



# School Plan

Print Version

## CUTTER-MORNING STAR SCH. DIST.

### Arkansas Comprehensive School Improvement Plan

#### 2012-2013

The mission set forth by CUTTER MORNING STAR SCHOOL DISTRICT is to create a learning community that promotes a positive thinking culture; provides a quality curriculum with a highly qualified staff in a safe, healthy environment; and offers the guidance and educational opportunities necessary to prepare students to become well educated, technologically prepared, health-conscious, productive citizens who will accept the responsibility and the global civic and economical challenges of the world.

Grade Span: Title I: Not Applicable School Improvement:

#### Table of Contents

- Priority 1:** Administrative Support--Federal Programs and Supplemental State Grant Funding  
**Goal:** To provide administrative support for supplemental, Federally Funded Instructional Programs and Supplemental State Grant Funding in order to assure that ALL students improve basic skills in Literacy and Math in support of closing the achievement gap between high and low performing students.
- Goal:** To provide supplemental support for a Highly Qualified Staff with additional high quality Professional Development activities, Improvement of Instruction activities, Educational and Technological training, and Professional Educational Literature and materials for building administrators, teachers, and support staff to assure that students are receiving a quality educational experience from highly qualified, skilled professionals.
- Priority 4:** Wellness--Health and Nutrition  
**Goal:** District will provide support for students and staff in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.
- Priority 5:** Safe & Drug-Free Schools  
**Goal:** District will provide support to assure a safe and drug-free learning environment.
- Priority 8:** Scholastic Audit  
**Goal:** To assist in the analysis of the findings of a scholastic audit and to provide district support and resources necessary to address and correct the findings of the Scholastic Audit of the Cutter Morning Star High School [December 6-11, 2009].

Priority 1:	Administrative support for Federal Programs and extended use of Supplemental State and Federal Grant Funding Literacy and Math Proficiency; Highly Qualified Staff; Drug Free, Safe Schools; Technological Support; Wellness; Parental Involvement
Supporting Data:	<ol style="list-style-type: none"> <li>1. SEE BUILDING PLANS FOR DATA CONCERNING ELEMENTARY AND HIGH SCHOOL LITERACY ACHIEVEMENT AND NEEDS ASSESSMENT</li> <li>2. SEE BUILDING PLANS FOR DATA CONCERNING ELEMENTARY AND HIGH SCHOOL MATH ACHIEVEMENT AND NEEDS ASSESSMENT</li> </ol>

3. SEE ELEMENTARY AND HIGH SCHOOL BUILDING PLANS FOR DATA CONCERNING SAFE AND DRUG FREE SCHOOLS
4. SEE ELEMENTARY AND HIGH SCHOOL PLANS FOR DATA CONCERNING WELLNESS POLICIES
5. SEE ELEMENTARY AND HIGH SCHOOL PLANS FOR DATA CONCERNING ABSENCES AND GRADUATION RATES

Goal To provide administrative support for supplemental, Federally Funded Instructional Programs and Supplemental State Grant Funding in order to assure that ALL students improve basic skills in Literacy and Math in support of closing the achievement gap between high and low performing students.

Benchmark The Cutter Morning Star School District will utilize State and Federal Supplemental Educational Grant Funding Sources in an ethical and responsible manner to most effectively increase the level of student achievement and close the achievement gap between high and low performing students.

Intervention: Administrative support for extended use of Federal and State Supplemental Grant Funds for improving student achievement in Literacy and Math.

Scientific Based Research: "Adequate Yearly Progress". Education Week [on the web]. April 1, 2004. Black, Susan. "Beyond Fire Drills: Emergency Preparedness in the 21st Century". Threshold. FALL 2006. 5. Dyrl, Kurt O.E. "Keeping the Community in the Know". District Administrator. August 2009. 41-43. Edwards, Owen. "With Schools Like These...Who Wants to Graduate?" Edutopia. April/May 2006. . Ezarik, Melissa. "It Takes Time--Professional Development". District Administration. March 2002. 62. CT: Professional Media Group. Ezarik, Melissa. "2nd Annual School Spending Report: Prepare for Tough Times Ahead." District Administration. January 2002. 34. CT: Professional Media Group. . Fein, Robert A., Ph.D. Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Environments. Washington DC: United States Secret Service and United States Department of Education. 2002. Hannel, G. Ivan. Highly Effective Questioning: Developing Seven Steps of Critical Thinking. New York: Longmans Green. 2004. Holgersson-Shorter, Helena. "Helping the Homeless-In and Out of School." Teach9ng Tolerance. Fall 2010. 47-50. . Lambert, Linda. Leadership Capacity for Lasting School Improvement. VA: Association for Supervision and Curriculum Development. 2003. "Low-Performing Schools". Education Week [on the web]. May 5, 2004. . Marzano, Robert, Timothy Waters, and Brian McNulty. School Leadership that Works: from Research to Results. VA: Association for Supervision and Curriculum Development. 2005. Pascopella, Angela. "No District Left Untouched." District Administration. March 2002. 38. CT: Professional Media Group. Poland, Scott. "Homeless Youth in Our Schools: Identifying and Supporting a Marginalized and Victimized Population." District Administration. March 2010. 68. Revenaugh, Mickey. "Our Schools, Our Scores, Our Community: Basic Principles for Making Public Sense of Assessment Results--21st Century Assessment." District Administration. July 2002. 15. CT: Profession Media Group. Rich, Elizabeth. "Creating a New Culture of Teaching & Learning". Education Week Teacher: Teacher PD Sourcebook. Fall/Winter 2010. page 26-31. www.teachersourcebook.org . Semas, Judith Harkman. "High Stakes Testing". Curriculum Administrator. August 2001. 44.CT: Professional Media Group. . Smith, Burke, CEO Smart Thinking, Inc. "Outside Help: Improving Productivity in Schools". Threshold: Exploring the Future of Education. Spring 2006. 8-9. Vogel, Carl. "The Server's Up: Technology". Threshold. FALL 2006. 24. Vossekuil, Bryan. The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. Washington DC: US Secret Service and US Department of Education. 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Arkansas Comprehensive School Improvement Plan [ACSIP] planning committee members participate in ongoing systematic consultation to assure that the plans for the extended use of State	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

and Federally funded programs are meeting the needs of the students and assisting in the overall improvement of the local education system in the district. Representatives from all stockholders, including community, parents, students, faculty, and staff will be invited to participate in planning meetings. Documentation of meetings will be kept in the form of sign-in sheets, recorded minutes, and follow-up notes. Continuous research and data studies are an ongoing process to assure updated information on changes in Federal Regulations, Educational Trends, and Research-Based and Experience-Based methods of teaching and Learning that are proven to work. As new test results and assessment data is made available, the ACSIP committees review those results and assessment tools to determine if the students in the district are making adequate yearly progress as planned. Revisions and amendments are then made to the State and Federal Supplemental Grant programs as needed to improve the quality of education available to the students.

