

# School Plan

**SHERIDAN MIDDLE SCHOOL**  
**500 NORTH ROCK, SHERIDAN, AR 72150**

## Arkansas Comprehensive School Improvement Plan

**2014-2015**

The mission of Sheridan Middle School is guided by our core values, respect for people and property, and the promotion of life-long-learning. Every Child, Every Day, Whatever It Takes.

Grade Span: 6-8

Title I: Not Applicable

School Improvement: SI\_4

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#### **Priority 1:** Mathematics

**Goal:** To improve students' overall math skills in problem solving and in the ability to answer constructed response items proficiently. Special focus will be on special education and economically disadvantaged students in the listed areas.

#### **Priority 2:** Literacy

**Goal:** To improve literacy scores particularly in the areas of literary, content and practical passage and writing. To improve writing and open response items in the areas of literary passage, practical passage, content passage, and content and style in writing prompts. Special focus will be on special education and economically disadvantaged students in the listed areas.

#### **Priority 3:** Wellness

**Goal:** To improve students nutrition education and physical activity and to promote general wellness.

#### **Priority 4:** Implementation of Turnaround Principles

**Goal:** To improve all students' math and literacy skills to meet AMO in 2015 on the state PARCC Assessment.

Priority 1: To improve student achievement in mathematics.

1. In 2012, 90% of the combined students scored at or above proficient on the 6th grade benchmark. 33.3% of the students with disabilities scored proficient or above. 81% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Algebra on multiple choice items. The lowest area for the combined population was Measurement on the open response items. The lowest identified area(s) for the students with disabilities was Algebra for multiple choice items. The lowest identified area(s) for the students with disabilities was Measurement on open response questions. The lowest area for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Measurement on open response questions.
2. In 2013, 86% of the combined students scored at or above proficient on the 6th grade benchmark. 30% of the students with disabilities scored proficient or above. 80% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Data Analysis and Probability on the open response items. The lowest identified area(s) for the students with disabilities were Measurement and Data Analysis and Probability for multiple choice items. The lowest identified area(s) for the students with disabilities was Number and Operations and Geometry on open response questions. The lowest area for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Geometry on open response questions.
3. In 2014, 81% of the combined students scored at or above proficient on the 6th grade benchmark. 24% of the students with disabilities scored proficient or above. 73% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Data Analysis and Probability on multiple choice items. The lowest area for the combined population was Data Analysis and Probability on the open response items. The lowest identified areas for the students with disabilities were Numbers and Operations, Algebra, Measurement, and Data Analysis and Probability for multiple choice items. The lowest identified area(s) for the students with disabilities was Algebra, Measurement, and Data Analysis and Probability on open response questions. The lowest area(s) for economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Data Analysis and Probability on open response questions.
4. In 2012, 90% of the combined students scored at or above proficient on the 7th grade benchmark. 46.7% of the students with disabilities scored proficient or above. 86% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Numbers and Operations on the open

response items. The lowest identified area(s) for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Numbers and Operations on open response questions. The lowest area for the economically disadvantaged students was Measurement for multiple choice items. The lowest area for the economically disadvantaged students was Numbers and Operations on open response questions.

5. In 2013, 78% of the combined students scored at or above proficient on the 7th grade benchmark. 53% of the students with disabilities scored proficient or above. 71% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Number and Operations on the open response items. The lowest identified area(s) for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Number and Operations and Algebra on open response questions. The lowest area for the economically disadvantaged students was Algebra, Geometry and Measurement for multiple choice items. The lowest area for the economically disadvantaged students was Number and Operations on open response questions.
6. In 2014, 79% of the combined students scored at or above proficient on the 7th grade benchmark. 48% of the students with disabilities scored proficient or above. 71% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Measurement on the open response items. The lowest identified area for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Number and Operations and Measurement on open response questions. The lowest area(s) for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Measurement on open response questions.
7. In 2012, 83% of the combined students scored at or above proficient on the 8th grade benchmark. 38% of the students with disabilities scored proficient or above. 75% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Data Analysis and Probability on multiple choice items. The lowest area for the combined population was Algebra on the open response items. The lowest identified area(s) for the students with disabilities was Geometry, Measurement, and Data Analysis and Probability for multiple choice items. The lowest identified area(s) for the students with disabilities was Algebra, Measurement, and Numbers and Operations on open response questions. The lowest area for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Algebra on open response questions.
8. In 2013, 79% of the combined students scored at or above proficient on the 8th grade benchmark. 25% of the students with disabilities scored proficient or above. 70% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Measurement on the open response items. The lowest identified area(s) for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Measurement on open response questions. The lowest area for the economically disadvantaged students was Geometry, Measurement, and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Measurement on open response questions.
9. In 2014, 76% of the combined students scored at or above proficient on the 8th grade benchmark. 28% of the students with disabilities scored proficient or above. 65% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Geometry on the open response items. The lowest identified area(s) for the students with disabilities was Geometry, Measurement, Data Analysis and Probability for multiple choice items. The lowest identified area(s) for students with disabilities was Number and Operations, Geometry, and Measurement on open response questions. The lowest area(s) for the economically disadvantaged students was Geometry, Measurement, Data Analysis and Probability for multiple choice items. The lowest area(s) for the economically disadvantaged students was Number and Operations, Geometry, and Measurement on open response questions.
10. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 66th percentile for Mathematics Problem Solving. The 6th grade IEP students scored in the 49th percentile for Mathematics Problem Solving. The 6th grade Economically Disadvantaged students scored in the 60th percentile for Mathematics Problem Solving. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 63rd percentile for Mathematics Problem Solving. The 6th grade IEP students scored in the 30th percentile for Mathematics Problem Solving. The 6th grade Economically Disadvantaged students scored in the 57th percentile for Mathematics Problem Solving. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 60th percentile for Mathematics Problem Solving. The 6th grade IEP students scored in the 17th percentile for Mathematics Problem Solving. The 6th grade Economically Disadvantaged students scored in the 49th percentile for Mathematics Problem Solving.
11. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 55th percentile for Mathematics Problem Solving. The 7th grade IEP students scored in the 40th percentile for Mathematics Problem Solving. The 7th grade Economically Disadvantaged students scored in the 57th percentile for Mathematics Problem Solving. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 61st percentile for Mathematics Problem Solving. The 7th grade IEP students scored in the 45th percentile for Mathematics Problem Solving. The 7th grade Economically Disadvantaged students scored in the 56th percentile for Mathematics Problem Solving. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 59th percentile for Mathematics Problem Solving. The 7th grade IEP students scored in the 31st percentile for Mathematics Problem Solving. The 7th grade Economically Disadvantaged students scored in the 54th percentile for Mathematics Problem Solving.
12. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 64th percentile for Mathematics Problem Solving. The 8th grade IEP students scored in the 33rd percentile for Mathematics Problem Solving. The 8th grade Economically Disadvantaged students scored in the 58th percentile for Mathematics Problem Solving. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle

Supporting  
Data:

School 8th graders scored in the 61st percentile for Mathematics Problem Solving. The 8th grade IEP students scored in the 27th percentile for Mathematics Problem Solving. The 8th grade Economically Disadvantaged students scored in the 54th percentile for Mathematics Problem Solving. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 60th percentile for Mathematics Problem Solving. The 8th grade IEP students scored in the 36th percentile for Mathematics Problem Solving. The 8th grade Economically Disadvantaged students scored in the 51st percentile for Mathematics Problem Solving.

13. CRT 3-year Trend Analysis: CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for All Students in the 6th Grade as Measurement and Data & Probability for multiple choice and Measurement for open response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 6th Grade as Measurement and Data & Probability for multiple choice and Algebra, Data & Probability, and Measurement for open response. 2) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 7th Grade as Measurement for multiple choice and Measurement for open response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 7th Grade as Measurement for multiple choice and Numbers & Operations and Measurement for open response. 3) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 8th Grade as Data & Probability and Measurement for multiple choice and Measurement for open response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 8th Grade as Geometry, Measurement, and Data & Probability for multiple choice and Numbers & Operations and Measurement for open response.
14. The attendance rate for the Sheridan Middle School for 2013 - 2014 was 96.64%. The attendance rate for Sheridan Middle School for 2012 – 2013 was 96.86%. The attendance rate for Sheridan Middle School for 2011 – 2012 was 96.1%.

**Goal** To improve students' overall math skills in problem solving and in the ability to answer constructed response items proficiently. Special focus will be on special education and economically disadvantaged students in the listed areas.

**Benchmark** Math Performance: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 80.47% which is below the 2013-2014 AMO target of 88.14%. TAGG Students are scoring below the target at 70.85%. In 2014-2015, the AMO target is 89.46%.  
 Math Growth: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 76.75% which is below the 2013-2014 AMO target of 85.74%. TAGG Students are scoring below the target at 66.10%. In 2014-2015, the AMO target is 85.22%.

Intervention: Revise and maintain standards based mathematics/science curriculum that is aligned with the Common Core State Standards.				
Scientific Based Research: Marzano, R.J. (2012). Classroom instruction that works. Association for Supervision and curriculum development. Hansen-Thomas, H. (2009). Reform-Oriented Mathematics in Three 6th Grade Classes: How Teachers Draw in ELLs to Academic Discourse. Journal of Language, Identity and Education, 8 (2&3), 88-106. Keiser, J.M. (2010). Shifting our computational focus. Mathematics Teaching in the Middle School, 16(4), 216-223. Jukes, I., McCain, T., and Crockett, L. (2010). Understanding the digital generation. 21st Century Fluency Project. Tate, M. (2010). Worksheets don't grow dendrites: 20 instructional strategies that engage the brain. Corwin Press, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
8.G.1 6th, 7th, and 8th grade math teachers will align the math curriculum with the Common Core Standards as needed based on current local and state Benchmark Exam data. Implementation will be verified through lesson plans, focus walks, and observation. 8.G.2. Pre/post assessment data was collected and analyzed. 8.G.3. According to the 2013-2014 data 6th grade increased 58%, 7th grade increased 65% and 8th grade increased 67%. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Deborah Mooney, Principal; Becky McIver, Math Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
10.C.1 All teachers will have at least 60 hours of professional development including 6 hours of technology training. All teachers will attend 12 hours of professional development in their building between June 3 and August 14. All teachers must attend 12 hours of professional development of choice between June 3 and March 30. All hours must be approved by the principal and Dr. June Elliott. August 12, all teachers will attend building level inservice followed by district wide professional development on August 13 and 14. The 60 hours of professional development must include 2 hours of Arkansas History, 1 hour of wellness, and 6 hours of technology. January 19 all staff will participate in Professional development to address academic achievement problems that caused the school to be identified. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	June Elliott, Assistant Superintendent of Curriculum; Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
8.G.1 Math teachers will implement The Learning Institute formative assessments for each math unit. The assessments will resemble the upcoming PARCC Assessments. Implementation will be verified through lesson plans, focus walks, and observation. Math (6th - 8th) and Science (6th and 8th) AIPS will be updated appropriately. 8.G.2. Assessment data will be collected for analysis	Charlene Ware, Math Teacher; Sheila Lively,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

of low performance areas. 8.G.3. Through 2013-2014 post test analysis, low performance areas were identified and re-taught with a gain in performance of 117% for the 6th grade, 164% for the 7th grade, and 69% for the 8th grade. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Science Teacher			
8.F: SMS staff will continue to receive professional development in the analysis and use of Benchmark data and effective teaching strategies addressing areas of low performance. Action Type: Collaboration Action Type: Professional Development	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
8.D: Continue "Student Test Talk" with students taking the PARCC Assessment. Core teachers will review students' previous testing data, recognize areas of weakness, and discuss ways to improve. Action Type: Collaboration Action Type: Equity	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
8.B: Sheridan Middle School will work with the middle school math specialist in aligning math curriculum to improve instruction and raise the achievement of all students including special education students. AIPS will be updated appropriately. SMS math teachers will meet monthly during PLCs to focus on student achievement. They will also work cooperatively with the other math teachers within the district at various times during the school year to vertically align the curriculum. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Charlene Ware, Math Teacher; Lisa Bonner, Math Teacher; Becky McIver, Math Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8.C: Science teachers will participate in Journey North professional development through Arkansas IDEAS. This professional development will support teachers to include real world, interactive lessons within curriculum. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Sheila Lively, Science Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
8.B: Sheridan Middle School science teachers will review middle level science scope and sequence and continue to increase awareness of the science frameworks. SMS science teachers will meet monthly during PLC meetings to focus on student achievement including special education students. AIPs (grades 6 and 8) will be updated appropriately. They will work cooperatively to vertically align the curriculum. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Shiela Lively, Science Teacher; Candace Wilson, Science Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10.C.2 SMS teachers will work in a cooperative setting and support each other. The activities are connected to the teacher's curriculum, professional development, and include providing assistance to each other. 6th, 7th, and 8th grade teachers meet vertically and within grade levels at least three times per semester with an experienced grade level teacher and/or the middle school math specialist. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Deborah Mooney, Principal; Becky McIver, Math Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10.C.1 Math and Special Education teachers will continue to implement co-teaching while	Deborah	Start:		

