School Plan

Print Version

CUTTER-MORNING STAR HIGH SCH.

Arkansas Comprehensive School Improvement Plan

2012-2013

The purpose and goal of the Cutter-Morning Star Junior and Senior High School is to inspire, engage, and challenge all students to achieve their maximum potential.

Grade Span: 7-12   Title I: Title I Schoolwide   School Improvement: SI_M

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Priority 1:	Improve Literacy Skills and meet AYP in all areas. We have been designated an Achieving School by Arkansas Department of Education. This does not deter us from the goal of 91.9% for all literacy areas.
Supporting Data:	1. **ACTAAP Benchmark Data 6th grade Literacy:** Because this is the group that feeds directly into our building, teachers needed to analyze and determine weaknesses in order to influence instruction of these current 7th graders. In 2012, 49 students were tested scoring 78% proficient/advanced. Weakness areas in reading for these students were practical and how to passages, reading comprehension and summarizing. In

writing revising , central Idea; organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.); unity; elaboration; clarity were weaknesses.

In 2011, 47 students were tested. Weak areas in reading were main idea and summarizing. In writing weak areas were editing/revision and sentence formation/mechanics. This year's AYP goal is 91.9%

In 2010, 81% of combined population scored proficient or above on ACTAAP. The lowest subpop group was males with 71%.

2. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-7th Grade Literacy Exam:**

In 2012, 49 students were tested. 82% of combined seventh grade students scored proficient or above on the Benchmarks. Data analysis shows weakness areas in reading are practical and literature passages. Weakness areas in writing are multiple choice, content, and style. This year's AYP goal is 91.9%

In 2011 42 students were tested. 67% scored proficient/advanced and we did not meet expectations of 75.7%. In reading weak areas were connecting background knowledge/main idea/supporting details concerning text. Weak areas in writing were editing and revision in groups or as individual using sentence formation, usage, and mechanics.

In 2010 52% of combined population scored proficient or above on ACTAAP. The highest subpop group 67% of Hispanic student. All other groups scored at or below 52%.

3. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-8th Grade Literacy Exam:**

In 2012, 46 students were tested and 89% of the combined eighth grade students scored proficient or advanced. Data analysis shows the weakness area in reading is reading and comprehension of literature passages. Weakness areas in writing are multiple choice questions, content and style. This year's AYP goal is 91.9%

In 2011, 43 students were tested. 64% of combined eighth grade students scored proficient or above on ACTAAP which did not meet the state AYP of 75.7%.

In 2010 81% of combined population scored proficient or above on ACTAAP. The lowest subpop groups were 50% Hispanic and 67% males.

In 2009, 60% of combined population scored proficient or above on ACTAAP. The lowest subpop groups were 55% Caucasian and 49% males.

4. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCH. Literacy-11th Exam:**

In 2012, 59% of combined eleventh grade students scored proficient or above on ACTAAP which exceed expectations. Weaknesses in reading were use of reading comprehension of literary passages. Writing weaknesses were content and style. This year's AYP goal is 91.94%

In 2011, 86% of combined eleventh grade students scored proficient or above on ACTAAP which exceed expectations.

In 2010 44% of combined population scored proficient or above on ACTAAP. All subpops were at or below 50%.

In 2009, 44% of combined population scored proficient or above on ACTAAP. All subpops were at or below 45% except 53% of females.

5. **Arkansas School Performance Report Card.**
Remediation Rate:
2008/2009: 78.3%
2009/2010: 69.2%
2010/2011: 82.1%
Graduation Rate:
2008/2009: 77.5%

2010/2011: 84.9%
Drop Out Rate:
2008/2009: 5%
2009/2010: 3%
2010/2011: 1.6%

Attendance Rate:
2008/2009: 100%
2009/2010: 100%
2010/2011: 96.6%

6. **ACT Scores**
2009-10: The students who took the ACT had an average score on the English section of 18.1 and on the mathematics of 17.5. The average composite score was 18.4.
2010-11: The students who took the ACT had an average score on the English section of 18.9 and on the mathematics of 18.4. The average composite score was 19.2.
2011-12: The students who took the ACT had an average score on the English section of 17.2 , the Reading section of 19.2, and on the mathematics of 17.5. The average composite score was 18.1.

7. **While we are continually making progress in the area of literacy, our seventh and eighth grade English students seem to score consistently lower than they should. We have split the 7/8 English into a Reading and Writing class to make sure that their needs are being met.**

Goal	To improve reading comprehension and writing skills in identified areas of weakness according to data analysis.
Benchmark	By the Spring 2013, students scoring proficient/advanced will increase to 91.94% on the EOC 11th grade Literacy Exam. Students in the 7th and 8th grades will increase proficient/advanced scores to at least 91.90% on the Benchmark Exam in Literacy. Our goal is to close the achievement gap in our weaker areas.
Benchmark	Cutter Morning Star will utilize supplemental State and Federal funding to provide quality educational opportunities to all students and to provide quality supplemental reteaching of basic skills for students throughout high school.

Intervention: **To increase proficiency in Literacy through continued curriculum alignment to the Common Core Literacy Standards.**

Scientific Based Research: Scientific Based Research: Research: 1. ASCD http://www.ascd.org/ ; Heidi Hays Jacobs, www.curriculumdesigners.com; Arkansas Language Arts Curriculum Frameworks 2. Brown, Gavin T. L. Conceptions of Assessment: Understanding What Assessment Means to Teachers and Students. New York: Nova Science, 2008. Print. 3. Martone, Andrea, and Stephen G. Sireci. "Evaluating Alignment Between Curriculum, Assessment, and Instruction." Review of Educational Research. 18 Sept. 2009. Web. 20 Aug. 2010. 4. "Changes Schools Can Expect: Implementing the HSTW Design." Georgia Department of Education. Web. 27 Sept. 2010. 4. "Changes Schools Can Expect: Implementing the HSTW Design." Georgia Department of Education. Web. 27 Sept. 2010. . 5. http://www.corestandards.org/

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide ongoing professional development in the curriculum alignment process and in the use of the pacing guides, including the ADE Common Core Strategies workshops, Dawson Educational Co-op Workshops, and other providers approved by the principal by in-house literacy committee meetings. The focus will be on weaknesses in	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Outside Consultants	Title II-A - Purchased $3500.05 Services: ACTION BUDGET: $3500.05

literacy and reading comprehension as identified by data. [Dawson Cooperative-$3500.88 Title II-A]. Action Type: Professional Development				
Special Education teachers will provide instruction aligned to the language arts frameworks. Appropriate modifications for students in Special Education will be made to meet grade level and IEP requirements through the collaboration of classroom and special education teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Julia Duke, Special Ed Teacher	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Contracted services through Sub-Teach will provide Highly Qualified substitutes for those teachers attending approved professional development activities to assure that the quality of instruction in the classroom will not suffer. [Title II-A $5000] Action Type: Professional Development	David Tollett, Building Principal	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	Title II-A - Purchased $5000.00 Services: ACTION BUDGET: $5000
Total Budget:				$8500.05

Intervention: **Intervention: To increase student proficiency in literacy, teachers will continue the implementation of Accelerated Reader as an assessment tool and the HSTW effort-based school improvement initiative in grades 7-12 with a reading/writing workshop environment in the 7th and 8th grade classrooms as part of the Core Literacy Plan. Vertical Teams will be created and meet regularly.**

Scientific Based Research: Scientific Based Research: Arkansas Smart Accountability Resource Guide. Little Rock, AR: Arkansas Department of Education, 01 June 2009. PDF. Atwell, Nancie. In the Middle. Boynton/Cook Beck, McKewown, and Kucan. Bringing Words to Life. Guilford Press Bridging the Literacy Achievement Gap Grades 4-Strickland and Alvermann (2004) Fletcher and Portalupi. Craft Lessons. Stenhouse. Fletcher, Ralph. How Writers Work. Harper Trophy. Scholastic. Inc., comp. School Libraries Work! Rep. Scholastic. Web. . SREB Literacy Across the Curriculum; Writing Workshop (2001) Alliance for Excellent Education. October 2004. "Reading Next: A Vision for Action and Research in Middle and High School Literacy." Allington, Richard L. Nov. 2002. "You Can't Learn Much from Books you Can't Read." Educational Leadership. Ensley, M., K. Hmieleski, and C. Pearce. "The Importance of Vertical and Shared Leadership within New Venture Top Management Teams: Implications for the Performance of Startups☆." The Leadership Quarterly 17.3 (2006): 217-31. Print.

Actions	Person	Timeline	Resources	Source of Funds

	Responsible			
CMS plans to maintain and continue closing the achievment gap among students in Literacy comprehension and vocabulary with continued used of the Accelerated Reader program through the 2013 school year. With the purchase of Renaissance Place, the Accelerated Reader Program is now subscription based per student and web-based. Student pre- and post-Literacy evaluations are embedded into the program. Students have access to ALL of the quizzes that Renaissance Learning has in the database as they are encouraged to build their individual reading skills. Parents may monitor student progress through the online access by requesting access online. Data storage is provided by Renaissance Learning.[2012-13 $2000 budgeted to each building;$2,000 each building budgeted for 2013-14 renewal] [Funded by NSLA] Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Jami Furr, Library Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • Outside Consultants • School Library • Teachers	NSLA (State-281) - Purchased Services: $4000.00 ACTION BUDGET: $4000
All students will participate in the HSTW Literacy goals. There will be collaboration with the Library Media Specialist, CTE and regular teachers. Students will use available resources including technology to produce types of writing expected through the pacing guides and Benchmarks. In literacy	Donnie Pogue, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	• District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $

classrooms, students will focus on the four modes of writing: descriptive, expository, narrative, and persuasive. Students will also concentrate on prefixes, suffixes, and base words to help decode unknown vocabulary terms. The success of HSTW will be evaluated by the production of multimedia presentations of research papers, rubrics to show exemplary work which will be displayed on classroom walls, and on the success of literacy tests. Action Type: Program Evaluation				
Literacy Committee Meetings will occur each nine weeks to discuss student data from Formative Assessments and to identify areas of weakness. Summative evaluation will be the ACTAAP Benchmark and EOC Literacy exams. Literacy Teachers can also attend the Benchmark Scoring Writing Training. Action Type: Program Evaluation	Donnie Pogue, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Additional materials will be purchased to increase the volume of printed books,audio books, magazines, and other educational publications, both fiction and non-fiction, to assure easy access and availability to students, parents and teachers to be used as a powerful supplement to the core education. The additional materials will enhance the readiness of the students to prepare for college and their future, in general. --- Media Specialist [$2000 for materials] Action Type:	Jami Furr, Media Specialist	Start: 07/01/2012 End: 06/30/2013	• School Library • Teachers	NSLA (State-281) - Materials & Supplies: $2000.00 ACTION BUDGET: $2000

