

School Plan

POCAHONTAS JUNIOR HIGH SCHOOL
2405 NORTH PARK,POCAHONTAS, AR 72455

Arkansas Comprehensive School Improvement Plan

2014-2015

To prepare students to accept and succeed in the challenges and opportunities of tomorrow, the Pocahontas Public School District is committed to providing a safe, quality learning environment in which all students master grade level content, perform at their highest academic ability, and develop positive/healthy self-worth; to distributing resources with fairness and accountability; and to engaging in cooperative relationships with district parents and patrons.

Grade Span: 7-9

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: To improve students' reading comprehension abilities based upon ACTAAP data, specifically relating to inferring meaning, applying knowledge, and analyzing responses, as well as their writing styles and content when responding to open-response questions.

Priority 2: Math

Goal: To improve students' mathematics ability in understanding and solving multiple-choice problems dealing with measurement and on open-response questions dealing with data analysis and algebra; based on ACTAAP data.

Priority 3: WELLNESS

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

Priority 5: Parent/Community Involvement

Goal: Pocahontas Junior High will demonstrate continuous improvement in parent and community involvement based on perceptual surveys and growth in parent/community participation numbers.

Priority 6: Science

Goal: To improve student's science ability in understanding and solving multiple-choice science problems and experiments using the scientific method and on open-response questions dealing with all four science strands: Nature of Science, Life Science, Physical Science, and Earth & Space Science.

Goal: PJHS will set the goal to reach the AMO and growth rate set by the state of Arkansas. We will use the Common Core standards as a means of reference.

Priority 1: To improve literacy skills

Supporting Data:

1. Combined Population: Literacy ACTAAP Exam: In 07-08, 294 students were tested and 62% scored proficient or advanced. In 08-09, 289 students were tested with 72% scoring proficient or advanced. Analysis of the 7th grade showed no weakness in the multiple-choice area; however, the open-response area showed weakness in Reading Content & Practical Passages as well as Writing Content & Style. Analysis of the 8th grade Multiple-Choice items showed Writing as the weak area and Open-Response items showed Writing Content & Style domains as the weakest areas. In 09-10, 276 students were tested with 74.5% scoring proficient or advanced. Analysis of the 7th grade showed multiple-choice writing to be a fraction below the state average. Analysis of the 8th grade showed the district scoring 1% below the state in practical and content open response reading. In 2010-2011, 300 students were tested with 78% scoring proficient or advanced. Analysis of the 7th grade showed that although we are 5% above the state average our literary open-response is our weakest area. Analysis of the 8th grade showed that although the district scored 8% above the state average, our literacy open response is our weakest area. In 2011-2012, PJH met its "Performance" target in literacy with the score of 82.12. The "Performance" goal for the 2012-2013 school year is 81.68%. Annual percentage "Performance" growth through 2017 is set at 1.83%. Trend analysis shows that although 7th & 8th grade scored above state levels, weaker areas are literary & practical open response and content & style in writing. In 9th grade vocabulary was the weaker area.
2. Student with Disabilities (IEP): Literacy ACTAAP Exam: 2013 Results 8th Grade 22% Proficient/Adv. 7th Grade 30% Proficient/Adv. _____

- Combined 26% Proficient/Advanced 2013 History: Combined Population 7th & 8th grades
 2010 2011 2012 2013 Year tested 24 22 26 19 # tested 16.5% 18% 19.2% 52% %
 Pro./Adv.
3. Limited English Proficient (LEP): Literacy ACTAAP Exam: 2013 Results 8th grade 100% Prof./Adv. 7th grade 0% No one tested _____ Combined 50% Proficient/Advanced 2013 History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 1 0 1 1 # tested 0% 0% 100% 100% % Proficient/Adv.
 4. Economically Disadvantaged (SES): Literacy ACTAAP Exam: 2013 Results 8th grade 74% Proficient/Adv. 7th grade 76% Proficient/Adv. _____ Combined 75% Proficient/Adv. 2013 History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 171 184 191 172 # tested 78.5% 74% 77.4% 75% % Prof./Adv.
 5. Caucasian: Literacy ACTAAP Exam: 2013 Results 8th Grade 72% Proficient/Adv. 7th Grade 73% Proficient/Adv. _____ Combined 72.5% Proficient/Adv. 2013 History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 253 280 314 290 # tested 75.5% 80% 82.2% 72.5% % prof./Adv.
 6. African-American: Literacy ACTAAP Exam: 2013 Results 8th Grade 100% Proficient/Adv. 7th Grade 60% Proficient/Adv. _____ Combined 80% Proficient/Adv. 2013 History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 3 3 2 6 # tested 67% 33% 100% 80% % Proficient/Adv.
 7. Hispanic: Literacy ACTAAP Exam: 2013 Results 8th Grade 100% Proficient/Adv. 7th Grade 100% Proficient/Adv. _____ Combined 100% Proficient/Adv. History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 9 8 6 6 # tested 58% 50% 50% 100% % Proficient/Adv.
 8. Asian: Literacy ACTAAP Exam: 2013 Results 8th Grade 100% Proficient/Adv. 7th Grade 0 tested _____ Combined 100% Proficient/Adv. History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 1 1 # tested 100% 100% % Proficient/Adv.
 9. American Indian/Alaska Native: Literacy ACTAAP Exam: 2013 Results 8th Grade 0 tested 7th Grade 0 tested _____ History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 2 0 # tested 50% 0 % Proficient/Adv.
 10. Two or More Races: Literacy ACTAAP Exam: 2013 Results 8th Grade 0 tested 7th Grade 100% Proficient/Adv. _____ Combined 100% Proficient/Adv. History: Combined Population 7th & 8th Grade 2010 2011 2012 2013 Year tested 2 5 # tested 50% 100% % Proficient/Adv.
 11. Attendance Rate: PJHS continues to exceed the state standard. History: 2010 2011 2012 2013 Year tested 95.1% 95.4% 95. % 95. % % Attendance Rate
 12. Explore Exam: In 2011-2012, the average score in English was 14.7 with 7.9 in usage/mechanics and 7.0 in rhetorical skills. 57% of the students reported needing help in improving study skills. 2012 2013 14.7
 13. GRADE 9 LITERACY EXAM: Stanford 10 Achievement Test (Grade 9): In 09-10, 170 students were tested with 48% scoring above the 50th percentile in Reading Comprehension. In Language, 45% scored above the 50th percentile; 48% in Language Expression and 46% in Language Mechanics. In 2011-2012, the Iowa Test of Educational Development was given. The percentage of students scoring above the 50th percentile were: Vocabulary-43.4%; Comprehension 60.7%; Revising Written Material-60.7%.
 14. TAGG Population: In 2011-2012, PJH met its "Performance" target in literacy with 74.60%. The "Performance" goal for the 2012-2013 school year is 76.59%. Annual percentage "Performance" growth through 2017 is set at 2.34%. PJHS is working to close the gap between the TAGG and Combined Groups by using after-school tutoring and Compass Lab.
 15. GRADUATION RATE: 2011-2012, Combined Pop.-95.71; TAGG Pop.-94.19 2012-2013, Combined Pop.-87.10; TAGG Pop.-85.29 Annual Measurable Objective Report: The Pocahontas Junior High School was achieving in Literacy for the school year 2012-2013. We exceeded our AMO in performance 82.72%, with a goal of 81.68%; and in growth 82.38%, with a goal of 80.32%. We are achieving in percent tested in Literacy (98.74%). Due to the fact that we had one area listed in math as needs improvement, our overall school status is listed as Needs Improvement.

