ACSIP
Arkansas Consolidated School Improvement Plan

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School Plan

Print Version

RAMAY JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Ramay Junior High School is to provide the best possible education for all students.

Grade Span: 8-9   Title I: Not Applicable   School Improvement: MS

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Priority 1: We expect to increase student proficiency in Literacy achievement specifically in the area of Open Response.

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4. Attendance Rate: In 2014, the attendance rate was 95.2%. In 2013, the attendance rate was 95.07%. In 2012, the attendance rate was 94.52%. In 2011, the attendance rate was 91.3%. In 2010, the attendance rate was 91.9%. In 2009, the attendance rate was 93.6%. In 2008, the attendance rate was 93.7%.
5.
6.
7. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the Augmented Benchmark, all EOCs, and ITBS/ITED Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and

Supporting Data:

disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why some of our students are not achieving to their full potential. Our 2013 Data show the discrepancies in achievement among our various populations. We continue to monitor and adjust our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Foundations of reading and writing. We will select Interventions and coordinate our various resources to address these areas. In addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments.

Goal	At least 65% of students will meet or exceed their expected literacy growth for MAP assessment with a focus on foundations of reading and writing. At least 65% of students will meet or exceed typical growth in Literacy as measured by NWEA MAP assessments. At least 65% of students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments.
Benchmark	All students did not meet the 2014 AMO for literacy: Goal for all students in status performance (83.70%) and all students scored 73.63%. The goal for all students in growth performance was (84.38%) and all students scored 74.05%. The Targeted Achievement Gap Group did not meet the 2014 AMO for literacy: Goal for TAGG in status performance (75.28%) and TAGG scored 61.62%. The goal for TAGG in growth performance was (75.45%) and TAGG scored 61.49%. It is projected that at least 65% of students will meet or exceed their expected literacy growth for MAP assessment with a focus on foundations of reading, specifically utilizing strategies. At least 65% of students will meet or exceed typical growth in Literacy as measured by NWEA MAP assessments. All students and the TAGG did not meet their AMO for 2014; therefore, Ramay Junior High was designated as needs improvement for 2015.

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop a plan to target and assist students performing below grade level proficiency in writing. This is one component of Ramay's instructional and assessment process tied to state standards.

Scientific Based Research: Class Size Berliner, David C., Biddle, Bruce J. Small Class size and Its Effects. Educational Leadership. Vol.59 No. 5 February 2002. pp.12-23. Writing Across the Curriculum Toward the Year 2000. R. Sensenbaugh.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students performing below proficient on CRT, MAPS test, or stuggling academically will be identified and appropriate actions taken individually to ensure that student(s) receive the proper resources necessary to be successful emotionally,mentally,physically and academically. Action Type: AIP/IRI Action Type: Collaboration	Dean of Students/ Testing Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student literacy growth EVALUATION DATA: Individual student literacy growth as determined by the formative scholastic inventory Growth improvement of students up at least one level of proficiency on Benchmark Exam. This same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: AIP/IRI Action Type: Program Evaluation	Dean of Students/ Testing Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
FORMATIVE evalution will be demonstrated by all 8th and 9th grade students (MAPS) progress being monitored at the beginning, middle, and end of each school year to determine specific	Reading Interventionist & Testing Coordinator	Start: 07/01/2014 End: 06/30/2015	• Central Office • Computers • District Staff • Performance	ACTION BUDGET: $

curriculum areas of focus during the year. These assessments will be compared with Spring SUMMATIVE NRT and CRT testing to determine learning gains for all students. Formative assessments will be shorter and be given more frequently. Action Type: AIP/IRI Action Type: Program Evaluation			• Assessments • Teachers	
We are currently collaborating with parents and appropriate school/district staff to develop student AIP's. Any student that scores below proficient on state mandated criterion referenced exams will have an AIP. A committee of teachers, counselors and administrators will develop individualized academic improvement plans customized for all identified student's needs that will be monitored throughout the school year. Action Type: AIP/IRI	Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: $
An Instructional Facilitator (1.0 FTE) will assist teachers and students by providing strategies in an ongoing manner to empower them to become more successful in school. The intstructional facilitator will focus on developing, implementing, and maintaining specific intervention programs in sufficient intensity to allow teachers and students to benefit from cognitive experiences that address their areas of challenge. Action Type: AIP/IRI Action Type: Professional Development	Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Establish a program to decrease student to teacher ratios for increased student achievement in the area of literacy. A CSR teacher will work with other 8th grade English teachers in the assigned building. The teacher will be placed in an 8th grade English position to reduce class size. Enrollment will be below the state required pupil teacher ratio. Pupil teacher ratio for CSR is 16 pupils to 1 teacher. Pupil teacher ratio for other teachers in department is 17 pupils to 1 teacher. Students assigned to the CSR teacher will be heterogeneously grouped. Classroom instruction and grade reporting will be aligned with district grade level requirements. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff	ACTION BUDGET: $
Achieve 3000 is an intensive literacy remediation program. It includes both direct instruction and small group instruction. The program is grade level appropriate for each individual student. Students are identified through both 7th and 8th grade ACTAAP exams. Students who scored below proficient on both exams qualify for remediation. Once students are identified, parents are notified by mail and phone regarding interest in the program, permission to participate, and for scheduling purposes. Action Type: AIP/IRI Action Type: Parental Engagement	Mildred Rogers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
"Ramay at Work" (R.A.W.)steering committee will address students who are struggling academically. This committee meets weekly to collect and analyze data pertinent to each students individual struggles/barriers and	Dean of Students	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $

background information. This committee is responsible for troubleshooting and finding the appropriate resources necessary to provide each student the ability to succeed academically. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity				

Total Budget:	$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop intercurricular writing strategies to increase student reading and writing achievement. Part of this development is professional development for our teachers, specifically focused on our Special Education students' literacy skills. This will strengthen our core curriculum and our special education curriculum.

Scientific Based Research: Writing Across The Curriculum: Writing Across the Curriculum Toward the Year 2000, R. Sensenbaugh

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will collaborate through use of computer, departmental meetings, and in-service opportunities, specifically Lin Kuzmitch training on effective strategies to improve written expression and reading comprehension (i.e. interactive science notebooks, interactive math notebooks, PE fitness plans) Action Type: Collaboration Action Type: Technology Inclusion	Debbie Lane - English Teacher	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
Provide release days for all 8th and 9th grade English teachers to collaborate on vertical and horizontal alignment of Literacy frameworks and creation and scoring of common assessments. Action Type: Alignment Action Type: Collaboration	Principal	Start: 07/01/2014 End: 06/30/2015	• Computers • Performance Assessments • Teachers	ACTION BUDGET: $
Participate in ongoing Professional Development in writing such as the Northwest Arkansas Writing Project Fall and Winter Mini-conferences and Summer Open Institute. Action Type: Collaboration Action Type: Professional Development	English Teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Integrate instruction in writing strategies into every content area for all students, including ESL, special education, etc. ESL, Special Ed, and all other departments are involved in reading and writing across the curriculum. Action Type: Alignment Action Type: Equity Action Type: Special Education	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Use FORMATIVE performance assessments and teacher developed FORMATIVE constructed responses to enable students to demonstrate proficiency in responding in writing to literary, practical and content passages by finding the main idea, analyzing, drawing conclusions, and providing examples of evidence as part of classroom instruction. Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
Classroom teachers use Peer Response strategies to help students improve written expression on a regular basis. Action Type: Collaboration	English Teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments	ACTION BUDGET: $