Collaboration Action Type: Equity				
THE LEARNING INSTITUTE [TLI]--The Learning Institute Formative Assessment program will be implemented consistantly throughout the district in all core content areas (Literacy, Math, Science). Pre- and Post-assessments are embedded within the program. Professional Development will be provided to all teachers concerning the effective use of formative assessments and how to effectively use the results to include the students and parents and all stakeholders in the education of the child. Content area committees will meet following each testing cycle to determine any noted progress the program may be providing in closing the achievement gap between targeted subgroups. [Funded by NSLA $12,000 each campus] Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids	NSLA (State-281) - Capital Outlay: $3000.00 NSLA (State-281) - Purchased Services: $9000.00 ACTION BUDGET: $12000
Total Budget:				$18000

Intervention: **Literacy proficiency will be achieved through the use of technology to improve instruction and provide computer-assisted remediation. The use of technology will be used to propel the students beyond remediation into proficiency.**

Scientific Based Research: Research: 1. Cain, J., Black, E. P., & Rohr, J. (2009). An audience response system strategy to improve student motivation, attention, and feedback. American Journal of Pharmaceutical Education, 73(2). 2. Delisio, Ellen R. "Education World® Technology Training, Assessment, and No Child Left Behind." Education World® The Educator's Best Friend. Education World, 7 May 2003. Web. 26 Aug. 2010. . 3. Harper, B. E. (2009). 'I've never seen or heard it this way!' Increasing student engagement through the use of technology-enhanced feedback. Teaching Educational Psychology, 3(3). 4. Keynote paper: Unlocking the learning value of wireless mobile devices J. Roschelle Article first published online: 3 SEP 2003. . 5. Wetzel, David R. "10 Personal Response Systems Teaching Strategies: Best Practices for Using Clickers to Support Engagement and Learning." Suite101.com: Online Magazine and Writers' Network. Suite101.com, 14 Oct. 2009. Web. 26 Aug. 2010. . 6. Van Schaack, Ph.D., Andrew. "LIVESCRIBE IN K–12 EDUCATION: RESEARCH

SUPPORT." Livescribe K-12 Research. Livescribe, Mar. 2009. Web. 10 Sept. 2011. . 7. Harrison10/13/10, Denise. "Ushering IPad into the Classroom -- THE Journal." THE Journal: Technological Horizons in Education -- THE Journal. 13 Oct. 2010. Web. 20 Sept. 2011. . 8. http://www.seniorproject.net

Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve instruction in literacy through the incorporation of technology in the classrooms. Classrooms will be equipped with a set of Student Response Systems (SRS) as needed, an AverVision 300AF for projecting work through the projector, and Interwrite pads for use in instruction. Online tutorials are available for teacher training. Evaluation of the use of the technology to improve instruction will be accomplished immediately by allowing the teacher to give feedback to any misunderstandings the students have at that time. Teachers will also meet quarterly to discuss implementation of technology and how to improve it. Action Type: Professional Development Action Type: Technology Inclusion	Jami Furr, LIbrary Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
High school teachers have been trained on accessing and maintaining individual webpages embedded into the district website. Teachers will learn to implement proper use of teacher webpages in order to incorporate the use of the webpage into	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Teachers	ACTION BUDGET: $

curriculum and useful ways to use as tool to communicate with parents. Our ACSIP Chair will be the teacher leader for this project. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				
Continue the use of the mobile computer lab [16-20 stations] that can be checked out and moved into classrooms as needed. It provides computer access more readily for student projects. The mobile lab allows teachers to plan more learning activities requiring the use of technology. Utilizing the mobile lab in the classrooms has proven to be an effective teaching and learning tool for all students in the classrooms where it has been used, according to teachers and students. The use of the mobile lab engages ALL students in the learning activities and has a positive effect on closing the achievement gap among students on differing achievement levels. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jami Furr, Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers • Teaching Aids	ACTION BUDGET: $

2012-13 the supplemental use of ipads and educational apps will be implemented using the technology purchased with 2011-12 NSLA funds. Additional educational apps will be purchased to supplement the program now that the technology has been set up and ready to use. Funding was carried over from the 2011-12 budget that was intended to purchase the additional apps. The needs assessment and evaluation for implementing the technology and learning strategies are explained as follows: To bridge the gap and gain momentum in reading/writing readiness, we will supplement our 10th grade English classes with an authentic reading/writing program. In this authentic pilot reading/writing program, students will read digital text, write digital text, and develop the technical skills necessary to consume and produce these texts. This program will increase their readiness for the 11th EOC Literacy test as well as better prepare them for college/real world. The program will also teach the 10th graders how to be authentic researchers. Evaluation of the	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids	NSLA (State-281) - Materials & Supplies: $5000.00 ——————— ACTION BUDGET: $5000

program will be determined by weekly progress of the students through the teachers by use of rubrics, and final pieces of reflections of reading and process of writing and by comparing data from EXPLORE in 8th, IOWA TEST in 9th, PLAN in 10th, and Literacy EOC in 11th. A professional development program will be made available to assist the teachers in the use and maintenance of the equipment. Within that PD a wiki will be created to store all presentations, lessons, and media involved with the iPads. (2011-12 NSLA funded for IPad2s, cart, and accessories- $26,000; apps- $1000, iPad2 sleeves and screen protectors- $2000) [2012-13 NSLA carry over + new funding budget for supplemental educational apps & program materials] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Continue to hire 1.0 FTE Highly Qualified Paraprofessional to facilitate use of technology in the reteaching of basic skills in Literacy and Math with a focus on	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers	Title I - Materials & Supplies: $2037.00 Title I - Employee Salaries: $15577.00

"Point in Time Remediation". Paraprofessional will provide differentiated instruction as needed to assist in closing the achievevement gap. Paraprofessionals work directly under the supervision of certified teachers. Semi-annual Time Certification will be documented and records kept in the District payroll.Additional supplemental materials to be used in reteaching basic skills and closing the achievment gap among students [Title I-- Carolyn Bissell] Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide				Title I - Employee Benefits: $3373.00 ACTION BUDGET: $20987
To improve basic skills and student achievement, a 3-week Summer School will be provided specializing in the core subject areas of math, literacy, science, and social studies to service students on the verge of retention. Students will be evaluated at the end of the three weeks to determine if the rigorous program has helped in closing the achievement gap and helped the student achieve the skills needed to be successfully promoted to the next grade level. (3 teachers = $4500 = $945 benefits	David Tollett, High School Principal	Start: 05/24/2012 End: 06/30/2012	• Teachers • Teaching Aids	NSLA (State-281) - Employee Benefits: $1185.00 NSLA (State-281) - Employee Salaries: $5450.00 ACTION BUDGET: $6635

totaling: $5445 ~ $6000 on high end) (1 bus driver = $450 + $95 benefits totaling: $545 ~ $600 on high end) Action Type: Collaboration Action Type: Equity				
Utilize TITLE VI Federal supplemental grant funding to continue updating outdated and obsolete technology by providing 1 new desktop computer per classroom across the district to be used to operate document cameras, overhead projectors, and other equipment for educational presentations to enhance learning activities, assuring the students are given learning opportunities and group activities that will close the achievement gap and prepare students for a competitive future. [The purchase of 41 desktop computers-- Title VI Federal Funding] More computers to be purchased in collaboration with other funding in the future will complete this Technology update plan... Action Type: Collaboration Action Type: Technology Inclusion	Vince Herron, Technology Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Teachers	Title VI Federal - Materials & Supplies: $4497.00 ————————— ACTION BUDGET: $4497
Provide the services of a Technology Technician through Dawson Educational Cooperative. The technology technician will be on campus part-time each week and on call if there	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	Title VI Federal - Purchased Services: $13250.00 ————————— ACTION BUDGET: $13250

should be an emergency. [Vince Herron--Funded by Title VI Federal Grant--$26,500--$13,250 charged to each building] Action Type: Collaboration Action Type: Technology Inclusion				
Purchase of wireless connection nodes to enhance the existing wireless system in order to utilize iPads and laptop carts. Purchase approximately 390 @ $30 each...total $11,825 Funded by NSLA $5,912 on each build plan...Part of a collaborative plan to update and enhance existing technology. Action Type: Collaboration Action Type: Technology Inclusion	Vince Herron, Technology Specialist	Start: 07/01/2012 End: 06/30/2013	• None	NSLA (State-281) - Materials & Supplies: $5913.00 ⸻ ACTION BUDGET: $5913
Utilize TITLE I Federal supplemental grant funding to continue updating outdated and obsolete technology by providing 1 new desktop computer per classroom across the district to be used to operate document cameras, overhead projectors, and other equipment for educational presentations to enhance learning activities, assuring the students are given learning opportunities and group activities that will close the achievement gap and prepare students for a competitive future. Title I funding will be used for the purchase of 48 desktop	Vince Herron, Technology Specialist	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	Title I - Materials & Supplies: $5157.00 ⸻ ACTION BUDGET: $5157

computers-- in a collaborative effort, 41 additional computers will be purchased using Title VI funding and additional computers purchased with future funding will complete this Technology update plan...Title I funding $10,446...$5,223 on each building plan Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide				
To provide educational experiences using a variety of devices to prepare students for future activities and to assure that all students are prepared and familiar with appropriate technology for the common core PARCC testing, the district will purchase a mobile class set of 30 laptops to be used in a varity of settings throughout the year. Educational software will be purchased to be utilized on the laptops to enhance and supplement the regular curriculum in the classroom-- [purchase ONE [1] mobile charging cart @ $936 each; and a total of Thirty [30] Laptops @ $369 each; and Thirty [30] 9-cell batteries @ $69 each -- Total $15,426.55 funded with Title I-A] [Funded by Title I] Action Type: Collaboration Action Type: Technology Inclusion	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	Title I - Materials & Supplies: $15430.00 --- ACTION BUDGET: $15430

Action Type: Title I Schoolwide				
Apex software will be used to provide supplemental educational activities for students performing below proficiency in literacy and mathematics. Teachers will also be encouraged to use the modules as an instructional tool. Professional development in the use of the software will be provided as needed. Use of the software will be evaluated through student performance reports. Evaluation will be done by the building principal, library media specialist, technology coordinator, and classroom teachers working in collaboration. The modules will also be used for Point in Time remediation and reteaching of basic skills, as well as in Summer school remediation for all core subjects as needed. [Funded by NSLA $7,325] Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Marlene Bush, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers • Teaching Aids • Title Teachers	NSLA (State-281) - Purchased Services: $7325.00 ACTION BUDGET: $7325
Total Budget:				$84194

Intervention: **To increase teacher proficiency professional development opportunities will be utilized.** Expenses for Professional Development will 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.

