

2013-2014 ARCHIVE

School Plan

Print Version

RAMAY JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Ramay Junior High School is to provide the best possible education for all students. We recognize that education provides opportunities for the development of students as individuals, as contributing family members, and as members of the school and community. All students can learn and will be encouraged to think and work both independently and cooperatively. Thus the individual will not only be encouraged to recognize his or her own abilities and appreciate those of others but also to develop curiosity and to acquire a desire for lifelong learning. We believe students should develop competencies in both basic skills and in critical thinking. The experience of combining knowledge with evaluative skills will effectively promote the student's continuing education as well as provide a secure foundation for the future. Since a positive school environment is essential to learning, all aspects of the school environment will be continually evaluated and adjusted. In order to create such an environment, cooperation and respect are just as vital as appropriate facilities and an effective program. Further, students must be allowed to make many of their own decisions and to be encouraged to take the responsibility for them.

Grade Span: 8-9

Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: By May, 2014, 100% of students will meet or exceed their expected literacy growth for MAP assessment with a focus on foundations of reading, specifically utilizing strategies taught by Lin Kuzmich. In addition, 100% of students will score at the 50th percentile on the MAP assessment by April, 2014.

Priority 2: Mathematics

Goal: All students will improve in mathematic skills and responding to constructed response questions with additional attention to Measurement and Patterns, Algebra and Functions mathematic strands.

Priority 3: Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Priority 4: ELL Academic and Language Support

Goal: All ELL students will improve within all academic content areas and move at least one level of English language proficiency.

Priority 5: Prevent Disproportionate Representation (Over-identification) of African American Students

Goal: Reduce the relative proportion of African American students to students of other ethnicity identified as Intellectually Disabled.

Priority 6: Parental Engagement

Goal: By the end of 2013-2014, we will strive for 100% parental involvement.

Priority 1: We expect all students to become proficient in Literacy achievement specifically in the area of Open Response.

- 1.
- 2.

- 3.
4. Attendance Rate: 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 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: Multiple Content Passage, Open Response Literary, and the Writing Content and style domains. 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.

Supporting
Data:

Goal By May, 2014, 100% of students will meet or exceed their expected literacy growth for MAP assessment with a focus on foundations of reading, specifically utilizing strategies taught by Lin Kuzmich. In addition, 100% of students will score at the 50th percentile on the MAP assessment by April, 2014.

Benchmark All students did not meet the 2013 AMO for literacy: Goal for all students in status performance (81.89%) and all students scored 78.32%. The goal for all students in growth performance was (82.64%) and all students scored 79.69%. The Targeted Achievement Gap Group did not meet the 2013 AMO for literacy: Goal for TAGG in status performance (72.53%) and TAGG scored 69.44%. The goal for TAGG in growth performance was (72.73%) and TAGG scored 71.52%. It is expected this population will meet or exceed the 2014 AMO target of (83.70%) for all students and (75.28%) of TAGG scoring proficient/advanced. All students and the TAGG did not meet their AMO for 2013; therefore, Ramay Junior High was designated as needs improvement for 2014.

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 struggling 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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	Dean of Students/ Testing Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>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.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Program Evaluation</p>				
<p>FORMATIVE evaluation 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 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.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Program Evaluation</p>	<p>Reading Interventionist & Testing Coordinator</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: AIP/IRI</p>	<p>Matt Saferite - Principal</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>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 instructional 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.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Professional Development</p>	<p>Instructional Facilitator</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p>	<p>Matt Saferite</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 50 minutes each day. 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</p>	<p>Mildred Rogers</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