Action Type:  
Collaboration  
Action Type: Equity  
Action Type: Parental Engagement  
Action Type: Program Evaluation

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<p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Continue to employ a 1.0 FTE Federal Programs Administrator/Director for Federal Supplemental Educational Programs to be funded as follows: 45% of total salary and benefits will be paid with District funds and 55% of salary and benefits will be funded with Title I federal funding. Director is currently employed on an 11 month contract and provides administrative support in the collaborative effort to provide innovative curriculum, to implement research-based educational programs taught by highly qualified teachers, and to assure the proper management of funds received from Federal Title Grant programs. Other duties funded by the district will include providing technical support to buildings and coordinating related State and Federal funds into the District and Building ACSIP plans in further collaboration efforts. Title I funds cannot be used to fund duties that are required of the district; therefore those duties related to the position of Federal Programs and District ACSIP planning are funded by the district. All duties related to ACSIP are funded with the District portion of the total paid for this</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<p>Title I - Employee \$31892.00 Salaries: Title I - Employee \$8525.40 Benefits: General Revenue: \$31803.00</p> <hr/> <p>ACTION BUDGET: \$72220.4</p>

<p>position. Semi-annual Time certification documents will be kept for those employees paid in part or in full by Federal funding whose duties remain as described under the same Budget Code. Duties performed by the Federal Programs Administrator falls under one Budget Code/Function requiring semi-annual time certification kept with bookkeeping for the auditor.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Technology Inclusion</p>				
<p>District provides facilities and resources to support the Federal programs. Use Title I funds to provide a portion of the basic materials to be used in the Title I office for record keeping and management of the Federal Program. This provision is in addition to the facilities, equipment, materials and supplies provided by the district to maintain efficient records for other district Federal Program information and evaluations, as well as, for communication and correspondence with teachers, parents, and ADE school improvement staff.  Action Type: Collaboration</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2741.00  Local Revenue: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$4741</p>
<p>[McKinney-Vento HOMELESS ASSISTANCE ACT]-- The district has</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	<p>Title I - Purchased Services: \$1000.00  Title I - \$1000.00</p>

<p>appointed a Homeless Liaison to direct and assist in proper identification for targeting and assisting families of displaced or Homeless and Neglected Children and Youth. Each building will designate a building contact person who is responsible for assuring the proper identification of families with children and youth in need of services. All designated contact personnel will attend annual update training for addressing Homeless and Neglected children and teens provided by the state. Information including individual rights and current contact information for the district and for the state will be posted in all buildings on campus, as well as, in numerous, appropriate places of business throughout the community. A portion of Title I-A funds are set aside for the purpose of supplementing the district in assisting families with children and youth who are considered to be Homeless. Services to be provided and families identified for services are determined by need. Buildings and District have policies in place with specific information concerning how to determine need, in accordance with Title I-D, NCLB regulations. District Homeless Liaison--Kathy Davis</p>			<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$2000</p>
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<p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>The District will appoint a coordinator for SECTION 504 to handle and process grievances for students and staff. Each building has appointed a building contact person who is trained in matters of Section 504. District will notify buildings, staff, and students with current contact information and clear information concerning individual rights in accordance with 504 rules and regulations. District Section 504-Sherry Chandler... Action Type: Collaboration Action Type: Equity</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PRIVATE SCHOOLS Currently, 2012-13 academic year, there are no private schools operating in the Cutter Morning Star District attendance area. Current data indicates no students from our attendance area who are eligible for services are attending private schools in districts in adjoining geographical areas. In a collaborative effort to assure availability of services to all eligible students, Cutter Morning Star administrators plan to join with surrounding districts in a county wide effort to locate eligible students who are attending private schools located in areas outside our perspective districts.</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>If a private school opens within the district boundaries, the district administrator will make appropriate and timely contact to insure all requirements of NCLB protocol will be followed, including notification, consultation, and the offer of participation in student services, professional development and parent involvement. Planning with the surrounding districts will be ongoing this year to strengthen our collaborative efforts of locating students in need of services who are attending private schools.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Continue to utilize the School Reach public information services as a tool for alerting parents of student progress throughout the year. The program will be used to enhance contact with parents on a variety of issues, such as parent-teacher conferences; student academic concerns; safety alerts; reminders of upcoming achievement tests; availability of tutors and other academic assistance. New this year--Utilizing the Cyberbully Hotline component of School Reach as a private tool to curb bullying [funded by NSLA on</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>the building documents] Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>Federal Programs Director/Administrator will attend State and National Conferences, workshops, area meetings, local training seminars, etc. appropriate to the implementation and management of Federal Grant Programs. Printed materials and videos will be purchased to share with district staff providing information on federal &amp; state funding, best practices, curriculum, leadership, and teaching methods that work. Specific training workshops intended for the director include the Spring and Fall AAFC [Arkansas Association of Federal Coordinators] conferences; workshops and conferences offered by area co-op, Arkansas Department of Education, AAEA [Arkansas Association of Educational Administrators], APSRC [Arkansas Public School Resource Center]; the annual out-of-state Title I Conference; and the Annual NAFEPA [National Association of Federal Education Program Administrators] Washington DC Conference in the Spring. Expenses for Professional Development will</p>	<p>Kathy Davis, Federal Program Administrator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<p>Title I - Purchased Services: \$4000.00 Title I - Materials &amp; Supplies: \$500.00 <hr/>ACTION BUDGET: \$4500</p>