Scientific Based Research: Brand, Glenn A. "What Research Says: Training Teachers for Using Technology." Journal of Staff Development 19.1 (1997): 1-9. Print. Nagel06/28/10, David. "Teachers Report Educational Benefits of Frequent Technology Use -- THE Journal." THE Journal: Technological Horizons in Education -- THE Journal. The Journal, 28 June 2010. Web. 20 Sept. 2011. .Wang, Feng, and Thomas C. Reeves. "Why Do Teachers Need to Use Technology in Their Classrooms? Issues,

Problems, and Solutions." Computers in the Schools 20.4 (2004): 49-65. Print. . Efaw, Jamie. "No Teacher Left Behind: How To Teach with Technology." Educause Quarterly 4 (2005): 26-32. Print. Brown, Monica R., Kyle Higgins, and Kendall Hartley. "Teachers and Technology Equity." Teaching Exceptional Children 33.4 (2001): 33-39. Print Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S., Tieso, C. L., Muller, L. M., Park, S., Emerick, L. J., Maxfield, L. R., & Burns, D. E. (2002). /Implementing a professional development model using gifted education strategies with all students/ (RM02172). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut. Metis Associates, Final Report. 2003-2006 evaluation of Arkansas Environmental and Spatial Technology Initiative (EAST). Metis Executive Summary of EAST (PDF) Metis Final Report on EAST (PDF) Metis Appendices Final Report on EAST (PDF)

Actions	Person Responsible	Timeline	Resources	Source of Funds
To improve the quality and effectiveness of implementation of math and literacy strategies in the classroom as it relates to instruction across the curriculum, the GT Coordinator will attend the National Association for Gifted Children(NAGC)in Denver, CO, Nov. 14-18, 2012. Total for GT teacher: $Registration ($490.00) Materials ($300.00) Travel ($300) Lodging ($1000.00) Meals ($330.00) Miscellaneous travel t/f airport & hotel ($150)[Funding for GT teacher--- $2570 Title II-A] Action Type: Professional Development Action Type: Technology Inclusion	Deborah Giusti, GT Coordinator	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Teachers	Title II-A - Purchased Services: $2570.00 ACTION BUDGET: $2570
Technology specific Professional Development, Hot Springs Technology Institute, will be	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	PD (State-223) - Purchased Services: $3250.00

provided for six high school teachers (or more if money is available) with the focus on increasing the quality and effectiveness of implementing technology related instruction across the curriculum. Teachers will present to entire faculty what was learned at the conference. Preference for pre-conference attendance will be given to teachers who have been chosen to present at conference. [Registration for conference (6@$125) $750, Pre-conference $2500 for qualified participants, pay teachers $100 a day for attendance outside of contract $1200 [+ $260 matching ben] for 6 teachers @2days each. Total: $4710] Funded by Title II-A Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				ACTION BUDGET: $3250
Technology Professional Development will be provided through Schools	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	Title II-A - Materials & Supplies: $2150.00

Without Walls Nov. 4-5, 2012 for five teachers. The conference is at the Hot Springs Convention Center in Hot Springs, AR. This training is technology driven for teacher need. Teachers will present to entire faculty on what was learned. Preference for pre-conference registration given to teachers who present at regular conference. We will send 5 teachers or more if money is available. Registration $145 for 2 days for 5 teachers ($725), Substitute ($425), Pre-Conference Registration ($1000) Total: $2150 Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				ACTION BUDGET: $2150
The Environmental and Spatial Technology (EAST) Initiative is a performance-based learning environment utilizing community service, project-based, service learning.	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	Title II-A - Purchased Services: $3960.00 ACTION BUDGET: $3960

integrated with advanced technological applications in an interdisciplinary environment where the intellectual and problem-solving growth of students is the focus. EAST's central concept is based on the importance of students' responsibility for their own learning, with a focus on cooperative learning, interdependence, individual accountability, development of problem solving, decision-making and higher-order thinking skills. Special professional development training for EAST facilitator throughout the school year is necessary for proper implementation of the program. Phase training, EAST conference, and Summer Seminar are required attendance by facilitator. Mileage ($1200), Food ($700), Registration ($200), Lodging ($500) Substitute ($1360) Total $3960 [Title II-A $3960] Action Type: Professional Development				

Action Type: Technology Inclusion				
Literacy professional development will be provided through the National Council of Teachers of English convention held in Las Vegas, NV, November 15-18, 2012. Two (2) English teachers, on a rotating basis, will attend this Literacy training. Upon their return, teachers will provide PD to faculty based on what was learned at conference. Registration for 2- $680, Mileage/Airfare ($1500) Lodging ($1500.00) Meals($400.00) Substitutes during($600) Total: $4680.00 DID NOT ATTEND-- Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Donnie Pogue, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	ACTION BUDGET: $
Professional Development will include the literacy teachers attending the Arkansas Reading Association Conference in Little Rock in November 2012 or attending the Arkansas Association of	Jami Furr, LIbrary Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	Title II-A - Purchased Services: $1500.00 ACTION BUDGET: $1500

Instructional Media Conference to be held in Rogers in April 2013. Teachers will provide PD to faculty based on what was learned at conference. 4 attendees @ $175.00 each (700.00) Mileage (400.00) Substitutes (1220.00) Meals ($400.00) Hotel ($1000) Totals:$3700 Action Type: Collaboration Action Type: Professional Development				
Send the GT teacher to the annual AGATE Conference in Little Rock, AR, February 20-22, 2013. AGATE is an independent organization promoting excellence in education, particularly as it relates to gifted and talented children and youth in Arkansas. AGATE works to educate its members and the Arkansas community as to the nature and needs of gifted and talented children and youth, and to develop a community that recognizes, nurtures, and rewards the fulfillment of the unique individual potential of each child. Cost:	Deborah Giusti, GT Coordinator	Start: 09/17/2012 End: 02/22/2013	• Teachers	Title II-A - Purchased Services: $812.00 ———— ACTION BUDGET: $812

Registration-$365, Substitute for 3 days-$255, Travel-$129, Meals-$24, Parking-$27, Total: $800 [Funded by Title II-A] Action Type: Professional Development Action Type: Technology Inclusion				
Two certified teachers will attend the 2013 ISTE Conference in San Antonio, TX, June 23-26, 2013. ISTE is the world's largest professional development conference devoted to digital age learning. ISTE 2013 will feature inspiring and impactful professional development and connection opportunities. ISTE provides an excellent chance to grow personal learning networks and gain new knowledge and insights pertinent to school, district, and personal ed tech goals, all while forging new relationships to benefit students with the use of technology paired with high quality teaching in day to day learning experiences in the months and years ahead. Attending	Lisa Byrd, ACSIP Chair	Start: 09/24/2012 End: 06/30/2013	• Outside Consultants • Teachers	Title II-A - Purchased $4700.00 Services: ACTION BUDGET: $4700

teacher will bring back new ways of reaching students and inspiring teachers to incorporate technology within the school day. Registration-$500, Travel-$700, Lodging-$1000, Meals-$200, Taxi/Shuttles-$100, Total: $4700 Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				
To attend the Arkansas Art Educators Conference in Little Rock, AR, Nov. 1 & 2, 2012. This conference provides resources and research to expand and advance the standard of art education and teaching practices throughout the state of Arkansas for its members. It promotes art as an integral part of the curriculum and is a source of advocacy and information concerning art and art education. Registration-$105, Substitute-$170, Meals-$16, Mileage-$85.80, Total-$376.80	Steve Evans, Art teacher	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants • Teachers	Title II-A - Purchased Services: $400.00 <hr> ACTION BUDGET: $400

Action Type: Professional Development				
Professional Development activities will be provided specifically to the building administrator to assure proper leadership and support of the educational process such as state and local meetings and professional development activities specific to leadership. The building principal will also attend the National Principals Convention. In addition to professional development activities, supplemental leadership materials in the form of printed materials, videos, etc., will be purchased to enhance administrative leadership qualities and to be used by the building administrator in presentations of educational trends and ideas to staff. [Funded by State PD $4000] Action Type: Professional Development	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Outside Consultants	PD (State-223) - Purchased Services: $4000.00 ACTION BUDGET: $4000
Motivational speaker, Dave Sheppard, will be provided to present to	Nancy Anderson, Superintendent/Sheri Leake, District Child Nutrition Director	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants • Teachers • Title Teachers	Title II-A - Purchased Services: $2000.00

district staff at the beginning of the school year in August and will return in October for a follow-up session of Professional Development on Engaging students in the learning process. Action Type: Parental Engagement Action Type: Professional Development				ACTION BUDGET: $2000
The district has contracted with APSRC [Arkansas Public School Resource Center], a state 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-- $1,250 each building Funded with TITLE II-A Funds] Action Type: Professional Development	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	Title II-A - Purchased $1250.00 Services: ——————— ACTION BUDGET: $1250
Total Budget:				$26592

Goal	To improve Literacy, the high school will implement Read Across the Curriculum by using the Media Specialist, Literacy Lab Training, HSTW, and cross-curricular teaching to provide students with literature in all subjects with a focus on literacy within all subjects.
Benchmark	Cutter Morning Star will utilize State and Federal funding to provide grades 7-12 classrooms with literature across subjects to provide quality reading material for all students.
Benchmark	Through the HSTW goals and increased literature within classrooms by Spring 2013,

CMS High School Faculty and its students will close the achievement gap to reach at least 90% of our students being proficient/advanced.

Intervention: **To increase proficiency in Literacy through Reading Across the Curriculum with all subjects.**

Scientific Based Research: 1. Allen, Janet, and Christine Landaker. Reading History a Practical Guide to Improving Literacy. Oxford: Oxford UP, 2005. Print. 2. Horning, S. "Horning, Reading Across the Curriculum." Welcome to the WAC Clearinghouse. Web. 27 Sept. 2010. . 3. Laminack, Lester L., and Reba M. Wadsworth. Reading Aloud across the Curriculum: How to Build Bridges in Language Arts, Math, Science, and Social Studies. Portsmouth, NH: Heinemann, 2006. Print. 4. Wilhelm, Jeffrey D. You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents. New York, NY: Teachers College, 2008. Print.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Books will be purchased for classroom libraries in all English classrooms- $500 for each grade. In order to ensure continued success with literacy, teachers will receive funds to continue classroom library development. Classroom libraries incorporate more reading into the classroom curriculum and encourage literacy across the curriculum. The Accelerated Reader program will be continued for students to test reading comprehension in grades 7-8. will be used to update class sets and teachers' guides in these classrooms. [NSLA funded- $3000]	Jami Furr, Library Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • School Library • Teachers • Teaching Aids	NSLA (State-281) - Materials & Supplies: $3000.00 ACTION BUDGET: $3000
The library collection of young adult books will be expanded to incorporate additional quality YA fiction, classic literature, and additional resources to supplement classrooms through additional resources. Additional audio books, related dvds and graphic novels will be purchased to help increase reading achievement in reluctant and struggling readers to continue to close the achievement gap in literacy among students. [$2800]	Jami Furr, Library Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • Outside Consultants • School Library • Teachers • Teaching Aids	NSLA (State-281) - Materials & Supplies: $2800.00 ACTION BUDGET: $2800