<p>emphasizing curriculum implementation of effective strategies for the general education and special education students. Support will be provided for teachers to help prepare for this teaching style. AIPs will be updated appropriately. 10.C.8 When scheduling allows, students will be placed in i-Ready remediation.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Equity                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Mooney, Principal;                  Gwen Rochelle, Special Education Building Designee;                  Shane Dunn, Special Services Director</p>	<p>07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.4 Parent letter covering topics of interest of the middle level child will be sent home each month. Parent coordinator and committee will provide "Learning Nights" for parents. Topics will include how to successfully complete homework at home and PARCC test taking strategies. The parent center will house parenting literature for our parents of middle level children. A parent survey will be administered to address local parental needs and concerns. Professional development will be conducted for eSchool (TAC) to assist teachers in utilizing the program more effectively in providing information to the parents. Provide access and assistance to a computer so parents can check their students' academic progress on eSchool (HAC) and/or setup personal account. Before the first day of school, a parent information session for 6th,7th, 8th grade students will be conducted to familiarize parents and their student of policies and procedures. Teachers will send home interim reports every 4 and half weeks to inform the parents of their students' progress. Parents will be invited as guest speakers on specific careers in the Career Orientations class.                  Action Type: Parental Engagement</p>	<p>Heather Dunn, Parental Involvement Coordinator</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.6 Weekly math and science lesson plans will be turned in to administrators and posted in the classroom for the administrators to monitor effective teaching strategies used in instruction. The strategies will be monitored through CWT's. Administrators will provide immediate as well as monthly feedback to the faculty through reports generated from CWT's.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Angela Douglass, Assistant Principal</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.I: Math and science teachers will utilize on-line supplemental educational resources such as Gizmos, Britannica Online, Pathways Science, REFLEX Math, MathXLforschool and Smart Math as an inter-active aide to enhance student learning.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>Shiela Lively, Science Teacher;                  Charlene Ware, Math Teacher</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>10.C.d The school will provide parents written notices (in multiple languages,if applicable)about the school's ESEA status (Needs Improvement). The information will be provided during the annual report to the public. The status will also be published in the report to the public in the local newspaper.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Deborah Mooney, Principal</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.1: Each Pre-AP teacher is observed at least annually by the district GT/AP coordinator plus regular building administrator visits. Each Pre-AP teacher must file several required items each quarter during the school year with the GT/AP coordinator. These are: documentation of differentiation form, one example of lesson plan, and one example of a student product from that lesson. These are maintained as a requirement for ADE monitoring. Program/classroom suggestions for improvements are tailored to individual teacher course needs.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Roy Wilson, AP Supervisor</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.1: The introduction of Pre-AP courses with trained teachers of the last decade has contributed to the growth of qualifying scores on AP exams. The analytical skills taught in Pre-AP are designed to help meet the academic needs of advanced students. Qualifying scores on AP exams have moved from 69 in 2008 to 171 in 2014. This growth is due primarily to the three-</p>	<p>Roy Wilson, AP Supervisor</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>year incentives, materials, and training grant conducted by the Arkansas Advanced Initiative for Math and Science (2010 - 2013) which emphasized teacher training as a highly important priority.                  Action Type: Professional Development                  Action Type: Program Evaluation</p>				
<p>8.I Students in grade 6 will continue to use the MathXLforschool online program to support CMP3 curriculum. This program was purchased in the 2013 - 2014 school year. 7th grade math classes are projected to receive the MathXLforschool online program in the 2014 - 2015 school year and 8th grade in the 2015 - 2016 school year.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>June Elliott,                  Assistant Superintendent of Curriculum</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.5b 8th grade Algebra I will implement Carnegie Math curriculum for the 2014 - 2015 school year. 6th - 8th grade will continue to implement the Connected Math Project 3 (CMP3) while utilizing other resources more appropriately aligned to Common Core State Standards.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity</p>	<p>June Elliott,                  Assistant Superintendent of Curriculum;                  Becky McIver,                  Math Specialist</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.1. 1. Pre-AP courses serve as the ADE Office of Gifted Education –approved mode of serving the needs of gifted learners. Pre-AP teachers must maintain workshop certification in their field in order to teach these classes. All Pre-AP teachers must file a copy of their training certificate with the district’s GT/AP coordinator. An Additional Training Plan is filed with the ADE stipulating the deadline of obtaining the required certificate for new staff members without a certificate. They have 3 years in which to attend a College Board-approved workshop to obtain the certificate. These courses are open to any student able and willing to contend with the significant increase of rigor in these classes. During August 2014, the Sheridan Schools Laying the Foundation trainer conducted training for Language Arts teachers within the district. 2. Each Pre-AP teacher is observed at least annually by the district GT/AP coordinator plus regular building administrator visits. Each Pre-AP teacher must file several required items each quarter during the school year with the GT/AP coordinator. These are: documentation of differentiation form, one example of lesson plan, and one example of a student product from that lesson. These are maintained as a requirement for ADE monitoring. Program/classroom suggestions for improvement are tailored to individual teacher course needs. 3. The introduction of Pre-AP courses with trained teachers over the last decade has contributed to the growth of qualifying scores on AP exams. The analytical skills taught in Pre-AP are designed to help meet the academic needs of advanced students. Qualifying scores on AP exams have moved from 69 in 2008 to 171 in 2014. This growth is due primarily to the three-year incentives, materials, and training grant conducted by the Arkansas Advanced Initiative for Math and Science (2010-2013) which emphasized teacher training as a highly important priority.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation</p>	<p>Roy Wilson, GT Director</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The District will hold the school buildings accountable for meeting their goals, objectives, and AMO. The District will provide technical assistance and support to all buildings that are in "Needs Improvement" status including training and support for data analysis and its effective use in instructional planning, as well as training and support for building leadership teams. Instructional Leadership meetings will be scheduled with all principals to ensure proper implementation of district curriculum and RTI. The Assistant Superintendent of Curriculum hosts the meetings monthly. Progress monitoring, classroom walk throughs, meaningful engagement of students, increased rigor and data analysis are topics that will be addressed during curriculum leadership meetings. Administrative meetings for all Assistant Superintendents, Directors, and Coordinators will be held monthly and directed by the Superintendent. The meetings will serve as a communication venue for all pertinent educational topics. Professional Learning Community meetings, in which data and priorities are reviewed, will be implemented in each school building. AIPs will be addressed throughout the district by evaluating the students who are at risk of not meeting AMO and determining appropriate interventions for them. Students with Disabilities</p>	<p>Jerrod Williams,                  Superintendent</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

needs will be specifically addressed for buildings in "Needs Improvement" status relating to the TAGG group. The socio-economic population, economically disadvantaged, included in the TAGG group will also be addressed in appropriate buildings via PLC meetings, supervised by principals. The District Leadership Team has attended the initial meetings for District Leadership Academy on July 15-16, 2014. The District Leadership Team plans to attend two additional Leadership Academy workshops on September 17-18 and December 16-17. The purpose of the leadership team includes fostering positive change, elevating content professional learning to enhance and improve student learning, building and maintaining collaborative relationships, building and sustaining accountability systems, as well as developing and revising the mission and vision of the district with clear-cut goals communicated to the school community and all stakeholders.

Action Type: Alignment  
 Action Type: Collaboration  
 Action Type: Equity

Total Budget: \$0

Intervention: Provide all students with the opportunity to participate in math remediation and/or enrichment programs.

Scientific Based Research: Marzano, R.J. (2012). Classroom instruction that works. Association for Supervision and curriculum development. Hansen-Thomas, H. (2009). Reform-Oriented Mathematics in Three 6th Grade Classes: How Teachers Draw in ELLs to Academic Discourse. Journal of Language, Identity and Education, 8 (2&3), 88-106. Keiser, J.M. (2010). Shifting our computational focus. Mathematics Teaching in the Middle School, 16(4), 216-223. Jukes, I., McCain, T., and Crockett, L. (2010). Understanding the digital generation. 21st Century Fluency Project. Tate, M. (2010). Worksheets don't grow dendrites: 20 instructional strategies that engage the brain. Corwin Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
8.G.1 6th - 8th graders scoring below proficient will participate in i-Ready Lab remediation/enrichment when schedule allows. Implementation will be verified through focus walks and observation and data. 8.G.2. Percentage of students enrolled in i-Ready scoring proficient will be collected for the 2014 - 2015 school year. 8.G.3 For the 2013 - 2014 school year, 80% of students enrolled in the APEX remediation lab scored proficient or above on the state benchmark assessment based 6th and 8th grade data provided by the lab manager. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Lynn Cardin, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
8.A: Math teachers for grades 6 - 8 and science teachers grades 6 and 8 will complete an AIP for each student scoring below proficient. Students scoring below proficient in math will be scheduled in i-Ready lab remediation, when scheduling allows. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Lynn Cardin, Assistant Principal; Charlene Ware, Math Teacher; Sheila Lively, Science Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
8.H: Evaluation of test scores, classwork, teacher input, and student interest for all IEP students will occur during the last grading period of the 8th grade to determine 9th Grade math placement. Action Type: Equity Action Type: Special Education	Gwen Rochelle, Special Education Building Designee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All 7th grade students will be given the Orleans Hanna Test to provide data for placement in either 8th grade math or algebra. Evaluation of PARCC scores, teacher recommendations, semester grades, and Orleans Hanna Test will be used for student placement.	Charlene Ware, Math Teacher;	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Equity</p>	<p>Lisa Bonner, Math Teacher</p>	<p>06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>BUDGET:</p>
<p>Students with special environmental needs will be placed in ALC with special instruction directed to their needs and required core classes. Parents will be included in conferences. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	<p>Shane Dunn, Special Services Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.H: SMS faculty will analyze all IEP, AIP, and Socio Disadvantaged students' state test scores and plan differentiated instruction to meet the needs of all students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.2 Teachers and administrators will review student data for the i-Ready diagnostic software program throughout the school year to assess student achievement. Professional development for the software and the data desegregation will be provided for the teachers. The diagnostic assessment will be given 3 times during the 2014 - 2015 school year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Lynn Cardin, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.1 Conferences no less than two times each year, and parents attending will be recognized in the local paper at the end of the school year. Implementation will be verified through observation. 8.G.2. The effectiveness of this intervention will be evaluated based on the number of participants in Literacy Night, Science Night, Math/Social Studies Night, Vocational Night, Parent Teacher Conferences, and volunteer services. 8.G.3. According to the recorded attendance forms, 360 parents attended Parent/Teacher conferences held in the fall semester. 520 parents attended the Sheridan Middle School Open House (Back to School Expo). 192 parents and students attend Curriculum/Parent Night. 173 parents attended Parent/Teacher conferences held in the spring semester. The Volunteer Program had 675 participants, 2,195 hours of service, and \$2500 in donations. The total number of participants and donations has proven these activities to be effective. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Angela Douglass, Assistant Principal; Heather Dunn, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will conduct an item by item analysis of the State Benchmark results using the state data reporting system. Continuous review and analysis of benchmark data will occur in monthly PLC meetings. AIPS will be updated appropriately. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Grade level teachers will meet following each TLI module test to evaluate questions, SLE mastery, and student success. Low performance areas will be documented and monitored. Action Type: Alignment Action Type: Collaboration</p>	<p>Angela Douglass, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.H Students scoring below proficient on the state benchmark exams, including students with IEP's, will be assigned to a co-taught class of math whenever scheduling permits. Action Type: Collaboration Action Type: Equity</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance</li> </ul>	<p>ACTION BUDGET: \$</p>



Action Type: Special Education			Assessments • Teachers	
<p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to purchase supplemental instructional materials for the students which will be used to specifically aid students enrolled in the ALE environment including items such as flash cards, curriculum, technology devices and other manipulatives for enhanced learning, (\$2,000 allocated at building level). Operating funds are utilized to support one FTE certified staff and one FTE classified staff at the middle school level. Students are selected for ALE based on exhibiting two or more characteristics listed in Act 1299 (6-18-508) such as, class disruptions, drop-outs, abuse, homeless, lack of attendance, etc. Referrals from schools that align with the eligibility criteria of Act 1299 are accepted in ALE. The exit criteria for a student are individualized. Students exit the program when the behaviors which prompted the referral have been replaced by appropriate behaviors and the student's academic and/or social status is no longer being jeopardized. The transition process to the general classroom is monitored by use of a point sheet which accompanies the student to the general education classroom. The general education teacher rates the student's behavior during the class period. The ALE teacher monitors the student's behavior and reinforces the student based on the report. 8.G.2 Individual student progress is monitored and assessed through the analysis of daily point sheets, academic progress reports, anecdotal records and team meetings. All sources of data are gathered and used to assess the quality and effectiveness of the ALE program. 8.G.3. Data analysis of the ALE program indicates 95% of the students transition to the more traditional classroom setting or continue to receive non-traditional approaches, which aides in preventing these students from becoming drop outs.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Deborah Mooney, Principal; Dee Creed, ALE Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ALE (State-275) - Materials &amp; Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$2000</p>
Total Budget:				\$2000

Intervention: To improve all students' academic skills by improving parent and community involvement in the educational process.