Goal To improve students' reading comprehension abilities based upon ACTAAP data, specifically relating to inferring meaning, applying knowledge, and analyzing responses, as well as their writing styles and content when responding to open-response questions.

Benchmark District Literacy Profile Grade 7 Results In 2008, 153 students were tested with 20% scoring advanced and 41% scoring proficient for a total of 61%. In 2009, 124 students were tested with 20% scoring advanced and 44% scoring proficient for a total of 65%. In 2010, 141 students were tested with 23% scoring advanced and 53% scoring proficient for a total of 76%. In 2011, 153 students were tested with 31% scoring advanced and 41% scoring proficient for a total of 73%. In 2012, 150 students were tested with 48% scoring advanced and 33% scoring proficient for a total

of 81%. In 2013, 146 students were tested with 48% scoring advanced and 35% scoring proficient for a total of 83%. In 2014, 134 students were tested with 48% scoring advanced and 36% scoring proficient for a total of 84%. This is a 1% improvement from 2013. Grade 8 Results In 2008, 138 students were tested with 17% scoring advanced and 47% scoring proficient for a total of 64%. In 2009, 160 students were tested with 27% scoring advanced and 50% scoring proficient for a total of 77%. In 2010, 132 students were tested with 30% scoring advanced and 45% scoring proficient for a total of 75%. In 2011, 143 students were tested with 34% scoring advanced and 52% scoring proficient for a total of 86%. In 2012, 157 students were tested with 38% scoring advanced and 46% scoring proficient for a total of 85%. In 2013, 164 students were tested with 43% scoring advanced and 39% scoring proficient for a total of 82%. In 2014, 144 students were tested with 42% scoring advanced and 40% scoring proficient for a total of 82%. We did not show a gain from last year. Grade 8 Results District Literacy Profile Grade 7 Results: 84% Proficient/Advanced 2014 Proficient and Advanced Performance History: 2009 2010 2011 2012 2013 2014 Year 124 141 153 150 146 134 # tested 20% 23% 31% 48% 48% 48% Adv. 44% 53% 41% 33% 35% 36% Pro. 65% 76% 73% 81% 83% 84% Total %

Grade 8 Results: 82% Proficient/Advanced 2014 Proficient and Advanced Performance History 2009 2010 2010 2012 2013 2014 Year 160 132 143 157 164 144# tested 27% 30% 34% 38% 43% 42% Advanced 50% 45% 52% 46% 39% 40% Prof. 77% 75% 86% 85% 82% 82% Total %

Benchmark At the end of the 2013-2014 school year, 83% of our combined populations of seventh & eighth graders were proficient or above in literacy. PJHS continues to exceed the AYP growth mark set at 5.8% by the state. In 2014-2015, the percentage of students scoring below proficient will be reduced by 6% across all tested areas and subpopulations. PJHS has been designated as "achieving" in literacy. The school met AMO for growth. Our school's growth goal was 82.29% and the school achieved it by exceeding this goal with 83.06%. We were also achieving in percent tested in lieteracy with 97.29%.

Benchmark At the end of the 2010-2011 school year, 79% of our combined population was proficient or above in literacy. In 2011-2012, 314 students were tested with 82.2% scoring proficient or advanced. PJHS continues to exceed the AYP growth mark of 5.8% set by the state. In 2012-2013, the percentage of students scoring below proficient will be reduced by the state standard across all tested areas and subpopulations.