to participate, and for scheduling purposes. Action Type: AIP/IRI Action Type: Parental Engagement				
"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 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	Dean of Students	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Debbie Lane - English Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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 including 3 required constructed responses and 2 writing prompts required of all teachers. Action Type: Alignment Action Type: Equity Action Type: Special Education	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Create a notebook of all previous writing prompts and constructed responses for teachers to use for ideas, references, or interdisciplinary lessons. Action Type: Alignment Action Type: Collaboration	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Assessments Teachers 	
<p>Use FORMATIVE performance assessments and teacher developed FORMATIVE constructed responses with the Arkansas Writing rubric 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.</p> <p>Action Type: Program Evaluation</p>	Matt Saferite-Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Performance Assessments School Library Teachers 	ACTION BUDGET: \$
<p>Classroom teachers use Peer Response strategies to help students improve written expression on a regular basis.</p> <p>Action Type: Collaboration</p>	Debbie Lane - English Teacher	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Equity</p> <p>Action Type: Special Education</p>	Special Education Designee	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Collaboration</p>	Ann Sorenson - Library Media Specialist	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Public Library Teachers 	ACTION BUDGET: \$
<p>The library will provide students access to computer labs for the purposes of accessing information for content learning and application of writing skills.</p> <p>Action Type: Technology Inclusion</p>	Ann Sorenson-Library Media Specialist	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Alignment</p>	Ann Sorenson-Library Media Specialist and Mike Hill-Tech Specialist, by request	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: The evaluation results on the data collected 2011-2012 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student literacy growth</p> <p>EVALUATION DATA:</p> <ul style="list-style-type: none"> 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 <p>This same protocols listed within the actions of the intervention will be used to evaluate the 2012-2013 intervention for continued positive impact on student achievement and will be reported.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p>	Matt Saferite - Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Technology Inclusion				
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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Compare SUMMATIVE CRT exam with previous year's performance. Action Type: Program Evaluation	Matt Saferite	Start: 07/01/2013 End: 06/30/2014		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	Ann Sorenson - Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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 Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Debbie Lane - English Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students will be required to use an agenda in every classroom for the purpose of communicating with parents, and learning organizational and management skills. Teachers will update individual student grades every week. Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>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.</p> <p>Action Type: Special Education</p>	<p>Cindy Caudle - Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Equity</p>	<p>Matt Saferite - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p>	<p>Cindy Caudle - Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration</p>	<p>Cindy Caudle - Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p>	<p>Matt Saferite - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students will be placed 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</p>	<p>Matt Saferite - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>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</p> <p>Action Type: AIP/IRI</p>				
<p>PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student growth in 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 2013-2014 intervention for continued positive impact on student achievement and will be reported.</p> <p>Action Type: Program Evaluation</p>	Matt Saferite, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p>	Counselors	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Athletic coaches will focus on character building one day a week with athletes. Coaches embrace the opportunity to instill a good moral sense along with teamwork and leadership development.</p> <p>Action Type: Alignment</p>	Craig Foringer	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>"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.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p>	Dean of Students	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Student and Staff surveys will be taken in order to gauge the level of satisfaction and engagement of stakeholders.</p> <p>Action Type: Program Evaluation</p>	Matt Saferite-Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Ramay will utilize the Arkansas Governor's Quality Award Application to analyze the systems and processes in place for evaluate effective teaching,</p>	Principal	<p>Start: 07/01/2013</p> <p>End:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION</p>

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		06/30/2014	<ul style="list-style-type: none"> Computers Outside Consultants 	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
Conduct an individual needs assessment with teachers to enable them to identify their own needs in relation to student achievement. Action Type: Professional Development	Professional development desinee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Use community resources and outside consultants to provide additional expertise in	Professional Development	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	ACTION \$

meeting the professional development needs of teachers. Action Type: Collaboration Action Type: Professional Development	Designee	End: 06/30/2014	Staff <ul style="list-style-type: none"> Central Office Community Leaders District Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 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 effects to increase student achievement. During the 2013-2014 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: 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 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Professional Development Action Type: Program Evaluation	Matt Saferite, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014		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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$

student academic achievement. Action Type: Alignment Action Type: Professional Development				
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: 6 hours of technology. Action Type: Professional Development	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • 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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • 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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • 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 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	ACSIP Chairs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
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. For example, Models Schools conference, Kagan, school site visits, NWAESC, etc.... 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	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

student achievement in literacy. Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
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	Matt Saferite-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers from all content areas will be trained in literacy strategies taught by Lin Kuzmich. 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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 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 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	Ann Sorenson - Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
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.(i.e. Kuzmitch). Action Type: Professional Development	English Teacher Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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 2013-2014 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation	ACSIP Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
FORMATIVE Reading Assessments using the MAPS testing will be used to monitor student progress.	Matt Saferite	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	

Read 180 and Systems 44 will be used to monitor progress of students using these resources to increase literacy skills. Action Type: Program Evaluation		End: 06/30/2014	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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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 Read 180/System 44 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. Action Type: Alignment Action Type: Program Evaluation	ACSIP Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	ACSIP Chairpersons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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
One section of Avid is built into the schedule for the 2013-2014 school year.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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 Read 180/System 44 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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Total Budget:				\$0.

