meet together to discuss school issues.</p> <p>(3) Rubrics are not being used throughout the school.</p> <p>(4) Effective instructional strategies are not being used consistently by all teachers.</p> <p>(5) The ACSIP has been put on the "Back burner" in deference to the ADE turnaround model.</p> <p>(6) Technology is not integrated seamlessly into the curriculum (especially opportunities for students to interact with the SMART boards.</p>
Goal	Close the achievement gap and exit focus school status.
Benchmark	The percentage of all students and the Targeted Achievement Gap Group scoring proficient or advanced in literacy on the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark and Eleventh Grade Literacy exams will meet the Annual Measurable Objectives for proficiency and growth for the years 2013, 2014, and 2015.
Benchmark	The percentage of all students and the Targeted Achievement Gap Group scoring proficient or advanced in math on the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark and End of Course exams will meet the Annual Measurable Objectives for proficiency and growth for the years 2013, 2014, and 2015.
Benchmark	<b>IMO:</b> School Leadership Team will meet twice a month.
Benchmark	<b>IMO:</b> Hire an instructional facilitator by January 2, 2013.
Benchmark	<b>IMO:</b> Scholastic Audit will be conducted by January 31, 2013.
Benchmark	<b>IMO:</b> Identify effective instructional strategies to be used consistently with students that the faculty could implement with appropriate professional development. Professional development will be job embedded. A schedule will be developed to introduce these strategies one at a time. 100% of professional development will be completed by January 31, 2013. 90% of teachers observed through classroom walk throughs will exhibit use of high-yield strategies by March 31, 2013; 100% by May 30, 2013.
Benchmark	<b>IMO:</b> Professional development on rubrics and open response items by May 30, 2013. Ongoing professional development to align rubrics and open response items with PARCC assessments through May 30, 2015.
Benchmark	<b>IMO:</b> Classroom walk throughs 5-6 times per teacher each month.
Benchmark	<b>IMO:</b> Teachers will conference with parents. There are two scheduled parent/teacher conferences per school year. 50% of parents will have a parent/teacher conference by February 2013; 75% by September 2013; 100% by February 2014.
Intervention: To implement a three-year plan to close the achievement gap.	

Scientific Based Research: The George Washington University Center for Equity and Excellence in Education. (2008). Promoting Excellence: Guiding Principles. Arlington, VA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A Scholastic Audit is planned for January. Action Type: ADE Scholastic Audit Action Type: Collaboration	Melissa King, School Improvement Specialist	Start: 07/01/2012 End: 06/30/2013		Title I - Purchased Services: \$13323.00 <hr/> ACTION BUDGET: \$13323
The district has assigned school improvement specialists. The specialists have been approved by the Arkansas Department of Education (ADE).	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
A district leadership team is in place to work with the focus school leadership and ADE to facilitate diagnostic data analysis, needs assessment, TIP development and TIP implementation. Action Type: Collaboration	Melissa King & Brenda Napier, School Improvement Specialists	Start: 07/01/2012 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Professional development money is budgeted for staff to attend conferences and workshops for classroom management, teacher effectiveness, and instructional strategies that will improve student achievement. Budget includes money for conference and workshop fees, travel, room and board, consultant fees, and materials and supplies. Action Type: Professional Development	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013		Title I - Purchased Services: \$750.00 Title I - Materials & Supplies: \$221.00 <hr/> ACTION BUDGET: \$971
Stakeholders were surveyed about their beliefs/vision of the school/district, strengths and weaknesses of the system, and parental capacity to support their children's learning. There was not enough response for an accurate data analysis.	Melissa King, School Improvement Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Hire an instructional facilitator for math and literacy. The instructional facilitator will assist teachers with interpreting their assessment data, planning instruction, modelling research-based classroom instruction, and keeping everyone on a path that increases student achievement. Money is also budgeted for material and supplies.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013		Title I 1003(a) - Materials & Supplies: \$1000.00 Title I 1003(a) - Employee Salaries: \$16836.80 Title I 1003(a) - Employee: \$4544.00