Benchmark In 2011-2012, the Combined Population met its "Performance" target in literacy with the score of 82.12. The "Performance" goal for the 2012-2013 school year is 81.68%. Annual percentage "Performance" growth through 2017 is set at 1.83%. The TAGG Population met its "Performance" target in literacy with 74.60%. The "Performance" goal for the 2012-2013 school year is 76.26%. The TAGG Population did not meet its "Performance" target in literacy for the 2013 school year of Annual percentage "Performance" growth through 2017 is set at 2.34%. The 2013-2014 TAGG population did not meet their AMO or growth performance target in literacy. There were 21 (26%) economically disadvantaged students that scored basic or below basic for 8th grade in literature. There were 6 (76%) students with disabilities that scored basic or below basic in literature for 8th grade. There were 7 (52%) seventh grade students with disabilities that scored basic or below in literacy and 16 (21%) seventh grade economically disadvantaged students that scored basic or below in literacy. PJHS poverty rate was 57.41% and the attendance rate was 96.94% for the 2013-2014 school year.

Intervention: Align Literacy curriculum and instruction to the Arkansas Common Core Standards for the 2012-2015 school years.				
Scientific Based Research: Carr, J., & Harris, D. (2001). Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning. Alexandria, VA: ASCD. Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. Alexandria, VA: ASCD. Stiggins, Richard. (2005). Student-Involved Assessment FOR Learning. Columbus, OH: Pearson Prentice Hall. Costa, Arthur & Kallick, Bena. (2000). Activating & Engaging Habits of Mind. Alexandria, VA: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A committee of teachers will analyze the yearly Benchmark scores, released items, and item-by-item analysis to determine the NEEDS ASSESSMENT for individual and group student improvement. IEP teachers will meet to discuss appropriate courses of action to assist their students in making improvements on the Benchmark exams. (SCHOOLWIDE # 1) Action Type: AIP/IRI	Dr. Rosemary Weaver, curriculum specialist; classroom teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Title Teachers 	ACTION BUDGET: \$

<p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>Student achievement will be used to evaluate the COORDINATION OF FEDERAL AND STATE funds,ALE, ELL, NSLA and professional development funds, including specific indicators such as teacher survey results, growth, performance, and Adequate Yearly Progress. [SCHOOLWIDE #10] [Program Eval] Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PJHS will conduct annual reviews of the mission statement, ACSIP Curriculum, and Impact of Achievement evaluating and revising as needed. The 2012-2013 District Peer Review was held August 30, 2013. The 2014-2015 District Peer Review was scheduled for September 27, 2014 [SCHOOLWIDE #8] Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Brent Miller;Taftnee Cox ; Andrea Murray</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To assist in identifying individual student needs and close the gap between the Combined and TAGG populations, PJHS will use Response to Intervention (RTI), Total Instruction Alignment (TIA); pre/post common assessments; NWEA (MAP) testing results and tutoring cram session evaluations; IOWA testing results; and COMPASS remediation results. These results and results from classroom assessments will be considered in evaluating on-going achievement, modifying instruction, and providing POINT-IN-TIME REMEDIATION or other interventions. [SCHOOLWIDE #9] [SCHOOLWIDE 10][PROGRAM EVAL 1&2] Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Brent Miller, Taftnee Cox, Terri Walton, Classroom teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district will provide staff development in compliance with the rules and regulations approved by the ADE related to PROFESSIONAL DEVELOPMENT and designed to improve student achievement through high-yield instructional activities in compliance with the school's ACSIP plan. Teachers will receive a minimum of 60 hours of</p>	<p>Daryl Blaxton, superintendent; Dr. RoseMary Weaver, curriculum specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>PD (State-223) - \$6405.69 Purchased Services: <hr/> ACTION BUDGET: \$6405.69</p>