Scientific Based Research: Marzano, R.J. (2012). Classroom instruction that works. Association for Supervision and curriculum development. Hansen-Thomas, H. (2009). Reform-Oriented Mathematics in Three 6th Grade Classes: How Teachers Draw in ELLs to Academic Discourse. Journal of Language, Identity and Education, 8 (2&3), 88-106. Keiser, J.M. (2010). Shifting our computational focus. Mathematics Teaching in the Middle School, 16(4), 216-223. DuFour, R. and Eaker, R. (2008). The collaborative administrator. Solution Tree Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>8.F: All teachers will have at least 60 hours of professional development including 2 hours of parent involvement training.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Heather Dunn, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>Continue the use of eSchool to communicate student progress to parents, use the school website, the district Twitter account, Ed Alert, the monthly newsletter, and "The Buzz"(school newspaper) to inform parents of current school events and information.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>8.E.1. &amp; 8.E.3.(A)Information packets will be provided, (B)parent involvement meetings will be held, (C)a volunteer resource book will be compiled, (D)the school's process for resolving parental concerns will be in the student handbook, (E) not applicable, (F)enable formation of PTA or PTO and (G) a parent facilitator will be provided and (H) two parent/teacher conferences will be conducted (I) Instruction will be provided to parents on how to incorporate developmentally appropriate learning activities in the home environment through Math/Social Studies, Science, Vocational, and Literacy nights, (J) engage in other activities determined by the school to help a parent assist in his or her child's learning in compliance with ACT 307 of 2007 and ACT 397 of</p>	Heather Dunn, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>School Library</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

2009. School's Parent Involvement Plan will be posted on the school's website. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion				
10.C.4 & 8.G.1. 6th, 7th, and 8th grade faculty at SMS will implement "Parent involvement Meetings" before the first day of school. Parents will be informed of expectations for the upcoming year, testing procedures, and other information to begin the new year. All faculty members at SMS will attend Parent-Teacher/Smart Core Conferences. 8.G.2 The number of parents attending the meetings will be documented through sign-in sheets. 8.G.3 Based on the number of parents attending the parent involvement meetings, the action will be continued. Action Type: Parental Engagement Action Type: Program Evaluation	Deborah Mooney, Principal; Heather Dunn, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
SMS will maintain a Parent Center where parents may find and check out resources regarding parenting. Heather Dunn will serve as the Parent Involvement Coordinator. Materials addressing special populations will be available. Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education	Heather Dunn, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
SMS will host a Literacy and a Math Night in conjunction with Vocational, Science and Social Studies for parents and students to work together on appropriate projects. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Shiela Lively, Science Teacher; Amber Forbush, Language Arts Teacher; Heather Dunn, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Parents will be provided notice explaining the ESEA Accountability status. This notice generally is included during the open house exhibits and parent meetings. The district Report to the Public will also include details concerning the ESEA Accountability status. The report will also be publicized in the newspaper. Students that have opted for school choice in previous years may remain enrolled in their school of choice. The district will offer after school tutoring for all students who wish to participate as an alternative to Supplemental Educational Services. Action Type: Alignment Action Type: Collaboration	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
A peer review was conducted of each building's ACSIP plan prior to submission. Initially, the building principals met with the Director of Federal Programs to evaluate their plans based on the school approval checklist for compliance. An additional review was conducted of each building plan by the federal programs director. A final peer review was conducted by building-level principals. (EEE/SES, SIS/EEI, SMS/SHS) Action Type: Alignment Action Type: Collaboration	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve student achievement in literacy.

1. In 2012, 81% of the combined students scored at or above proficient on 6th grade benchmark. 55% of students with disabilities scored at or above proficient. 71% of the economically disadvantaged scored at or above proficient. The lowest identified areas for the multiple-choice for combined population was writing. The lowest performance areas on open response items for combined population were reading-practical passage. The lowest identified areas for the multiple-choice for students with disabilities were reading-practical passage, reading-literary passage, and writing multiple-choice. The lowest performance areas on open response items for students with disabilities were reading-practical passage.
2. In 2013, 83% of the combined students scored at or above proficient on 6th grade benchmark. 23% of students with disabilities scored at or

above proficient. 79% of the economically disadvantaged scored at or above proficient. The lowest identified areas for the multiple-choice for combined population was writing. The lowest performance areas on open response items for combined population were reading-content passage. The lowest identified areas for the multiple-choice for students with disabilities were reading-content passage. The lowest performance areas on open response items for students with disabilities were reading-practical passage and reading-content passage.

3. In 2014, 78% of the combined students scored at or above proficient on 6th grade benchmark. 10% of students with disabilities scored at or above proficient. 68% of the economically disadvantaged scored at or above proficient. The lowest identified areas for the combined population, students with disabilities and economically disadvantaged students were writing multiple-choice, open response reading-practical passage and writing open response content and style domains.
4. In 2012 89% of the combined students scored at or above proficient on 7th grade benchmark. 20% of students with disabilities scored at or above proficient. 83% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple-choice for combined population was writing. The lowest performance area(s) on open response items for combined population were reading practical passage, writing content domain, and writing style domain. The lowest identified area(s) for the multiple-choice for students with disabilities were reading content passage. The lowest performance areas on open response items for students with disabilities were reading literary passage, reading content passage, reading practical passage, writing content domain, and writing style domain. The lowest performance area for the multiple choice for economically disadvantaged was writing. The lowest performance area on open response items for economically disadvantaged students was reading content passage and reading practical passage.
5. In 2013 81% of the combined students scored at or above proficient on 7th grade benchmark. 47% of students with disabilities scored at or above proficient. 71 of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple-choice for combined population was writing. The lowest performance area(s) on open response items for combined population were reading literary passage. The lowest identified area(s) for the multiple-choice for students with disabilities were reading content passage. The lowest performance areas on open response items for students with disabilities were reading literary passage and reading practical passage. The lowest performance area for the multiple choice for economically disadvantaged was writing. The lowest performance area on open response items for economically disadvantaged students was reading literary passage.
6. In 2014 77% of the combined students scored at or above proficient on 7th grade benchmark. 19% of students with disabilities scored at or above proficient. 69% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the combined population, the students with disabilities and the economically disadvantaged students were writing multiple choice, reading open response literary passage, and writing open response content and style domains.
7. In 2012 83 % of the combined students scored at or above proficient on 8th grade benchmark. 29% of students with disabilities scored at or above proficient. 74% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple-choice for combined population was writing. The lowest performance area(s) on open response items for combined population were reading literary passage writing content domain and writing style domain. The lowest identified area(s) for the multiple-choice for students with disabilities were reading literary passage and writing. The lowest performance areas on open response items for students with disabilities were reading literary passage, reading content passage, writing content domain, and writing style domain. The lowest performance area for the multiple choice for economically disadvantaged were reading content passage, reading practical passage, reading literary passage on multiple choice. The lowest performance areas on open response items for economically disadvantaged students were literary passage and content passage.
8. In 2013, 82% of the combined students scored at or above proficient on 8th grade benchmark. 21% of students with disabilities scored at or above proficient. 74% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple choice for combined population was writing multiple choice. The lowest performance area(s) on open response items for combined population were reading-practical passage. The lowest identified area(s) for the multiple choice for students with disabilities were reading-practical passage. The lowest performance areas on open response items for students with disabilities were reading-practical passage. The lowest performance area for the multiple choice for economically disadvantaged were reading practical passage on multiple choice. The lowest performance areas on open response items for economically disadvantaged students were practical passage.
9. In 2014, 79% of the combined students scored at or above proficient on 8th grade benchmark. 17% of students with disabilities scored at or above proficient. 67% of the economically disadvantaged scored at or above proficient. The lowest performance areas for the combined population, the students with disabilities, and the economically disadvantaged students were writing multiple choice, reading open response practical passage, and writing open response content and style domains.
10. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 54th percentile for reading and 52nd percentile for language. The 6th grade IEP students scored in the 30th percentile for reading and 40th percentile for language. The 6th grade economically disadvantaged students scored in the 47th percentile for reading and 40th percentile for language. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 58th percentile for reading and 49th percentile for language. The 7th grade IEP students scored in the 15th percentile for reading and 18th percentile for language. The 7th grade economically disadvantaged students scored in the 66th percentile for reading and 57th percentile for language. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 58th percentile for reading and 50th percentile for language. The 8th grade IEP students scored in the 25th percentile for reading and 20th percentile for language. The 8th grade economically disadvantaged students scored in the 53rd percentile for reading and 43rd percentile for language.
11. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 53rd percentile for reading and 47th percentile for language. The 6th grade IEP students scored in the 23rd percentile for reading and 20th percentile for language. The 6th grade economically disadvantaged students scored in the 47th percentile for reading and 40th percentile for language. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 56th percentile for reading and 48th percentile for language. The 7th

Supporting  
Data:

grade IEP students scored in the 31st percentile for reading and 27th percentile for language. The 7th grade economically disadvantaged students scored in the 48th percentile for reading and 40th percentile for language. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 59th percentile for reading and 49th percentile for language. The 8th grade IEP students scored in the 19th percentile for reading and 18th percentile for language. The 8th grade economically disadvantaged students scored in the 50th percentile for reading and 41st percentile for language.

12. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 52nd percentile for reading and 46th percentile for language. The 6th grade IEP students scored in the 17th percentile for reading and the 14th percentile for language. The 6th grade economically disadvantaged students scored in the 43rd percentile for reading and 30th percentile for language. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 53rd percentile for reading and 42nd percentile for language. The 7th grade IEP students scored in the 19th percentile for reading and 17th percentile for language. The 7th grade economically disadvantaged students scored in the 44th percentile for reading and 32nd percentile for language. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 59th percentile for reading and 49th percentile for language. The 8th grade IEP students scored in the 26th percentile for reading and 24th percentile for language. The 8th grade economically disadvantaged students scored in the 50th percentile for reading and 39th percentile for language.
13. CRT 3-year Trend Analysis: CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for All Students in the 6th grade as Writing for multiple choice, and Practical Reading Open Response; Style Domain and Content Domain for Writing Open Response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 6th Grade as Practical Reading for Open Response and Writing for multiple choice; Style Domain, and Content Domain for Writing Open Response. 2) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 7th grade as Writing multiple choice and Reading Literary and Content for Open Response; Style Domain and Content Domain are lowest in Writing Open Response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 7th Grade as Literary and Content Reading for Open Response, Writing multiple choice; and Content Domain and Style Domain for writing. 3) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 8th Grade as Writing for multiple choice and Practical Reading Open Response; Content Domain and Style Domain for Writing Open Response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 8th Grade as Practical Reading Open Response and Writing multiple choice; Content Domain and Style Domain for Writing Open Response.
- 14.
15. The attendance rate for Sheridan Middle School for 2012 – 2013 was 96.86%. The attendance rate for Sheridan Middle School for 2011 – 2012 was 96.1%. The attendance rate for Sheridan Middle School for 2010-2011 was 96.5%.