<p>include registration fees, subscriptions with appropriate educational organizations, educational magazines and journals, travel, lodging, meals, and other reasonable educational expenses in accordance with Federal Program regulations and district policy. The Federal/State per diem rates will be used to determine limits for travel, meals, and lodging costs when utilizing state and federal supplemental funding sources to provide Professional training. Action Type: Collaboration Action Type: Professional Development</p>				
<p>[Alternative Learning Environment]-- Cutter Morning Star District has joined a consortium in partnership with Jessieville and Fountain Lake Districts to provide services for students in need of an alternative setting in which to learn. Superintendents from the schools meet regularly with teachers and parents to evaluate the effectiveness of the program and to discuss any necessary changes or improvements. Contact person for the program is Sherry Chandler. Action Type: Collaboration Action Type: Equity</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Cutter Morning Star district provides an</p>	<p>Nancy Anderson,</p>	<p>Start: 07/01/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>on-campus pre-school program to provide quality academic preparation skills for pre-Kindergarten aged children to assist in the transition to public school Kindergarten followed by the transition to First grade. The transitional educational opportunities assist families in preparing pre-kindergarten aged children to enter Kindergarten ready to learn. [Schoolwide TRANSITION requirement] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Superintendent</p>	<p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	
<p>All students throughout the district who score below the proficient level on State mandated assessments must have an active Academic Improvement Plan (AIP) to address the areas of weakness as indicated by the results of annual exams. The parent/guardian must be made aware of the Academic Improvement Plan and must sign the AIP form to confirm understanding of roles and responsibilities regarding the plan. The district will provide remediation opportunities specific to the individual AIP. Consequences for the student choosing NOT to participate in remediation activities will result in retention in grades through grade 8. Students in grades 9 through 12</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>who choose NOT to participate in recommended remediation will risk loss of credit in the academic area indicating below proficient. Information explaining AIP process is outlined in the student policy handbooks. Action Type: AIP/IRI Action Type: Parental Engagement</p>				
<p>Cutter Morning Star District supports educational activities that include strong parental involvement and engages parental interest in academic achievement. Each building has appointed a parent involvement facilitator to oversee programs and projects involving parents in their child's academic progress. All teachers, paraprofessionals and support staff are provided with the necessary training and tools to assure appropriate and effective communication with ALL parents. The district provides a multitude of media sources in support of a highly effective means of communication between school and home, such as School Reach Information and Alert System and the implementation of a web-based website for the district including individual teacher webpages. Further support is provided by the district to assure the teachers are receiving continued training in the most effective use of the website and other</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>resources to communicate with parents and connect with the community. All notification letters to parents are sent out in a timely manner. The district encourages parents to be actively engaged in the school improvement process and provides a friendly environment inviting parents to visit, to stay informed, and to become actively involved in academic activities.</p> <p>Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Technology Inclusion</p>				
<p>Federal TITLE VI Funding will be utilized to supplement the expansion and updating of technology use in the classroom. Funds will provide a service technician parttime to assist with the update of obsolete technology and will provide for the purchase of 41 computers in an effort to place one new desktop in each classroom throughout the district to operate document cameras, overhead projectors and other equipment for the enhancement of educational activities. The growing supplemental use of technology in the classroom helps to close the achievement gap and assure that students are ready to compete in today's</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>world. TITLE VI funds are used in a collaborative effort to expand educational related technology and technology support for student learning. Additional computers will be planned for future purchase. [Title VI Funding is budgeted on the building documents \$35,494] Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>Books, journals, videos, pamphlets and other resources will be made available to assist teachers and paraprofessionals in improving instructional methods and strategies. In addition, professional development materials will be purchased and made available to administrators, teachers, paraprofessionals, counselors, homeless liaisons, and parent coordinators to assure full understanding of Federal Programs and how they are best used to serve students in our district. Such materials will enable Title I paraprofessionals and staff to stay updated with changes in the State and Federal guidelines and with the best practices being implemented in education, creating a learning community of highly qualified personnel. [Funded by Title I \$2500]</p>	<p>Kathy Davis, Federal Program Administrator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>Title I - Materials &amp; Supplies: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>2011-12 NSLA SPECIAL NEEDS FUNDING was used to</p>	<p>Lance Robinson, Superintendent</p>	<p>Start: 07/01/2012 End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>provide a 1.0 FTE Certified Teacher and a 1.0 FTE Highly Qualified Paraprofessional for a high quality Pre-school program; a 1.0 FTE Highly Qualified Basic Skills Tutor for High School; materials and supplies for elementary k-6, including BrainPop Literacy software, Math IXL teaching aid, Buckle Down program for Reading, Writing, Math, and Science, Craft Plus Writing program, Books for Literacy program, Literacy Project, Scholastic News, National Geographic, Younger Explorer, Books for Reading Centers Parenting materials, materials for high school including classroom libraries, additions to the Library collection, and Supplemental Resource Materials [2011-12 CMS Approved ACSIP Plans]  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Technology Inclusion</p>		06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>2012-13 NSLA SPECIAL NEEDS FUNDING is budgeted to provide a 3-week session summer school, including core subject areas in both elementary and high school [math, literacy, science, and social science]--salaries and benefits for a total of 6 teachers and 1 bus driver; to provide 1.0 FTE Certified Pre-</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Kindergarten teacher and 1.0 Pre-Kindergarten paraprofessional; to provide an additional Part-time nurse; to provide a School Resource Office; to provide supplemental materials and supplies such as Scholastic News, Accelerated Reader, National Geographic, classroom library books, parenting materials, formative assessment materials, BrainPop, Math IXL, School Reach, educational apps for iPads and livescribe pens, additional mobile laptop computers, additional desktop computers, Literacy Design Collaboration, Math Design Collaboration, Library books, TI-Nspire, and software...[2012-13 Approved ACSIP Plans] Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion				
Total Budget:				\$85961.4

Goal To provide supplemental support for a Highly Qualified Staff with additional high quality Professional Development activities, Improvement of Instruction activities, Educational and Technological training, and Professional Educational Literature and materials for building administrators, teachers, and support staff to assure that students are receiving a quality educational experience from highly qualified, skilled professionals.

Benchmark All certified staff and paraprofessionals working directly with students will maintain a highly qualified status in accordance with the requirements set forth by the State in order to assure a quality education for students.

Intervention: Enhancing teacher quality through the extended use of State and Federal Supplemental Educational Grant Funding: Federal Title I-A and Title II-A Supplemental Grant Funding and State Special Needs Funding Professional Development Grant 223 and State NSLA Grant.

Scientific Based Research: "Bellsouth's Digital Storyteller: A Digital Archive". Education Gateway (2004); "Teachers". The CEO Forum--School and Technology Readiness Report. September 2004. . Berry, Barnett and John Norton. "Learn from the Masters". Edutopia. July/August 2006. 45. Bumgardner, Stan. "The Equitable Distribution of High Quality Teachers". ResearchCenter Essentials on Education Data and Research Analysis. District Administration. February 2010. 45-47. Marzano, Robert.