<p>professional development, including 18 hours of Common Core inservice, 2 HOURS of PARENTAL INVOLVEMENT INSERVICE, 2 hours of Arkansas History inservice, 2 hours of Child Maltreatment, and 6 hours of technology inservice as outlined in Act 307 of 2007 and to plan for additional parental involvement. Administrators will receive a minimum of 63 hours of professional development. Documentation of Professional Development will be kept on file. Professional development and support specialist are made available by the state for all teachers: Arkansas ideas (http://arkansasideas.org); eDoctrina (http://www.edoctrina.org/ Edmodo Common Core Standards: (CommonCoreStandards.com) [SCHOOLWIDE #4,10] [PARENT ENGAGEMENT 2C]. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Teachers will attend appropriate inservices related to their instructional content areas. Consultations with the principal through the completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that inservice helps meet the needs addressed in the ACSIP plan and standards for high qualified teachers. Data from 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 showed 100% of the staff completed the required inservice with many exceeding the minimum requirements. PROGRAM EVAL 3] Action Type: Program Evaluation</p>	<p>Brent Miller, principal; Harlin Davis-Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The district will provide support in the form of PROFESSIONAL DEVELOPMENT to retain and attract highly qualified teachers. Strategies to attract HIGHLY QUALIFIED TEACHERS consist of advertising extensively for qualified applicants and conducting rigorous interviews in which an administrative team collaborates on the applicant's strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet</p>	<p>Daryl Blaxton, superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. PJHS will document and notify the public of the employment of HIGHLY QUALIFIED TEACHERS and PARAPROFESSIONALS, certifying that all teachers and paraprofessionals are certified to teach in the fields in which they are qualified. Strategies will be developed to retain and recruit HQT. [SCHOOLWIDE #3,4&5] Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Success of curriculum alignment will be identified through Individual Growth Plans, classroom walkthroughs, and Literacy Team Meetings documenting implementation of Common Core Standards. (PROGRAM EVAL 1,2&3) [SCHOOLWIDE 10] Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Brent Miller, principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff 	<p>ACTION BUDGET: \$</p>
<p>The Pocahontas District provided Professional Development in Total Instructional Alignment (TIA) assisting teachers in both horizontal and vertical alignment of their curriculum within the district. Literacy teachers use team meetings to continue these discussions throughout the year. Action Type: Professional Development</p>	<p>Daryl Blaxton, superintendent; Dr. RoseMary Weaver, curriculum specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The district will provide the support necessary to purchase an online lesson planning program, allowing staff to align instructional and planning strategies to ADE student learning expectations in accordance with the district's instructional pacing guides or curriculum maps. Teachers will also be able to provide parents with information related to classroom instruction and student assignments. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Brent Miller - principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$1250.00 Services: <hr/> ACTION BUDGET: \$1250</p>
<p>Classroom teachers will continue the transition from Arkansas Frameworks to Common Core Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Classroom teachers, Brent Miller-Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Professional Development				
Action Type: Technology Inclusion				
Total Budget:				\$7655.69
Intervention: Create a school-wide focus on literacy through the revision and continuation of a comprehensive literacy plan which focuses on high-yield comprehension and instructional strategies for the 2012-2015 school years.				
Scientific Based Research: Fletcher, Ralph & Portalupi, JoAnn. (2001). Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann. (Walton) Tovani, Cris. (2000)I Read It, But I Don't Get It: comprehension Strategies for Adolescent Readers. Portland, ME. Stenhouse Publishers. Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. Alexandria, VA: ASCD. Pinnell, Gay Sue & Fountas, Irene. (2000). Guiding Readers and Writers. Heinemann. Donna Sawyer, Kaleidoscope, 2007, http://www.ncwiseowl.org/kscope/TeacherHut/Teachley/TeachleyText.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide additional support to the special needs students with the purchase of supplies and materials designed to meet their specific needs. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Brent Miller -principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The district will provide the support necessary to staff an ALE classroom in compliance with ADE rules and regulations regarding alternative learning environments (.50 FTE). Classroom supplies will also be provided. Action Type: Collaboration Action Type: Equity	Brent Miller - principal; ALE teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Teachers will continue to use performance assessments and project-based learning strategies to encourage higher-level thinking skills. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	classroom teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Student achievement will be used to evaluate the use of all Title funds, ALE, ELL, NSLA, and professional development funds, including specific indicators such as teacher survey results, growth, performance, and Adequate Yearly Progress. (SCHOOLWIDE #10) Action Type: Program Evaluation Action Type: Title I Schoolwide	Brent Miller, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Technology will be integrated into each curricular area by providing the appropriate technology hardware, supplies, and equipment. The effective use of technology will be evaluated on an on-going, formative basis through classroom walkthroughs and discussed during team meetings. Action Type: Alignment Action Type: Technology Inclusion	Terrance Haley, Tech Coordinator; Brent Miller, principal; Bridget Phelps-Technology	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$

<p>PJHS will use the ADE approved "Home Access Center" (HAC), so students and parents can access student grades, attendance, tardies, ISS, and announcements. [Parental Engagement 2A] Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Terrance Haley, Technology Coordinator; Brent Miller, principal; Bonnie Bandy -Supervisor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>ACTION BUDGET: \$</p>
<p>These results and the results from classroom assessments will be considered in evaluating on-going achievement, modifying instruction, and providing POINT-IN-TIME REMEDIATION or other interventions. [SCHOOLWIDE #9] Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>ACTION BUDGET: \$</p>
<p>The effective use of high-yield strategies will be evaluated on an on-going, formative basis through classroom walkthroughs and discussed during team meetings. [Program Eval 2] Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Brent Miller, principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>ACTION BUDGET: \$</p>
<p>Success of the high-yield strategies will be documented by a comparison of common assessments from the 1st quarter and the 4th quarter. Data from 2009-2010 shows the following comparison between pre/post-test scores in open response passages: Content: G.7-41% increase, G.8-37% increase, G.9-10% increase; Literary: G.7-44% increase, G.8-7% decrease, G.9- 1% increase; Practical: G.7 48% increase, G.8-30% increase; G.9-21% increase. Data from 2010-2011 showed sustained or increased growth in all areas. Grammar data from 2011-2012 revealed an increase in all 3 grades (G.7-15.3%, G.8-4.6%, and G.9-19%); literary terms data showed an increase in Gr.7-23.3% and G.8-4.5% with no data for G.9; writing showed an increase in all three grades (G.7-20.1%, G.8-2.2%, and G.9-19.1%). Data from 2013 shows an increase in grammar, writing, and literary terms pre/post-tests (Grammar: G.9-4.08%, G.8-4.82%, and G.7-17.25%; Writing: G.9-20.83%, G.8-14.86%, and G.7-21.62%; Literary Terms: G.9-7.08, G.8-2.44, G.7-15.62). In 2013, 2445 books were</p>	<p>English Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>ACTION BUDGET: \$</p>