**Goal** To improve literacy scores particularly in the areas of literary, content and practical passage and writing. To improve writing and open response items in the areas of literary passage, practical passage, content passage, and content and style in writing prompts. Special focus will be on special education and economically disadvantaged students in the listed areas.

**Benchmark** Literacy Performance: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 78.95% which is below the 2013-2014 AMO target of 79.37%. TAGG Students are scoring below the target of 72.43% at 67.09%. In 2014-2015, the AMO target is 81.66%. Literacy Growth: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 79.87% which is above the 2013-2014 AMO target of 78.71%. TAGG Students are scoring below the target of 71.4% at 67.81%. In 2014-2015, the AMO target is 81.07%.

Intervention: Maintain a connected literacy curriculum that aligns with the Common Core State Standards.				
Scientific Based Research: "Curriculum Mapping: Integrating Curriculum and Assessment K-12," Heidi Hayes Jacobs. Marzano, R.J. (2001). Classroom instruction that works. Association for Supervision and curriculum development. Hansen-Thomas, H. (2009). Reform-Oriented Mathematics in Three 6th Grade Classes: How Teachers Draw in ELLs to Academic Discourse. Journal of Language, Identity and Education, 8 (2&3), 88-106. Keiser, J.M. (2010). Shifting our computational focus. Mathematics Teaching in the Middle School, 16(4), 216-223. Jukes, I., McCain, T., and Crockett, L. (2010). Understanding the digital generation. 21st Century Fluency Project. Tate, M. (2010). Worksheets don't grow dendrites: 20 instructional strategies that engage the brain. Corwin Press, Inc. Fletcher, R. (2010). Pyrotechnics on teh page: playful craft that sparks writing. Stenhouse Publishers.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
10.C.5.b Continue to implement effective literacy instruction based on Smart Step Literacy Lab. Implementation will be verified through data gathered from focus walks, lesson plans, and observation. 8.G.2. Pre/post assessment data will be analyzed and used as a baseline for student improvement. 8.G.3. Results from the 2013-2014 school year were analyzed and showed growth in 6th, 7th, and 8th grades on the STAR Reading Assessment. Action Type: Alignment Action Type: Program Evaluation	Deborah Mooney, Principal; Tracy Criss, Literacy Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
8.B: Continue to revise the language arts curriculum and pacing guides to fully align with Common Core Standards.	June Elliott, Assistant	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	

Action Type: Alignment	Superintendent of Curriculum; Tracy Criss, Literacy Specialist	End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>8.I: Implement appropriate reading strategies for grades 6-8 according to data shown in pre-testing, as well as data from formative assessments in reading. Continue the implementation and use of Accelerated Reading Program (Operating FUNDED) for students to enhance reading. The On-Line Star Enterprise Reading Assessment will be administered as a baseline, mid-year, and end of year assessment. Ongoing evaluations of student data will occur through departmental meetings.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>8.G.1 Formative assessments developed in conjunction with The Learning Institute, will be generated and implemented. Implementation will be verified through lesson plans, focus walks, and observation. AIPS will be updated appropriately. 8.G.2. Collect, organize, and analyze local benchmark scores using The Learning Institute. Assessment data was collected for low performance areas. 8.G.3. 2013-2014 Assessment data was analyzed, low performance areas re-taught and reassessed as needed in each grade level and classroom.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Angela Douglass, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>All seventh grade students will take one semester Arkansas History in addition to the core subjects.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>The teachers will continue to implement literacy assessments, created by The Learning Institute, modeled after the PARCC Common Core Assessments.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Amber Forbush, Language Arts Teacher; Tracy Criss, Literacy Specialist; Angela Douglass, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>8.D: Continue "Student Test Talk" with each individual student taking the PARCC Assessment. Core teachers will go over the student's previous Benchmark data, recognize areas of weakness, and discuss ways to improve.</p> <p>Action Type: Equity Action Type: Special Education</p>	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
<p>8.I: On-line Star Reading assessments were administered to grades 6, 7, and 8. The Star test was given in August 2013, January 2014, and May 2014 with an increase in the average instructional reading level of 6th, 7th and 8th graders.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	Tracy Criss, Literacy Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>10.C.8 SMS Teachers will continue to use effective literacy teaching strategies and interventions which are based on scientific-based research for all literacy and special education teachers. These interventions address the specific needs of the special education and economically disadvantaged subpopulations which caused SMS to be in school improvement. Action Type: Alignment Action Type: Special Education</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.C: All SMS teachers will work in a cooperative setting and support one another. The activities are connected to the teacher's curriculum, professional development, and include providing assistance to one another. SMS will continue local mentoring of new staff members. New faculty members are paired with a teacher of the same curriculum to provide them guidance and assistance. 8.B: All literacy teachers participate in weekly/monthly Professional Learning Communities to horizontally align and vertically align curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.B: SMS will utilize the Literacy Curriculum Design Team to assist the development of literacy pacing guides aligning with Common Core State Standards. Action Type: Alignment Action Type: Collaboration</p>	<p>June Elliott, Assistant Superintendent of Curriculum; Tracy Criss, Literacy Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.8 SMS literacy teachers will attend Literacy Lab training and incorporate the strategies learned. Evidence of this can be seen in lesson plans and classroom instruction. The Lit Lab strategies will be incorporated into lessons in order to increase volume, comprehension, interest, and analysis in reading. Language arts teachers established a list of targeted 6th, 7th, and 8th grade students who scored close to proficient and had the possibility of moving to proficient. The students will be monitored closely throughout the year for progress in reading and writing skills. Teachers will monitor summative TLI assessment scores, classroom grades, attendance, class participation, and compare pre/post tests throughout the year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	<p>Tracy Criss, Literacy Specialist.</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>SMS will conduct The Great American Spell Check program and Spelling Bee to increase vocabulary awareness and spelling. Action Type: Alignment Action Type: Collaboration</p>	<p>Tracy Criss, Literacy Specialist, Marla Moore, Media Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>10.C.2 Language Arts and Special Education teachers continue to jointly implement co-teaching strategies that are effective for all students with emphasis on students with learning disabilities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Shane Dunn, Special Services Director Gwen Rochelle, Special Ed. Bldg. Designee, Tracy Criss, Literacy Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.State NSLA funds will be used to raise the achievement of students in the following manner: (A.)Pay the salaries of .5 FTE Math Specialist Teacher {Rebecca McIver} (\$25,884.60 Salary; \$5,686.85 Benefits), .5 FTE Literacy Specialist {Tracy</p>	<p>Deborah Mooney, Principal;</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>NSLA (State-281) -</p>

<p>Criss} (\$22,029. Salary; \$5,931.77 Benefits), .5 FTE Instructional Technology Specialist {Kim Scarbrough} (\$29,130.09 Salary; \$7,365.89 Benefits). B.) Pay the salary of 1 FTE nurse {Nikki Allen} (\$31,648.37 Salary; \$9,137.14 Benefits): SSD employs a total of six (6) FTE School Nurses {Scientific Research supports the necessity of tending, treating, educating and caring for the whole child, both academically and physically. Our district realizes the importance of a child's of wellness in order for them to perform and achieve academically.} In order to meet accreditation standards, one (1)FTE nurse is paid from operating funds, the additional five (5) FTE nurses above standards are paid from NSLA funds. C.) 8.G.1 Provide an academically-based after school and summer program for students with an academic need. The number of teachers for both programs will be dependent upon need. Sheridan High School employs math remediation weekly after school. (Budgeted in separate action) Summer School will consist of several weeks of concentrated daily classes for a specified subject. Summer school generally begins in June and will meet for a minimum of two hours per day. Implementation will be verified via classroom walkthroughs, lesson plans, and observation. Allocation is at building-level. (Budgeted in separate action) (C.)NSLA funds may be utilized to purchase technology devices (\$29,100) to assist with classroom curriculum deployment targeted toward sub-populations and identified students who exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands. The items comply with section 6.07.19 of the ADE Rules July 2010: Obtaining materials, supplies, and equipment, including technology used in approved instructional programs or for approved purposes. The allocation is distributed at building-level. Action Type: Alignment Action Type: Collaboration</p>	<p>Tracy Criss, Literacy Specialist</p>	<p>06/30/2015</p>		<p>Materials &amp; Supplies: NSLA (State-281) - \$28121.65 Employee Benefits: NSLA (State-281) - \$108692.06 Employee Salaries:  ACTION BUDGET: \$165913.71</p>
<p>10.C.4 Parent letter covering topics of interest of the middle level child will be sent home each month. Parent coordinator and committee will provide "Learning Nights" for parents. Topics will include how to successfully complete homework at home and PARCC test taking strategies. The parent center will house parenting literature for our parents of middle level children. A parent survey will be administered to address local parental needs and concerns. Professional development will be conducted for Eschool to assist teachers in utilizing the program more effectively in providing information to the parents. Provide access and assistance to a computer so parents can check their students' academic progress on HAC (Eschool) and/or setup personal account. A pre-school parent information session for 6th,7th, 8th grade students will be conducted to familiarize parents and their student of policies and procedures. Teachers will send home interim reports every 4 and half weeks to inform the parents of their students' progress. Parents will be invited as guest speakers on specific careers in the Career Orientations class. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Heather Dunn, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.5f When scheduling allows, all 6th-8th grade students with IEPs will be placed in co-teaching classes. When possible, students scoring below proficient will also be placed in a remediation class utilizing the iReady program for 9 weeks. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.C.6 Weekly language arts lesson plans will be turned in to the Principal and available in the classroom for the administrators to monitor effective teaching strategies used in instruction. The strategies will be monitored through CWT's.</p>	<p>Angela Douglass, Assistant</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

Administrators will provide immediate as well as monthly feedback to the faculty through reports generated from CWT's. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Principal	06/30/2015		
10.C.8 Co-teaching will be implemented with a general education teacher and a special education teacher. Support will be provided for the teachers to prepare them for this teaching style. Remediation will be administered through the use of the iReady program. AIPS will be updated appropriately. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
8.F: SMS staff will continue to receive professional development in the analysis and use of state and federal student assessment data and effective teaching strategies addressing areas of low performance. Action Type: Collaboration Action Type: Professional Development	Angela Douglass, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
8.B: SMS will participate in vertical alignment led by the district curriculum director.	June Elliott, Assistant Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
10.C.1 The use of State Restricted Professional Development funds will be used to strengthen teachers' content knowledge and understanding of the Common Core State Standards. Special emphasis for English Language Arts will be placed on integrating the reading and writing standards into the content area classrooms. Special emphasis for both ELA and mathematics will also be placed on using technology as an instructional tool. Additionally, professional development activities will support teachers as they implement Professional Learning Communities and the Middle School Concept. Professional development for all certified employees will include 6 hours of technology, 2 hours parental involvement, 2 hours Dyslexia training and 21 hours of content specific information as it relates components of Common Core State Standards. Additionally, professional development activities will support instructional coaches as they help teachers implement strategies in math and language arts including creating and utilizing assessment tools that will accelerate the achievement of all students. Special emphasis will be placed on Domain 2: Classroom Environment and Domain 3: Instruction. Materials and supplies such as professional literature, binders, and/or dividers that support professional development activities will be provided for teachers. Attendance will be verified through sign-in sheets and the ARESC shoebox system. Implementation of strategies learned will be evaluated through classroom observations, review of lesson plans, and discussions in Professional Learning Communities. Analysis of student performance on district and state exams as well as feedback from professional development evaluations and surveys will be used to evaluate the impact of professional development and inform planning for future events. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Deborah Mooney, Principal; June Elliot, Assistant Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	PD (State-223) - Materials \$901.01 & Supplies: PD (State-223) - Purchased \$33097.00 Services:  ACTION BUDGET: \$33998.01
8.G.1: Pre-AP courses serve as the ADE Office of Gifted Education - approved mode of serving the needs of gifted learners. Pre-AP teachers must maintain workshop certification in their field in order to teach these classes. All Pre-AP teachers must file a copy of their training certificate with the district's GT/AP coordinator. An Additional Training Plan is filed with the ADE stipulating the deadline of obtaining the required certificate for new staff members without a certificate. They have 3 years in which to attend a College Board-approved workshop to obtain the certificate. These courses are	Roy Wilson, AP Supervisor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$



open to any student able and willing to contend with the significant increase of rigor in these classes. During August 2014, the Sheridan Schools Laying the Foundation trainer conducted training for Language Arts teachers within the district.				
8.G.1: The introduction of Pre-AP courses with trained teachers of the last decade has contributed to the growth of qualifying scores on AP exams. The analytical skills taught in Pre-AP are designed to help meet the academic needs of advanced students. Qualifying scores on AP exams have moved from 69 in 2008 to 171 in 2014. This growth is due primarily to the three-year incentives, materials, and training grant conducted by the Arkansas Advanced Initiative for Math and Science (2010 - 2013) which emphasized teacher training as a highly important priority	Roy Wilson, AP Supervisor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$199911.72

Intervention: Provide all students with the opportunity to participate in literacy remediation and/or enrichment.