			• Teachers	
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans, special needs and ESL to improve writing skills. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Special Education Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: $
Provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in written pieces in various formats that demonstrate the students' ability to communicate content knowledge in writing and conduct research. Action Type: Collaboration	Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Performance Assessments • Public Library • Teachers	ACTION BUDGET: $
The library will provide students access to computer labs for the purposes of accessing information for content learning and application of writing skills. Action Type: Technology Inclusion	Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	• Computers • School Library • Teachers	ACTION BUDGET: $
Provide access to a rich collection of diverse resources on curriculum topics through the school library for incorporation of 8th and 9th grade writing/research projects. Teachers will also order books for classroom libraries through the library media specialist. Action Type: Alignment	Library Media Specialist and Mike Hill-Tech Specialist, by request	Start: 07/01/2014 End: 06/30/2015	• School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student literacy growth EVALUATION DATA: • Individual student literacy growth (as determined by the formative scholastic inventory) • Increase in student improvement up at least one level of proficiency on Benchmark Exam. • Continued creation and use of common assessments The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: $
All teachers are designated to help with either writing, reading, or math open response questions. 8th grade English teachers are designated to implement writing prompts. Math teachers are designated to prepare students for the Math portion of the PARCC. All other teachers are designated to incorporate reading and/or math open responses. Action Type: AIP/IRI	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Compare SUMMATIVE CRT exam with previous year's performance. Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
English teachers collaborate the special education teacher to reach all learners.	English Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

Intervention: Various student centered actions that make up the climate and culture of positive learning and student achievement.				
Scientific Based Research: Student-Centered Instructional Strategies : Tools for Teaching, F. Jones (2000)Getting A Reading Program Started In the Secondary Classroom, J. Kalathas (2000).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Resources will be obtained for teachers to better their teaching skills and thereby increasing student achievement in the areas of literacy and mathematics. Books contained in the school library and videos checked out from central administration will be used. Action Type: Professional Development	Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • School Library • Teachers	ACTION BUDGET: $
The use of computer labs, mobile laptop carts and IPad carts will be available for all subjects to incorporate cross curricular lessons. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	English Department Chair	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
Interdisciplinary collaborative lessons/projects will be developed to provide students more rigorous and relevant learning experiences (i.e. Devils Den project, float trips) Action Type: Alignment Action Type: Collaboration Action Type: Equity	Science and Math Teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
8th & 9th grade awards assemblies will be held at the end of each semester to honor and recognize student achievement in the areas of personal improvement, citizenship, attendance, academics and character development. Qualifying students receive certificates and various items donated by the business community Action Type: Parental Engagement Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
English teachers will use various novels selected by 8th and 9th grade teachers to incorporate an outside reading program for the improvement of literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity	English Teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Ozark Guidance Center will provide on-site counseling services that also include case management for students and families in conjunction with school counseling staff to meet the psychological needs of students and families identified through the court system or referred by school counseling staff. Action Type: Special Education	Counselors	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Pow Wows will be given to students from principals or staff for recognition of good deeds done by students/staff. Students will be recognized over the intercom weekly for receiving pow wows. Recognition cards will be sent home to parents weekly for students receiving pow-wows. Action Type: Equity	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Classroom Teachers and students will develop activities centered around Red Ribbon Week to increase students involvement and raise awareness of the negative side effects of drug and alcohol abuse. Action Type: Collaboration Action Type: Parental Engagement	Counselors	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • Computers • Outside Consultants	ACTION BUDGET: $

			- School Library - Teachers	
Ramay trains student ambassadors to facilitate leadership that promotes academic success, acclimating new students to Ramay, promoting good citizenship and respect for the entire student body. Action Type: Collaboration	Counselors	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - Outside Consultants - Teachers	ACTION BUDGET: $
Teachers will collaborate on the appropriate parameters for students to qualify for the E-trip. Parameters will include behavior, student interest and effort in subject areas, etc.. Students will be rewarded/recognized for their efforts by attending the E trip every quarter. "E" stands for excellence. Track the number of students participating in the "E" trip each quarter. Action Type: Collaboration Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - Teachers	ACTION BUDGET: $
Students will be placed in an alternative learning environment who are identified as at-risk. An alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services will be provided by the district. The ALE will employ sufficient personnel in the core academic content areas to allow students enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. Exit policies will be developed by the ALE. The ALE will meet all guidelines required by the ADE and state laws Action Type: AIP/IRI	Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student growth in	Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
academics and citizenship EVALUATION DATA: The number of students qualifying for Excellent Citizenship trips Student Pow-Wow recognitions Grade Level recognition assemblies The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation				
A School Counseling Center has been built to better meet the needs of students and allow for a designated area that counselors may use to meet in individual or group settings. Counselors work with students to address academic, social and emotional needs. This space provides a welcoming and comfortable atmosphere. Action Type: Collaboration Action Type: Equity	Counselors	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
"We are it" (WRIT)steering committee addresses students who are struggling emotionally, physically and/or mentally. This committee meets bi-weekly to collect and analyze data pertinent to each students individual struggles/barriers and background information. This committee is responsible for troubleshooting and finding the appropriate resources necessary to provide each student the ability to succeed. Action Type: Collaboration Action Type: Equity	Dean of Students	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Student and Staff surveys will be taken in order to gauge the level of satisfaction and engagement of stakeholders. Action Type: Program Evaluation	Matt Saferite-Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
Ramay will utilize the Arkansas Governor's Quality Award Application to analyze the systems and processes in place for evaluate effective teaching, learning, satisfaction and engagement of all stakeholders. Feedback will be provided via the Quality evaluator committee and adjustments made from feedback provided. Action Type: Alignment	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants	ACTION BUDGET: $
Total Budget:				$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop high quality professional development activities that address our academic deficiency. A specific step is to develop a collaborative program for planning, designing, and implementing professional development initiatives to yield the greatest results in student achievement.	
Scientific Based Research: Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics, 1998, National Institute for Science Education.	