<p>checked out of classroom libraries maintained by the classroom teachers. [Program Eval #3] Action Type: Program Evaluation</p>				
<p>In 2010-2011, all teachers participated in professional development and instructional coaching of Literacy Now! purchased from The Modern Red Schoolhouse Institute to build teacher understanding for improving reading comprehension and vocabulary acquisition. Facilitators from Modern Red spent 9 days during the 2010-2011 school year modeling and coaching teachers in the use of word wall, GIST, QAR, and Sort. Effectiveness of the intervention will continue to be determined by walkthroughs and display of word walls. In 2009-10, all but one teacher maintained word walls. In 2010-2011 and 2011-2012, no specific documentation was compiled. Most of the teachers had Word Walls. In the 2013-2014 school year, the administration purchased the TESS, Teacher Excellence and Support system for assessing the continued performance and growth of the Pocahontas School District's teaching staff. Modern Red Schoolhouse was being phased out of the evaluation assessments. Teacher are allowed to continue the word wall, SQRT, and any other characteristic of Modern Red that was working to enhance learning in their classrooms. The principal will determine the criteria from TESS to assist and evaluate teachers on their individual assessment plans. Teachers will meet with the principal to discuss each individual plan before observations.[SCHOOLWIDE 2;4] Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, superintendent; Dr. RoseMary Weaver, curriculum specialist, Brent Miller - Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Classroom teachers, with the exception of math and literacy, will compile a folder of open-response questions for their content area and use those questions as part of their class assessments. The open-response questions will be structured at the appropriate level of Bloom's taxonomy to ensure maximum effectiveness in improving student achievement. Rubrics will be used 1st and 3rd Nine weeks to compare the percentages of</p>	<p>Classroom teachers; Brent Miller, GT co-ordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

<p>advanced and proficient responses. Effectiveness of the intervention will be determined by</p> <ul style="list-style-type: none"> *examples of prompts and *comparison of proficient and advanced student responses. <p>Data from 2008-2009 revealed 64% of the students scored advanced (4), 26% scored proficient (3), 7% scored basic (2), and 3% scored below basic (1). Observations: Content teachers grade passages too easily. Training on question design, rubric design and scoring needs to occur. Data from 2009-2010, 2010-2011 and 2011-2012 revealed the same observations. Professional Development on Bloom's questioning, rubric design, and scoring will occur during the 2012-2013 school year. Teachers will collaborate during this professional development in creating open-response questions to ensure that the appropriate Bloom's level is being addressed. ITBS (NRT) data revealed the following: 164 8th graders were tested in reading with 83 students scoring above 70% = 51% Proficient/Advanced; 164 8th graders took the Language NRT with only 47 students scoring above 71% = 29% Proficient/Advanced. ITBS (NRT) data revealed the following: 146 7th graders were tested in reading with 69 students scoring above 72% = 47% Proficient/Advanced in reading; 146 7th graders were tested in Language with 43 students scoring above 72% = 29% Proficient/Advanced in Language.</p> <p>[PROGRAM EVAL 3] Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>English teachers will continue to implement Literacy Lab Training obtained from Harding University. One literacy/science teacher and an administrator will attend Literacy Lab Year 1 during the 2014-2015 school year. Teachers will continue reading and writing workshop environments in literacy classes to enhance performance by instructing students on the conventions of writing and style through mini-lessons and guided-writing lessons and promoting reading for pleasure through classroom book talks. Effectiveness of the</p>	<p>English teachers; Brent Miller, principal; Emily Hausman-Librarian</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>intervention will be determined by pre/post common assessments and by library and classroom library circulation figures. In 2009-2010, 8,777 books were checked out from the PJHS library. Forty-one 7th graders and 21 8th graders were given the DRA test. All but one teacher maintained word walls. In 2010-2011, all teachers maintained word walls. Baseline data will be established in 2009-10 for library circulation figures. 8,770 books were checked out in 2009-10. In 2010-2011, 7,989 books were checked out. In 2011-2012, 9027 books were checked out of the library, and 1984 were checked out from classroom libraries. In 2012-2013, 8319 books were checked out of the library, and 2445 were checked out from classroom libraries. In 2013-2014, 8,331 books were checked out of the PJHS library, and 2954 books were checked out from classroom libraries. This number does not include all classroom libraries. Book clubs were formed by the librarian. There were 106 members that meet on Mondays during lunch in the library for 20 minutes. One book was discussed and 53 of the 106 members went to view the movie in Jonesboro as a reward. [SCHOOLWIDE 2,4,5&10][Prog. Eval. 1,2,3] Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>The district will provide substitute teachers in order for classroom teachers to attend professional development activities designed to improve literacy instruction in the classroom.</p>	<p>Marty Moore, principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>PD (State-223) - Purchased Services: \$500.00 <hr/> ACTION BUDGET: \$500</p>
<p>Two Chromebook computer labs were added to classrooms for literacy instruction by the end of 2014 school year. One lab will be used by Mrs. Murray and Mrs. Blanchard. The other will be used by Mrs. Nead, Mr. Lane, and Mrs. Marshall. The 2014-2015 school year began with three new Chromebook lab carts with 30 books each. Jr. High now has 5 carts providing 150 Chromebooks for use by students. The original two carts of Chromebooks are designated for Literacy. The 3 new carts of Chromebooks were purchased with money awarded</p>	<p>Brent Miller, principal; Harlan Davis, assistant principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

by the state to PJHS for growth and improvement. Chromebooks are being utilized by all students and staff for technology education and PARCC testing. Parent Involvement Committee voted to have a PARCC training for the parents in January 2015. Action Type: Alignment				
In conjunction with RTI, the literacy classrooms will use Mimio Vote and CPS units as formative assessments for evaluating instructional material that utilizes multiple choice/short answer responses. The units offer immediate feedback for students and teachers allowing teachers time for implementing strategic interventions and allowing more time for instruction, open-response reading practice, and essay writing. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	classroom teachers, Shawn O'Donnell, tech coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Pocahontas School District will provide a Career Coach from BRTC for vocational and technical education, and job training. The district will pay half and BRTC's grant will pay half the cost. [SCHOOLWIDE]	Superintendent, Daryl Blaxton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff 	NSLA (State-281) - \$5150.00 Purchased Services: ACTION BUDGET: \$5150
Total Budget:				\$5650

Intervention: Use academic improvement plans (AIPs) to specify remediation for students performing below grade level expectations for the 2012-2015 school years.