Scientific Based Research: "Extra Learning Opportunities in the States" (National Governors' Association, 1999). "Curriculum Mapping: Integrating Curriculum and Assessment K-12," Heidi Hayes Jacobs. Marzano, R.J. (2001). Classroom instruction that works. Association for Supervision and curriculum development. Hansen-Thomas, H. (2009). Reform-Oriented Mathematics in Three 6th Grade Classes: How Teachers Draw in ELLs to Academic Discourse. Journal of Language, Identity and Education, 8 (2&3), 88-106. Keiser, J.M. (2010). Shifting our computational focus. Mathematics Teaching in the Middle School, 16(4), 216-223. Jukes, I., McCain, T., and Crockett, L. (2010). Understanding the digital generation. 21st Century Fluency Project. Tate, M. (2010). Worksheets don't grow dendrites: 20 instructional strategies that engage the brain. Corwin Press, Inc. Fletcher, R. (2010). Pyrotechnics on teh page: playful craft that sparks writing. Stenhouse Publishers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre Advanced Placement classes will be offered to those students who display a high talent in the area of writing and language arts. Teachers of Pre-AP courses will receive the necessary training paid through the district's professional development fund to maintain their certificates required by the Arkansas Department of Education. Teachers have attended or will attend Laying the Foundation training and the AP Summer Institute. Parents will be included in consultations with counselors. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Language Arts teachers and Special Education teachers will analyze individual IEP student results Action Type: Alignment Action Type: Equity Action Type: Special Education	Amber Forbush, Language Arts Teacher, Gwen Rochelle, Special Education Building Designee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8.D: Implement literacy tutoring through the iReady Lab. One (1 FTE - NSLA Funded Salary \$15343.65 Benefits \$5514.05) paraprofessional will supervise the computer lab. One (1 FTE - NSLA Funded Salary \$18194.40 Benefits 6181.31) paraprofessional will supervise the study hall. Substitute pay in the amount of \$500 will be budgeted as a purchased service for the paraprofessionals. Action Type: Equity Action Type: Technology Inclusion	Deborah Mooney, Principal Lynn Cardin, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$33538.05 Employee Salaries: NSLA (State-281) - \$11695.36 Employee Benefits: NSLA (State-

				281) - \$500.00 Purchased Services:  ACTION BUDGET: \$45733.41
Teachers will conduct an item by item analysis of the State Benchmark results. Action Type: Alignment Action Type: Collaboration	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8.A: Language Arts teachers will complete an AIP for each student scoring below proficient. Students in iReady Lab and learning skills classes will remain in the class for nine weeks, schedules permitting. Action Type: AIP/IRI	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8.H: Use ACTAAP testing results for placement of 6th, 7th and 8th grade students in iReady Lab. Action Type: Equity	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students with special environmental needs will be placed in ALC with programs of instruction directed toward their special needs along with the required core classes are available. Action Type: Equity	Shane Dunn, Special Services Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8.G.1 6th - 8th grade students scoring below proficient will participate in iReady Lab remediation/enrichment, as scheduling allows. Implementation will be verified through focus walks and observation. 8.G.2 Percentage of students enrolled in APEX scoring Proficient on benchmark exam. 8.G.3 80% of the 6th-8th grade students enrolled in APEX remediation scored proficient or above on benchmark in 2013-2014. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Lynn Cardin, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
SMS will continue to work with and provide adequate learning situations for students scoring Proficient and Advanced on state and national assessments, in order for these students to maintain or improve their scores. Action Type: Collaboration Action Type: Equity	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
8.D: Library books, Play-aways, and instructional materials will be purchased by the media specialist. Action Type: Collaboration Action Type: Equity	Marla Moore, Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> </ul>	ACTION BUDGET: \$
SMS will review and revise the remediation/enrichment programs as necessary. State testing data will be used to evaluate their effectiveness. Results from The Learning Institute will be used as formative assessments to evaluate their effectiveness. Summer remediation sessions (NSLA Funded - \$4,500 Salary; \$955.55 Benefits) will be available for students. After school remediation sessions (NSLA Funded - \$13,000 Salary; \$2,856.10	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$3811.65 Employee

<p>Benefits) may be available for students. Summer school will be a four hour program offered for a three-week period to students who request the services. Teachers will be paid the board-approved \$30 per hour rate for both after and summer school services. Action Type: Collaboration</p>				<p>Benefits: NSLA (State-281) - \$17500.00 Employee Salaries: <hr/>ACTION BUDGET: \$21311.65</p>
<p>6th, 7th, and 8th grade non-self-contained special education students will be scheduled in a co-teaching environment for literacy, when possible. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	<p>Deborah Mooney, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to purchase supplemental instructional materials for the students which will be used to specifically aid students enrolled in the ALC environment including items such as flash cards and other manipulatives for enhanced learning, (\$1,425 allocated at building level). Operating funds are utilized to support an additional two-thirds (.67) FTE certified staff and two (2) FTE classified staff. Students are selected for ALC based on exhibiting two or more characteristics listed in Act 1299 (6-18-508) such as, class disruptions, drop-outs, abuse, homeless, lack of attendance, etc. Referrals from schools that align with the eligibility criteria of Act 1299 are accepted in ALC. The exit criteria for a student are individualized. Students exit the program when the behaviors which prompted the referral have been replaced by appropriate behaviors and the student's academic and/or social status is no longer being jeopardized. The transition process to the general classroom is monitored by use of a point sheet which accompanies the student to the general education classroom. The general education teacher rates the student's behavior during the class period. The ALC teacher monitors the student's behavior and reinforces the student based on the report. 8.G.2 Individual student progress is monitored and assessed through the analysis of daily point sheets, academic progress reports, anecdotal records and team meetings. All sources of data are gathered and used to assess the quality and effectiveness of the ALC program. 8.G.3. Data analysis of the ALC program indicates 95% of the students transition to the more traditional classroom setting or continue to receive non-traditional approaches, which aides in preventing these students from becoming drop outs. Action Type: Alignment Action Type: Collaboration</p>	<p>Dee Creed, ALE Supervisor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.1 Each campus will have a designated ELL trained staff member to aid with student needs and coordinate the interventions. The certified ELL coordinators will work directly with the teachers within the building to assist them in targeting ELL student needs and developing effective intervention strategies. State ELL funds will be used to provide professional development opportunities including on-site presenters for the district, assistance to teachers for incorporating strategies for all struggling ELL students (allocated at district level). ELL funds will be used to purchase testing materials and supplies for ELL students. ELL funds will be used to provide technology within the classroom for lesson integration (\$5,000). ELL funds also will be used to purchase classroom supplies and instructional supplies specifically designed for the ELL population for students that exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands including but not limited to dictionaries, math curriculum, student library books, visual aids, flashcards, books on CD, technology assistive devices and other curriculum materials for the classroom teachers and students(\$1893.37). 8.G.1 Data from schools will be compared to levels of proficiency and increases in proficiency within the district will be used to determine progress of LEP students and the programs used to meet their needs. 8.G.2 PARCC results in literacy will be utilized to determine effectiveness of the program. 8.G.3. Results have been collected and analyzed. The SMS</p>	<p>Deborah Mooney, Principal; Shane Dunn, Special Services Director, Brittany Walker, ESL teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ELL (State-276) - Materials &amp; Supplies: \$1893.37 <hr/>ACTION BUDGET: \$1893.37</p>

<p>Literacy Performance for ELL students is 75% for 2013-2014, 7.35% below the Literacy Performance AMO of 82.35%. Based upon this data, we believe the current program and expenditures for improvement of instruction will contribute to increased performance levels on standardized testing as students move up in grade levels through the ELL program. The program will continue to be monitored and evaluated.                  Action Type: Alignment                  Action Type: Collaboration</p>				
<p>8.G.1: Each Pre-AP teacher is observed at least annually by the district GT/AP coordinator plus regular building administrator visits. Each Pre-AP teacher must file several required items each quarter during the school year with the GT/AP coordinator. These are: documentation of differentiation form, one example of lesson plan, and one example of a student product from that lesson. These are maintained as a requirement for ADE monitoring. Program/classroom suggestions for improvements are tailored to individual teacher course needs.</p>	<p>Roy Wilson,                  AP                  Supervisor</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$68938.43</p>

Priority 3: To improve the overall health of all students.

1. According to the 2011-2012 Body Mass Index Classification, 55.4% of males and 60.9% of females in the sixth grade were classified healthy or underweight. More males than females were considered at risk for overweight.
2. According to the 2012 – 2013 Body Mass Index Classification, 60% of males and 60.2% of females in the sixth grade were classified healthy or underweight. More males than females were considered at risk for overweight.
3. According to the 2013-2014 Body Mass Index Classification, 59.4% of males and 58.9% of females in the sixth grade were classified healthy or underweight. More females than males were considered at risk for overweight.
4. According to the 2011 – 2012 Body Mass Index Classification, 60.6% of males and 51.1% of females in the eighth grade were classified healthy or underweight. More females than males were considered at risk for overweight.
5. According to the 2012 – 2013 Body Mass Index Classification, 55% of males and 52.9% of females in the eighth grade were classified healthy or underweight. More females than males were considered at risk for overweight.
6. According to the 2013 – 2014 Body Mass Index Classification, 52.4% of males and 65.6% of females in the eighth grade were classified healthy or underweight. More males than females were considered at risk for overweight.
7. According to Governor Mike Huckabee's Health Arkansas, 55.3 % of Arkansans fail to meet recommendations for moderate or vigorous activity and there has been a 77% increase in obesity among Arkansans from 1991 to 2000.The Center for Disease Control and Prevention ranked Arkansas one of the least healthy states in the nation.
8. According to the 2005 Youth Risk Behavior Survey, among Arkansas high school students 15% are overweight and 17% are at risk of becoming overweight. 86% of students ate fruits and vegetables less than 5 times per day during the previous 7 days. Also 69% did not meet currently recommended levels of physical activity, 13% had not participated in any vigorous or moderate physical activity during the previous 7 days, and 64% did not attend physical education classes.
9. 2011 – 2012: All 6th grade students exceed the minimum required of 225 minutes of physical education per week. 100% of 7th grade students participated in a physical education class. 100% of 8th grade students participated in a physical education class. According to the SHI results of Fall 2009, all SMS students meet the minimum requirements of 225 minutes of physical education per week. Health and physical education classes are one semester courses.
10. 2012 – 2013: All 6th grade students exceed the minimum required of 225 minutes of physical education per week. 90% of 7th grade students participated in a physical education class. 100% of 8th grade students participated in a physical education class. According to the SHI results of Fall 2009, all SMS students meet the minimum requirements of 225 minutes of physical education per week. Health and physical education classes are one semester courses.
11. 2013 – 2014: All 6th grade students exceed the minimum required of 225 minutes of physical education per week. 100% of 7th grade students participated in a physical education class. 100% of 8th grade students participated in a physical education class. According to the SHI results of Fall 2009, all SMS students meet the minimum requirements of 225 minutes of physical education per week. Health and physical education classes are one semester courses.
12. The attendance rate for Sheridan Middle School for 2013-14 was 95.86% The attendance rate for Sheridan Middle School for 2012 – 2013 was 96.86%. The attendance rate for Sheridan Middle School for 2011 – 2012 was 96.1%.
13. The School Health Index Score Card of 10 – 11. Module 1 – School Health Policy and Environment: 89%, Module 2 – Health Education: 97%, Module 3 – Physical Education and other Physical Activity Programs: 82%, Module 4 – Nutrition Services: 80%, Module 8 – Family and Community Involvement: 100%. According to the SHI results of 2011, all SMS students meet the minimum requirements of 225 minutes of physical education per week.
14. The School Health Index Score Card of 11 – 12. Module 1 – School Health Policy and Environment: 84%, Module 2 – Health Education: 94%, Module 3 – Physical Education and other Physical Activity Programs: 88%, Module 4 – Nutrition Services: 98%, Module 8 – Family and Community Involvement: 83%. According to the SHI results of 2012, all SMS students meet the minimum requirements of 225 minutes of

Supporting Data:

physical education per week.