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use student academic improvement plan and identified special needs of students to assess professional development needs of teachers. Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education	Special Education Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Develop faculty wide consensus on areas of focus for building level professional development. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Professional development designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $

Plan, design, and implement professional development activities for school areas of focus, using district guidelines for design, content, implementation, and results. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Provide diverse professional development opportunities to offer teachers a balanced approach to enhanced knowledge and skills (deep teacher knowledge of content, strong foundation in pedagogy, general knowledge on teaching and learning processes, general knowledge of school culture). Action Type: Equity Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Central Office • Outside Consultants • Performance Assessments	ACTION BUDGET: $
Coordinate building level professional development with district professional development steering committee (PDSC) and build connections among schools. Action Type: Professional Development Action Type: Technology Inclusion	Professional Development Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Use technology to plan and deliver professional development. Action Type: Professional Development Action Type: Technology Inclusion	Professional Development Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Use community resources and outside consultants to provide additional expertise in meeting the professional development needs of teachers. Action Type: Collaboration Action Type: Professional Development	Professional Development Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Evaluate professional development activities based on teacher growth (documented changes in teacher practice and assessment of student learning) and teacher response to satisfaction/engagement survey. Action Type: Professional Development Action Type: Program Evaluation	Professional Development Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Performance Assessments • Teachers	ACTION BUDGET: $
Evaluate professional development activities based on student growth (documented improvement on standardized tests, class assignments and FORMATIVE performance assessments). Action Type: Professional Development Action Type: Program Evaluation	Professional Development Designee	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Performance Assessments	ACTION BUDGET: $
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: evaluation of the implementation of the professional development plan by assessing its involvement of teachers, focus on teacher and student needs, and implementation efficiency and effectiveness and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. We believe the EVALUATION EVIDENCE of the teacher satisfaction/engagement survey shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating and adjusting the	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

programs, processes, and activities that make up the action descriptions within this intervention/program: increased teacher participation in Professional Learning Team evaluations. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Professional Development Action Type: Program Evaluation				
Ramay and the district will provide inservice days in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level as well as provide time for vertical and horizontal team meetings. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
The school administrators have developed a TEACHER MENTORING program connected to our professional development plan. The program will be implemented by administrators through bi-monthly professional development sessions with the teaching faculty. The primary purpose of the sessions are to improve teachers' skills and knowledge in order to systematically improve student academic achievement. Action Type: Alignment Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers will be provided with quality professional development that will promote and enhance learning opportunities for students; address the academic deficiencies of our Special Students in the area of literacy. In compliance with ACT 83, the following professional development will be provided: 3 hours of technology. Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Since incorporating the use of online faculty meetings, the time originally set aside for faculty meetings is now being used for building collaboration. Continual monitoring takes place through the submission of data from all teachers. Action Type: AIP/IRI Action Type: Collaboration	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers will develop, implement, and support an articulated curriculum, improved instructional strategies, and an improved comprehensive assessment program based on the Ramay CIA diagram. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Closing the Achievement Gap (Literacy): Regular meetings of our Literacy ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of	Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
student progress in order to influence classroom instruction. C.The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored… through the collection of Formative and Summative Data….so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: Collaboration Action Type: Program Evaluation				
Title IIA funds will be used to supplement professional development training in the areas of literacy, math and general student achievement. Teachers and staff will participate in a variety of workshops and conferences. Substitutes will be provided as needed in order for teachers to attend additional conferences. Supplemental teacher materials, such as pd books will be purchased. These are teacher materials and not student materials. The expected outcome of this professional development is to develop strategies to improve student achievement in literacy. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Teachers will have the opportunity to be involved in a Professional Learning Team (PLT). PLT focus areas will be decided by each group of teachers forming the PLT. Areas of learning include: Brain research, Behavioral Issues, ELL, Multiple Intelligences, etc..... Teachers are empowered to conduct their own research within any given area of education in order to grow professionally. Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers from all content areas will be trained in literacy strategies. TAGG on alert (African American, Hispanic, economically disadvantaged, students with disabilities)will be exposed to additional literacy strategies in all content areas to increase achievement in all content areas. Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
English teachers collaborate within the department to share teaching strategies.	English Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop reading strategies and skills in every subject area and thereby developing a passion for reading.

Scientific Based Research: Reading Across the Curriculum: Ken Stamatis Teacher Workshop (2002, Getting a Reading Program Started in the Secondary Classroom, J. Kalathas (2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty will enlist the help of outside agencies/ sources in order to obtain books for use in school wide reading program. Action Type: Collaboration	Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	• School Library	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
Several teachers including English teachers, ESL teachers, SPECIAL EDUCATION teachers will participate in ongoing literacy PROFESSIONAL DEVELOPMENT provided by the district, state or national organizations. Training strategies will be integrated into classroom instruction.. Action Type: Professional Development	English Department Chair	Start: 07/01/2014 End: 06/30/2015	• Central Office • Outside Consultants • Teachers	ACTION BUDGET: $
Teachers will be provided computer generated access to individual student achievement scores on the writing and reading sections of both SUMMATIVE AND FORMATIVE tests. Individual areas of improvement will be identified so that teachers may address these specific areas of instruction. Action Type: AIP/IRI	Principal	Start: 07/01/2014 End: 06/30/2015	• Computers • Performance Assessments	ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased growth in student achievement scores in literacy EVALUATION DATA: Increased Benchmark scores Scholastic Inventory Reading Assessment MAPS formative data The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation	Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
FORMATIVE Reading Assessments using the MAPS testing will be used to monitor student progress. Achieve 3000 will be used to monitor progress of students using these resources to increase literacy skills. Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to formalize our building Curriculum Mapping process.

Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All courses will be aligned vertically and horizontally. Common assessments will be created within academic departments. Teachers will identify gaps and redundancies within grades and between grade levels through curriculum mapping and common assessment development. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
All student's needs (special education, ESL, Gifted and Talented, etc...) will be addressed through the application of the school's curriculum alignment. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Assistant principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Outside Consultants • Teachers	ACTION BUDGET: $
Parents will be able to access the appropriate grade level curriculum map through the Fayetteville Public Schools website. Action Type: Parental Engagement Action Type: Parental Engagement	Technology Director-Admin	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on	Assistant	Start:		

the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement in literacy EVALUATION DATA: Increased Benchmark, EOC and ITBS/ITED scores MAPS formative data Achieve 3000 Subtest analysis Common Assessment development and implementation The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: Alignment Action Type: Program Evaluation	Principal	07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
There will be annual review of data conducted by the faculty. The annual review will include analysis of SUMMATIVE Benchmark and EOC scores to determine any weaknesses in general population, subgroup populations and/or subtest areas. Weaknesses identified will be addressed in the curriculum mapping process. Adjustments to the horizontal, vertical and mapping of the curriculum will be made according to the data analysis. Action Type: Alignment Action Type: Program Evaluation	Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to implement the AVID program.

Scientific Based Research: Villanueva, L. Hubbard, A. Lintz. Cambridge: Cambridge University Press, 1996. This book presents an in-depth picture of AVID within the context of tracking and "untracking" students based on perceived academic ability. It shows that AVID succeeds in placing previously low-track students on the college track. Mehan, et al., also published a follow-up piece on AVID, in 1998: "Scaling up an Untracking Program: A Co-Constructed Process." L. Hubbard and H. Mehan. JESPAR 4(1), 83-100.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Three sections of Avid are built into the schedule for the 2014-2015 school year.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Several teachers including English, Math, Science, History and elective teachers will participate in ongoing PROFESSIONAL DEVELOPMENT provided by the district and the AVID organization. Training strategies will be integrated into classroom instruction.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement in literacy EVALUATION DATA: Increased Benchmark and EOC scores MAPS formative data Achieve 300 Subtest analysis Common Assessment development and implementation The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

Priority 2: We expect to increase student proficiency Mathematics achievement, specifically in the area of Constructed Response.