Priority 2: Improving Mathematics achievement, specifically in the area of Open Response.

- 1.
- 2.
- 3.
4. Attendance Rate: In 2013, the attendance rate was 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: 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.

Supporting Data:

- Goal All students will improve in mathematic skills and responding to constructed response questions with additional attention to Measurement and Patterns, Algebra and Functions mathematic strands.
- All students did not meet the 2013 AMO for mathematics: Goal for all students in status performance (85.98%) and all students scored 77.70%. The goal for all students in growth performance was (80.33%) and all students scored 72.27%. The Targeted Achievement Gap Group did not meet the 2013 AMO for literacy: Goal for TAGG in status performance (77.68%) and TAGG scored 65.14%.
- Benchmark The goal for TAGG in growth performance was (69.19%) and TAGG scored 58.86%. It is expected this population will meet or exceed the 2014 AMO target of (87.38%) for all students and (79.91%) of

TAGG scoring proficient/advanced. 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 open response questions across the curriculum. Action Type: Professional Development	Math Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Incorporate Mathematics skills and strategies from common core into the curriculum of Science and Technology. Action Type: Alignment Action Type: Collaboration	Math Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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 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	Math Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize a English Language Learners teachers for a program to help ELL students with problem mathematics areas. Action Type: AIP/IRI Action Type: Equity	Staci Mann - ELL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments 	ACTION BUDGET: \$
Classroom teachers use Peer Response strategies to help students with open response items using a school wide standardized rubric for mathematics. Action Type: Alignment	Maridith Gebhart - Math Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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 2013-2014 intervention for continued positive impact on	Matt Saferite-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

student achievement and will be reported. Action Type: Collaboration Action Type: Program Evaluation				
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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Matt Saferite-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	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
The TI- Navigator learning system will be used in the 8th grade Algebra I classrooms and Classroom Performance Systems will be used for FORMATIVE point in time remediation including knowledge map learning checks. These learning systems provide wireless transmission of information from the student's calculator to and from the teacher's computer to instantly assess student performance on questions, quizzes, learning checks, test and daily assignments. Students are also doing hands-on equations and utilizing apps for the Ipads. Provide teachers with staff development on how to use and incorporate the each of the learning systems into the curriculum. Action Type: Professional Development Action Type: Technology Inclusion	Math Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize a calculator rental program for students who are not able to obtain a calculator on their own so that all 8th grade students will be able to utilize the TI-Navigator System. Secure funds for annual upkeep and upgrade of rental program and materials. Action Type: Equity Action Type: Technology Inclusion	Math Department	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide teachers with staff development on how to use and incorporate the calculators into curriculum other than mathematics (i.e. PE calculates heart rate and body fat percentage.) Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Math Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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 2013-2014 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation	Math Department Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Action 1: Teacher Tube will be used in Mathematics classrooms for students to view in class and possibly at home to provide an additional learning opportunity. This may provide students who have been absent or students who need additional help to learn a math concept. Teachers also create a flipped classroom using ipads and an application called Show Me. These videos are uploaded to teacher tube or teacher websites. Provide teachers with staff development on how to use and incorporate the each of the learning systems into the curriculum. Action Type: Collaboration Action Type: Professional Development	Math Department Chair	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> 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
One section of AVID is built into the schedule for the 2013-2014 school year.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected 2012-2013 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 Read 180/System 44 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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.)	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:	<ol style="list-style-type: none"> 1. 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 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 "Nutrition Services" (module 4) and it's "Health Services" (module 5). 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 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 2012-2013 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 2011 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: Health promotion for staff and Family and community involvement. 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	<p>Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.</p>
Benchmark	<p>Healthier BMI results will be evident by June 30, 2014. There will be a 1/2% decrease in the 2013-2014 BMI results indicating healthier lifestyles are being practiced. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI data from 2012-2013 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 2012-2013 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: Health promotion for staff and Family and community involvement. 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.</p>