15. The School Health Index Score Card of 12 – 13. Module 1 – School Health Policy and Environment: , Module 2 – Health Education: 96%, Module 3 – Physical Education and other Physical Activity Programs: , Module 4 – Nutrition Services: 64%, Module 8 – Family and Community Involvement: 85%. According to the SHI results of 2013, all SMS students meet the minimum requirements of 225 minutes of physical education per week.

Goal To improve students nutrition education and physical activity and to promote general wellness.

Benchmark Healthier Body Mass Index (BMI) results will be evident by June 30, 2015. There will be a 5% decrease in the percentage of students at risk of overweight and overweight from 2013 - 2014 BMI results indicating a healthier lifestyle is being practiced.

Intervention: Revise and maintain nutrition education for all students thus promoting physical and academic improvement.				
Scientific Based Research: "The Role of Schools in Preventing Childhood Obesity." President's Council on Physical Fitness and Sports Research Digest. Series, No.3. September 2006. "Guidelines for School Health Programs to Promote Lifelong Healthy Eating." CDC. MMWR Recommendations and Reports. June 14, 1996. 45(RR-9); 1-33 "Comprehensive School Physical Activity Programs." National Association for Sport and Physical Education. May 2008. Meredith, Marilu D. and Welk, Gregory J. (2013) "Fitness Gram and Activity Gram." Human Kinetics, Champaign, Illinois.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
8.D: Materials will be purchased to teach and promote good nutrition and healthy lifestyles. Action Type: Equity Action Type: Wellness	Debbie Blend, Health Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$
8.G.1. All 6th and 7th grade health classes will implement a unit on nutrition and diet taught at the beginning of the semester. The unit will include in-depth study of fast foods. Implementation will be verified through lesson plans, focus walks, and observation. Professional development will be provided to the teachers as needed. 8.G.2. Student learning will be evaluated through local classroom testing on the unit. Pre/post assessment data was analyzed. 8.G.3. According to the 2013-2014 assessment data, the 6th – 8th grade students showed an increase, thus the program is judged to be effective. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Debbie Blend, Health Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$
The SMS cafeteria will continue to cut back on fried foods and sweets, and offer more vegetables and fruits. Action Type: Wellness	Karen Talbert, Director of Food Services	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	————— ACTION BUDGET: \$
8.D: Information on health issues and nutrition will be available and accessible to all students in the library conference room and or the nurse's office. Action Type: Equity Action Type: Wellness	Nikki Allen, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$
Parent Teacher Conferences and/or other Parents Make a Difference nights will include information on health and nutrition. Action Type: Parental Engagement Action Type: Wellness	Heather Dunn, Parent Involvement Facilitator, Nikki Allen, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
8.G.1. Science teachers for 7th grade will implement a unit on nutrition, diet, exercise, and BMI scores. Technology will be utilized with eInstruction's student response system. Implementation will be verified through lesson plans, focus walks, and observation. Professional development will be provided to teachers as needed. 8.G.2. Student learning will be evaluated through local	Sheila Lively, Science Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$

classroom testing on the unit. Pre/post assessment data was analyzed. 8.G.3. According to the 2013-2014 data, students have shown an increase in test scores, thus the program is judged to be effective. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Wellness				
8.C: The school nurse (FTE 1 - NSLA Funded) will organize the following activities for staff: stress management, diabetes and asthma information, CPR classes, health screens, and after-school exercise programs. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Nikki Allen, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All beverage machines on the SMS campus have been converted to 12 oz. containers of water, juice, and healthy sports drinks. Action Type: Wellness	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
8.I: Math and science teachers will utilize on-line supplemental educational resources such as Gizmos, Britannica Online, Pathways Science, REFLEX Math, MathXLforschool and Smart Math as an inter-active aide to enhance student learning. Action Type: Equity Action Type: Technology Inclusion	Lynn Cardin, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide all students with physical activities to promote healthy lifestyles now and as adults.

Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Physical Activity."  
<http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm> (2013). "Guidelines for School Health Programs to Promote Lifelong Healthy Eating." CDC. MMWR Recommendations and Reports. June 14, 1996. 45(RR-9); 1-33 "Comprehensive School Physical Activity Programs." National Association for Sport and Physical Education. May 2008. Meredith, Marilu D. and Welk, Gregory J. (2013) "Fitness Gram and Activity Gram." Human Kinetics, Champaign, Illinois.

Actions	Person Responsible	Timeline	Resources	Source of Funds
6th grade physical education will provide 2295 minutes per nine weeks to meet state requirements Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
8.D: Materials will be purchased to promote the learning of life long physical activities for students at SMS. Action Type: Equity Action Type: Wellness	Kris Erstine, Physical Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
8.G.1. Every 7th and 8th grade student will participate in a physical activity class whenever scheduling will allow. Implementation will be verified through lesson plans, focus walks, and observation. Professional development will be provided to teachers as needed. 8.G.2. The exercise program will be evaluated by classroom walk-throughs and the number of students participating in physical activity. 8.G.3. According to the 2013-2014 data, a majority of students participated in physical activity classes, thus the program is judged to be effective. Action Type: Alignment Action Type: Professional Development	Amy Waddle, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Action Type: Program Evaluation				
Action Type: Wellness				
Total Budget:				\$0

Priority 4: Sheridan Middle School will employ the Seven Turnaround Principles including strong leadership, effective teachers, after school tutoring, strengthening instruction, collaborative use of data for continuous improvement, school environment, and family & community engagement.

1. In 2012, 90% of the combined students scored at or above proficient on the 6th grade benchmark. 33.3% of the students with disabilities scored proficient or above. 81% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Algebra on multiple choice items. The lowest area for the combined population was Measurement on the open response items. The lowest identified area(s) for the students with disabilities was Algebra for multiple choice items. The lowest identified area(s) for the students with disabilities was Measurement on open response questions. The lowest area for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Measurement on open response questions. In 2013, 86% of the combined students scored at or above proficient on the 6th grade benchmark. 30% of the students with disabilities scored proficient or above. 80% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Data Analysis and Probability on the open response items. The lowest identified area(s) for the students with disabilities were Measurement and Data Analysis and Probability for multiple choice items. The lowest identified area(s) for the students with disabilities was Number and Operations and Geometry on open response questions. The lowest area for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Geometry on open response questions. In 2014, 81% of the combined students scored at or above proficient on the 6th grade benchmark. 24% of the students with disabilities scored proficient or above. 73% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Data Analysis and Probability on multiple choice items. The lowest area for the combined population was Data Analysis and Probability on the open response items. The lowest identified areas for the students with disabilities were Numbers and Operations, Algebra, Measurement, and Data Analysis and Probability for multiple choice items. The lowest identified area(s) for the students with disabilities was Algebra, Measurement, and Data Analysis and Probability on open response questions. The lowest area(s) for economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Data Analysis and Probability on open response questions. Literacy: In 2012, 81% of the combined students scored at or above proficient on 6th grade benchmark. 55% of students with disabilities scored at or above proficient. 71% of the economically disadvantaged scored at or above proficient. The lowest identified areas for the multiple-choice for combined population was writing. The lowest performance areas on open response items for combined population were reading-practical passage. The lowest identified areas for the multiple-choice for students with disabilities were reading-practical passage, reading-literary passage, and writing multiple-choice. The lowest performance areas on open response items for students with disabilities were reading-practical passage. In 2013, 83% of the combined students scored at or above proficient on 6th grade benchmark. 23% of students with disabilities scored at or above proficient. 79% of the economically disadvantaged scored at or above proficient. The lowest identified areas for the multiple-choice for combined population was writing. The lowest performance areas on open response items for combined population were reading-content passage. The lowest identified areas for the multiple-choice for students with disabilities were reading-content passage. The lowest performance areas on open response items for students with disabilities were reading-practical passage and reading-content passage. In 2014, 78% of the combined students scored at or above proficient on 6th grade benchmark. 10% of students with disabilities scored at or above proficient. 68% of the economically disadvantaged scored at or above proficient. The lowest identified areas for the combined population, students with disabilities and economically disadvantaged students were writing multiple-choice, open response reading-practical passage and writing open response content and style domains.
2. In 2012, 90% of the combined students scored at or above proficient on the 7th grade benchmark. 46.7% of the students with disabilities scored proficient or above. 86% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Numbers and Operations on the open response items. The lowest identified area(s) for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Numbers and Operations on open response questions. The lowest area for the economically disadvantaged students was Measurement for multiple choice items. The lowest area for the economically disadvantaged students was Numbers and Operations on open response questions. In 2013, 78% of the combined students scored at or above proficient on the 7th grade benchmark. 53% of the students with disabilities scored proficient or above. 71% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Number and Operations on the open response items. The lowest identified area(s) for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Number and Operations and Algebra on open response questions. The lowest area for the economically disadvantaged students was Algebra, Geometry and Measurement for multiple choice items. The lowest area for the economically disadvantaged students was Number and Operations on open response questions. In 2014, 79% of the combined students scored at or above proficient on the 7th grade benchmark. 48% of the students with disabilities scored proficient or above. 71% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Measurement on the open response items. The lowest identified area for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with

disabilities was Number and Operations and Measurement on open response questions. The lowest area(s) for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Measurement on open response questions. Literacy: In 2012 89% of the combined students scored at or above proficient on 7th grade benchmark. 20% of students with disabilities scored at or above proficient. 83% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple-choice for combined population was writing. The lowest performance area(s) on open response items for combined population were reading practical passage, writing content domain, and writing style domain. The lowest identified area(s) for the multiple-choice for students with disabilities were reading content passage. The lowest performance areas on open response items for students with disabilities were reading literary passage, reading content passage, reading practical passage, writing content domain, and writing style domain. The lowest performance area for the multiple choice for economically disadvantaged was writing. The lowest performance area on open response items for economically disadvantaged students was reading content passage and reading practical passage. In 2013 81% of the combined students scored at or above proficient on 7th grade benchmark. 47% of students with disabilities scored at or above proficient. 71% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple-choice for combined population was writing. The lowest performance area(s) on open response items for combined population were reading literary passage. The lowest identified area(s) for the multiple-choice for students with disabilities were reading content passage. The lowest performance areas on open response items for students with disabilities were reading literary passage and reading practical passage. The lowest performance area for the multiple choice for economically disadvantaged was writing. The lowest performance area on open response items for economically disadvantaged students was reading literary passage. In 2014 77% of the combined students scored at or above proficient on 7th grade benchmark. 19% of students with disabilities scored at or above proficient. 69% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the combined population, the students with disabilities and the economically disadvantaged students were writing multiple choice, reading open response literary passage, and writing open response content and style domains.