1.
2.
3.
4. Attendance Rate: In 2014, the attendance rate was 95.2%. In 2013, the attendance rate was

Supporting Data:	95.07%. In 2012, the attendance rate was %94.2%. In 2011, the attendance rate was 91.3%.In 2010, the attendance rate was 91.9%. In 2009, the attendance rate was 93.6%. 5. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the Augmented Benchmark, EOCs, and ITBS/ITED Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why some of our students are not achieving to their full potential. Our 2013 Data shows the discrepancies in achievement, among our various populations. We continue to revise our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: responding to constructed response questions with additional attention to Measurement/Patterns and Algebra/Functions. We will select Interventions and coordinate our various resources to address these areas. In addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments.
Goal	At least 65% of students will improve in mathematics skills and responding to constructed response questions with additional attention to Measurement/Patterns and Algebra/Functions mathematics strands. At least 65% of students will meet or exceed typical growth in math as measured by NWEA MAP assessments. At least 65% of students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments.
Benchmark	All students did not meet the 2014 AMO for mathematics: Goal for all students in status performance (87.38%) and all students scored 80.43%. The goal for all students in growth performance was (82.29%) and all students scored 72.14%. The Targeted Achievement Gap Group did not meet the 2014 AMO for math: Goal for TAGG in status performance (79.91%) and TAGG scored 70.59%. The goal for TAGG in growth performance was (72.27%) and TAGG scored 56.08%. It is projected that at least 65% of students will meet or exceed their expected Math growth for MAP assessment with a focus on Measurement/Patterns and Algebra/Functions mathematics strands. At least 65% of students will meet or exceed typical growth in Math as measured by NWEA MAP assessments. All students and the TAGG did not meet their AMO for 2013; therefore, Ramay Junior High was designated as needs improvement for 2014.

Benchmark

Intervention: Integrate Math Across The Curriculum: Mathematics and Future Opportunities: Middle School: Getting on the Road to Challenging Mathematics and Science Courses (www.ed.gov).				
Scientific Based Research: The Power of Convergent Learning, C. Damian (2001)Class Size Berliner, David C., Biddle, Bruce J. Small Class size and Its Effects. Educational Leadership. Vol.59 No. 5 February 2002. pp.12-23.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use professional development days or release time for teachers to identify mathematics concepts that can be incorporated into every content area. FORMATIVE constructed response common assessment questions will be utilized to enable students to demonstrate proficiency in responding to mathematics constructed response questions across the curriculum. Action Type: Professional Development	Math Department Chair	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
Incorporate Mathematics skills and strategies from common core into the curriculum of Science and Technology (STEM). Action Type: Alignment Action Type: Collaboration	Math Department Chair	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Classroom teachers, special education teachers and other support staff will collaborate to implement differentiated strategies for students	Math Department Chair	Start: 07/01/2014 End:	• Administrative Staff • Performance	ACTION BUDGET: $

with Academic Improvement Plans and/or special needs to improve mathematics skills. Include special education teachers in all mathematics curriculum departmental meetings Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education		06/30/2015	• Assessments • Teachers	
Utilize an English Language Learners teacher for a program to help ELL students with problem mathematics areas. Action Type: AIP/IRI Action Type: Equity	Staci Mann - ELL Teacher	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Performance Assessments	ACTION BUDGET: $
Math teachers focus on peer presentations using the 8 Mathematical Practices. Action Type: Alignment	Math teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: Student achievement growth in mathematics EVALUATION DATA: Increased Benchmark growth, EOC's and ITBS/ITED scores Subpopulation analysis Subtest analysis Common Assessment development, implementation Open Response common assessment notebook Formative MAPS assessment growth The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: Collaboration Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
All teachers are designated to help with either writing, reading, or math open response questions. 8th grade English teachers are designated to implement writing prompts. Math teachers are designated to prepare students for the Math portion of the ACTAAP. All other teachers are designated to incorporate reading and/or math open responses. Action Type: AIP/IRI	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
All courses will be aligned vertically and horizontally. Common assessments will be created and implemented within academic departments. Teachers will identify gaps and redundancies within grades and between grade levels through curriculum mapping and common assessment development. Action Type: Alignment	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Math teachers collaborate the special education teacher to reach all learners.	Math teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Math teachers collaborate within the department to share teaching strategies.	Math teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Core Math teachers will utilize interactive notebooks to extend student learning.	Math teachers	Start: 07/01/2014		

		End: 06/30/2015		ACTION $ BUDGET:
Total Budget:				$0

Intervention: We will use technology to integrate math frameworks to enhance the achievement of all students.

Scientific Based Research: Calculators in the hands of every child: Graphing Calculators in the Mathematics Classroom, J.P. Smith (1998).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will utilize Ipad apps to facilitate student learning. Action Type: Professional Development Action Type: Technology Inclusion	Math teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION $ BUDGET:
Math teachers have a set of calculators that students can rent for the year through our rental program. Action Type: Equity Action Type: Technology Inclusion	Math teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION $ BUDGET:
Compare end of year SUMMATIVE Algebra I exam with previous years performance. Use classroom assessment regularly using graphing calculators. Math teachers collaborate on release days on effectiveness of graphing calculators. Action Type: Program Evaluation	Math Department Chair	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION $ BUDGET:
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement growth in mathematics through interdisciplinary instruction. EVALUATION DATA: Increased Benchmark growth, EOC's and ITBS/ITED achievement Subpopulation analysis Strand analysis Common Assessment development, implementation Open Response common assessment notebook MAPS assessment growth The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation	Math Department Chair	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION $ BUDGET:
Math teachers will develop and archive visual presentations for students to review as needed. Action Type: Collaboration Action Type: Professional Development	Math teachers	Start: 07/01/2014 End: 07/01/2014	• Administrative Staff • Computers • Teachers	ACTION $ BUDGET:
Total Budget:				$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to implement the AVID program.

Scientific Based Research: Villanueva, L. Hubbard, A. Lintz. Cambridge: Cambridge University Press, 1996. This book presents an in-depth picture of AVID within the context of tracking and "untracking" students based on perceived academic ability. It shows that AVID succeeds in placing previously low-track students on the college track. Mehan, et al., also published a follow-up piece on AVID, in 1998: "Scaling up an Untracking Program: A Co-Constructed Process." L. Hubbard and H. Mehan. JESPAR 4(1), 83-100.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Three sections of AVID is built into the schedule for the 2014-2015 school year.	Principal	Start: 07/01/2014		ACTION $

		End: 06/30/2015		BUDGET:
PROGRAM EVALUATION: The evaluation results on the data collected 2013-2014 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement in Math. EVALUATION DATA: Increased Benchmark and EOC scores MAPS formative data Achieve 3000 Subtest analysis Common Assessment development and implementation The same protocols listed within the actions of the intervention will be used to evaluate the 2013-2014 intervention for continued positive impact on student achievement and will be reported.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Several teachers including English, Math, Science, History and elective teachers will participate in ongoing PROFESSIONAL DEVELOPMENT provided by the district and the AVID organization. Training strategies will be integrated into classroom instruction (Science and Math interactive notebooks.)	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

Priority 3: We expect to increase student knowledge and awareness of the effects of good nutrition and physical activity.