Scientific Based Research: (Act 35 of 2004, An Act to remediate students scoring below proficient.) Using Technology to Improve Instruction and Raise Student Achievement. Atlanta: Southern Regional Education Board, 2003. Stiggins, Arter, Chappuis, & Chappuis, Classroom Assessment for Student Learning, 2004. a. PLATO Learning, Inc. Meeting the Challenge of No Child Left Behind with the PLATO Learning Solution for Standards-Based Education. <http://www.plato.com>. b. "Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction". 2007. <http://www.centeroninstruction.org/files/Academic%20Literacy.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will hire a full-time instructional aide to oversee a computerized tutorial lab using "COMPASS LEARNING" (formerly PLATO) software (.50 split). Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brent Miller, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	NSLA (State-281) - \$9721.00 Employee Salaries: NSLA (State-281) - \$2139.59 Employee Benefits: ACTION BUDGET: \$11860.59
The district will employ an instructional aide to organize and schedule students into the school's	Angie Meigs, Tutoring Administrator,	Start: 07/01/2014	<ul style="list-style-type: none"> Computers District Staff 	NSLA (State-281) - \$8603.50

<p>tutoring programs. The school will offer a computerized tutoring program through the use of Compass Learning software as well as an individualized peer-tutoring program supervised by certified staff (.50 FTE). Classroom supplies will be provided as needed. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>classroom teachers</p>	<p>End: 06/30/2015</p>		<p>Employee Salaries: NSLA (State-281) - \$1893.63 Employee Benefits: <hr/> ACTION BUDGET: \$10497.13</p>
<p>A report of student progress on their AIPs will be compiled each semester in order to evaluate the intervention. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Pat Neece, Compass Lab Administrator; Angie Meigs - NWEA coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Certified teachers will identify deficiencies within the literacy strands for all students scoring below proficiency and write academic improvement plans for each student to target areas of deficiency and outline improvement goals. The AIP will be created for each student scoring below proficient on the 6th, 7th, and 8th grade Benchmark exams. Specific areas will be noted and targeted for improvement using the COMPASS Learning software. All students will build reading comprehension and practice vocabulary as they work independently at their level of proficiency. A report of student progress on AIPs will be compiled each semester in order to evaluate the intervention. SUCCESS of COMPASS LEARNING will be determined by mastery of grade level objectives. The (Plato) analysis for the 2008-09 showed 101 students identified with 98% mastering grade level, 2 students scored within grade level of mastery, and 4 students dropped out or moved. In 2010-11, 71 students were identified with 100% mastering grade level expectations. In 2011-2012, Compass Learning replaced Plato. The program was not fully implemented until October. Seventy-two students took advantage of the Compass program (literacy) with 43 (60%) mastering through his/her grade level. In 2012-2013, 72 students scored below proficient and were required to take COMPASS remediation with 90% reaching their grade level target level. 2013-2014 COMPASS Data: Students started working in</p>	<p>Classroom teachers, Pat Neece, Compass Administrator;</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>Compass on Math, literacy, and science on August 19, 2013. There were 13 (seventh) graders that scored below basic or basic on the Benchmark. The 13 students were able to achieve 95% completion in skills development. There were 16 (eighth) graders that scored basic or below, that were able to achieve 95% completion in skills development. There were 19 (ninth) graders that scored basic or below, and all 19 (100%) completed the skills program. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>The district will provide on-going support by paying for the yearly software support and maintenance fee, as well as staff training for the utilization of Compass Learning, a tutorial software program in literacy. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Brent Miller, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>Title VI State - Purchased Services: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>Parents will receive Academic Improvement Plans at the beginning of school. AIPs are explained to the parents and are signed at that time. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Angie Meigs, AIP/NWEA Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The district will provide tutoring to the building's ELL student(s) through a bilingual tutor. (The hourly rate of pay is \$14.) The tutor will provide additional instructional assistance that may be needed due to any language barrier that may exist. Action Type: AIP/IRI Action Type: Equity</p>	<p>Dr. Rosemary Weaver, Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ELL (State-276) - Employee Benefits: \$220.10</p> <p>ELL (State-276) - Employee Salaries: \$1223.11</p> <hr/> <p>ACTION BUDGET: \$1443.21</p>
<p>PJHS offers a tutoring program before and after school as "Homework Help" sessions and "Intensive Benchmark/End-of-Course Test Prep" sessions designed to assist students in need of academic assistance. Certified teachers will supervise the program and utilize the support of student tutors to assist in working one-on-one or in small groups. The hourly rate of pay is \$14 for</p>	<p>Literacy teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Employee Benefits: \$715.32</p> <p>NSLA (State-281) - Employee Salaries: \$10493.97</p>