The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. VA: ASCD. 2007. Nair, Prakash, Randall Fielding and Jeffery Lackney. "Master Classroom". Edutopia. June 2006. 26-28. . O'Donovan, Eamonn. "Finding Exemplary Teachers." District Administration. January 2010. 46-47. Parker-Burgard, Don. "Mentoring Program Makes Connections". District Administration. August 2009. 46. Pearlman, Bob. "New Skills for a new Century". Edutopia. June 2006. 50-53. "Professional Development: Teachers, accreditations, in-service, and training". Education Week [on the web]. May 18, 2004. Rich, Elizabeth. "Creating a New Culture of Teaching & Learning". Education Week Teacher: Teacher PD Sourcebook. Fall/Winter 2010. page 26-31. www.teachersourcebook.org . Rubenstein, Grace. "Outlaw Educators: Creative Teachers Mix Unconventional Methods into Their Lessons". Edutopia July/August 2006. page 39. Schmoker, Mike. Results Now: Achieve Unprecedented Improvements in Teaching and Learning. VA: ASCD. 2006. Smith, Fran. "Learning from the Pros: Modern Day Mentoring." Edutopia. July/August 2006. 51-54. "Technology in the Classroom". Education Gateway: BellSouth. 2004. . Willi, Denise. "Techie Teachers". Scholastic Administrators. October 2003. 24-27.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PLANNING &amp; Evaluation The Professional Development committee will meet each quarter for planning and evaluation of ongoing Professional Development activities to assure that activities are appropriate and are meeting the needs of "Highly Qualified" Teachers, Paraprofessionals and other staff. Improvement of Instruction in implementing research-based curriculum programs, data-driven decision making, and technological support for education will be the main focus. Data from the Highly Qualified Teachers [HTQ] surveys will be reviewed to help in revising the plan as needed to assure the most effective training available. As new needs assessment data and survey results are made available, specific professional development committees will meet</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>to determine the effectiveness of professional development activities. The technology committee will meet with outside consultants to determine the effectiveness of technology use in meeting the national technology standards for students, faculty and administrators.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>				
<p>INSTRUCTIONAL STAFF: In addition to the professional development required of the state, supplemental Professional Development training and materials will be provided for the instructional staff. Training will be offered to assure that the classroom teachers, paraprofessionals, and staff are highly qualified. Staff knowledge will be updated with information concerning new technology and content area teaching methods to assure the district is providing quality educational services for all students. High quality Professional Development activities will provide further training and mentoring programs targeting improvement in academic achievement to enhance progress in</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>the areas of Math and Literacy. Professional Development activities funded by TITLE II-A cannot be used to meet minimum requirements mandated by the state. Specific training activities are included in the individual school plans-- Elementary and High School [Funded by Title II-A and State PD Grants on individual building documents]  Action Type: Collaboration  Action Type: Professional Development  Action Type: Technology Inclusion</p>				
<p>LEAD TEACHERS &amp; ADMINISTRATORS: Professional Training opportunities will be provided for Lead Teachers, Building Administrators, and District administrators with a specific focus on Common Core Curriculum and Teacher &amp; Principal Accountability. Professional development will include the training of lead teachers in methods of guiding peer teachers toward continuous improvement and higher quality instruction in the classroom. Administrators and Lead Teachers will be trained in implementation of the use of a teacher evaluation method using higher standards and expectations. Expenses for professional development opportunities will</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <hr/> <p>ACTION BUDGET: \$</p>

<p>include appropriate registration fees, travel, lodging, meals, and materials as approved by the superintendent. [Funded on building documents] Action Type: Collaboration Action Type: Professional Development</p>				
<p>PARENTAL ENGAGEMENT: Utilize State Special Funding for Professional Development to promote collaboration between Home and School. In addition to the required training of staff and administrators in Parental Involvement issues, additional training and seminars involving faculty will be provided through the use of State Special Funding PD Grant. Workshops and materials used in the workshops will provide teachers and staff with the skills needed to enhance the communication techniques between school and home in an effort to better inform and engage parents in the educational process to assure positive progress in student achievement. Specific actions and materials used are included and budgeted for on the individual school plans. [Funded by Title II-A &amp; State PD on building documents] Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Development				
<p>SUBSTITUTE TEACHERS: Contracted with Sub-teach to provide highly trained substitutes in the classroom in cases where teachers are out of the classroom to participate in professional development activities. To offset that cost, all efforts will be made to avoid the regular teacher being out of the classroom by encouraging more in house professional development activities. All activities are approved programs as identified in the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. Specific Actions on Individual School Plans-- ELEMNTARY and HIGH SCHOOL. Additional professional development activities will be planned and implemented as needed. [Funded by Title II-A on building plans]</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>DISTRICT-Level Staff: Professional Development Activities will be provided to the District Level Administrator and other District-Level staff dealing in</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - \$22000.8 Purchase 8 Services: PD (State-223) - \$1000.00</p>

<p>educational finance; and leadership to assure updated knowledge of educational procedures, legal guidelines, financial updates, latest educational and technological trends in order that administrative staff is able to provide appropriate support for the individual school buildings. District Superintendent will attend Leadership training workshops including Leader to Leader Conference, National Superintendent Conference in Los Angeles, CA, AAEA State Conventions, National GT Convention in Denver, National School Board Association Convention, and other Professional Development needed to keep Superintendent, School Board members, and District office staff updated on new education laws, rules, and regulations. District support staff such as Bookkeeper/Treasurer, Receptionist, Data and Records, and Secretaries will attend appropriate training throughout the year as needed [\$22,000.88 Funded by State PD Grant] Action Type: Professional Development</p>				<p>Materials &amp; Supplies:</p> <hr/> <p>ACTION \$23000.8 BUDGET: 8</p>
<p>The district has contracted with APSRC [Arkansas Public School Resource Center]. a state</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/201</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

approved external provider to assist in continued school improvement efforts throughout the district and individual schools with assessing and evaluating, strategic planning, and implementing research-based improvement strategies and methods that work [\$2,500 Funded with TITLE II-A Funds on building plans] Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation		3	<ul style="list-style-type: none"> <li>Consultants</li> <li>Performance Assessments</li> </ul>	
DISTRICT Professional Development-- Membership and Subscription fees for Arkansas Rural Education Association; Association for Supervision and Curriculum Development, etc Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	Title II-A - Purchased Services: \$3000.00 <hr/> ACTION BUDGET: \$3000
Refreshments and supplies for districtwide professional development activities. [Title II-A \$500] Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Title II-A - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
Total Budget:				\$26500.88

**Intervention: To enhance the HIRING and RETENTION of Highly Qualified Staff**

Scientific Based Research: Curtis, Paul, Director of Curriculum, New Technology Foundation. "Building a 21st Century High School". Threshold: Exploring the Future of Education. Spring 2006. 28-31. Jones, Fred. "The Missing Link in Mentoring: Fred Jones' Tools for Teaching." April 26, 2004. . "Low-Performing Schools". Education Week [on the web]. May 5, 2004. . O'Donovan, Eamonn. "Finding Exemplary Teachers." District Administration. January 2010. 46-47.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Cutter Morning Star	Nancy	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	<hr/>