Supporting Data:

1. In 2013-2014, BMI results for Ramay Junior High indicated that 39.6% of the student male population was at risk for being overweight or were overweight. In 2012-2013, BMI results for Ramay Junior High indicated that 33.7% of the student male population was at risk for being overweight or were overweight. In 2011-2012, BMI results for Ramay Junior High indicated that 39.6% of the student male population was at risk for being overweight or were overweight. 2010-2011, BMI results for Ramay Junior High indicated that 41.5% of the student male population was at risk for being overweight or were overweight.
2. In 2013-2014, BMI results for Ramay Junior High indicated that 42.2% of the student female population was at risk for being overweight or were overweight. In 2012-2013, BMI results for Ramay Junior High indicated that 30.3% of the female student population were at risk of being overweight or were overweight. In 2011-2012, BMI results for Ramay Junior High indicated that 39.8% of the student female population was at risk for being overweight or were overweight. In 2010-2011, BMI results for Ramay Junior High indicated that 37.8% of the female student population were at risk of being overweight or were overweight.
3. As related by the Arkansas Governor's Initiative Healthy Arkansas, 54.7% of Arkansans failed to meet recommendations for moderate or vigorous activity. (http://www.arkansas.gov/ha/physical)
4. Based on the Student Health Index Survey completed online for the 2009-2010 school year, Ramay Junior High needs to improve it's "Health promotion for staff" (module 7) and it's "family and community involvement" (module 8). Based on the Student Health Index Survey completed online for the 2010-2011 school year, Ramay Junior High needs to improve it's "Health Promotion for staff" (module 7) and it's "Family and Community Involvement" (module 8). Based on the Student Health Index Survey completed online for the 2011-2012 school year, Ramay Junior High needs to improve it's "Nutrition Services" (module 4) and it's "family and community involvement" (module 8). Based on the Student Health Index Survey completed online for the 2012-2013 school year, Ramay Junior High needs to improve it's "Physical Education and Other Physical Activity Programs"(module 3).
5. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999. The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995. The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.
6. Free/Reduced Rate: In 2014 the poverty rate was 54.2%. In 2014 the percentage of free and reduced lunch was 57.5%. In 2013 the poverty rate was 55.20%. In 2013 the percentage of free and reduced lunch was 59.50%. In 2010 the percentage of free and reduced lunch was 48%. In 2009 the percentage of free and reduced lunch was 48%. In 2008 the percentage of free and reduced lunch was 40.5%. In 2007 the percentage of free and reduced lunch was 39.4%. In 2006 the percentage of free and reduced lunch was 33%.
7. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI data from 2013-2014 along with the school health index survey. We examined the results from each grade level and gender to determine areas of weakness for the purpose of establishing student achievement goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum,

assessment and professional development. We examined our routines, customs, and norms. Our 2013 Supporting Data Statements show the discrepancies in BMI among our various populations. We are adjusting our schoolwide physical activity practices to better meet the needs of all our students, staff and parents. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: Physical Education and Other Physical Activity Programs. We will select Interventions and coordinate our various resources to address these areas. In addition, we meet in departmental teams and as an entire faculty regularly so that we can review data for the purpose of making decisions regarding the direction and focus of our wellness priority.

Goal	Ramay equips students with the knowledge and engaging skills they need to lead more healthful lives. We will see a .5% decrease in the number of male and female students identified as overweight.
Benchmark	BMI 2013-14 Of the 277 8th grade students tested: Males: 60.4% Healthy or underweight 16.1% Overweight 23.5% Obese Females: 57.8% Healthy or underweight 21.9% Overweight 20.3% Obese COMPREHENSIVE NEEDS ASSESSMENT: Our school nurse analyzed the BMI data from 2013-2014 along with the school health index survey. We examined the results from each grade level and gender to determine areas of weakness for the purpose of establishing student achievement goals.

Intervention: Ramay Junior High will encourage students to participate in activities that promote a non-sedentary lifestyle.

Scientific Based Research: Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Filed/2003/LetsGetPhysical.pdf (2014)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students that participate in physical education or athletics during the school day will recieve no less than 50 minutes of physical activity per day (a minimum of 250 minutes each week). Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Students BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: implemented and encouraged participation in physical education program taught by a highly qualified teacher that supports physical activity. We believe the EVALUATION EVIDENCE shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: increase strategies and activities that encourage a non-sedentary lifestyle. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Promote reduction of time children spend engaged in sedentary activities such as watching television by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
All 8th grade students participate in Physical Activity at least one class period a week. Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

Intervention: Increase awareness of sound nutritional practices and prevention strategies for lifelong health and wellness.

Scientific Based Research: Alliance for a Healthier Generation http://www.healthiergeneration.org/about.aspx (2014)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Meeting guidelines outlined in ACT 1220. Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Students BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be evaluated quarterly for their effectiveness by department chairs Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: evaluated BMI data, School Health Index factors, recommendations, and survey results as well as school policies and practices related to student health and safety. We believe the EVALUATION EVIDENCE shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: utilize available information to promote lifelong health and wellness. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Wellness	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Staff Prevention: Staff will receive in-service annually to prevent the spread of blood borne diseases.	Nurse	Start: 06/30/2014 End: 07/01/2015		ACTION BUDGET: $
Staff Prevention: Annual in-service on Epi-Pens usage to prevent death due to anaphylaxis.	Nurse	Start: 06/30/2014 End: 07/01/2015		ACTION BUDGET: $

Staff Prevention: Nurse provides CPR instruction to staff to ensure enough CPR certified staff are on hand to increase chance of survival for accident/cardiovascular victims.	Nurse	Start: 06/30/2014 End: 07/01/2015		ACTION BUDGET: $
Staff Awareness: There are 2 AED machines in the building. The machines are monitored monthly to ensure proper working order. This will increases chances of survival in cardiac arrest victim.	Nurse	Start: 06/30/2014 End: 07/01/2015		ACTION BUDGET: $
Total Budget:				$0

Priority 4: We will provide academic vocabulary support and language acquisition support.