				Benefits:
				ACTION BUDGET: \$22380.8
Purchase 80 Kindles @ approximately \$369.00 each to increase student classroom engagement and literacy skills. The Kindles will provide the students with access to thousands of ebooks all on one device without having to travel to different libraries or bookstores to find a wider variety of books. Teachers will be able to easily integrate the Kindles into their instructional classroom practices as well. In math, students will be able to make use of math websites, free Kindle math apps, and have access to extra resource math books. Research shows poverty students' attitudes toward learning increases and achievement also increases with the use of Kindles. Covers and a three-year replacement plan will also be purchased. Action Type: Technology Inclusion	Melissa King, School Improvement Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I 1003(a) - Materials & Supplies: \$27736.56 Title I - Materials & Supplies: \$16038.00 ACTION BUDGET: \$43774.56
Total Budget:				\$80449.36
Intervention: Strengthen school leadership.				
Scientific Based Research: Marzano, R. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development; Lambert, L. (2003). Leadership capacity for lasting school improvement. Alexandria, VA: Association for Supervision and Curriculum Development; Murphy, J. (2007). Restructuring through learning-focused leadership. In H. Walberg (Ed.), Handbook on restructuring and substantial school improvement (pp. 71-84). Lincoln, IL: Center on Innovation and Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A school leadership team will work with the district leadership team, the school improvement specialists, and ADE personnel. The team will be responsible for: (1) writing and adopting bylaws (2) meeting twice a month for at least an hour with an agenda, sign-in sheets, and minutes (3) be a conduit of communication to the other faculty and staff through Dropbox and school building postings, and (4) analyze data from formative assessments, nine-week assessments, and semester tests. The principal maintains a file for agenda, sign-in sheet, minutes, bylaws, and work products of all teams.	Melissa King & Brenda Napier, School Improvement Specialists	Start: 07/01/2012 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
To improve school leadership, the principal will (1) meet with all teams and participate in most school activities (2) monitor curriculum and classroom instruction regularly through classroom walkthrough and teacher evaluations (3) spend at least 50% of his time working directly with teachers to improve instruction, including classroom observations and (4) challenge and monitor unsound teaching practices and support the correction of them. Principal will conduct walkthroughs to check for best practices and meet with the teachers to discuss their instructional practices. A plan will be created for improvement or principal will work with the teacher on making improvements.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
To align classroom observations with evaluation criteria and professional development, the principal will compile reports from classroom walkthroughs and teacher evaluations to share with the leadership team for planning professional development needs.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

To address the <b>Scholastic Audit deficiency:</b> The faculty does not meet together to discuss school issues. <b>Next Steps:</b> Begin meeting once a month after school for 30-45 minutes. Initial topics might include the Scholastic Audit report, ACSIP implementation, or progress being made through the turnaround model. <b>Action Steps:</b> Instructional Facilitator leads professional after-school meetings once per week.		Dan Raines, Instructional Facilitator	Start: 07/01/2012 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:					\$0
Intervention: Improve curriculum, assessment and instructional planning.					
Scientific Based Research: Chubb, J. E. (Ed.). (2005). Within our reach: How America can educate every child. New York: Rowman & Littlefield.; Ainsworth, L. Rigorous Curriculum Design. The Leadership and Learning Center. 2011					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Teachers will engage in assessment and instructional planning. Student progress will be monitored with pre-, mid, and post- standards-based assessments for all grade levels. Teachers are using Classworks pre-, mid- and post assessments. Classworks provides immediate feedback to teachers and students. It has numerous reports that can be printed for teachers, students, and parents. The math department is also using teacher created tests in the upper grades.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015		ACTION BUDGET: \$	
Address the <b>Scholastic Audit deficiency:</b> Effective instructional strategies are not being used consistently by all teachers. <b>Next steps:</b> The Focus School Improvement team should identify five-ten strategies that they believe would be highly effective with the Mount Judea students (and that all faculty could implement with appropriate professional development). Then develop a schedule to introduce these strategies one at a time. <b>Action steps:</b> (1) Instructional facilitator will do overview of high-yield strategies. (2) Develop a schedule to introducing high-yield strategies. (3) Utilize IDEAS website for professional development on high-yield strategies.	Dan Raines, Instructional Facilitator	Start: 07/01/2012 End: 06/30/2014		ACTION BUDGET: \$	
Total Budget:					\$0
Intervention: Improve classroom instruction.					
Scientific Based Research: Marzano, R. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development; Chubb, J. E. (Ed.). (2005). Within our reach: How America can educate every child. New York: Rowman & Littlefield.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. A district-wide document will be developed and used to eliminate the gap between elementary and high school. Teachers will begin work on the guides for 9-12 to ensure a vertical alignment between middle school grades and high school. Teachers will also develop weekly lesson plans based on aligned units of instruction. Frameworks/standards will be included in the lesson plan book.	Brenda Napier, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2014		ACTION BUDGET: \$	
Teachers will maintain a record of each student's mastery of specific learning objectives. Teachers will test frequently using a variety of evaluation methods and maintain a record of the results. Classworks, nine-week assessments, benchmark assessments, end-of-course assessments, formative assessments, and quizzes.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015		ACTION BUDGET: \$	
Students are engaged and on task. Trend data from walkthroughs will be used to monitor student engagement. Discipline referrals will decrease if the students are engaged. Lesson plans should reflect instruction for different learning	Sam Dye, Principal	Start: 07/01/2012 End:		ACTION \$	