Parent Engagement-- Literacy Night will be held once a year to engage parents in their child's progress and to promote Reading Across the Curriculum. Literacy Night will provide a forum for parents to learn and share ways to promote family literacy and to involve themselves in increasing their child's achievement levels throughout high school and beyond. [$1500 Supplemental Materials] Action Type: Collaboration Action Type: Parental Engagement	Michael Anderson, Parental Facilitator	Start: 07/01/2012 End: 06/30/2013	• Community Leaders • Teachers	NSLA (State-281) - Materials & Supplies: $1500.00 ACTION BUDGET: $1500
A certified teacher will be the parental facilitator, whose responsibility it would be to establish a community resources pool to encourage school volunteers, an alumni committee, and a parent involvement committee. This teacher will attend professional development conferences to assist in the role of parent facilitator. [$750.00 stipend District Funded] Action Type: Collaboration Action Type: Parental Engagement	Mike Anderson, Parental Facilitator	Start: 07/01/2012 End: 06/30/2013	• Community Leaders • District Staff • Teachers	General Revenue: $750.00 ACTION BUDGET: $750
Cutter Morning Star High School staff and parents of students needing improvement in academic achievement will enter into a PARENT COMPACT in order to meet the needs of our students by sharing the responsibility of learning. Procedures for grievances and parental concerns shall be included. Action Type: Collaboration Action Type: Parental Engagement	Mike Anderson, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Total Budget:				$8050

Intervention: **To implement the LDC Model in Literacy classrooms to enhance and supplement Common Core Teaching Standards.**

Scientific Based Research: 1. LDC Guidebook http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCBook_web.pdf 2. Establishing a Strong Foundation- District and School Supports for Classroom Implementation of the LDC Framework. http://www.literacydesigncollaborative.org/wp-content/uploads/2012/05/RFA_Report_-_Conditions_that_Support_LDC_Sept._2011.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Literacy Design Collaborative Model will be implemented to enhance and supplement the Common Core Standards and the ability of the teachers to instruct effectively. The LDC is a series of modules provide a starting point for teachers to create tasks and modules around their own disciplinary content. The subject areas covered by these modules are English Language Arts, Science & Technical Subjects, and History & Social Studies. LDC also offers two guidance tools, a checklist for ensuring that a module meets the Rules of the Road, and a field-test edition of the "Good-to-Go" scoring rubric used to identify modules that are ready to be used in the classroom. LDC Modules help teachers teach students to succeed on assignments created using LDC Template Tasks. Modules are built on a common "chassis" so instruction can be shared across a wide variety of grades, content areas, and instructional approaches. Materials, Professional Development, Curriculum, and Substitutes will be needed for this	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids	Title II-A - Purchased Services: $2000.00 NSLA (State-281) - Materials & Supplies: $14000.00 ——————— ACTION BUDGET: $16000

program. [Professional Development Travel $600, Substitutes $800, Materials 14000, Total cost: $15400. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion				
Total Budget:				$16000

Priority 1:	Based on an analysis of the assessment data, students need improvement in the areas of 7th and 8th grade math, Algebra I, and Geometry. In order to address identified needs and achieve math AYP goals for 2012, interventions have be established. Analysis of data includes CRT, NRT, and School Performance Report Card data.
Supporting Data:	1. **As the 6th grade directly feeds into the high school, these weaknesses are identified to influence instruction. These combined 6th graders scored 78.6% proficient/advanced on the Benchmarks which did not meet AYP of 82.28%. In examining the item by item analysis data for the 6th grade Benchmarks 2012, we have discovered a weakness in the following strands:** Problem solving with operations, reasoning, and thinking skills. Problem solving with operations in communication and representation of basic understanding. 2. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL 7th Grade Benchmark Exam:** **In 2012, 49 students were tested and the combined population of 7th graders scored 73% proficient and advanced which fell short of the 82.28% we were supposed to reach. In examining the item by item analysis data for the 7th grade Benchmarks, we have discovered weaknesses in the following strands:** Measurement, Algebra MC/OR, Number & Operations OR, Geometry MC/OR, Data Analysis/Probability MC. In 2011, 43 students tested, 70% were proficient or above. The subpop below AYP were Economically Disadvantaged students-59% In 2010, 44 students tested, 89% of combined population were proficient or above. The subpops below AYP of 64.55% were Students with Learning Disabilities- 60% and African American students-50%. 3. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-8th Grade Mathematics Exam:** **In 2012, 46 students tested, the combined population of 8th graders did not meet the state AYP of 82.28% but scored in the 67th percentile. In examining the item s and analyzing data for 8th graders we discovered weaknesses in the following strands:** Measurement MC/OR, Algebra OR, Geometry MC/OR, Data Analysis/Probability MC. In 2011, 45 students tested, the combined population of 8th graders did not meet the state AYP of 73% but scored 56%. The subpops below AYP are Economically Disadvantaged students-37%, and students with Disabilities-12.5% Hispanic students-40%, and African American students-0%. In 2010, 66 students tested, 59% of combined population were proficient or above. The subpops below AYP of 64.55% were 51% Economically Disadvantaged students-51%, Hispanic students-50% students with Learning Disabilities- 0% and African American students-0%. 4. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL**

EOC Algebra I Exam
In 2012, with 47 students tested, the combined population of Algebra I students did not meet AYP of 82.3% but scored 70%. In examining the item by item analysis data for the Algebra I EOC Exams, we have identified the following weaknesses:
Solving Equations & Inequalities OR, Language of Algebra MC, Non-Linear Functions OR
In 2011, with 41 students tested, the combined population of Algebra I students did not meet AYP of 75% but scored 73%. The subpops below AYP are Economically Disadvantaged students-59%, and students with Disabilities-0%, and African American students-33%.
In 2010, 75 students tested, 72% of combined population were proficient or above. The subpops below AYP of 64.55% were Native American students-0%, Hispanic students-63%, students with Learning Disabilities-0%, and LEP students-0%.

5. **ACSIP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL. EOC-Geometry Exam:**

   In 2012, with 40 students tested, the combined population of Geometry students did not meet the state AYP of 82.3% but scored 73%. In examining the item by item analysis data for the Algebra I EOC Exams, we have identified the following weaknesses:
   Triangles OR, Coordinate Geo. & Transformation OR, Language of Geo. OR, Relatinships between 2&3 Dimensions OR.
   In 2011, with 59 students tested, the combined population of Geometry students did not meet the state AYP of 75% but scored 71%. The subpops below AYP are LEP students-59%, and students with Disabilities-0%, and African American students-33%.
   .
   In 2010, 56 students tested, 57% of combined population were proficient or above. The subpops below AYP of 64.55% were Native American students-0%, Hispanic students-33%, students with Learning Disabilities-0%, Caucasian students-60%, and Economically Disadvantaged students-55%.
6. After looking at the data we are very weak in our math scores. Math has become a priority at CMS High School.
7.
8.

Goal	To improve math procedures and problem-solving skills in identified areas of weakness according to data analysis.
Benchmark	**In 2012, the combined population of 7th graders scored 73% proficient/advanced which fell short of the 82.28% we were supposed to reach. The combined population of 8th graders did not meet the state AYP last year of 82.28% but scored in the 67th percentile. The combined population of Algebra I students did not meet AYP of 82.3% last year but scored 70%. The 9-12 grade Geometry students did not meet the state AYP of 82.3% last year but scored 73%. By Spring 2013, the combined population and each subgroup will increase the percent of students scoring proficient/advanced to at least 90% in 7th & 8th grades and 90% in the 9-12 grades. We are striving to attain proficiency at least 90% of our students.**

Intervention: **To increase math proficiency through continued curriculum alignment to the Common Core Mathematics Frameworks and providing Professional Development opportunities for the math teachers.**

Scientific Based Research: Arkansas Department of Education. Math Frameworks. http://arkedu.state.ar.us/curriculum/benchmarks.html#Math Billig, Shelley H., et al. "Closing the Achievement Gap: Lessons from Successful Schools." US Department of Educatio (2005). ERIC. 21 September 2006. http://search.ebscohost.com. Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD. "The Benefits of Curriculum Alignment." District Administration 40.7 (2004): 57-57. MasterFILE Premier. 21 September 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide ongoing staff development in the curriculum alignment process and Benchmark assessment through Dawson Educational Cooperative,the Arkansas Department of Education, Smart Start/Smart Step/Next Step Conferences, DSC Math Facilitator Training 7-12 through Dawson, and Math Committees. Training for math faculty in using rubrics and released test items from the Benchmark Exams, Iowa Basic Skills Tests, and EOC Exams will continue be provided to assist the teachers in formulating open response questions for their students to practice.[$1500 Dawson Co-Op Title II-A funded] Action Type: Professional Development Action Type: Program Evaluation	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids	Title II-A - Purchased Services: $1500.00 ACTION BUDGET: $1500
Mathematics professional development will be provided through the National Council of Teachers of Mathematics convention held April 17-20, 2013 in Denver, CO. Two Math teachers will attend this training. Teachers will provide PD to faculty based on what was learned at conference. [2 teachers @ Mileage/Airfare-$1000, Lodging-$1200, Meals-$400, Registration-$900, Substitutes- 3 days $550, Materials: $90 Total:$4150 [Title II-A $4140] Action Type: Collaboration Action Type: Professional Development	Tim Capel, Math teacher	Start: 01/04/2013 End: 05/01/2013	• Outside Consultants • Performance Assessments • Teachers • Teaching Aids	Title II-A - Purchased Services: $4050.00 Title II-A - Materials & Supplies: $90.00 ACTION BUDGET: $4140

THE LEARNING INSTITUTE [TLI]--The Learning Institute Formative Assessment program will be implemented consistantly throughout the district in all core content areas (Literacy, Math, Science). Pre- and Post-assessments are embedded within the program. Professional Development will be provided to all teachers concerning the effective use of formative assessments and how to effectively use the results to include the students and parents and all stakeholders in the education of the child. Content area committees will meet following each testing cycle to determine any noted progress the program may be providing in closing the achievement gap between targeted subgroups. [Funded by NSLA $12,000 each campus on literacy document] Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants • Performance Assessments	ACTION BUDGET: $
Total Budget:				$5640

Intervention: **To increase math proficiency through the implementation of a mathematics program that offers participation, discussion, visual, auditory, and verbal learning. This active learning approach will be combined with standard-based instruction.**
Scientific Based Research: 1. Levy, Jennifer L. "Student-Centered Math Activities in Standards-Based Classrooms." (2006). ERIC. 21 September 2006. http://search.ebscohost.com. 2. "An Evaluation of the Efficacy of the Algebra'scool System." http://www.bestquest.com/Eval_Efficacy_Algebrascool_System_0705.pdf 3. Lilburn, Pat., Sullivan, and Peter, Good Questions for Math Teaching: Why Ask Them and What to Ask, K–6. Marilyn Burns Educational Associates, 2005. 4. Ed Thoughes: What We Know About Mathematics Teaching and Learning. P. 44-45. McRel. Edited by John Sutton & Krueger. Aurora, CO (2002). 5. Noone C. Algebra's cool. Media & Methods [serial online]. [YEAR];40(4):39-39. Available from: MasterFILE Premier, Ipswich, MA. Accessed September 21, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds

Math teachers will be trained through Dawson Educational Cooperative and Smart Start/Next Step to create open response questions and assess student response by rubric. Math teachers will incorporate instruction in open-response questions into daily instruction. The building principal will monitor this activity on a regular basis, as well as regular department meetings between the math teachers. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Professional development will address student weaknesses and improve instructional methods. Training from Cooperative and State on Math Coaching Model, Dawson Educational Co-op Math Workshops, and other providers of professional development approved by high school principal. The building administrator and the school district will provide opportunities for professional development for Secondary Content Teachers training, Pre AP/AP teachers, GT Coordinator, AP Coordinator, building administrator and other staff working to enhance student learning and improve instructional strategies. The GT Coordinator and AP Coordinator will attend the Annual AP meeting at Dawson Coop and College Board Training . The	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Outside Consultants • Title Teachers	Title II-A - Purchased Services: $2445.00 ACTION BUDGET: $2445

secondary teachers will attend training as needed including the GT summer Workshop, Teaching the Gifted in the Secondary Classroom, and PreAP/AP teachers as needed to attend appropriate College Board Training. This training will address all four core areas in which PreAP/AP courses are offered. Action Type: Professional Development				
Teachers are actively engaged in HSTW (High Schools That Work). This program is a school improvement initiative. Engages state, district, and school leaders and teachers in partnerships with students, parents, and the community to improve the way high school students are prepared for work and further education. HSTW provides that framework through 10 Key Educational Practices for accelerating learning and setting higher standards. It recommends actions that provide direction to schools as they work to improve academic and career/technical instruction at school and work sites. These recommendations meet the criteria for comprehensive school reform. We initiated the CAPS program last year. The CAPS program is a mentoring program that helps students develop secondary and post-secondary training and career goals and action plans. Further training is needed during the HSTW conferences	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants • Performance Assessments • Teachers	PD (State-223) - Purchased Services: $12070.00 ACTION BUDGET: $12070

offered through Dawson in the summer. Among other areas, HSTW promotes numeracy across the curriculum. Send 8 district [increased per Mrs. Anderson if finances permit] teachers to HSTW Conference @$1500 ea. Total: $12000 [Summer 2012 Funded by State PD $2,500 and Summer 2013 State PD $9,570] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion				
The Mathematics Design Collaborative (MDC)is committed to preparing junior high and high school students to meet the expectations of the Common Core State Standards through rigorous, engaging Mathematical learning experiences. MDC uses an "assessment for learning" approach that provides teachers with better insight into student learning needs and allows them to quickly adjust teaching strategies and emphasis on demand. The MDC is a series of modules that provide a starting point for teachers to create tasks and modules around their own disciplinary content. Subjects that are covered by the MDC are Mathematics and Science. Modules are built on a common "chassis" so instruction can be shared across a wide variety of grades, content areas, and instructional	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2012	- Administrative Staff - Performance Assessments - Teachers - Teaching Aids	Title II-A - Purchased Services: $2000.00 NSLA (State-281) - Materials & Supplies: $14000.00 ACTION BUDGET: $16000

approaches. Materials, Professional Development, Curriculum, and Substitutes will be needed for this program. Total cost: $16000. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
To improve basic skills and student achievement, a 3-week Summer School will be provided specializing in the core subject areas of math, literacy, science, and social studies to service students on the verge of retention. Students will be evaluated at the end of the three weeks to determine if the rigorous program has helped in closing the achievement gap and helped the student achieve the skills needed to be successfully promoted to the next grade level. (3 teachers = $4500 = $945 benefits totaling: $5445 ~ $6000 on high end) (1 bus driver = $450 + $95 benefits totaling: $545 ~ $600 on high end) [Funded on Literacy Document] Action Type: Collaboration Action Type: Equity	David Tollett, High School Principal	Start: 05/24/2012 End: 06/30/2012	• Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$30515

Intervention: **To improve instruction through the use of technology in the Mathematics Classrooms to help students increase math proficiency.**

Scientific Based Research: King, Donna. "Improving Math Scores with Instructional Courseware." Media & Methods 41.1 (2004): 8-9. MasterFILE Premier. 21 September 2006. http://search.ebscohost.com. McDaniels, Dr. Garry L. (April 2003). Review of Scientifically-Based Research Behind Achievement Technologies' Family of Products." http://www.skillstutor.com/pdf/NCLB.pdf The Princeton Review. (July 2005). Traynor, Dr. Patrick L. "Effects of Computer-Assisted-Instruction On Different Learners." University of California,Riverside.Journal of Instructional Psychology 825 - 30 (2), 137-143, 2003. Bennett, Dan. Exploring Geometry with The Geometer's Sketchpad.. Berkeley, California: Key

Curriculum Press (1994). Bennett, Dan. Pythagoras Plugged In: Proofs and Problems for The Geometer's Sketchpad., Berkeley, California: Key Curriculum Press (1995). Boehm, Kathryn W. "Experiences with The Geometer's Sketchpad in the Classroom" in Geometry Turned On!: Dynamic Software in Learning, Teaching, and Research, eds. James R. King and Doris Schattschneider., Washington, D.C.: The Mathematical Association of America (1997): 71–74. Bosse, Michael J., and Johna Faulconer. "Infinite Sums in Geometry: Inducing Two Sets of Patterns." Mathematics Teacher, Vol. 101(1) (August 2007): 19–22. Brumbaugh, Doug. "Animate Your Triangles...And Your Students!" Consortium, Vol. 51 (Fall 1994): 8–9. Brumbaugh, Doug. "Moving Triangles," in Geometry Turned On!: Dynamic Software in Learning, Teaching, and Research, eds. James R. King and Doris Schattschneider., Washington, D.C.: The Mathematical Association of America (1997): 69–70.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve instruction in math through the incorporation of technology in the classrooms. Each mathematics classroom is equipped with an Interactive Tablet and LCD projector. The Interactive Tablet, TI-smartview software, and PowerPoint will be used in instruction. A mobile computer lab and a class set of clickers are available for check-out. Training in using the technologies will be provided as needed. Online tutorials are also available for new teacher training. The new Common Core standards will require the use of technology in classrooms. Involving the interactive tablets in improving instruction for all teachers will enhance their instruction and engage their students. Action Type: Professional Development Action Type: Technology Inclusion	Jami Furr, Media Specialist	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
Apex software will be used to provide supplemental educational activities for students performing below proficiency in literacy and mathematics. Teachers will also be encouraged to use the modules as an instructional tool. Professional development in the use of the software	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

will be provided as needed. Use of the software will be evaluated through student performance reports. Evaluation will be done by the building principal, library media specialist, technology coordinator, and classroom teachers working in collaboration. The modules will also be used for Point in Time remediation, as well as, in Summer school remediation for all core subjects as needed. [Funded by NSLA $7,325 budgeted on the Literacy document] Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion				
1.0 FTE Highly Qualified Paraprofessional has been hired to facilitate use of technology in the reteaching of basic skills in Literacy and Math with a focus on "Point in Time Remediation". Paraprofessional will manage and facilitate educational activities offered using the APEX software in a computer lab setting. Paraprofessionals work directly under the supervision of certified teachers. [Carolyn Bissell salary & benefits funded on the Literacy document] Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	David Tollett, Building Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Computers • District Staff • Teaching Aids • Title Teachers	ACTION BUDGET: $
2012-13-NSLA Implementation of Livescribe pens purchased with 2011-12 NSLA supplemental funding will be used with students in the Algebra I classes for students who need	Kaci Palmer, Algebra I teacher	Start: 10/01/2012 End: 06/30/2013	• Computers • Teaching Aids	NSLA (State-281) - Materials & Supplies: $1000.00 ACTION $1000

remediation and are classified as free/reduced lunch first. The effectiveness will be measured by comparing data from last year and this year's scores. The pens are suited for the visually/hearing impaired as well. The students will be accountable for taking notes in class, but the teacher using the pen will upload the notes and audio which will be accessible to all students using an internet connection. Those without internet will have the pen and visual/auditory notes. Our goal is to improve performance of our Algebra I students by using the pen. Online tutorials will be available for students and teacher and a wiki will be created to document its use. [$1000 for apps and accessories for pen distribution and use. NSLA funded.] Action Type: Equity Action Type: Technology Inclusion				BUDGET:
Through the purchase of 50 TI-Nspire Handheld with Touchpad (includes handheld & TI-Nspire Student Software) for the students and TI-Nspire™ and TI-Nspire CAS Teacher Software - Perpetual License for PC or Mac® (CD) and TI-SmartView™ Emulator Software for the TI-84 Plus Family (Windows® and Macintosh®), Single License purchased for the math/science teachers to use in their daily lessons. Arkansas allows the TI-Nspire handheld (without CAS) either with the TI-84 Plus keypad or with the TI-Nspire keypad for use on state assessments – Benchmark Exams, Geometry EOC, Algebra I	Michael Anderson, Math	Start: 07/01/2012 End: 06/30/2013	• Computers • Outside Consultants • Teachers • Teaching Aids	NSLA (State-281) - Materials & Supplies: $15250.00 ACTION BUDGET: $15250

EOC and the Achieve Algebra II EOC. We will be targeting 7-11 grade students to close the achievement gap between our low achievers and those students who are proficient/advanced. Purchasing these devices will ensure that all students have access to the same technology so they are able to receive an equal opportunity to learn. We will purchase 50 TI-Nspire Handhelds-$12,500, Software for 5 teachers-$2000, Rechargeable Batteries for the devices-$750, Total: $15,250. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion				
Utilize TITLE VI Federal supplemental grant funding to continue updating outdated and obsolete technology by providing 1 new desktop computer per classroom across the district to be used to operate document cameras, overhead projectors, and other equipment for educational presentations to enhance learning activities, assuring the students are given learning opportunities and group activities that will close the achievement gap and prepare students for a competitive future. [The purchase of 30 desktop computers--Title VI Federal Funding] More computers to be purchased in collaboration with other funding in the future will complete this Technology update plan...Funded with Title VI Federal on Literacy Document Action Type: Collaboration Action Type: Technology	Vince Herron, Technology Specialist	Start: 07/01/2012 End: 06/30/2013	• Computers • District Staff • Teachers	ACTION BUDGET: $

Inclusion				
Provide the services of a Technology Technician through Dawson Educational Cooperative. The technology technician will be on campas part-time each week and on call if there should be an emergency. [Vince Herron--Funded by Title VI Federal Grant--$26,500--$13,250 charged to each building --Funded on Literacy Document] Action Type: Collaboration Action Type: Technology Inclusion	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	―――― ACTION BUDGET: $
Supplemental Professional Development/Improvement of Instruction activities such as classroom management, content area knowledge in literacy and math, and updated use of technology will be provided to teachers and paraprofessionals working directly Title I students in the re-teaching of basic skills to enhance student learning. Materials to support activities that will assist teachers and paraprofessional to help close the achievement gap among students by providing differentiated instruction for individual learners will be purchased to assist in improving instruction within the classroom. . Expenses for Professional Development will 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. Such training will enable Title I paraprofessionals and staff to stay updated with	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Teaching Aids • Title Teachers	―――― ACTION BUDGET: $

changes in the State and Federal guidelines and with the best practices being implemented in education, creating a learning community of highly qualified personnel. [TITLE I funded Ms. Bissell] Action Type: Professional Development Action Type: Title I Schoolwide				

Total Budget:				$16250

Intervention: To increase student math scores through parental involvement at the high school level.