Supporting Data:

1. Literacy Benchmark TAGG: 2009: 69% of LEP students scored at or above proficient; 2010: 52% of LEP students scored at or above proficient; 2011: 56.8% of LEP students scored at or above proficient;2012: 57.89% of LEP students scored at or above proficient; 2013: 62% of LEP students scored at or above proficient; 2014: 46.67% of LEP students scored at or above proficient
2. Mathematics Benchmark TAGG: 2009: 60% of LEP students scored at or above proficient; 2010: 72% of LEP students scored at or above proficient; 2011: 58.6% of LEP students scored at or above proficient; 2012: 55.81% of LEP students scored at or above proficient; 2013: 40% of LEP students scored at or above proficient; 2014: 65% of LEP students scored at or above proficient
3. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2014 administration of the Augmented Benchmark, EOCs, ITBS/ITED, and ELDA Exams. We conducted data analysis to determine our main areas of weakness. In addition, we studied the two years of Read 180 and Language proficiency data and Formative and Summative Achievement Data within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause of why some of our students are not achieving to their full potential. Our 2013 Data show the discrepancies in achievement. We are adjusting our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of this population. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Multiple Content Passage, Open Response Literary, and the Writing Content and style domains. We came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Multiple Choice Numbers and Operations, Multiple Choice Geometry, and Open Response Numbers and Operations. We will select Interventions and coordinate our various resources to address these areas. In addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments.

Goal

At least 65% of students will meet or exceed typical growth in literacy and math as measured by the NWEA MAP assessments. At least 65% of those students who begin the school year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments.

Benchmark

Literacy Benchmark statement: All ELL students did not meet the 2014 AMO for literacy: Goal for all students in status performance (67.57%) and all students scored 46.67%. The goal for all students in growth performance was (70%) and all students scored 48%. At least 65% of students will meet or exceed typical growth in Literacy as measured by NWEA MAP assessments. All ELL students did not meet their AMO for 2013; therefore, Ramay Junior High was designated as needs improvement for 2014. Mathematics Benchmark Statement: All ELL students did not meet the 2014 AMO for mathematics: Goal for all students in status performance (68.97%) and all students scored 65%. The goal for all students in growth performance was (65.72%) and all students scored 48%. At least 65% of students will meet or exceed typical growth in Math as measured by NWEA MAP assessments.All ELL students did not meet their AMO for 2013; therefore, Ramay Junior High was designated as needs improvement for 2014. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the Augmented Benchmark, EOCs, ITBS/ITED, and ELDA Exams. We conducted data analysis to determine our main areas of weakness. In addition, we studied the two years of Read 180 and Language proficiency data and Formative and Summative Achievement Data within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause of why some of our students are not achieving to their full potential. Our 2013 Data show the discrepancies in achievement. We are adjusting our

Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of this population. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Multiple Content Passage, Open Response Literary, and the Writing Content and style domains. We came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Multiple Choice Numbers and Operations, Multiple Choice Geometry, and Open Response Numbers and Operations. We will select Interventions and coordinate our various resources to address these areas. IN addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to address ELL academic vocabulary.					
Scientific Based Research: Echevarria, Vogt & Short. The Sheltered Instruction Observation Protocol (SIOP) Model(2000). The SIOP Institute.					

Actions	Person Responsible	Timeline	Resources	Source of Funds
Additional support for Literacy will be provided through ELL study skills classes where an ELL certified teacher will utilize research-based language learning instructional strategies along with instructional tools such as Rosetta Stone support the instructional process. Action Type: AIP/IRI Action Type: Equity	ELL Teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: $
Compare SUMMATIVE CRT exam with previous years performance. Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Analyze SUMMATIVE AND FORMATIVE assessments through data PROVIDED from Benchmark, EOC, and/or MAPS test. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION:During the 2013-2014 school year we used to the following to evaluate (Address ELL academic vocabulary) through: READ 180 and systems 44 data to determine its effectiveness in support of our Curriculum, Instruction, Assessment, and Professional Development. The EVALUATION EVIDENCE:Read 180 and Systems 44 data. We plan to use the following protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within this intervention: READ 180 data. We will continue to use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program Action Type: Program Evaluation	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers will utilize professional development time to identify ELL strategies and academic vocabulary that can be incorporated into every content area. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers will be provided with professional development regarding how to effectively use the	ELL Teachers	Start: 07/01/2014	• Administrative	ACTION

		End: 06/30/2015	Staff • Computers • Teachers	BUDGET: $
results of the English Language Development Assessment to help guide instructional preparation for ELL students. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
The ELL teacher(s) will utilize the Ramay Share Drive to provide accommodation information to teachers regarding the ELL students. The share drive will also contain tips for incorporating appropriate strategies to use with varying levels of ELL students along with English Language Proficiency standards aligned with math, science and language arts curriculum. Action Type: Alignment Action Type: Professional Development	ELL teachers	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 6: During the 2014-15 school year, we will increase the number of opportunities parents can participate at school to promote academic and social growth in our students.

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: We formed a data team and analyzed the data from attendance at school functions and results from parent surveys. We looked at our data in order to better identify the specific functions where the attendance is low. We examined our routines, customs, and norms in order to find the root cause for why some functions have a lower attendance rate compared to others. Based on our data analysis we came to the conclusion that events with rising 9th graders as compared to rising 8th graders have fewer parents in attendance. In addition, we will continue to meet with parent groups to determine best times and dates to set meetings. We will also increase the number of automated phone messages to inform and remind parents about all scheduled school events.

Goal During the 2014-15 school year, we will increase the number of opportunities parents can participate at school to promote academic and social growth in our students.

Benchmark

Intervention: Provide multiple parental involvement opportunities to parents for increased student achievement and use multiple communication strategies used in school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.(ACT 307).				
Scientific Based Research: Parent Involvement Plan: National PTA Standards 2002. A New Wave of Evidence. The impact of school, family, and community connections on student achievement. Henderson, A.,& Mapp, K. (2002) National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
All parents will be invited to an Open House Night on August 14, 2014 from 4:00 pm to 9:00 pm to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
-PTO meetings will be held the 1st Thursday of every month at 9:00am or 5:30pm -Booster club meetings will be held the 1st Tuesday of every month 5:30pm -Volleyball Parent Meeting June 10, 2014 -Football Parent Meeting, Aug 26, 2014 -Open House August 14, 2014 -Band Parent Meeting August 25, 2014 -Cross Country Parent Meeting September 2, 2014 -Boys Basketball Meeting November 13, 2014 -Girls Basketball Meeting October 6, 2014 -Parent/Teacher Conferences October 22, 23, 27, 28 2014 - Band Taco Dinner November 4, 2014 -World Language Festival March 19, 2015 -Spirit Squad Parent Meeting April 7, 2015 -Rising 7th and 8th Grade Meeting March 17, 2015 -Parent/Teacher Conferences	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