Intervention: Ramay Junior High will encourage strategies and activities that encourage 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>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students that participate in physical education or athletics during the school day will receive no less than 50 minutes of physical activity per day (a minimum of 250 minutes each week). Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Implement an extracurricular program that supports physical activity, i.e. walking challenge, personal fitness class, volleyball, aerobics, etc., for kids not enrolled in physical education or athletics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 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 efforts to increase student achievement. During the 2013-2014 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 2013-2014 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	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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 Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Matt Saferite-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
To assess Ramay Junior High School's physical education program, parents, students, and faculty members will be invited to participate in a survey.	Matt Saferite	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness		06/30/2014	• Teachers	
All 8th grade students participate in Physical Education at least one class period a week. Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.				
Scientific Based Research: Alliance for a Healthier Generation http://www.healthiergeneration.org/about.aspx				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Meeting guidelines outlined in ACT 1220. Action Type: Wellness	Matt Saferite	Start: 07/01/2013 End: 06/30/2014	• 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	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 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 2013-2014 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 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Provide academic vocabulary support and language acquisition support.

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
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 scores at or above proficient; 2013: 40% of LEP students scores at or above proficient
3. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the Augmented Benchmark, EOCs, ITBS/ITED,

Supporting
Data:

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

All ELL students will improve within all academic content areas and move at least one level of English language proficiency.

Literacy Benchmark statement: All ELL students met the 2013 AMO in status performance but did not meet the growth performance for literacy: Goal for all students in status performance (63.97%) and all students scored 64.71%. The goal for all students in growth performance was (66.67%) and all students scored 64.52%. It is expected this population will meet or exceed the 2014 AMO target of (67.57%) for all students scoring proficient/advanced. 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 2013 AMO for mathematics: Goal for all students in status performance (65.52%) and all students scored 55.36%. The goal for all students in growth performance was (61.91%) and all students scored 41.94%. It is expected this population will meet or exceed the 2014 AMO target of (70%) for all students scoring proficient/advanced. 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

Benchmark

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 Read 180 and Systems 44 to support the instructional process. Action Type: AIP/IRI	ELL Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Equity				
Implement Read 180 and Systems 44 software as a resource instructional tool to increase English language aptitude. Action Type: Equity Action Type: Technology Inclusion	ELL Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Compare SUMMATIVE CRT exam with previous years performance. Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Analyze SUMMATIVE AND FORMATIVE assessments through data PROVIDED from the Benchmark, EOC, and/or MAPS test, etc... Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2012-2013 school year we used 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 system 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 and systems 44 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 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 100 minutes each day. Action Type: Parental Engagement Action Type: Technology Inclusion	Mildred Rogers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will be provided with professional development regarding how to effectively use the results of the English Language Development Assessment to help guide instructional preparation for ELL students. This PD will also focus on English Language Acquisition frameworks that are currently aligned with math, science and Language Arts frameworks for easy access to teachers Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	ELL Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
The ELL teacher(s) will utilize the Ramay Share Drive to provide accommodation information to	ELL teachers	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	ACTION \$

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	End: 06/30/2014	Staff • Computers • Teachers	BUDGET:
Total Budget:			\$0.

Priority 5:

Supporting Data:

1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for disproportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. ☐ The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: African American:
2007-2008 5.21% 2008-2009 5.33% 2009-2010 5.21%
Caucasian:
2007-2008 .34% 2008-2009 .27% 2009-2010 .21%
3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

Goal Reduce the relative proportion of African American students to students of other ethnicity identified as Intellectually Disabled.

Benchmark : Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Intellectually Disabled to below the state target for the 2012-2013 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as intellectually disabled by using early intervention strategies, school-based intervention teams and early literacy strategies.

Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation - ALL levels Data will be collected on Early Intervening Services provided to all students K-7 Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The AMO targets for the 2012-2013 year in Literacy in Mathematics will be met by all Special Education Students in the Fayetteville Schools. The AMO targets are indicated individually in the literacy and mathematics benchmark statements for all students. Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will implement MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware) Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-	Debra Wilson	Start: 07/01/2013		

Intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Action Type: Special Education		End: 06/30/2014		ACTION \$ BUDGET:
The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
Fayetteville Schools will purchase early intervention materials that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
: Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students. Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all targeted students K-7 Individual Progress Monitoring by RTI teams and Instructional Facilitators and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Instructional Facilitators will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION \$ BUDGET:
Total Budget:				\$0

Priority 6: By the end of 2013-2014, we will strive for 100% parental involvement.

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams 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 By the end of 2013-2014, we will strive for 100% parental involvement.

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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
All parents will be invited to an Open House Night on August 26, 2013 from 5:30pm to 7:00pm 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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
-PTO meetings will be held the 1st Tuesday of every month at 8:30am -Booster club meetings will be held the 1st Tuesday of every month 5:30pm -Volleyball Parent Meeting April 25, 2013 -Student schedule pick-up August 12-13, 2013 -Football Parent Meeting, July 25, 2013 -Open House August 26, 2013 -Band Parent Meeting August 26, 2013 -Cross Country Parent Meeting August 30, 2013 -Girls Basketball Meeting September 18, 2013 -Parent/Teacher Conferences October 22 and October 25, 2013 - Band Taco Dinner November 12, 2013 -World Language Festival February 13, 2014 -Spirit Squad Parent Meeting April 3, 2014 -Rising 8th Grade Meeting March 17, 2014 -Rising 9th Grade Meeting March 17, 2014	Lori Linam	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
*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 and event calendars in student agendas. *Information provide 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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Administrators, teachers and parents will develop a volunteer resource book including: a parent interest survey and include opportunities for parents to assist from home or at school.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
"Parental Involvement Meetings" will be held throughout the year to discuss what students will be expected to learn, how they will be assessed and how parents can assist to make a difference in his or her child's education	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
All parents will receive "Informational Packets" that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations	Matt Saferite	Start: 07/01/2013		ACTION

for the school year. The school's process for resolving parental concerns will be discussed at this meeting		End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
Teachers will receive training to enhance understanding of effective parental involvement strategies	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected (2011-2012) 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 2012-2013 intervention for continued positive impact on student achievement and will be reported	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 100 minutes each day. PTO and Rotary organizes parent volunteers to assist students in reading individually and in group settings	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
RJH staff will provide opportunities to parents/guardians regarding how to incorporate developmentally appropriate learning activities in the home environment	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Corrective Reading is an intensive instructional reading program that provides intensive, sustained direct instruction to address deficiencies in decoding and comprehension. PTO organizes parent volunteers to assist students in reading individually and in group settings. Ramay staff holds a Corrective Reading parent night to enlist parent involvement at home to reach decoding and comprehension goals.	Assistant Principal	Start: 07/01/2013 End: 07/01/2014		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
Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 100 minutes each day. 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	Staci Mann	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$

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.				
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 on January 24, 2014. 8th grade awards assemblies will be held on May 22, 2014 & 9th grade awards assemblies will be held on May 23, 2014 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	Matt Saferite	Start: 07/01/2013 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 activities 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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Parent needs assessment completed at CAP conferences guide planning for parent workshops and other activities conducted with both students and parents.	Cindy Caudle	Start: 07/01/2013 End: 07/01/2013		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
Parents will be able to access the appropriate grade level curriculum map through the Fayetteville Public Schools website. www.fayar.net	Mike Hill	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: School wide to INVOLVE PARENTS.				
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	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Students will be required to use an agenda in every classroom for the purpose of communicating with parents, and learning organizational and management skills. Teachers will update individual student grades weekly.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
A Parental section will be created and maintained in the office regarding information about current child, student development issues	Matt Saferite	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 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 2012-2013 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: 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 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program	Lori Linam	Start: 07/01/2013 End: 07/01/2014		ACTION BUDGET: \$
Eighth grade 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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		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.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
All parents are encouraged to become a member of the Parent Teacher Organization (PTO) to support curricular and extracurricular activities of students.	Matt Saferite	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
All parents and students will meet with a designated	Matt	Start:		