<p>Superintendent and School Board has approved an additional stipend awarded for teachers who have earned NATIONAL BOARD CERTIFICATION STATUS to compliment the award given by the state department. The amount of the stipend is presently set at \$2500 matching 1/2 the State Award of \$5000 to those teachers. [Recruiting, Retention, Mentoring HQ teachers] Action Type: Collaboration</p>	<p>Anderson, Superintendent</p>	<p>07/01/2012 End: 06/30/2013</p>	<p>Staff</p>	<p>ACTION BUDGET: \$</p>
<p>Recruiting, Retention, and Mentoring--The District Human Resources committee for Employment will meet annually to review and revise the Minority Recruitment Plan to encourage applications for hiring minorities. The committee will also discuss data and research ways to recruit, maintain, and retain teachers who meet the status of Highly Qualified Teacher. [Examples: mentoring; active recruiting; additional professional development; incentives; bonus pay; and extra educational opportunities] Action Type: Collaboration Action Type: Equity</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In order to promote the advancement of existing teachers in maintaining the "Highly Qualified Teacher" status, Cutter Morning Star District has agreed to offset the entrance fees to start the National Board Certification Process by an amount determined on an individual basis. [Recruitment, Retention, and Mentoring] Action Type: Professional Development</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Utilize a web-based school-site as a multi-</p>	<p>Nancy Anderson,</p>	<p>Start: 07/01/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>purpose website including the enhancement of teacher quality, building and district leadership, teacher retention, and teacher recruitment using such tools as online teacher training sessions; links to resources that increase knowledge of core standards, accountability, and calculating AYP; resources to update teacher knowledge on current trends and latest legislative regulations; motivational resources to increase percentage of teacher retention; information promoting our school district and surrounding community to be used as a teacher retention &amp; recruiting tool; provide a higher quality of communication between community and school creating a higher level of accountability of ALL stakeholders; a source of tools and shared information concerning teacher training.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Technology Inclusion</p>	<p>Superintendent</p>	<p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>BUDGET:</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 4: Health, Wellness, Nutrition

Supporting Data: 1. SEE SCHOOL PLANS FOR SUPPORTING DATA

Goal District will provide support for students and staff in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY2012-13 there will be a decrease of the average Body Mass Index for students by .05% as evaluated by the annual Body Mass Index screening.

<p>Intervention: Administrative support for promoting district-wide focus on nutrition, health and wellness</p>
<p>Scientific Based Research: Jones, Stephanie. "The Feud Over Food: The Truth About the School Lunch Wars." District Administration. January 2010. 21-25. Link, Kate Lampel. "Sensible Snacking: Making it a Part of Your School Nutrition Program." District Administration. November 2008. 32-33. Schachter, Ron. "Power to the Students!". District Administration. May 2010. 24-28. Schachter, Ron. "Sports for Life". District Administration. April 2010. 30-35. Wallace, Brian D. "The New School Lunch". District</p>

Administration. June/July 2009. 36-40. Stang, J. and C.T. Bayerl. Position of the American Dietetic Association: Child and adolescent food and nutrition programs. Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Cutter Morning Star School District has developed wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities concerning wellness; Nutrition guidelines; Guidelines for reimbursable meals; a Plan for measuring implementation of the local wellness policy; and Community involvement. The policy statement has been submitted to ADE, Child Nutrition Unit, per the required deadline. Action Type: Collaboration Action Type: Wellness</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The CMS District will (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Cutter Morning Star School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	
<p>The CMS School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The District will collaborate with outside consultants to offer health screenings and flu shots on campus at appropriate times during the school year. Examples: Flu shots</p>	<p>Barbara Garner, District Nurse</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

are offered on site to students, faculty and district staff in collaboration with the Garland County Health Department; Screenings for students include Body Mass Index, Scoliosis, Vision and Hearing. Action Type: Collaboration Action Type: Wellness			<ul style="list-style-type: none"> <li>Consultants</li> <li>Teachers</li> </ul>	
District will utilize NSLA supplemental funds to hire a part-time licensed nurse above state standards to assure that the students will have appropriate care if an emergency should arise. [NSLA to pay salary and benefits for the remainder of the year budgeted of the building documents] Action Type: Collaboration Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>None</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9). Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol.46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Cutter Morning Star School District will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Nancy Anderson, Superintendent/Sheri Leake, District Child Nutrition Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The CMS School district will support schools offering the students choices of two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice	Shari Leake, District Child Nutrition Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

<p>offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness</p>				
<p>The Cutter Morning Star School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness</p>	<p>Barbara Garner, District Nurse</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The CMS district will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional Development will focus on physical activity and nutrition education, and health risk indicators that compromise students' ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>The Cutter Morning Star School District will support implementing a health promotion and physical activity curriculum, "Media Smart Youth" to support healthy lifestyle choices and critical thinking skills for middle school students. Curriculum will be aligned with Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	<p>David Tollett, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The CMS School District will create, communicate and implement a policy eliminating advertising of foods and beverages on school property. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will support schools in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with Arkansas Health and Physical</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>				
<p>Middle school teachers will receive training on implementing the interdisciplinary "Planet Health" nutrition and physical education curriculum and will align curriculum to the frameworks and implement the curriculum for at least 3 years. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	<p>David Tollett, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The CMS school district will apply for a grant to develop and implement the Coordinated School Health Program (yearly funding available, contact ADE Office of Coordinated School Health). Action Type: Collaboration Action Type: Wellness</p>	<p>Barbara Garner, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Cutter Morning Star District will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and</p>	<p>District Wellness Chairperson</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>post assessments of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<p>The CMS district will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program for all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Shari Leake, Child Nutrition Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 5: Providing a safe and drug-free learning environment

1. Rising number of parental and community concerns about drug usage among a large percent of high school students.
2. District discipline records indicate an increase in disciplinary reports involving drugs among high school students.

Supporting Data:

Goal: District will provide support to assure a safe and drug-free learning environment.

Benchmark: Cutter Morning Star School District will provide a safe and drug-free learning environment for students and employees.

Intervention: District support of over-all campus security. District support of promoting safe and drug-free campuses for all district schools. District support of building "bullying" policies and the promotion of tolerance concerning the diversity among staff, parents, students and community.

Scientific Based Research: Brownstein, Rhonda. "Pushed Out". Teaching Tolerance. Fall 2009. Butler, Kevin. "Cybersafety in the Classroom". District Administrator. June 2010. Holladay, Jennifer. "Cyberbullying". Teaching Tolerance. Fall 2010. 42-46. Ipatenco, Sara. "Celebrate Each Other". Teaching Tolerance. Fall 2009. O'Donovan, Eamonn. "Managing Generational Diversity". District Administrator. September 2009. Parker-Burgard, Don. "Helping Kids Say No To Drugs." District Administration. June/July 2009. 59. Trump, Kenneth S. "Keeping Schools Safe During Tight Budget Times". Special Report: The State of School Security. District Administrator. September 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In promotion of Drug Free Schools, random chemical screening will be implemented in the district, focusing on students in grades 7-12 who are participating in extracurricular activities, sports, or who have a permit to drive a car onto the campus. Students and parents must sign a consent form for the random screening before participating in the activities included in the policy. The Chemical Screening Policy is in place and included in the student handbook. The district has the required drug testing policy in place to implement this action. Parental consent is required prior to screening provided in this action and parental consent is included in the policy.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>To support district schools and provide supplemental educational materials for teaching facts and consequences attached to drugs and violence; heightened awareness of bullying among peers; ways to avoid drugs and violent situations; the importance of living a drug-free life; and encouraging students to make good life choices. Materials available through the school libraries and the building</p>	<p>Nancy Anderson, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