Scientific Based Research: Fan, Xitao. 2001. Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. Journal of Experimental Education ERIC Database. Fan, Xitao, and Chen, Michael. 2001. Parental Involvement and Students' Academic Achievement: A Meta-Analysis. Educational Psychology Review.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent Teacher Conferences will be held in October and March, and information will be available to parents regarding student achievement at this time. Parents will be notified through the school reach phone system, the high school facebook page and through the parental involvement committee to remind them of the conferences. The October notification will include a notice of the "State of the School" discussion led by the Principal. A school-wide parent meeting will be held in October during the night of Parent-Teacher Conferences to discuss academic achievement scores and steps for improvement. Information will be given to parents as to what is being done within the classroom to encourage all students to achieve proficiency in math at the varying grade levels. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I	Michael Anderson, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $

Schoolwide				
Parents have been notified of the status of CMS as an Achieving School. The district also offers many options for remediation. Consequences for failure to participate in the offered remediation options are spelled out in the Handbook. Parents have been made aware of options available to their child, including school choice. The school continues to make every effort to communicate to the parents the seriousness of the student's need for progressive achievement. Action Type: Collaboration Action Type: Title I Schoolwide	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Outside Consultants • Performance Assessments	ACTION BUDGET: $
Total Budget:				$0

Priority 2: **Safe and Drug Free Schools Program**

Supporting Data:

1. **Arkansas Prevention Needs Assessment Survey 2012:**
   Lifetime drug use
   8th Grade:
   42% used alcohol (39% 2011, 39% 2010, 42% 2009)
   24% used cigarettes (23% 2011, 23% 2010, 29% 2009)
   7% marijuana (7% 2011, 7% 2010, 10% 2009)
   7% inhalants (10% 2011, 10% 2010, 17% 2009)
   0% methamphetamines (0% 2011, 0% 2010, 3% 2009)
   17% any drug (19% 2011, 19% 2010, 34% 2009).
   10th Grade:
   63% alcohol (56% 2011, 36% 2010, 59% 2009)
   37% cigarettes (43% 2011, 44% 2010, 44% 2009)
   21% marijuana (29% 2011, 29% 2010, 18% 2009)
   19% inhalants (22% 2011, 24% 2010, 10% 2009)
   0% methamphetamines (2% 2011, 0% 2010, 2% 2009)
   44% any drug (47% 2011, 47% 2010, 29% 2009).
   12th Grade:
   78% alcohol (78% 2011, 76% 2010, 74% 2009)
   44% cigarettes (57% 2011, 57% 2010, 56% 2009)
   52% marijuana (44% 2011, 45% 2010, 42% 2009)
   19% inhalants (10% 2011, 10% 2010, 14% 2009)
   2% methamphetamines (0% 2011, 2% 2010, 2% 2009)
   58% any drug (48% 2011, 47% 2010, 54% 2009).

2. **Arkansas Prevention Needs Assessment Survey 2012:**
   Results from behavior in the past year:
   8th Grade:
   7% drunk at high school (7% 2011, 7% 2010, 7% 2009)
   0% sold illegal drugs (0% 2011, 0% 2010, 0% 2009)
   12% attack to harm (12% 2011, 13% 2010, 12% 2009)
   0% carried a handgun (3% 2011, 3% 2010, 2% 2009)
   0% handgun at school (0% 2011, 0% 2010, 2% 2009).
   10th Grade:
   19% drunk at high school (6% 2011, 6% 2010, 3% 2009)
   13% sold illegal drugs (6% 2011, 6% 2010, 2% 2009)
   12% attack to harm (12% 2011, 24% 2010, 12% 2009)

4% carried a handgun (9% 2011, 9% 2010, 7% 2009)
0% handgun to school (0% 2011, 0% 2010, 0% 2009).
12th Grade:
29% drunk at high school (17% 2011, 17% 2010, 9% 2009)
19% sold illegal drugs (17% 2011, 17% 2010, 5% 2009)
13% attack to harm (13% 2011, 23% 2010, 9% 2009)
0% carried a handgun (7% 2011, 7% 2010, 5% 2009)
0% handgun to school (3% 2011, 3% 2010, 0% 2009).

3. **Arkansas Prevention Needs Assessment Survey 2012:**
   Use of drugs in the past 30 days:
   8th Grade:
   12% alcohol (13% 2011, 13% 2010, 10% 2009)
   7% cigarettes (3% 2011, 3% 2010, 7% 2009)
   3% marijuana (0% 2011, 0% 2010, 0% 2009)
   0% inhalants (0% 2011, 0% 2010, 3% 2009)
   0% methamphetamines (0% 2011, 0% 2010, 0% 2009)
   9% any drug (12% 2011, 13% 2010, 12% 2009).
   10th Grade:
   25% alcohol (27% 2011, 27% 2010, 20% 2009)
   15% cigarettes (9% 2011, 9% 2010, 10% 2009)
   7% marijuana (6% 2011, 6% 2010, 2% 2009)
   12% inhalants (8% 2011, 12% 2010, 7% 2009)
   0% methamphetamines (0% 2011, 0% 2010, 0% 2009)
   19% any drug (15% 2011, 15% 2010, 12% 2009).
   12th Grade:
   58% alcohol (31% 2011, 31% 2010, 26% 2009)
   16% cigarettes (30% 2011, 30% 2010, 23% 2009)
   29% marijuana (20% 2011, 20% 2010, 12% 2009)
   0% inhalants (0% 2011, 0% 2010, 5% 2009)
   0% methamphetamines (0% 2011, 0% 2010, 0% 2009)
   38% any drug (30% 2011, 30% 2010, 14% 2009).

Goal	To help insure that schools are safe, disciplined, and drug-free by continuing developmentally-based drug and violence prevention programs and implementing character awareness activities.
Benchmark	The percentage of CMS students involved in violent and drug-related incidents will decrease for adequate yearly progress.

Intervention: Program Administration and Implementation

Scientific Based Research: Astor, Ron Avi, et al. "School Safety Interventions: Best Practices and Programs." Children & Schools 27.1 (2005): 17-32. ERIC. 25 September 2006. http://search.ebscohost.com. Baker, Davis E. "Ready for "Code Red"? Pre-Plan for Safety." Education Digest: Essential Readings Condensed for Quick Review 71.6 (2006): 29-32. ERIC. 25 September 2006. http://search.ebscohost.com. MacDonald, John M., et al. "The Relationship Between Life Satisfaction, Risk-Taking Behaviors, and Youth Violence." Journal of Interpersonal Violence 20.11 (2005): 1495-1518. Professional Development Collection. 25 September 2006. http://search.ebscohost.com. Whitted, Kathryn S., and David R. Dupper. "Best Practices for Preventing or Reducing Bullying in Schools." Children & Schools 27.3 (2005): 167-175. MasterFILE Premier. 25 September 2006. http://search.ebscohost.com.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The CMS Safe and Drug Free Schools ACSIP Committee will meet to plan, assess, and evaluate the effectiveness of the Prevention methods for non-	Donnie Pogue, PRIDE sponsor	Start: 07/01/2012 End: 06/30/2013	• District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $

violent and drug free communities. Research and data studies of survey results and school discipline reports will be an ongoing process to assure updated information continued improvement. Action Type: Parental Engagement Action Type: Program Evaluation				
Supplemental Educational Materials concerning the subjects and issues of Drug use and Violence among school-aged youth and teens will be available for check-out by students and parents, in order to encourage conversation [interaction] between students and parents and to promote intervention of student behavior via parental control. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Marlene Bush, Counselor	Start: 07/01/2012 End: 06/30/2013	• District Staff • Outside Consultants • Teaching Aids	ACTION BUDGET: $
Safe and Drug-Free Schools Facilitator will attend conferences, training seminars, area meetings, etc. to further enhance knowledge of methods toward the prevention of violence and use of tobacco, alcohol, and other drug use. Expenses will include registration fees, travel, lodging, membership dues to educational	Donnie Pogue, PRIDE sponsor	Start: 07/01/2012 End: 06/30/2013	• District Staff • Outside Consultants	PD (State-223) - Purchased Services: $350.00 ACTION BUDGET: $350

organizations promoting drug and violence prevention and other reasonable educational expenses relevant to training for improvement of instruction. Action Type: Professional Development				
To encourage students to be drug-free, mandatory random chemical screen testing will be implemented for students in grades 7-12 who are participating in extracurricular activities, sports, or who drive a car onto campus. According to Board approved policy, students and parents must sign a consent form for the chemical screen testing in order to participate in the above activities. A Chemical screen test policy was placed in the student handbook. (Funded by District) Action Type: Parental Engagement Action Type: Program Evaluation	David Tollett, principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $
Security cameras are placed throughout the campus to help promote a safe and drug-free environment on campus. These cameras record video that can be reviewed should an incident occur. Action Type: Technology Inclusion	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Computers • District Staff • Outside Consultants	ACTION BUDGET: $
Continue to utilize	David Tollett,	Start:	• District Staff	NSLA $1500.00

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 $1500] Action Type: Collaboration Action Type: Parental Engagement	High School Principal	07/01/2012 End: 06/30/2013	• Outside Consultants	(State-281) - Purchased Services: <hr> ACTION BUDGET: $1500
Hire a School Resource Officer (SRO)for the remainder of the school year (January-May), whose job duties include research-based methods and strategies tied to improving achievement of students at risk. The SRO will better provide a safe evironment condusive to learning for both students and teachers [Funded by NSLA State Special Needs Grant -- $25,000 ....$12,500 charged to each building] Action Type: Collaboration	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	NSLA (State-281) - Purchased Services: $11000.00 <hr> ACTION BUDGET: $11000

Total Budget:	$12850

Priority 5:	The CMS District acknowledges the value of a healthy lifestyle. The CMS District will emphasize and promote healthy lifestyle choices among its students, faculty & staff, and parents.

Supporting Data:

1. **The Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance due to The Body Mass Index Data-- total students-316 for 2011-2012: At risk for overweight or overweight students:**
   Grade 8 Males 52.9% Females 57.9%
   Grade 10 Males 33.3% Females 31.8%

2. **Data total students -317 for 2010-11: At risk for overweight or overweight students:**
   Grade 8 Males 27.6% Females 57.9%
   Grade 10 Males 52.2% Females 36.8%

3. **Data total students -343 for 2009-10: At risk for overweight or overweight students:**
   Grade 8 Males 37.5% Females 44.1%
   Grade 10 Males 33.3% Females 52.9%

4. School Health Index Results Indicate areas needing improvement to be family and community involvement, school health policies and environment, and physical activity programs.

5. www.ers.usda.gov Garland County Unemployment Rate: 2008 – 5.5%; 2009 – 7.2%; 2010 – 8.1%

6. 2011-2012 BMI data indicates that 58.88% of the students at CMS High School were of a healthy weight, 18.89% were At Risk for Overweight and 22.22% were overweight. The total At Risk for Overweight or Overweight was 41.11%.

Goal	The CMS High School will provide support for students in making Healthy Lifestyle Choices by implementing programs 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 2013, there will be a decrease of the average Body Mass Index for students by .5% as determined by the annual screening.

Intervention: Administrative support for wellness.