<p>classified and \$26 for certified. Supplies will be provided in the form of healthy snacks and intervention supplies. The Title I purchased service will be the yearly payment to the NEA Coop for Target Testing. Success of the action will be measured by ongoing student progress. Baseline data will be collected during the year. The collection of data revealed that only 2% of the students would stay for English homework help. The majority of the students used Plato Literacy remediation with a total of 895 hours by 101 students. Ninety-eight percent mastered out of his/her grade level. Parents are encouraged to attend Homework Help sessions to learn how to work with their child at home. In 2010-2011, only 3 students took advantage of after-school tutoring. Seventy-one students used PLATO for literacy remediation with 100% mastering out of their grade level. In 2011-2012, approximately 75 literacy students took advantage of during school/after school tutoring sessions. In 2013-2014, approximately 45 literacy students took advantage of during school/after school tutoring sessions. [PARENTAL ENGAGEMENT 2A] [PROGRAM EVAL 3][SCHOOLWIDE #9 &10] Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				<p>ACTION \$11209.29 BUDGET:</p>
<p>PJHS will provide summer school for credit-recovery. Teachers will administer a pre-test of students' strengths and areas needing remediation, and a post-test to determine the level of learning. Sixty hours of class instruction will be provided during the summer for any student who failed a core subject to recover 1/2 credit. (The hourly rate of pay is \$26.) Instruction will be led by certified staff 4 hours daily for 3 weeks. Success of summer school credit recovery will be determined by the number of students who successfully complete the 3 week course. In 2009, 95% of PJH 9th graders successfully earned 1/2 credit in English 9. One student did not pass. In 2010, 100% of the PJH students successfully completed the course. In 2011, 100% of the PJH students successfully completed the</p>	<p>Brent Miller, principal; Heath lane-Summer School English Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) - Employee Benefits: \$495.23 NSLA (State-281) - Employee Salaries: \$2250.00 <hr/> ACTION BUDGET: \$2745.23</p>

<p>course. In 2012, 100% of the PJH students successfully completed the course. In 2012-2013, 100% of the PJH students successfully completed and passed the course. In 2013-2014, 100% of the ten students who took summer school successfully completed and passed the course. [SCHOOLWIDE #10][PROGRAM EVAL 3] Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Success of COMPASS LEARNING (formerly PLATO) will be determined by mastery of grade-level objectives. The (Plato) analysis for the 2008-09 showed 101 students identified with 98% mastering grade level, 2 students scored within grade level of mastery, and 4 students dropped out or moved. In 2010-11, 71 students were identified with 100% mastering grade level expectations. In 2011-2012, Compass Learning replaced Plato. The program was not fully implemented until October. Seventy-two students took advantage of the Compass program (literacy) with 43 (60%) mastering through their grade level. In 2012-2013, 72 students were identified and began the course with 90% of the students mastering grade level expectations. In 2013-2014, 45 students were identified and began the Literacy software program with 98% of them mastering grade level expectations. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Angie Meigs, Tutoring Administrator, Pat Neece, Compass Instructional Aide</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Pocahontas Jr. High School will provide NWEA assessments to identify struggling students and to develop a learning path for Compass Learning to provide a prescribed curriculum to enhance skill development. In 2012-2013, 100% of the students using Compass met their grade-level requirement. In 2013-2014, 98% of the 45 students met their grade-level requirement from the Compass software.</p>	<p>Sara Martin; Angie Meigs; Pat Neece</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$2750.00 Services: <hr/> ACTION BUDGET: \$2750</p>
<p>Total Budget:</p>				<p>\$43505.45</p>

Priority 2: To improve Math Skills

Supporting

Data:

1. 2012-2013 Benchmark Analysis Results Data Combined PJHS population: 82% 7th graders scored Prof. or Advanced 82% 8th graders scored Prof. or Advanced Proficient and Advanced Performance History Grade 7: 2008 2009 2010 2011 2012 2013 Year tested 153

124 141 153 150 146 # tested 38% 37% 48% 54% 53% 48% % Advanced 27% 37% 30%
 31% 32% 34% % Proficient _____
 65% 74% 79% 85% 85% 82% % Totals PJHS 7th graders had a 3% drop in scores last yr.
 Grade 8 2008 2009 2010 2011 2012 2013 Year tested 138 160 132 143 157 164 # tested
 18% 31% 20% 27% 36% 40% # Advanced 35% 42% 50% 51% 36% 41% # Proficient
 _____ 53% 73% 70% 78% 72%

82% % Totals PJHS 8th graders had a 10% increase in scores. PJHS Algebra I scores 8th &
 9th graders 91% scored Proficient or Advanced Proficient and Advanced Performance
 History 2010 2011 2012 2013 Year tested 142 136 134 134 # students tested 32% 43%
 58% 57% % Advanced 54% 48% 36% 34% % Proficient

_____ 87% 91% 94% 91% Total
 %/year Geometry 2012-2013 results 96% scored Proficient or Advanced 2010 2011 2012
 2013 Years tested 61 54 77 80 # students tested 61% 48% 55% 51% % Advanced 33%
 50% 45% 45% % Proficient _____
 93% 98% 100% 96% Totals %/year