3. In 2012, 83% of the combined students scored at or above proficient on the 8th grade benchmark. 38% of the students with disabilities scored proficient or above. 75% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Data Analysis and Probability on multiple choice items. The lowest area for the combined population was Algebra on the open response items. The lowest identified area(s) for the students with disabilities was Geometry, Measurement, and Data Analysis and Probability for multiple choice items. The lowest identified area(s) for the students with disabilities was Algebra, Measurement, and Numbers and Operations on open response questions. The lowest area for the economically disadvantaged students was Measurement and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Algebra on open response questions. In 2013, 79% of the combined students scored at or above proficient on the 8th grade benchmark. 25% of the students with disabilities scored proficient or above. 70% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Measurement on the open response items. The lowest identified area(s) for the students with disabilities was Measurement for multiple choice items. The lowest identified area(s) for the students with disabilities was Measurement on open response questions. The lowest area for the economically disadvantaged students was Geometry, Measurement, and Data Analysis and Probability for multiple choice items. The lowest area for the economically disadvantaged students was Measurement on open response questions. In 2014, 76% of the combined students scored at or above proficient on the 8th grade benchmark. 28% of the students with disabilities scored proficient or above. 65% of the economically disadvantaged students scored proficient or above. The lowest identified area for the combined population was Measurement on multiple choice items. The lowest area for the combined population was Geometry on the open response items. The lowest identified area(s) for the students with disabilities was Geometry, Measurement, Data Analysis and Probability for multiple choice items. The lowest identified area(s) for students with disabilities was Number and Operations, Geometry, and Measurement on open response questions. The lowest area(s) for the economically disadvantaged students was Geometry, Measurement, Data Analysis and Probability for multiple choice items. The lowest area(s) for the economically disadvantaged students was Number and Operations, Geometry, and Measurement on open response questions. Literacy: In 2012 83 % of the combined students scored at or above proficient on 8th grade benchmark. 29% of students with disabilities scored at or above proficient. 74% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple-choice for combined population was writing. The lowest performance area(s) on open response items for combined population were reading literary passage writing content domain and writing style domain. The lowest identified area(s) for the multiple-choice for students with disabilities were reading literary passage and writing. The lowest performance areas on open response items for students with disabilities were reading literary passage, reading content passage, writing content domain, and writing style domain. The lowest performance area for the multiple choice for economically disadvantaged were reading content passage, reading practical passage, reading literary passage on multiple choice. The lowest performance areas on open response items for economically disadvantaged students were literary passage and content passage. In 2013, 82% of the combined students scored at or above proficient on 8th grade benchmark. 21% of students with disabilities scored at or above proficient. 74% of the economically disadvantaged scored at or above proficient. The lowest identified area(s) for the multiple choice for combined population was writing multiple choice. The lowest performance area(s) on open response items for combined population were reading-practical passage. The lowest identified area(s) for the multiple choice for students with disabilities was reading-practical passage. The lowest performance areas on open response items for students with disabilities were reading-practical passage. The lowest performance area for the multiple choice for economically disadvantaged were reading practical passage on multiple choice. The lowest performance areas on open response items for economically disadvantaged students were practical passage. In 2014, 79% of the combined students scored at or above proficient on 8th grade benchmark. 17% of students with disabilities scored at or above proficient. 67% of the economically disadvantaged scored at or above proficient. The lowest performance areas for the combined population, the students with disabilities, and the economically disadvantaged students were writing multiple choice, reading open response practical passage, and writing open response content and style domains.

Supporting  
Data:



4. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 66th percentile for Mathematics Problem Solving. The 6th grade IEP students scored in the 49th percentile for Mathematics Problem Solving. The 6th grade Economically Disadvantaged students scored in the 60th percentile for Mathematics Problem Solving. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 63rd percentile for Mathematics Problem Solving. The 6th grade IEP students scored in the 30th percentile for Mathematics Problem Solving. The 6th grade Economically Disadvantaged students scored in the 57th percentile for Mathematics Problem Solving. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 60th percentile for Mathematics Problem Solving. The 6th grade IEP students scored in the 17th percentile for Mathematics Problem Solving. The 6th grade Economically Disadvantaged students scored in the 49th percentile for Mathematics Problem Solving.
5. The 7th grade IEP students scored in the 40th percentile for Mathematics Problem Solving. The 7th grade Economically Disadvantaged students scored in the 57th percentile for Mathematics Problem Solving. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 61st percentile for Mathematics Problem Solving. The 7th grade IEP students scored in the 45th percentile for Mathematics Problem Solving. The 7th grade Economically Disadvantaged students scored in the 56th percentile for Mathematics Problem Solving. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 59th percentile for Mathematics Problem Solving. The 7th grade IEP students scored in the 31st percentile for Mathematics Problem Solving. The 7th grade Economically Disadvantaged students scored in the 54th percentile for Mathematics Problem Solving.
6. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 64th percentile for Mathematics Problem Solving. The 8th grade IEP students scored in the 33rd percentile for Mathematics Problem Solving. The 8th grade Economically Disadvantaged students scored in the 58th percentile for Mathematics Problem Solving. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 61st percentile for Mathematics Problem Solving. The 8th grade IEP students scored in the 27th percentile for Mathematics Problem Solving. The 8th grade Economically Disadvantaged students scored in the 54th percentile for Mathematics Problem Solving. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 60th percentile for Mathematics Problem Solving. The 8th grade IEP students scored in the 36th percentile for Mathematics Problem Solving. The 8th grade Economically Disadvantaged students scored in the 51st percentile for Mathematics Problem Solving.
7. CRT 3-year Trend Analysis: CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for All Students in the 6th Grade as Measurement and Data & Probability for multiple choice and Measurement for open response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 6th Grade as Measurement and Data & Probability for multiple choice and Algebra, Data & Probability, and Measurement for open response. 2) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 7th Grade as Measurement for multiple choice and Measurement for open response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 7th Grade as Measurement for multiple choice and Numbers & Operations and Measurement for open response. 3) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 8th Grade as Data & Probability and Measurement for multiple choice and Measurement for open response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 8th Grade as Geometry, Measurement, and Data & Probability for multiple choice and Numbers & Operations and Measurement for open response.
8. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 54th percentile for reading and 52nd percentile for language. The 6th grade IEP students scored in the 30th percentile for reading and 40th percentile for language. The 6th grade economically disadvantaged students scored in the 47th percentile for reading and 40th percentile for language. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 58th percentile for reading and 49th percentile for language. The 7th grade IEP students scored in the 15th percentile for reading and 18th percentile for language. The 7th grade economically disadvantaged students scored in the 66th percentile for reading and 57th percentile for language. According to the 2012 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 58th percentile for reading and 50th percentile for language. The 8th grade IEP students scored in the 25th percentile for reading and 20th percentile for language. The 8th grade economically disadvantaged students scored in the 53rd percentile for reading and 43rd percentile for language.
9. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 53rd percentile for reading and 47th percentile for language. The 6th grade IEP students scored in the 23rd percentile for reading and 20th percentile for language. The 6th grade economically disadvantaged students scored in the 47th percentile for reading and 40th percentile for language. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 56th percentile for reading and 48th percentile for language. The 7th grade IEP students scored in the 31st percentile for reading and 27th percentile for language. The 7th grade economically disadvantaged students scored in the 48th percentile for reading and 40th percentile for language. According to the 2013 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 59th percentile for reading and 49th percentile for language. The 8th grade IEP students scored in the 19th percentile for reading and 18th percentile for language. The 8th grade economically disadvantaged students scored in the 50th percentile for reading and 41st percentile for language.
10. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 6th graders scored in the 52nd percentile for reading and 46th percentile for language. The 6th grade IEP students scored in the 17th percentile for reading and the 14th percentile for language. The 6th grade economically disadvantaged students scored in the 43rd percentile for reading and 30th percentile for language. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 7th graders scored in the 53rd percentile for reading and 42nd percentile for language. The 7th grade IEP students scored in the 19th percentile for reading and 17th percentile for language. The 7th grade economically disadvantaged students scored in the 44th percentile for reading and 32nd percentile for language. According to the 2014 ITBS Norm Referenced Exam, Sheridan Middle School 8th graders scored in the 59th percentile for reading and 49th percentile for language. The 8th grade IEP students scored in the 26th percentile for reading and 24th percentile for language. The 8th grade economically disadvantaged students scored in the 50th percentile for reading and 39th percentile for language.

11. CRT 3-year Trend Analysis: CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for All Students in the 6th grade as Writing for multiple choice, and Practical Reading Open Response; Style Domain and Content Domain for Writing Open Response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 6th Grade as Practical Reading for Open Response and Writing for multiple choice; Style Domain, and Content Domain for Writing Open Response. 2) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 7th grade as Writing multiple choice and Reading Literary and Content for Open Response; Style Domain and Content Domain are lowest in Writing Open Response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 7th Grade as Literary and Content Reading for Open Response, Writing multiple choice; and Content Domain and Style Domain for writing. 3) The 3-year trend analysis identifies the lowest scoring areas for All Students in the 8th Grade as Writing for multiple choice and Practical Reading Open Response; Content Domain and Style Domain for Writing Open Response. The 3-year trend analysis identifies the lowest scoring area for TAGG Students in the 8th Grade as Practical Reading Open Response and Writing multiple choice; Content Domain and Style Domain for Writing Open Response.
12. The attendance rate for the Sheridan Middle School for 2013 - 2014 was 96.64%. The attendance rate for Sheridan Middle School for 2012 – 2013 was 96.86%. The attendance rate for Sheridan Middle School for 2011 – 2012 was 96.1%.

Goal To improve all students' math and literacy skills to meet AMO in 2015 on the state PARCC Assessment.

Literacy Performance: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 78.95% which is below the 2013-2014 AMO target of 79.37%. TAGG Students are scoring below the target of 72.43% at 67.09%. In 2014-2015, the AMO target is 81.66%. Literacy Growth: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 79.87% which is above the 2013-2014 AMO target of 78.71%. TAGG Students are scoring below the target of 71.4% at 67.81%. In 2014-2015, the AMO target is 81.07%. Math Performance: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 80.47% which is below the 2013-2014 AMO target of 88.14%. TAGG Students are scoring below the target at 70.85%. In 2014-2015, the AMO target is 89.46%. Math Growth: To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 76.75% which is below the 2013-2014 AMO target of 85.74%. TAGG Students are scoring below the target at 66.10%. In 2014-2015, the AMO target is 85.22%.

Intervention: Restructure the internal organization of the school.				
Scientific Based Research: "Curriculum Mapping: Integrating Curriculum and Assessment K-12," Heidi Hayes Jacobs. Marzano, R.J. (2001). Classroom instruction that works. Association for Supervision and curriculum development. Hansen-Thomas, H. (2009). Reform-Oriented Mathematics in Three 6th Grade Classes: How Teachers Draw in ELLs to Academic Discourse. Journal of Language, Identity and Education, 8 (2&3), 88-106. Keiser, J.M. (2010). Shifting our computational focus. Mathematics Teaching in the Middle School, 16(4), 216-223. Jukes, I., McCain, T., and Crockett, L. (2010). Understanding the digital generation. 21st Century Fluency Project. Tate, M. (2010). Worksheets don't grow dendrites: 20 instructional strategies that engage the brain. Corwin Press, Inc. Fletcher, R. (2010). Pyrotechnics on teh page: playful craft that sparks writing. Stenhouse Publishers. Cottrell, D. (2009). Monday morning leadership. CornerStone Leadership Institute.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
10.C.2 SMS teachers will work in a cooperative setting and support each other. The activities are connected to the teacher's curriculum, professional development, and include providing assistance to each other. 6th, 7th, and 8th grade teachers meet vertically and within grade levels at least three times per semester with an experienced grade level teacher and/or the middle school math and/or literacy specialists. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Deborah Mooney, Principal; Becky McIver, Math Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
10.C.1 All teachers will have at least 60 hours of professional development including 6 hours of technology training. All teachers will attend 12 hours of professional development in their building between June 3 and August 14. All teachers must attend 12 hours of professional development of choice between June 3 and March 30. All hours must be approved by the principal and Dr. June Elliott. August 12, all teachers will attend building level inservice followed by district wide professional development on August 13 and 14. The 60 hours of professional development must include 2 hours of Arkansas History, 1 hour of wellness, and 6 hours of technology. January 19 all staff will participate in Professional development to address academic achievement problems that caused the school to be identified. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
10.C.5f Implement remediation through i-Ready for students scoring below proficient in math when	Lynn Cardin,	Start:		