counselors. Action Type: Collaboration				
Motivational speakers and people from surrounding communities will be invited to speak to students, teachers and parents on various issues to promote drug and violence prevention, making good choices, and the consequences of making poor choices. Action Type: Collaboration Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
District support for individual school counselors and student peer groups to attend conferences and training related to issues concerning safe and drug free environments and no bullying zones such as the Arkansas PRIDE conference and Be a Winner conferences. Attendees will share the information with the rest of the students and faculty when they return. Action Type: Collaboration Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The High School counselor will serve as the facilitator for the Arkansas Pride group and will promote a safe and drug free learning environment using the strategies of the program. The elementary counselor will promote a safe and drug-free environment using the "Be a Winner" program. Both group will receive full support from the district for their efforts. Action Type: Collaboration	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
To provide campus security and safe and drug-free learning	Nancy Anderson, Superintendent	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside</li> </ul>	<hr/> ACTION BUDGET: \$

environment, surveillance and monitoring technology is implemented throughout the campus. Action Type: Collaboration		06/30/2013	Consultants	BUDGET:
Total Budget:				\$0

Priority 8: District support for addressing the findings of the Scholastic Audit

Supporting Data:

Goal To assist in the analysis of the findings of a scholastic audit and to provide district support and resources necessary to address and correct the findings of the Scholastic Audit of the Cutter Morning Star High School [December 6-11, 2009].

Benchmark To correct the negative conclusions and findings addressed in the recent Scholastic Audit of the high school by the end of academic year 2011-12, according to the 2 year school improvement plans.

Intervention: STANDARD 1--Academic Performance-Curriculum: The district provides support and resources necessary for the high school building to address the development and implementation of a curriculum that is rigorous, intentional, and aligned to state and local standards.				
Scientific Based Research: Jacobs, Heidi Hayes. Getting Results with Curriculum Mapping. VA: ASCD [Association for Supervision and Curriculum Development]. 2004. McClure, Carla Thomas. "21st Century Education." District Administration. January 2009. 24. Schachter, Ron. "Social Studies for the 21st Century. District Administration. January 2009. 81-83.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
STANDARD 1--To address the indicators of concern, the District continues to support and monitor vertical and horizontal curriculum discussions throughout the district to assure that curriculum strands are implemented at the appropriate level and to prevent the overlapping of curriculum content. Pacing Guides and target assessments are made available to the entire district and have proven to be an effective tool for monitoring and revising curriculum and individual classroom lesson plans in other school buildings in the district. The district is providing outside consultants specifically focusing on curriculum assessments, mapping and alignment as an ongoing support system. Dawson coop literacy and math coaches are continually working	District Administration	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

<p>with faculty on various ways to monitor and assess the effectiveness of the curriculum. At the onset of school improvement status at the high school, the district contracted with curriculum experts from Learning Keys and Fandl, Inc. who worked with the district faculty toward the goal of assessing, aligning and improving the curriculum. Educational consultants from Southern Regional Education Board continue to meet with the high school faculty focusing on a variety of methods to analyze assessment data and to use the results as a tool to monitor and adjust the curriculum as needed to provide a more rigorous curriculum that will prepare students for future educational and career goals. The district administration will continue to monitor more aggressively the use of available resources in the high school building to assure effectiveness.</p> <p>[1.1a; 1.1b; 1.1c; 1.1d; 1.1e; 1.1f; 1.1g]  Action Type: ADE  Scholastic Audit  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Program Evaluation</p>				
Total Budget:				\$0
Intervention: STANDARD 2--Academic Performance-Classroom Evaluation/Assessment: The district assures that the school utilizes multiple assessment strategies, followed by appropriate modifications to instructional practices in order to meet student needs moving all students toward proficiency.				
Scientific Based Research: Demski, Jennifer. "Assess. Instruct. Repeat." THE Journal: Transforming Education Through Technology. 36:5. 30-36. Esposito, Jennifer Chase. "Assessment-Driven Programming." District Administration. June/July 2009. 22. .com>. McClure, Carla thomas. "Algebraic Thinking: What It Is and Why It Matters." ResearchCenter Essentials on Education Data and Research Analysis. District Adminiistration. April 2009. 44-45. Semas, Judith Harkman. "High Stakes Testing". Curriculum Administrator. CT: Professional Media Group, August 2001. 44.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>STANDARD 2--To address the indicators of concern, the district assures the use of several different methods of assessments for the evaluation of student achievement and continued progress. In addition to annual Summative Assessments, the Cutter Morning Star District promotes the frequent use of a variety of Formative Assessments. The district provides training on the efficient use of content pacing guides and The Arkansas Formative Assessment Initiative [Target Testing] through Dawson Co-op. The district also provides a variety of instruction-related software that includes daily, weekly, and monthly student assessments monitoring progress with data made available for review to classroom teachers and building leadership teams. [2.1a; 2.1b; 2.1c; 2.1d; 2.1e; 2.1f; 2.1g; 2.1h] Professional Development opportunities are made available to all district teachers concerning the review and analysis of available assessment data and how to most effectively use those data and assessment results to revise curriculum and daily lesson plans. The district continues to contract with outside experts that provide additional training concerning the analysis of student work.</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>District Administration</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: STANDARD 3--Academic Performance-Instruction: The district supports a variety of instructional programs and classroom strategies that are research-based and proven to be effective in actively engaging all students.

Scientific Based Research: Fox, Christine. "More Than Machines: Comprehensive Technology Integration Programs Go Beyond Student Engagement and Achievement." THE Journal. June/July 2009. 23-26. O'Donovan, Eamonn. "Are One-to-One Laptop Programs Worth the Investment?" District Administration. February 2009. 18-22. Marzano, Robert, Debra Pickering and Jane Pollock. Classroom Instruction that Works. VA: ASCD. 2001. Marzano, Robert J. What Works in Schools. VA: ASCD. 2003. Schaffhauser, Dian. "Scale: Growing Innovative Programs." THE Journal: Transforming Education Through Technology. June/July 2009. 30-36. Tomlinson, Carol and Jay McTighe. Integrating Differentiated Instruction: Understanding by Design. VA: ASCD. 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>STANDARD 3--To address the indicators of concern, the district continues to review the instructional programs and monitor classroom strategies to assure those being used are reasearch-based, experience based, and proven to be effective in engaging ALL students. The district superintendent will make frequent, unannounced visits to the high school building, including random classroom walkthroughs in support of the observations made by the building administration. The district continues to provide additional leadership training to the building principal to assure adequate skills for monitoring and evaluating instructional programs and effectiveness of strategies used by classroom teachers. The district continues to monitor documented evidence of frequent and appropriate feedback given to teachers by the building principal. [3.1a; 3.1b; 3.1c; 3.1d; 3.1e; 3.1f; 3.1g; 3.1h]                      Action Type: ADE                      Scholastic Audit                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Professional Development                      Action Type: Program Evaluation                      Action Type: Technology</p>	<p>District Administration</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Inclusion				
Total Budget:				\$0

Intervention: STANDARD 4--Learning Environment-School Culture: The district supports a climate conducive to performance excellence and life-long learning, creating an effective learning community.