Scientific Based Research: Arkansas Fights Fat: Translating Research Into Policy To Combat Childhood And Adolescent... Ryan et al. Health Affairs.2006; 25: 992-1004 Arkansas Healthy Youth "School Health Policies and Programs Study" (SHPPS) State Summary Report Card – 2000, 2006 http://www.cdc.gov/HealthyYouth/shpps/report_cards/pdf/arkansas.pdf Fact Sheet on Obesity in Arkansas. http://www.achi.net/BMI_Info/Docs/Obesity_Fact_Sheet_050126%20.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
The CMS High School will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Common Core Frameworks. Resources, professional development	Jesse Slick, Health Chair	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: $

opportunities, and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness				
The CMS High School will provide American Red Cross CPR Training for 5 faculty members on a rotating basis of the high school. Also, the school will provide re-certification as needed. [$250 for 5 teachers district funded?] Action Type: Professional Development Action Type: Wellness	TC Shamel, Health	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	ACTION BUDGET: $
District will utilize NLSA 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] Action Type: Collaboration	Nancy Anderson, Superintendent	Start: 07/01/2012 End: 06/30/2013	• None	NSLA (State-281) - Employee Salaries: $3713.00 NSLA (State-281) - Employee Benefits: $2688.00 ACTION BUDGET: $6401
Total Budget:				$6401

Intervention: The CMS High School will implement practices to provide opportunities for faculty, parents, 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: "BREAKFAST HABITS, NUTRITIONAL STATUS, BODY WEIGHT AND ACADEMIC PERFORMANCE IN CHILDREN AND ADOLESCENTS." Nutrition Research Newsletter 24.6 (2005): 8-8. MasterFILE Premier. 27 September 2006. http://search.ebscohost.com. Jyoti, Diana F., Frongillo, Edward A., and Sonya J. Jones. "Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills1-3." Journal of Nutrition 135.12 (2005): 2831-2839. MasterFILE Premier. 27 September 2006. http://search.ebscohost.com. Taras, Howard. "Nutrition and Student Performance at School." Journal of School Health 75.6 (2005): 199-199. ERIC. 27 September 2006. http://search.ebscohost.com.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Coded lunch menus continue to be sent home for parents and students on a monthly basis so that families can make informed meal choices. PTSO meeting presentations will inform parents of physical	Shari Leake, Cafeteria Director	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

education and nutrition education opportunities and information. Action Type: Parental Engagement Action Type: Wellness				
Family and Consumer Science classes will implement suggested nutritional programs within the curriculum frameworks. Using the myplate.gov website and other resources, the class serves as a model for nutritional and economic recipes to be prepared. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Karalee Black, FACS Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: $
2011 BMI results for students will be given out to parents along with end of year report cards. For convenience. Flu shots will be made available to all faculty and staff. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Barbara Garner, Nurse	Start: 07/01/2012 End: 06/30/2013	• District Staff • Outside Consultants	ACTION BUDGET: $
Exercise equipment on campus will be made available both to faculty, staff and students. Action Type: Parental Engagement Action Type: Wellness	TC Shamel, Health	Start: 07/01/2012 End: 06/30/2013	• District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
CMS High School will conduct BMI testing in the fall of 2011. A goal of lowering the average BMI has been established by .5%. Action Type: Wellness	Jesse Slick, Health	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: $
Total Budget:				$0

Priority 6: To improve science skills in identified areas of weakness according to data analysis. Based on an analysis of the assessment data, science is an area of need for improvement in our students. The following interventions have been established for school improvement in the area of science:

Supporting Data:
1. An analysis of the assessment data, indicate a large percentage of our students are performing at basic or below basic in the area of science. Science is an area of need for our students. Data analysis includes CRT, SREB, High Schools that Work

Assessment, and School Report Card data. Based on the analysis of student weaknesses, the following interventions have been established for school improvement:
1. Use clickers for immediate assessment and feedback between students and teacher.
2. Emphasize vocabulary.
3. Use handheld technology like microscopes and data collection devices to increase use of technology in lab inquiry.
4. Collaborate between teachers in setting up labs.

2. **ACTAAP CRT Data Source for CUTTER-MORNING STAR HIGH SCHOOL 7th grade Benchmark**
In 2012, 49 students tested, 12% of combined seventh grade students scored proficient or above on ACTAAP. In 2011, 42 students tested, 24% of combined seventh grade students scored proficient or above on ACTAAP. In 2010, 44 students tested, 23% of combined seventh grade students scored proficient or above on ACTAAP. Weaknesses in the 7th grade are: LS.2.8 Investigate functions of human body systems
ES.10.4 compare/contrast Earth's year to those of other planets in our solar system
PS.5.2 Create models of common compounds
LS.3.4 Investigate and analyze the development of embryos
PS.7.1 Identify natural resources used to supply energy needs
LS.2.3 Identify organ systems in vertebrates and plants
PS.5.3 Identify compounds as substances consisting of 2 or more elements chemically combined L.3.5 Dissect a poultry egg to analyze its structure

3. **ACTAAP CRT DATA Source for Cutter-Morning Star High School. EOC Biology**
In 2012 55 students tested, 51% of combined Biology students scored Proficient/Advanced. In 2011, 13 students tested, 29% of combined Biology Students scored proficient or above Tested & Percent of Students Scoring Proficient/Advanced. In 2010 21 students tested, 45% of combined Biology students scored Proficient/Advanced.
Data analysis of the Biology EOC Exam scores indicate the following strands were below the state level percentages and indicate weaknesses:
Understanding cell structure and function
Understanding heredity
Development of the theory of evolution
Understanding of ecological and behavioral relationships among organisms
Designing and safely conducting a scientific inquiry
Understanding current life science theories
Connections between pure and applied science

4. **Arkansas School Performance Report Card.**
http://normesweb.uark.edu/schoolperformance/School/Summary.php Used to obtain ACT data.
Last 3 years of ACT reflect scores from a program that included the testing of all juniors as well as college bound students who chose to take the exam.
ACT Science Scores 2010 18.3, 2011 18.8, 2012 18.5.

Goal   To improve science skills in identified areas of weakness according to data analysis.

Benchmark   By Spring 2013, students will show an increase in proficiency in the area of science in order to better prepare our students to lead a productive life and meet the goals set in our mission statement.

Intervention: To increase science proficiency through curriculum alignment to the Common Core Science Frameworks.
Scientific Based Research: Scientific Based Research: ACD http://www.ascd.org, Heidi Hays Jacobs. www. curriculumdesigners.com: Arkansas Science Curriculum. Mundry, S., & Stiles, K.E. (2009). Professional learning communities for science teaching: Lessons from research and practice. Arlington, VA: NSTA Press. National Science Teachers Association. (2006). Position statement on professional development in science education. Retrieved from: http://www.nsta.org/about/positions/profdev.aspx

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pacing guides from ADE are used in conjunction with Common Core Science Frameworks in science classrooms. Science teachers will meet to insure implementation of these guides and curriculum alignment throughout the district both horizontally & vertically with the current Arkansas Science Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Kathy Hopper, Science Committee Chairperson	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers • Teaching Aids	ACTION BUDGET: $
Professional development in areas of science and the use of available technology will be provided. Workshops will include those provided by Dawson Co-op, the Arkansas Curricular Conference, and other providers approved by the high school principal. Action Type: Professional Development	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Special education teachers will meet with classroom teachers to align science curriculum & make appropriate modifications for students enrolled in special education. This will ensure that all students are receiving science instruction aligned with to the ADE curriculum frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Julia Duke, Special Ed Teacher	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Teachers	ACTION BUDGET: $
National Science Teachers Association Convention in San Antonio, TX April 11-14, 2013. Teachers (2) will present to faculty what was learned at the	Kathy Hopper, Science Chair	Start: 07/01/2012 End: 06/30/2013	• Teachers	Title II-A - Purchased Services: $2031.00

conference. Registration ($720), Mileage ($700), Food ($200), Lodging ($2000), Substitutes ($510) Miscellaneous/shuttles ($128). Total: $4258 for 2 teachers. Expenses for Professional Development will 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. Title II-A Purchased Services [$2031 budgeted to High school document; $2000 budgeted to Elementary Document for this convention 2013]. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				ACTION BUDGET: $2031
THE LEARNING INSTITUTE [TLI]--The Learning Institute Formative Assessment program will be implemented consistantly throughout the district in all core content areas (Literacy, Math, Science). Pre- and Post-assessments are embedded within the program. Professional Development will be provided to all teachers concerning the effective use of formative assessments and how to effectively use the results	David Tollett, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
to include the students and parents and all stakeholders in the education of the child. Content area committees will meet following each testing cycle to determine any noted progress the program may be providing in closing the achievement gap between targeted subgroups. [Funded by NSLA $13,000 each campus on Literacy document]				
To improve basic skills and student achievement, a 3-week Summer School will be provided specializing in the core subject areas of math, literacy, science, and social studies to service students on the verge of retention. Students will be evaluated at the end of the three weeks to determine if the rigorous program has helped in closing the achievement gap and helped the student achieve the skills needed to be successfully promoted to the next grade level. (3 teachers = $4500 = $945 benefits totaling: $5445 ~ $6000 on high end) (1 bus driver = $450 + $95 benefits totaling: $545 ~ $600 on high end) [Funded on Literacy Document] Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	David Tollett, High School Principal	Start: 05/24/2012 End: 06/30/2012	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$2031

Intervention: To improve student proficiency in science through the use of technology.

Scientific Based Research: Pritchard, Daniel. 7 March 2006. The Use of "Clicker" Technology to Enhance the Teaching/Learning Experience. C.A.L.T.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Science teachers will use available technology to improve instruction in	Michelle Neighbors, Science	Start: 07/01/2012 End:	• Administrative Staff • Computers	ACTION BUDGET: $

science including the use of notebook computers and microscopes, Interwrite Schoolpad, LCD projector, MySkills Tutor and Apex Learning modules and Interwrite PRS clickers. Science teachers will also meet on a regular basis to collaborate and evaluate the use of technology in classroom instruction and labs by observation, walk thrus, data analysis of student achievement in use of technolgoy. Data from clicker use will be analyzed by the science department. Action Type: Technology Inclusion		06/30/2013	• Teachers • Teaching Aids	
To implement the use of technology in the Science classroom, the iPad cart will be available to enhance learning activities available in the field of science. The iPads will provide experience based learning with the enhancement of lab activities and field studies. The educational use of the iPad apps in science provides a variety of supplemental learning aids to the study of science. Research shows that the use of technology and higher level methods of teaching and learning in the Science content areas is directly related to an increased student achievement in math and literacy. Teachers will continue to research and to share data and information on available apps, use strategies, and innovative methods of learning. Action Type: Collaboration Action Type: Technology Inclusion	Michelle Neighbors, Science	Start: 07/01/2012 End: 06/30/2013	• Computers • Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$0

Priority 8: Based upon the school's last Scholastic Audit report (12/2009) school improvement is a priority for Cutter Morning Star High School.

Supporting Data:

1. Pursuant to the Arkansas Department of Education (ADE) Rules governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school

year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

2. The school has been designated as an Achieving School for the 2012-2013 school year. We have been working hard to correct issues found with the scholastic audit and hope to correct any issues that were found in 2009.