<p>scheduling allows.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>10.C.1 Math, Literacy, and Special Education teachers will continue to implement co-teaching while emphasizing curriculum implementation of effective strategies for the general education and special education students. Support will be provided for teachers to help prepare for this teaching style. AIPs will be updated appropriately. 10.C.8 When scheduling allows, students will be placed in i-Ready remediation.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Equity                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	Deborah Mooney, Principal; Gwen Rochelle, Special Education Building Designee; Shane Dunn, Special Services Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>10.C.6 Weekly lesson plans will be turned in to administrators and posted in the classroom for the administrators to monitor effective teaching strategies used in instruction. The strategies will be monitored through CWT's. Administrators will provide immediate as well as monthly feedback to the faculty through reports generated from CWT's.                  Action Type: Alignment                  Action Type: Collaboration</p>	Angela Douglass, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>10.C.9: Summer school will be provided during the month of June 2015.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>8.G.1 Conferences no less than two times each year, and parents attending will be recognized in the local paper at the end of the school year. Implementation will be verified through observation. 8.G.2. The effectiveness of this intervention will be evaluated based on the number of participants in Literacy Night, Science Night, Math/Social Studies Night, Vocational Night, Parent Teacher Conferences, and volunteer services. 8.G.3. According to the recorded attendance forms, 360 parents attended Parent/Teacher conferences held in the fall semester. 520 parents attended the Sheridan Middle School Open House (Back to School Expo). 192 parents and students attend Curriculum/Parent Night. 173 parents attended Parent/Teacher conferences held in the spring semester. The Volunteer Program had 675 participants, 2,195 hours of service, and \$2500 in donations. The total number of participants and donations has proven these activities to be effective.                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	Angela Douglass, Assistant Principal; Heather Dunn, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>SMS will host a Literacy and a Math Night in conjunction with Vocational, Science and Social Studies for parents and students to work together on appropriate projects.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement</p>	Heather Dunn, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>The Sheridan School District administration will continue to provide leadership to SMS during the restructuring planning. The district will facilitate the leadership team process via curriculum leadership meetings coordinated by the superintendent.                  Action Type: Collaboration</p>	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
<p>10.C.5.b Continue to implement strategies from Smart Step Literacy Lab. 8.G.1 Continue instruction using effective literacy strategies school wide for Sheridan Middle School. Implementation will be verified through data gathered from focus walks, lesson plans, and observation. 8.G.2. Pre/post assessment data will be analyzed and used as a baseline for student improvement. 8.G.3. Results from the 2013-2014 school year were analyzed and showed growth in 6th, 7th, and 8th grades on the Holt Diagnostic Reading Test, as well as the STAR Reading test.</p>	Tracy Criss, Language Arts Coach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Action Type: Alignment Action Type: Program Evaluation				
10.C.8 SMS Teachers will continue to use effective literacy teaching strategies and interventions which are based on scientific-based research for all literacy and special education teachers. These interventions address the specific needs of the special education and economically disadvantaged subpopulations which caused SMS to be in school improvement. Action Type: Alignment Action Type: Special Education	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
10.C.8 SMS will continue to institute and implement an effective literacy curriculum based on the principles of Literacy Lab. The curriculum will be implemented through comprehension strategies, shared reading and writing, vocabulary, word studies and guided reading. Language arts teachers established a list of targeted 6th, 7th, and 8th grade students who scored close to proficient and had the possibility of moving to proficient. The students will be monitored closely throughout the year for progress in reading and writing skills. Teachers will monitor TLI scores, class room grades, attendance, class participation, and compare pre/post tests throughout the year. Action Type: Collaboration Action Type: Professional Development	Tracy Criss, Language Arts Coach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
10.C.1 Language Arts and Special Education teachers continue to jointly implement co-teaching strategies that are effective for all students with emphasis on students with learning disabilities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Tracy Criss, Literacy Specialist, Shane Dunn, Special Services Director	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
10.C.2 The secondary literacy specialist will continue to work with 6-8 grade literacy teachers on vertical and horizontal alignment of the curriculum. The literacy specialist will ensure that the curriculum is aligned in all grades 6-8 and model effective teaching strategies. All literacy teachers will have common planning periods for collaboration and analysis of student data. SMS will continue local mentoring of new staff members. New faculty members are paired with a teacher of the same curriculum to provide them guidance and assistance. Action Type: Alignment Action Type: Collaboration	Tracy Criss, Literacy Specialist	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
10.C.4 Parent letter covering topics of interest of the middle level child will be sent home each month. Parent coordinator and committee will provide "Learning Nights" for parents. Topics will include how to successfully complete homework at home and PARCC test taking strategies. The parent center will house parenting literature for our parents of middle level children. A parent survey will be administered to address local parental needs and concerns. Professional development will be conducted for eSchool (TAC) to assist teachers in utilizing the program more effectively in providing information to the parents. Provide access and assistance to a computer so parents can check their students' academic progress on eSchool (HAC) and/or setup personal account. Before the first day of school, a parent information session for 6th,7th, 8th grade students will be conducted to familiarize parents and their student of policies and procedures. Teachers will send home interim reports every 4 and half weeks to inform the parents of their students' progress. Parents will be invited as guest speakers on specific careers in the Career Orientations class. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Heather Dunn, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
10.C.5b Continue implementing effective literacy instruction based on Smart Step Literacy Lab. Professional development will be provided by Ken Stamatis, Professor at Harding University and literacy consultant. Action Type: Alignment Action Type: Professional Development	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
A Response to Intervention Plan developed by the staff will be used to address curriculum, instruction, assessments, and appropriate student interventions. Teachers will work closely with the	Angela Douglass,	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION

special education teachers in using appropriate interventions. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Asst. Principal	End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	BUDGET: \$
8.G.1 Formative assessments developed in conjunction with The Learning Institute, will be generated and implemented. Implementation will be verified through lesson plans, focus walks, and observation. AIPS will be updated appropriately. 8.G.2. Collect, organize, and analyze local benchmark scores using The Learning Institute. Assessment and reassessment data was collected for low performance areas. 8.G.3. 2013-2014 Assessment data was analyzed, low performance areas re-taught and retested with an increase in success rate in all grades. Action Type: AIP/IRI Action Type: Program Evaluation	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers may be reassigned to different grade level to help strengthen some weak areas in that grade level. The decision will be based on student achievement and classroom observations. This will help with alignment in that grade level.	Deborah Mooney, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10.C.4 & 8.G.1. 6th, 7th, and 8th grade faculty at SMS will implement "Parent involvement Meetings" before the first day of school. Parents will be informed of expectations for the upcoming year, testing procedures, and other information to begin the new year. All faculty members at SMS will attend Parent-Teacher/Smart Core Conferences. 8.G.2 The number of parents attending the meetings will be documented through sign-in sheets. 8.G.3 Based on the number of parents attending the parent involvement meetings, the action will be continued. Action Type: Parental Engagement Action Type: Program Evaluation	Deborah Mooney, Principal; Heather Dunn, Parent Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10.C.8 SMS will attend and implement strategies from Literacy Lab. The curriculum will be implemented through comprehension strategies, shared and independent reading and writing, vocabulary, and word studies. Language arts teachers established a list of targeted 6th, 7th, and 8th grade students who scored close to proficient and had the possibility of moving to proficient. The students will be monitored closely throughout the year for progress in reading and writing skills. Teachers will monitor TLI scores, class room grades, attendance, class participation, and compare pre/post tests throughout the year.	Tracy Criss, Literacy Coach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Dana Gammel	Paraprofessional	Math
Classroom Teacher	Ailene Easley	Keyboarding	Literacy
Classroom Teacher	Amanda Honea	Language Arts	Literacy
Classroom Teacher	Amber Forbush	Language Arts	Literacy
Classroom Teacher	Andrea Hathcote	Art Teacher	Literacy
Classroom Teacher	Andrea Jobe	Speech Therapist	Literacy
Classroom Teacher	Angie Pitts	Language Arts	Literacy
Classroom Teacher	Becky McIver	Math Specialist	Math
Classroom Teacher	Brady Bone	Social Studies	Literacy
Classroom Teacher	Brittany Walker	Social Studies	Literacy
Classroom Teacher	Candace Wilson	Science	Science
Classroom Teacher	Cathy Perez	Vocational Teacher	Math
Classroom Teacher	Charlene Ware	Math	Math

Classroom Teacher	Cindy Sides	Special Education	Literacy
Classroom Teacher	Deana Smith	Math Teacher	Math
Classroom Teacher	Debbie Blend	Coach	Literacy
Classroom Teacher	Deborah Bowen	Language Arts	Literacy
Classroom Teacher	Dennis Wolfe	Band	Math
Classroom Teacher	Eddie Paul Woodall	Coach	Math
Classroom Teacher	Gail Harrington	Science	Math
Classroom Teacher	Heather Boykin	Math Teacher	Math
Classroom Teacher	Heather Dunn	Science	Math
Classroom Teacher	Holley Wilson	Language Arts	Literacy
Classroom Teacher	Jayme Styles	Social Studies	Math
Classroom Teacher	Jennifer Dedman	Science Teacher	Math
Classroom Teacher	Jessica Brown	Art Teacher	Literacy
Classroom Teacher	Julie Meyer Carl	CTI	Literacy
Classroom Teacher	Kathy Houston	Social Studies	Building Planning Council
Classroom Teacher	Kelly Pollet	Math Teacher	Math
Classroom Teacher	Kelly Wolfe	Band	Math
Classroom Teacher	Kris Erstine	Coach	Literacy
Classroom Teacher	Kristi McCaslin	Social Studies	Literacy
Classroom Teacher	Lee York	Special Education	Literacy
Classroom Teacher	Lisa Bonner	Math	Math
Classroom Teacher	Lori Marchman	Special Education	Math
Classroom Teacher	Malette Matthews	Paraprofessional	Math
Classroom Teacher	Mandy Porter	Science	Math
Classroom Teacher	Mary Beth Jones	Social Studies	Literacy
Classroom Teacher	Matthew Weigand	Coach	Literacy
Classroom Teacher	Mike Moore	Coach	Math
Classroom Teacher	Nicki Walker	Vocational Teacher	Literacy
Classroom Teacher	Nicole Simmons	Special Education	Math
Classroom Teacher	Olivia Lewis	Social Studies	Language Arts
Classroom Teacher	Pam Jones	Special Education	Literacy
Classroom Teacher	Randy Barnhill	Coach	Literacy
Classroom Teacher	Sandy Howton	ALE	Literacy
Classroom Teacher	Sara Kelly	Choir Teacher	Math
Classroom Teacher	Shanna Hurst	Math	Math
Classroom Teacher	Shannon Archer	Social Studies	Literacy
Classroom Teacher	Sheila Lively	Science	Math
Classroom Teacher	Shelly Davis	Math	Math
Classroom Teacher	Sherry Turbeville	Paraprofessional	Literacy
Classroom Teacher	Sherry Turbeville	Paraprofessional	Literacy
Classroom Teacher	Shona Stroud	Special Education	Literacy
Classroom Teacher	Stacie Lawhon	Math Teacher	Math

Classroom Teacher	Stephen Owen	P. E. Teacher	Literacy
Classroom Teacher	Susie Anderson	Language Arts	Language Arts
Classroom Teacher	Tamara Strawn	Coach	Literacy
Classroom Teacher	Tara Treat	Special Ed Teacher	Literacy
Classroom Teacher	Tony Bone	Coach	Math
Classroom Teacher	Tracy Criss	Secondary Literacy Coach	Literacy
Community Representative	Kim Hollinger	alumni	Advisory Committee
Community Representative	Tom Cypert	Language Arts	Literacy
District-Level Professional	Doug West	Assistant Superintendent	Federal Advisory Committee
District-Level Professional	June Elliott	Assistant Superintendent of Curriculum	Federal Advisory Committee
District-Level Professional	Kelli Cypert	Director of Federal Programs	Federal Advisory Committee
Non-Classroom Professional Staff	Abana Nevens	Secretary Aide	Literacy
Non-Classroom Professional Staff	Amy Waddle	Counselor	Literacy
Non-Classroom Professional Staff	Angela Douglass	Assistant Principal	Math
Non-Classroom Professional Staff	Angie Deuerling	Registrar	Math
Non-Classroom Professional Staff	Cindy Huffman	Secretary	Literacy
Non-Classroom Professional Staff	Connie Duncan	Paraprofessional	Math
Non-Classroom Professional Staff	Gwen Rochelle	Special Ed Designee	Literacy
Non-Classroom Professional Staff	Marla Moore	Media Specialist	Literacy
Non-Classroom Professional Staff	Misty VanDam	Counselor	Literacy
Non-Classroom Professional Staff	Nikki Allen	School Nurse	Wellness
Non-Classroom Professional Staff	Shannon Lester	Paraprofessional	Math
Parent	Amy Hardin	Parent	Parental Involvement
Parent	Buffy Workman	Parent	Parental Involvement
Parent	Mona Gillingham	Parent	Literacy
Parent	Robin Watkins	Parent	Math
Parent	Sarah Berry	Parent	Parental Involvement
Parent	Shonna Melton	Parent	Parental Involvement
Principal	Deborah Mooney	Principal	Literacy
Principal	Lynn Cardin	Assistant Principal	Literacy