Scientific Based Research: Greene, Howard and Matthew. "Simplifying College Admissions." District Administration. November 2008. 49-54. Kohn, Alfie. "When 21st Century Schooling Just Isn't Good Enough: A Modest Proposal." District Administration. February 2009. 38-39.

Actions	Person Responsible	Timeline	Resources	Source of Funds
STANDARD 4--To address the indicators of concern, the district emphasizes the need for more teacher/student interaction and more meaningful time on task in the classroom. The superintendent encourages the building principal to spend more time observing and documenting observations of classroom activities to be followed with timely constructive feedback and interactive discussions between the building principal and classroom teachers. The superintendent continues to visit and observe classroom activity and administrative activity in the high school building, providing documented feedback to teachers and building principal. Professional Development specific to the evaluation of teachers and staff will be available to building principal. The district provides a variety of innovative ways for communication between home and school. District communicates information to community and all stakeholders in a timely manner using a variety of methods. The district has a Public Information Service [School Reach] in place for reliable communication via telephone. The district is implementing a new website that allows each school to manage its own webpage, including	District Administration	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

individual webpages for teachers and staff members, as well as, links to the various activities, clubs, and organizations directly associated with the schools. [4.1a; 4.1b; 4.1c; 4.1d; 4.1e; 4.1f; 4.1g; 4.1h; 4.1i; 4.1j; 4.1k] Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: STANDARD 5--Learning Environment-Student, Family, and Community Support: The district collaborates with parents, extended families, and community groups to remove learning barriers including cultural, language, social and economic barriers to assure the provision of the intellectual, social, career, and developmental needs of students.

Scientific Based Research: Butler, Kevin. "Speaking their Language." District Administration. February 2009. Desoff, Alan. "Google and Microsoft Go To School." District Administration. September 2010. 61-66. Desoff, Alan. "Parental Engagement Pays Off." District Administration. May 2009. 16-20. Pascopella, Angela. "Business Brings Sustainable Lessons to School." District Administration. June/July 2009. 42-44. Payne, Ruby K., Ph.D. A Framework for Understanding Poverty. TX: aha! Process, Inc. 2005. Payne, Ruby K., Ph.D. Under-resourced Learners: 8 Strategies to boost Student Achievement. TX: aha! Process, Inc. 2008. Vogel, Carl. "A Call for Collaboration." District Administrator: The magazine for School District Management. May 2009. 22-25.

Actions	Person Responsible	Timeline	Resources	Source of Funds
STANDARD 5--To address the indicators of concern the district continues to provide professional development opportunities focusing on Differentiated Instruction. The district continues to monitor building policies and methods of identifying students with special needs so that accommodations can be made to limit educational barriers that may be preventing students from receiving an equal and adequate education. Building principals have appointed a contact person who will be in charge of identifying students and providing information to students and families in need of additional accommodations or services	District Administration	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>for each of the following areas: Special Ed; Homeless and Neglected Youth; 504 services; and English Language Learners. The district and buildings will create and adopt procedures for identifying students who are experiencing such barriers causing interference and difficulties in the learning process. Once students are identified, the school and the district will collaborate services in place within the district with services offered in the surrounding communities to reduce or remove such barriers. [5.1a; 5.1b; 5.1c; 5.1d; 5.1e]  Action Type: ADE  Scholastic Audit  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education</p>				
Total Budget:				\$0

Intervention: STANDARD 6--Learning Environment-Professional Growth, Development, and Evaluation: The district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Scientific Based Research: Bumgardner, Stan. "The Equitable Distribution of High Quality Teachers". ResearchCenter Essentials on Education Data and Research Analysis. District Administration. February 2010. 45-47. Marzano, Robert. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. VA: ASCD. 2007. O'Donovan, Eamonn. "Finding Exemplary Teachers." District Administration. January 2010. 46-47. Schmoker, Mike. Results Now: Achieve Unprecedented Improvements in Teaching and Learning. VA: ASCD. 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
STANDARD 6--To address the indicators of concern the district administration continues to provide professional training specific to district and building leadership teams in methods of evaluating professional development/growth plans and activities. The district will implement methods of determining the	District Administration	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$

<p>appropriateness of professional development activities to assure the best match in order for teachers to be trained in individual areas of weakness pertaining to their job position/content area. This assures individual, job-embedded professional growth opportunities. The district will research ways of building leadership capacity among existing faculty and to encourage building-level administrators to utilize the leadership qualities of the staff in the most effective way to improve student achievement. Teachers and building administrators will be expected to document changes made to classroom instruction initiated and fostered by specific professional development activities. Example: "What changes in instruction have been made in classrooms as a result of the professional training provided with 'High Schools that Work' programs and Southern Regional Education Board? Are the changes implemented with consistency throughout the building or district? Have the changes made an impact on staff behavior and student achievement? If so, how?" Individual reports can be used for departmental or full-faculty discussion and to provide guidance for systemic change. The district will monitor results and evaluate professional growth plans and the effectiveness of the activities in changing behavior. [6.1a; 6.1b; 6.1c; 6.1d; 6.1e; 6.1f] [6.2a; 6.2b; 6.2c; 6.2d; 6.2e; 6.2f]</p> <p>Action Type: ADE Scholastic Audit</p>				
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Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
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Total Budget:	\$0
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Intervention: STANDARD 7--Efficiency-Leadership: District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Scientific Based Research: Bennis, Warren and Joan Goldsmith. Learning to Lead. 3rd Edition. New York: Perseus Books. 2003. Fletcher, Geoffrey H. "A Matter of Principals: Professional Development". THE Journal: Transforming Education Trough Technology. May 2009. 36:5. 22-28. Marzano, Robert, Timothy Waters and Brian McNulty. School Leadership That Works: From Research to Results. VA: ASCD. 2005. Namit, Chuck. "Turning the Tables on Assessment: Assessing and Evaluating School Boards and Superintendents-Vital to Meeting District Goals." District Administration. November 2008. 57-60. Pascopella, Angela. "A superintendent's High Expectations." District Administration. May 2009. 34-36. Vogel, Carl. "Staying Ahead in Education." District Administration. November/December 2009.54-59.