March 30, 31 & April 1, 2 2015

Action	Owner	Timeline		Budget
RJH provides multiple parental involvement opportunities for parents such as *Booster Club meetings *Parent Teacher Organization meetings *Staff/parent communication via personal phone calls and e-mails. *Automated phone system to invite/alert parents for all upcoming events. *Information posted on school marquee. *Information and event calendars posted on school website. *Information provided in parent packets given to all parents at pre-school orientation. *Mid-term grade reports. *Report cards. *School health fairs. *Parent surveys conducted at open house and pre-school orientation. *Parent/teacher conferences. *Translators are provided and accessible for conferences and phone contacts. *Quarterly recognition assemblies. *Tech night	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
The district will designate two Parent/Teacher Conferences each school year.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
The school will develop pamphlets that include: the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute the pamphlets to the parents of all students in the building.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Administrators, teachers, and parents will develop a parental involvement plan and student support plans addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
All parents will receive: *electronic copy of handbook *copy of dress code *information letter about basic back to school information *dates of upcoming events *elective and basic curriculum information	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
The school will have a designated area with parenting books, magazines and other informative material regarding responsible parenting. These items will be available for parents to borrow for review. Parent Center materials, which may include, but not limited to brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building.	Principal	Start: 07/01/2014 End: 07/01/2014		ACTION BUDGET: $
Teachers will receive training to enhance understanding of effective parental involvement strategies.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
PROGRAM EVALUATION: The evaluation results on the data collected (2013-2014) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: to increase parental involvement for student achievement. EVALUATION DATA: Growth in academic student achievement and an increase in the number of parents involved in Ramay's parental involvement opportunities through out the school year. The same protocols listed within the actions of the intervention will be used to evaluate the 2014-2015 intervention for continued positive impact on student achievement and will be reported.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Achieve 3000 is an intensive literacy remediation program. It includes both direct instruction and small group instruction.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
RJH staff will provide opportunities to parents/guardians regarding how to incorporate developmentally appropriate	Principal	Start: 07/01/2014		

learning activities in the home enviornment		End: 06/30/2015		ACTION BUDGET: $
RJH will identify and engage in other activities with parents/guardians that are determined by the school to help parents/guardians assist in their child's learning	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

Total Budget:	$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop a plan to target and assist students performing below grade level proficiency in writing. This is one component of Ramay's instructional and assessment process tied to state standards.

Scientific Based Research: Class Size Berliner, David C., Biddle, Bruce J. Small Class size and Its Effects. Educational Leadership. Vol.59 No. 5 February 2002. pp.12-23. Writing Across the Curriculum Toward the Year 2000. R. Sensenbaugh.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Achieve 3000 is an intensive literacy remediation program. It includes both direct instruction and small group instruction. The program is grade level appropriate for each individual student. Students are identified through both 7th and 8th grade ACTAAP exams. Students who scored below proficient on both exams qualify for remediation. Once students are identified, parents are notified by mail and phone regarding interest in the program, permission to participate, and for scheduling purposes.	Mildred Rogers	Start: 07/01/2014 End: 07/01/2014		ACTION BUDGET: $

Total Budget:	$0

Intervention: Various student centered actions that make up the climate and culture of positive learning and student achievement which includes giving parents information about volunteer opportunities and having parents complete a needs assessment.

Scientific Based Research: Student-Centered Instructional Strategies : Tools for Teaching, F. Jones (2000)Getting A Reading Program Started In the Secondary Classroom, J. Kalathas (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
8th & 9th grade awards assemblies will be held on in January, 2015. 8th grade awards assemblies will be held in May, 2015 & 9th grade awards assemblies will be held in May, 2015 to honor and recognize student achievement in the areas of personal improvement, citizenship, attendance, academics and character development. Qualifying students receive certificates and various items donated by the business community	Principal	Start: 07/01/2014 End: 07/01/2014		ACTION BUDGET: $
*Parent volunteers are coordinated through office staff *Parent volunteer basket located in teacher workroom for parents who would like to make copies for teachers *Personal invitations via phone or e-mail to involve parents in acitivities they've indicated interest via the parent surveys at orientation (career mentoring, facilitating parent-to-parent communication, assisting with classroom and school-wide events, supervision on field trips, office-task assistance, etc.) *Personal requests from teachers directly to parents via e-mail, phone calls, or written documents. *Parent trainings during open house and semester workshops (ex. fall semester ACT preparation and college planning as need indicated via parent survey). *Staff training as part of the Career and Academic Planning process for students as individuals.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Parent needs assessment completed at CAP conferences guide planning for parent workshops and other activities conducted with both students and parents.	Counselors	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Counselors use student interest data to facilitate a Career Café monthly. Community members in varying careers come in and discuss education and employment.	Counselors	Start: 06/30/2014 End:		ACTION BUDGET: $

		07/01/2015		
Total Budget:				$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to formalize our building Curriculum Mapping process.				
Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be able to access the appropriate grade level curriculum map through the Fayetteville Public Schools website. www.fayar.net	Mike Hill	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
Total Budget:				$0

Intervention: Foster positive parental communication.				
Scientific Based Research: Involving Parents in the School Community: National PTA's National Standards for Parent/Family Involvement Programs (2002); The Administrators Guide to School and Community Relations, G.E. Pawlas (1995)				

Actions	Person Responsible	Timeline	Resources	Source of Funds
An online grade viewer will be accessible to all parents so that they may check on their child's academic progress at any time during the school year. Grades are updated weekly by classroom teachers to allow two-way communication	Principal	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
Reports will be sent home by classroom teachers four times a year, each report occurring in the middle of the quarter. Reports are sent out to gain contact with parents regarding the academic progress of students.	Principal	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
Parents will be invited to an 8th/9th grade awards assembly held at the end of each semester to honor and recognize student achievement in the areas of personal improvement, citizenship, attendance, academics and character development. Qualifying students receive certificates of achievement and various items donated by the business community.	Principal	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
All parents of band students are encouraged to become members of the Band Booster Club to support and encourage their child's involvement in extracurricular activities.	Band director	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
All parents of athletic students are encouraged to become members of the Athletic Booster Club to support and encourage their child's involvement in extracurricular activities.	Principal	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
Students will be required to use a grade sheet in every classroom for the purpose of communicating with parents. Teachers will update individual student grades weekly.	Principal	Start: 07/01/2014 End: 06/30/2015		——— ACTION BUDGET: $
A Parental section will be created and maintained in the office regarding information about current child, student development issues	Principal	Start: 07/01/2014 End: 07/01/2014		——— ACTION BUDGET: $
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: a teacher-conducted questionnaire with parents during CAP conferences in order to assess the effectiveness of parental engagement throughout the school and to evaluate 8th and 9th grade parent involvement. We determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. We believe the EVALUATION EVIDENCE of parental involvement participation shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2013-2014 school	Principal	Start: 07/01/2014 End: 07/01/2014		——— ACTION BUDGET: $