Goal	To address and make corrections to the scholastic audit findings.
Benchmark	Cutter Morning Star High School faculty will utilize the scholastic audit findings and recommendations to improve in the areas of academic performance, learning environment and efficiency.

Intervention: **Academic Performance: Standard 1: Curriculum. The school develops and implements a curriculum that is rigorous, intentional, and aligned to Common Core standards.**

Scientific Based Research: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. Thayer, Yvonne. An Enhanced Design to Prepare All Middle Grades Students for Success in High School. Rep. Atlanta: SREB, 2008. Web. 23 Sept. 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers in each subject area meet regularly to align curriculum with pacing guides and target tests. All staff participates in the development, evaluation, review, and revisions of the curriculum. School leadership has an active role in leading the curriculum meetings that are monitored and frequent. Vertical team meetings are held on Mondays. Agenda, minutes and sign-in sheets are kept of all meetings for history, accountability, and documentation. Action Type: ADE Scholastic Audit	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Being a small school makes creating a flexible master schedule that intentionally identifies time for content area teachers' collaboration through common planning time difficult, the faculty meets regularly one a week after school to collaborate and evaluate the effectiveness of how well they meet the needs of the students. Action Type: ADE Scholastic Audit Action Type: Collaboration	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: **Academic Performance: Standard 2: Classroom Evaluation/Assessment. The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.**				
Scientific Based Research: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. Trochim, William M.K. "Introduction to Evaluation." Social Research Methods. 26 Oct. 2006. Web. 29 Sept. 2010. .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Building leadership will develop a professional development plan with Dawson Coop for training administrators, faculty, and students on how to analyze multiple forms of data and student assessments to guide building and classroom level decision making that will increase student learning and achievement. Administrators will be trained to analyze additional sources during the school improvement planning process, such as staff attendance, parental contacts/involvement, teacher evaluations, and student failure. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Teachers will use performance standards to design authentic assessment to develop rubrics. These rubrics are posted and shared with students so they understand what is required to perform at the proficient level in the classroom. Student work is posted in classrooms and hallways which provide students opportunities to evaluate their own work and what constitutes proficient work. Action Type: ADE Scholastic Audit Action Type: Collaboration	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: **Academic Performance: Standard 3: Performance. The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.**
Scientific Based Research: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. Preuss, Paul G. School

Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems. Larchmont, NY: Eye On Education, 2003. Print. Holtrop, Dr. Stephen D. "Writing Lesson Plans." Huntington University: a Christian College Ranked among America's Best Colleges. 31 Aug. 2009. Web. 29 Sept. 2010. .

Actions	Person Responsible	Timeline	Resources	Source of Funds
School leadership will provide professional development for teachers on a variety of research-based instructional strategies. Teachers will be expected to collaborate, plan, and implement research-based instructional strategies for every lesson. Those lessons must have connections with the real world to motivate all students and maintain engagement throughout the lesson. Teachers will implement a step-by-step analysis of classroom work and assessments in order to determine the students' individual needs. Teachers will analyze classroom assignments, open responses, and formative classroom assessments to better understand student learning, establish performance criteria and diagnose errors in student work. Common planning time for all content area teachers have been established for Mondays during conference period. Agenda, minutes, and sign-in sheets are kept of all meetings for history, accountability, and documentation. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
School leadership will monitor lessons plans and instruction on a regular basis through department meetings and class walk thrus. Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $

learning approaches and learning styles are addressed. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development				

Total Budget:	$0

Intervention: Learning Environment: Standard 5: Student, Family, and Community Support. The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Scientific Based Research: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. Tomlinson, Carol A. The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. Print.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will utilize available technology to enhance instruction. Projectors, speaker systems, mobile computer lab, iPad mobile lab, clickers, and interwrite pads are in classroom as well as student computers with internet connections in the core classrooms. Literacy classes have classroom libraries. Math and Science classes will have models, manipulatives, and interactive board technology. Strategies will be implemented and monitored by school leadership. Action Type: ADE Scholastic Audit	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers • Teaching Aids	ACTION BUDGET: $
We continue to support the CAPS program. Four year plans are developed by the end of the eighth grade and Smart Core/Core Informed Consent Forms are signed. We have a schedule day in the spring to meet with each family about each child's schedule for the next year. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Marlene Bush, Counselor	Start: 07/01/2012 End: 06/30/2013	• Teachers	ACTION BUDGET: $
Teachers have a web page from the school website to utilize the opportunity to make announcements and inform	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Computers • Teachers	ACTION BUDGET: $

parents of class expectations, projects, and assignments on their web page. ACSIP Chair is the lead teacher. Action Type: ADE Scholastic Audit				
Teachers will receive training in differentiated learning to provide structure and support for instructional practices to reduce barriers to learning. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: **Learning Environment: Standard 6: Professional Growth, Development and Evaluation. The school/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: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. "Henderson Hosts Education Renewal Zone." Welcome to Henderson State University. Ed. Paula Blacknall. 2007. Web. 29 Sept. 2010. . Cook, Cathy J. "Evaluating Professional Growth and Development." Critical Issue: Evaluating Professional Growth and Development. NCREL, 1997. Web. 29 Sept. 2010. .

Actions	Person Responsible	Timeline	Resources	Source of Funds
The HSTW Teacher Survey Report will occurred February 2012 and a needs assessment survey of teachers was completed again in May 2012. Individual Professional Growth Plans will be developed collaboratively with school leadership to guide teachers on how to critique their instruction for strength and weaknesses and will be monitored for implementation. All goals will be designed to increase teacher proficiency, the use of research-based instructional strategies, and knowledge in content area. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Teachers	ACTION BUDGET: $
The CMS Leadership Team will develop an intentional plan to build instructional capacity through professional	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff	ACTION BUDGET: $

development, which will be chosen from a needs assessment survey of teachers, results of Professional Growth Plans, and analysis of student achievement. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development			• Teachers	
Total Budget:				$0

Intervention: **Efficiency: Standard 7: Leadership. School/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: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. Scherer, Marge. "Educational Leadership:Developing School Leaders:The Leadership Picture." ASCD Home. Oct. 2009. Web. 29 Sept. 2010. .

Actions	Person Responsible	Timeline	Resources	Source of Funds
District leadership will ensure that each member of the local school board received a copy of the scholastic audit. The leadership team will schedule time on the board agenda to report on the progress regarding implementation of the audit recommendations. The principal will become the instructional leader of Cutter Morning Star High School. Action Type: ADE Scholastic Audit	Lisa Byrd, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Community Leaders • District Staff	ACTION BUDGET: $
Total Budget:				$0

Intervention: **Efficiency: Standard 8:School Organization and Fiscal Resources. District Leadership will develop a process to maximize all available resources to support high student and staff performance.**
Scientific Based Research: Scientific Based Research: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009. Arkansas Association of Educational Administrators. "Building Effective Leadership Teams." PowerPoint presentation. Kelley, Carolyn. "Advancing Student Learning Through Distributed Instructional Leadership: A Toolkit for High School Leadership Teams." June-July 2010. Web. Sept. 2011. Pont, B., D. Nusche and H. Moorman (2008), Improving School Leadership, Volume 1: Policy and Practice, OECD Publishing. doi: 10.1787/9789264044715-en

Actions	Person Responsible	Timeline	Resources	Source of Funds
District and school leadership will create a committee to conduct a complete analysis of the total budget for the district.	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Teachers	ACTION BUDGET: $

This committee will develop a plan for CMS. This analysis will include a study of all sources of funds for integration of expenditures. The integration of expenditures from all sources of funds can maximize the expenditures for meeting student needs. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation				
Total Budget:				$0

Intervention: Efficiency: Standard 9: Comprehensive and Effective Planning. The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scientific Based Research: Arkansas Department of Education. Cutter-Morning Star School District High School Scholastic Audit Summary Report. Little Rock: ADE, 11 Dec 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The mission statement has been revised as well as the vision and core beliefs which drive the development of the ACSIP plan. School leadership recognizes that a comprehensive evaluation process is essential for assessing the degree of implementation and effectiveness of each action step in the ACSIP. The school will identify what data are needed to evaluate and monitor the effectiveness of each action and results will be reported so all stakeholders are aware of the progress toward implementation of each action. Action Type: ADE Scholastic Audit Action Type: Collaboration	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
School leadership and teachers will move beyond reliance on the basic data reporting received from NORMES and will receive professional development in order to implement an effective data analysis process that will enable teachers to disaggregate	David Tollett, High School Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

data to the level necessary to determine the root cause of low academic performance and to implement research based instructional strategies that address the needs of individual students. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development				
Total Budget:				$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Betty Edwards	Special Education Teacher	Math
Classroom Teacher	Bradley Debow	Band	Professional Development
Classroom Teacher	Deborah Giusti	Gifted & Talented Teacher	Literacy
Classroom Teacher	Donnie Pogue	Social Studies Teacher	Literacy Committee Chair
Classroom Teacher	Janet Clarke	Business Ed	Professional Development
Classroom Teacher	Jesse Slick	Health	Health Committee Chair
Classroom Teacher	Jill Williams	Choir Teacher	Professional Development
Classroom Teacher	Julia Duke	Special Education Teacher	Literacy
Classroom Teacher	Kaci Palmer	Math Teacher	Math
Classroom Teacher	Karalee Black	FACS Teacher	Health
Classroom Teacher	Kathy Hopper	Science; Committee Chairperson	Science Committee Chair
Classroom Teacher	Lisa Byrd	EAST	ACSIP Chair
Classroom Teacher	Michael Anderson	Math Teacher	Math, Parent Facilitator
Classroom Teacher	Michelle Neighbors	Science Teacher	Science
Classroom Teacher	Rich Meyers	English Teacher	Literacy
Classroom Teacher	Sissy Miner	Language Arts Teacher	Literacy
Classroom Teacher	Steve Evans	Art	Professional Development
Classroom Teacher	T.C. Shamel	Classroom Teacher	Health
Classroom Teacher	Tim Capel	Math Teacher	Math Committee Chairperson
Classroom Teacher	Tina Stewart	ESL Coordinator; Literacy	Science
Classroom Teacher	Vicki Philipp	Social Studies Teacher	Professional Development
Community Representative	Sam Byrd	Student member	ACSIP
District-Level Professional	Barbara Garner	Nurse	Health
District-Level Professional	Kathy Davis	District Federal Programs Administrator	Federal Programs Advisory Chairperson
District-Level Professional	Vince Herron	Technology Technician	Technology
Non-Classroom Professional Staff	Jami Furr	Library Media Specialist	Literacy
Non-Classroom Professional Staff	Marlene Bush	Counselor	Safe and Drug Free Schools
Parent	Angie Heaton	Parent	Federal Programs Advisory
Parent	Danny Byrd	Salesman	Federal Programs Advisory Committee
Parent	Dena May	Receptionist	Federal Programs Advisory Committee

Parent	Pam Cole	Parent	Math
Parent	Phyllis Burgener	Parent	Health
Parent	Tammy Rash	Nursing/Medical Records	Federal Programs Advisory Committee
Principal	David Tollett	High School Principal	ACSIP