Actions	Person Responsible	Timeline	Resources	Source of Funds
STANDARD 7--To address the indicators of concern, during the Spring 2010, members of the State Department Leadership Support Team and members of Dawson Co-op met with the building personnel to assist in putting a Building Leadership Team in place in the high school. The district has a District Leadership Support Team in place to offer technical support to buildings within the district. After reviewing the findings and suggested next steps included in the Scholastic Audit of the high school building [December 2009], district leadership continues to work with the high school principal in developing a long-range strategic plan that incorporates the recommendations that will lead to school improvement over time. District leadership continues to assist the principal in determining his professional development needs and accessing the necessary training in order to become the instructional leader of the Cutter	District Administration	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Morning Star High School. District leadership continues to monitor the progress of professional growth of the building principal and evaluate the degree of improvement and the impact of meaningful feedback provided to teachers. District leadership continues to expect that all feedback from the building principal delivered to the teachers to be specific, documented, and provide suggestions in how to improve instruction for students. [7.1a; 7.1b; 7.1c; 7.1d; 7.1e; 7.1f; 7.1g; 7.1h; 7.1i; 7.1j; 7.1k]</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
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Total Budget: \$0

Intervention: STANDARD 8--Efficiency-School Organization and Fiscal Resources: The district supports high student and staff performance by maximizing the use of resources through intentional collaboration with outside consultants, external educational sources, community resources, and all available funding sources.

Scientific Based Research: Miners, Zach. Classroom Technology Integration: Maximizing the Investment." District Administration. April 2009. 35-38. O'Hanion, Charlene. "Title I--and Then Some: Funding". THE Journal: Transforming Education Through Technology. 36:5. 15-16.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>STANDARD 8--To address the indicators of concern, the district makes a strong, intentional effort to maximize the use of all available resources and funding sources in support of expectations of high student and staff performances. Collaboration among building ACSIP chairpersons and district administration assures the most efficient use of district funds and the collaboration of all State and Federal Supplemental Educational Grant funding</p>	<p>District Administration</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

sources to be used throughout the district to best support high expectations. The district contracts with outside experts for professional development and added knowledge and to supplement services in areas showing weaknesses. The district reviews and evaluates the budgets and available sources frequently throughout the year to assure positive results from the collaboration efforts. [8.1a; 8.1b; 8.1c; 8.1d; 8.1e; 8.1f] [8.2a; 8.2b; 8.2c; 8.2d] Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: STANDARD 9--Efficiency-Comprehensive and Effective Planning: The district provides the resources and technical support for the schools to develop, implement, and evaluate an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scientific Based Research: Cottrell, David with Alice Adams. The Next Level: Leading Beyond the Status Quo. US: CornerStone. 2006. Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. VA: ASCD. 2002. Lambert, Linda. Leadership Capacity for Lasting School Improvement. VA: ASCD. 2003. O'Shea, Mark R. From Standards to Success. VA: ASCD. 2005. Schmoker, Mike. Results NOW: How We Can Achieve Unprecedented Improvements in Teaching and Learning. VA: ASCD. 2006. Zmuda, Allison, Robert Kuklis, and Everett Kline. Transforming Schools: Creating a Culture of Continuous Improvement. VA: ASCD. 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
STANDARD 9--To address the indicators of concern, the district is indirectly involved in the creation, implementation, and evaluation process involved in the building ACSIP. The district provides professional development opportunities to ACSIP committees and chairpersons to assure full understanding of the process and the rules and regulations pertaining to School Improvement Plans. The district ACSIP chairperson is available for	District Administration	Start: 07/01/2012 End: 06/30/2013	<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> </ul>	<hr/> ACTION BUDGET: \$

<p>technical assistance during the revision and amendment process. The district provides updates concerning State and Federal regulations on issues included in the ACSIP process throughout the year. Once the Building ACSIP committees have finalized all interventions and actions, the district completes the financial obligations for the actions included in the building ACSIP plans. The district is directly involved in the approval process of building ACSIP documents prior to plans being submitted to the Arkansas State Department of Education for review and final approval. The district is actively searching for methods to utilize for implementing a more comprehensive needs assessment tool to guide building and district ACSIP planning. [9.1a; 9.2a, 9.2b; 9.3a, 9.3b, 9.3c; 9.4a, 9.4b; 9.5a, 9.5b, 9.5c, 9.5d; 9.6a, 9.6b, 9.6c, 9.6d]  Action Type: ADE  Scholastic Audit  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>				
<p>Ongoing studies of the findings noted in the results of the December 2009, Scholastic Audit continue to influence decision making as new school improvements are being planned and implemented. Continued analysis and research are providing insight and guidance for continued school improvement efforts.  Action Type: ADE  Scholastic Audit  Action Type: Collaboration</p>	<p>District Administration</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Jessica Lafferty	Elementary Curriculum Advisory/Point in Time Remediation	District Leadership Support Team; District Professional Development Planning Committee
Classroom Teacher	Lisa Byrd	High School [7-12] Building ACSIP Chairperson	High School Advisory Committee; Federal Supplemental Grant & State Special Needs Advisory Committee; District Professional Development Planning Commit
Classroom Teacher	Tara Barrett	Classroom Teacher	Elementary ACSIP Advisory Committee Chairperson
District-Level Professional	Deborah Giusti	District Gifted and Talented Coordinator	District Leadership Support Team; Gifted and Talented Advisory Chairperson; Curriculum and Data Analysis Committee
District-Level Professional	Donna Lingo	District Bookkeeper/Treasurer	District Steering Committee-Finance Chairperson
District-Level Professional	Kathy Davis	Federal Programs Administrator	District Leadership Support Team/District Steering Committee; District ACSIP Advisory Chairperson; Federal Programs Advisory Chairperson; State Special
District-Level Professional	Mark Rash	School Board Member	District Leadership Support Team
District-Level Professional	Nancy Anderson	Superintendent	District Leadership Support Team Chairman/District Steering Committee Chairperson; Federal Programs; Special Needs Funding Advisory Chairperson; Professional
District-Level Professional	Vince Herron	Director of Technology	District Technology Advisory Committee Chairperson; Professional Development Planning Committee
Non-Classroom Professional Staff	Barbara Garner	District Nurse	District Wellness & Nutrition Advisory Committee
Non-Classroom Professional Staff	Marlene Bush	Counselor, High School	Building Academic Testing; District Curriculum and Data Analysis Committee Chairperson
Non-Classroom Professional Staff	Shari Leake	Director of Food Service and Nutrition	District Wellness Committee Chairperson; Homeless and Neglected Children & Youth Committee
Non-Classroom Professional Staff	Tab Tucker	Counselor, Elementary	District Academic Testing Coordinator;
Parent	Phyllis Burgener	Parent	District Leadership Support Team
Principal	David Tollett	High School 7-12 Building Principal	District Leadership Support Team/District Steering Committee; High School ACSIP Advisory Committee Chairperson; District Curriculum & Data Analysis C
Principal	Pike Palmer	Elementary PreK---6th Building Principal	District Leadership Support Team/District Steering Committee; Elementary ACSIP Advisory Committee; District Curriculum and Data Analysis Committee