year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: continue parental involvement opportunities. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program				
Orientation will be held for upcoming students and parents to familiarize them with school schedules, use of lockers, layout of building and classrooms, etc... in order to ease the student transition to a new school.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
An orientation will be held for students enrolled in a Pre-AP course(s) and /or Gifted and Talented program to familiarize parents and students of curriculum expectations.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
All parents are encouraged to become a member of the Parent Teacher Organization (PTO) to support curricular and extracurricular activities of students.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
All parents and students will meet with a designated teacher/advisor during scheduled times for Career and Academic Planning (CAP) to discuss the future academic needs of individual students and to design a schedule of classes for the following school year to meet the individual needs of each student.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Blevins	Foreign Language Teacher	Written Expression
Classroom Teacher	Angela Etheridge	Special Education Teacher	Reading Comprehension
Classroom Teacher	Angie Browning	Math Teacher	Math Constructed Response
Classroom Teacher	Bartt Foster	Math Teacher/Athletics	Math Constructed Response
Classroom Teacher	Bethany Strasser	Technology Teacher	Written Expression
Classroom Teacher	Bill Laney	Agriculture Teacher	One Period at Ramay
Classroom Teacher	Brett Lawson	Band Director	Written Expression
Classroom Teacher	Bryan Hale	Dean of Students/Athletics	Leadership Committee
Classroom Teacher	Carrie Scates	Business Teacher	Two Periods at Ramay
Classroom Teacher	Cassie Loyd	Physical Education Teacher	Reading Comprehension
Classroom Teacher	Catie Paul	French Teacher	Written Expression
Classroom Teacher	Cean Hevin	Special Education Teacher	Math Constructed Response
Classroom Teacher	Chris Michaels	Choir Teacher	Math Constructed Response
Classroom Teacher	Cindy Gray	Gifted and Talented Teacher	Written Expression
Classroom Teacher	Craig Foringer	Health Teacher/Athletics	Math Constructed Response
Classroom Teacher	Ellie Esry	Inclusion Teacher	Math Constructed Response
Classroom Teacher	Emily Gammill	CSR Math Teacher	Math Constructed Response
Classroom Teacher	Heather Bottoms	English Teacher	Reading Comprehension
Classroom Teacher	Henry Childress	Science Teacher	Written Expression
Classroom Teacher	Jason Shirey	History Teacher/Athletics	Written Expression
Classroom Teacher	Jeffrey O'Connell	Science & Technology Teacher	Written Expression
Classroom Teacher	Jennifer Williamson	Foreign Language Teacher	Written Expression
Classroom Teacher	Jodye Pool	Science Teacher	Math Constructed Response
Classroom Teacher	Jon Bukont	Math Teacher	Math Constructed Response

Classroom Teacher	Jordan Rose	Physical Education Teacher/Athletics/ACSIP Co-Chair	Health/Wellness Committe
Classroom Teacher	Jovan Williams	ISS Teacher	Math Constructed Response
Classroom Teacher	Julia Woodward	English Teacher	Parental Advisory
Classroom Teacher	Julia Woodward	English Teacher	Reading Comprehension
Classroom Teacher	Kelly Hodge	Special Education Teacher	Reading Comprehension
Classroom Teacher	Kelly Newton	Classroom Teacher	Math Constructed Response
Classroom Teacher	Kerri Cornwall	Special Education Teacher	Reading Comprehension
Classroom Teacher	Leah Rose	English Teacher	Written Expression
Classroom Teacher	Lesley Skinner	Special Education Teacher	Written Expression
Classroom Teacher	Lewis Clark	Band Director	Written Expression
Classroom Teacher	Lewis Clark	Band Director	Parental Advisory
Classroom Teacher	Lisa Richardson	English Teacher	Written Expression
Classroom Teacher	Lisa Wilkins	Speech/ Drama Teacher	Written Expression
Classroom Teacher	Louann Hays	Science Teacher/Athletics	Math Constructed Response
Classroom Teacher	Magan Randall	Family & Consumer Science Teacher	Written Expression
Classroom Teacher	Maridith Gebhart	Math Teacher	Math Constructed Response
Classroom Teacher	Mary Smith	Art Teacher	Reading Comprehension
Classroom Teacher	Michelle Gayon	Foreign Language Teacher	Written Expression/Chair
Classroom Teacher	Michelle Hall	History Teacher	Reading Comprehension
Classroom Teacher	Mildred Rogers	Reading Teacher	Written Expression
Classroom Teacher	Peggy Burnett	Science Teacher	Math Constructed Response/Chair
Classroom Teacher	Renee Netherton	Special Education Teacher	Math Constructed Response
Classroom Teacher	Ryan Gorman	Math Teacher	Math Constructed Response
Classroom Teacher	Shanna Troutt	Business Education Teacher/Athletics/ACSIP Co-Chair	Leadership Committee
Classroom Teacher	Shanna Troutt	Business Education Teacher/Athletics	Health/Wellness Committee
Classroom Teacher	Sharla Keen-Mills	Instructional Facilitator	Math Constructed Response
Classroom Teacher	Staci Mann	ELL Teacher/Athletics	Written Expression
Classroom Teacher	Stacy Pendergrast	Special Education Teacher	Math Constructed Response
Classroom Teacher	Steve Schaefer	Math Teacher/Athletics	Math Constructed Response
Classroom Teacher	Stevie Sandven	Instrumental Music Teacher	One Period at Ramay
Classroom Teacher	Susan Morris	Business Education Teacher	Written Expression
Classroom Teacher	Susan Whitley	English Teacher	Written Expression/Chair
Classroom Teacher	Teresa Wilder	Special Education Teacher	Written Expression
Classroom Teacher	Terry Stewart	History Teacher	Reading Comprehension
Classroom Teacher	Todd Renfroe	History Teacher	Parental Advisory
Classroom Teacher	Todd Renfroe	History Teacher	Reading Comprehension
Classroom Teacher	Zack Yockey	Career Orientation/Athletics	Written Expression
Community Representative	Elliot Luebker	School Resource Officer	Written Expression
District-Level Professional	Kay Jacoby	Executive Director of Curriculum & Instruction	Leadership
District-Level Professional	Kim Garrett	Associate Superintendent	Leadership
Non-Classroom Professional Staff	Amanda Velasquez	Psychological Examiner	Written Expression
Non-Classroom Professional Staff	Janice Givens	Library Media Specialist	Reading Comprehension/Chair
Non-Classroom Professional Staff	Jody Reel	Counselor	Leadership Committee
Non-Classroom Professional Staff	Katie Oliver	Assistant Principal	Leadership Committee
Non-Classroom Professional Staff	Katie Oliver	Assistant Principal	Parental Advisory
Non-Classroom Professional Staff	Lori Linam	Principal	Parental Involvement
Non-Classroom Professional			

Staff	Lori Linam	Principal	Leadership Committee
Non-Classroom Professional Staff	Robin Wyckoff	Nurse	Health/Wellness Committee
Non-Classroom Professional Staff	Sheryl Pearson	Cafeteria Manager	Health/Wellness Committee
Non-Classroom Professional Staff	Suzi Pleimann	Special Education Designee	Reading Comprehension/Chair
Non-Classroom Professional Staff	Taylor Scott	Counselor	Leadership Committee
Parent	Kamron Whitehead		Parental Involvement
Parent	Kris Marvin		Parental Involvement
Parent	Steve Schaefer		Parental Involvement
Principal	Lori Linam	Assistant Principal	Health/Wellness Committee