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.	Saferite	07/01/2013 End: 07/01/2013	ACTION BUDGET: \$
Total Budget:			\$0

• Planning Team

Classification	Name	Position	Committee
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	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	Dawn Barron	History Teacher	Written Expression
Classroom Teacher	Debbie Lane	English Teacher	Written Expression
Classroom Teacher	Debon Stotts	Physical Education Teacher	Reading Comprehension
Classroom Teacher	Ellen Shirley	Special Education Teacher	Written Expression
Classroom Teacher	Ellie Esry	Indusion Teacher	Math Constructed Response
Classroom Teacher	Emily Gammill	CSR Math Teacher	Math Constructed Response
Classroom Teacher	Erica Wortham	Math Teacher	Math Constructed Response
Classroom Teacher	Heather Bottoms	English Teacher	Reading Comprehension
Classroom Teacher	Henry Childress	Science Teacher	Written Expression
Classroom Teacher	Jackie Riffey	English Teacher	Reading Comprehension
Classroom Teacher	Jason Shirey	History Teacher/Athletics	Written Expression
Classroom Teacher	Jeffrey O'Connell	Technology Teacher	Written Expression
Classroom Teacher	Jennifer Stolz	Special Education Teacher	Reading Comprehension
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 Committee
Classroom Teacher	Julia Woodward	English Teacher	Parental Advisory
Classroom Teacher	Julia Woodward	English Teacher	Reading Comprehension
Classroom Teacher	Kerri Cornwall	Special Education Teacher	Reading Comprehension
Classroom Teacher	Lewis Clark	Band Director	Written Expression
Classroom Teacher	Lisa Wilkins	Speech/ Drama Teacher	Written Expression
Classroom Teacher	Liz Caudle	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	Matt Pledger	Science and Math Teacher	Math Constructed Response
Classroom Teacher	Matt Pledger	Science and Math Teacher	Parental Advisory
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	Nathan Pottorf	ISS Teacher	Math Constructed Response
Classroom Teacher	Nathan Strayhorn	CSR English Teacher	Written Expression
Classroom Teacher	Nicole Ward	Special Education Teacher	Reading Comprehension
Classroom Teacher	Peggy Burnett	Science Teacher	Math Constructed Response/Chair
Classroom Teacher	Renee Netherton	Special Education Teacher	Math Constructed Response
Classroom Teacher	Sarah Bunton	Foreign Language Teacher	Written Expression
Classroom Teacher	Shanna Troutt	Business Education Teacher/Athletics	Health/Wellness Committee
Classroom Teacher	Shanna Troutt	Business Education Teacher/Athletics/ACSIP Co-Chair	Leadership 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	Tracey Medlock	Business Teacher	Two Periods at Ramay
Classroom Teacher	Zack Yockey	Career Orientation/Athletics	Written Expression
Community Representative	Dominic Swanfeld	Fayetteville Police	Written Expression
District-Level Professional	Ginny Wiseman	Associate Superintendent	Leadership
District-Level Professional	Kay Jacoby	Executive Director of Curriculum & Instruction	Leadership
Non-Classroom Professional Staff	Amanda Velasquez	Psychological Examiner	Written Expression
Non-Classroom Professional Staff	Cheryl Moore	Counselor	Math Constructed Response
Non-Classroom Professional Staff	Cindy Caudle	Counselor	Leadership
Non-Classroom Professional Staff	Janice Givens	Library Media Specialist	Reading Comprehension/Chair
Non-Classroom Professional Staff	Lori Linam	Assistant Principal	Leadership Committee
Non-Classroom Professional Staff	Lori Linam	Assistant Principal	Parental Involvement
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
Parent	Dale Buchanan		Parental Involvement
Parent	Hannah Savage		Parental Involvement
Parent	Steve Schaefer		Parental Involvement
Parent	Wendy Sisco		Math Constructed Response
Principal	Matt Saferite	Principal	Parental Advisory
Principal	Matt Saferite	Principal	Health/Wellness Committee
Principal	Matt Saferite	Principal	Leadership Committee