styles/differentiation; for example, cooperative groups, lecture, hands-on, etc. Student sample assignments and tests are kept in student portfolios.		06/30/2015		BUDGET:
Teachers use best practices in classroom management to promote respectful learning environments. This will be monitored during walk through and classroom observations.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015		ACTION BUDGET: \$
Address the <b>Scholastic Audit deficiency:</b> Students do not perform well on open-response items. <b>Next steps:</b> Identify a four- or five-step generic process that all students can use whenever they are confronted with an open-response item. (Once they know the process, provide regular practice opportunities for them to create open responses and to discuss acceptable solutions to the items.) <b>Action Steps:</b> (1) Professional development is planned for April 2013. (2) Peer meetings to share (3) Classroom walkthroughs (4) Staff meetings with instructional facilitator	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2014		ACTION BUDGET: \$
Address the <b>Scholastic Audit deficiency:</b> Rubrics are not being used throughout the school. <b>Next steps:</b> Plan a professional development workshop to demonstrate how rubrics help students in all subject areas and to demonstrate where effective rubrics can be found. <b>Action Steps:</b> (1) Professional development with instructional facilitator and literacy specialist from Ozarks Unlimited Educational Co-op in April 2013. Action Type: Professional Development	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Address the <b>Scholastic Audit deficiency:</b> Technology is not integrated seamlessly into the curriculum (especially opportunities for students to interact with the SMART boards). <b>Next steps:</b> Have one of the faculty demonstrate a strategy that engages students with the technology. <b>Action steps:</b> Teachers demonstrate at faculty meetings.	Dan Raines, Instructional Facilitator	Start: 07/01/2012 End: 06/30/2014		ACTION BUDGET: \$
Teachers will begin using higher-order level thinking/questioning based on Blooms Taxonomy. This will be observed and monitored during classroom walkthroughs and observations.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Increase parent and community engagement.				
Scientific Based Research: Patrikakou, E. N., Weissberg, R. P., & Rubenstein, M. (1999). School-family partnerships. In A. J. Reynolds, H. J. Walberg, & R. P.; Henderson, A., & Mapp. K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement . Austin, TX: Southwest Educational Development Laboratory.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers systematically report to parents the student's mastery of specific standards-based objectives. Progress reports are sent home at each mid-nine weeks period and report cards each nine weeks. State assessment reports are also sent to all parents. Parent/teacher conferences are held each semester. All teachers maintain a file of communication with parents with phone logs, copies of notes, etc. Action Type: Parental Engagement	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015		ACTION BUDGET: \$
Teachers regularly assign homework four or more days a week. Homework is randomly checked for understanding and reteach based on student responses. District has a homework policy.	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2015		ACTION BUDGET: \$



The community and parents were invited by an article in the local newspaper and with notes home to attend an event on February 14, 2013, wherein Kindles were distributed to students in grades 7-12. This event was held in conjunction with parent/teacher conferences to increase parent participation in the conferences. Action Type: Parental Engagement	Sam Dye, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

☐ Planning Team

Classification	Name	Position	Committee
	Ashley Campbell	Student	Literacy
	Cheyenna Shatwell	Student	Literacy
	Heaven Self	Student	Wellness
	Jacob Shatwell	Student	Math
	Sandy Holt	Parent Representative	Wellness
Classroom Teacher	Amanda Hawkins	Vocational Teacher	Math
Classroom Teacher	Amanda Loveless	English Teacher	Literacy
Classroom Teacher	Ashley Wilson	P.E. and Health Teacher	Wellness
Classroom Teacher	E.J. Freeman	Science Teacher	ACSIP Chair
Classroom Teacher	Lucinda Crow	Special Education Teacher	Literacy
Classroom Teacher	Matthew Yarbrough	Math teacher	Math
Classroom Teacher	Robert Edmonson	Math Teacher	Math
Classroom Teacher	Simon Young	Social Studies teacher	Literacy
Classroom Teacher	Yalonda Martin	Vocational Teacher/First Responder	Math, Wellness
District-Level Professional	Rainey Yeager	Counselor	Literacy
Non-Classroom Professional Staff	Jan Neville	Nurse	Wellness Chair
Non-Classroom Professional Staff	Roxanna Holt	Elementary Principal	Wellness
Non-Classroom Professional Staff	Sam Dye	Principal	Math
Parent	Kay Shatwell	Parent Representative	Literacy
Parent	Kim Eddings	Parent Representative	Math
Parent	Nina Smith	Parent Representative	Wellness
Parent	Shena Royce	Parent Representative	Literacy