2. Students with Disabilities (IEP): ACTAAP Benchmark Exam: 7th & 8th Grade combined 2010
 2011 2012 2013 Year tested 24 22 26 25.5% 27.3% 26.9% Algebra I 2011 2013 Year
 tested 2 3 # Tested 50% 66% % Pro./Adv. Geometry 2013 Year tested 2 # tested 100% %
 Pro./Adv.
3. Limited English Proficient (LEP): ACTAAP Benchmark Exam: 7th & 8th grade combined 2010
 2011 2012 2013 Year tested 0 1 1 1 # tested 0% 0% 100 100% % Pro./Adv. Algebra I
 2013 Year tested 1 # tested 100% % Pro./Adv. Geometry 2013 Year tested 0 # tested 0 %
 Pro./Adv.
4. Economically Disadvantaged (SES): ACTAAP Benchmark Exam: 7th & 8th grade combined
 2010 2011 2012 2013 Year tested 171 142 191 172 # tested 66% 77% 70.6% 81% %
 Pro./Adv. Geometry 2013 Year tested 32 # tested 97% % Pro./Adv. Algebra I 2013 Year
 tested 60 # tested 84% % Pro./Adv.
5. Caucasian: ACTAAP Benchmark Exam: 7th & 8th grade combined 2010 2011 2012 2013
 Year tested 253 280 301 310 # tested 75% 83% 79% 82% % Pro./Adv. Geometry 2013
 Year tested 77 # tested 97% % Pro./Adv. Algebra I 2013 Year tested 122 # tested 87% %
 Pro./Adv.
6. African-American: ACTAAP Benchmark Exam: 7th and 8th combined 2010 2011 2012 2013
 Year tested 4 3 2 4 # tested 0% 33% 50% 80% % Pro./Adv. Geometry 2010 2011 2012
 2013 Year tested 1 # tested 100% % Pro./Adv. Algebra I 2010 2011 2012 2013 Year tested
 1 # tested 100% % Pro./Adv.
7. Hispanic: ACTAAP Benchmark Exam: 7th & 8th grade combined 2010 2011 2012 2013 Year
 tested 9 8 6 6 # tested 84% 63% 33.3% 100% % Pro./Adv. Geometry 2013 Year tested 1
 # tested 100% % Pro./Adv. Algebra I 2013 Year tested 3 # tested 67% % Pro./Adv.
8. Asian: 7th & 8th grades combined Benchmark 2012 2013 Year tested 1 1 # tested 100%
 100% % Pro./Adv. Geometry 2013 Year tested 0 # tested Algebra I 2013 Year tested 1 #
 tested 100% % Pro./ Adv.
9. American Indian: 7th & 8th grade combined Benchmark: 2012 2013 Year tested 2 0 #
 tested 50% 0 % Pro./Adv. Geometry 2013 Year tested 0 # tested Algebra I 2013 Year
 tested 1 # tested 100% % Pro./Adv.
10. Two or more races: 7th & 8th grades combined Benchmark: 2012 2013 Year tested 2 4 #
 tested 50% 80% % Pro./Adv. Geometry 2013 Year tested 0 # tested Algebra I 2 # tested
 100% % Pro./Adv.
11. Attendance Rate: In 09-10, the attendance rate was 95.1 where the goal set by the state
 was 91.13. PJHS exceeded the state standard according to Dept. of Ed. Progress Report. In
 2010-2011, our rate was 95.4 which was still above the state goal of 91.3. In 2011-2012,
 our rate was 95.1. In 2012-2013, our rate was 95.5%, which exceeded the state standard.
12. Explore Exam: In Math, the average score was (14.8 in 08-09), (15.0 in 09-10), (15.2 in
 10-11), (16.2 in 2011-2012) and (16.5 in 2012-2013). Each year we have had a significant
 growth in our math scores which now places us above the national norm group scores of
 15.5. Our students are achieving similarly across racial/ethnic and gender
 groups.Science/Technology holds the interest of 54% of our students career preferences.On
 the 2011-2012 exam, 57% of the students reported needing help in improving study skills.
 This exam indicates students future performance on the ACT college entrance exam. The
 2013 Explore report indicated Medical/Health Care was the field of study that offered the
 most job possibilities. Writing and study skills continue to be the areas where 63% of our
 8th graders needed improvement.
13. Stanford 10 Achievement Test (Grade 9): In 08-09, 132 students were tested with 82%
 scoring at or above the national 50th percentile. In 09-10, 170 students were tested with
 79% scoring above the national 50th percentile. The analysis of the subtests revealed no
 areas of concern. In 2011-2012, ACTAAP IOWA Tests of Educational Development (ITED)
 were given to the 9th graders. In 11-12, 145 students were tested with 34.5% of students
 were in National Percentile Rank of 75-99,plus 33.1% were in the 50-74 National Ranking.
 This gave us a total of 67.6% score which was above the National Ranking in math. 2013

- Grade 9 ITED Test (NRT) Results: 152 students tested; Vocabulary average standard Score 263.8 (56%); Reading Comprehension average standard Scored 268.0 (57%); Writing average standard score 265.6 (55%); Mathematics concepts & Probability 276.0 (64%); Math Computation 260.0 (51%). Percents are from Percentile Rank of Average SS: National Student Norms
14. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas we found that our area of need in our combined, SES, and AIP populations to be open-response items. This conclusion has been obtained by studying the CRT, NRT, and common assessments, and intermittent classroom assessments. 2013 Augmented Benchmark Exam ITBS Scores (NRT): 146 7th graders tested; 79 students scored above 73% = 54% scored Prof./Adv. on ITBS Mathematics 164 8th graders tested; 65 students scored above 71% = 40% scored Prof./Adv. on ITBS Mathematics
 15. ACTAAP Algebra I EOC: In 2009 96 students took the Algebra I EOC with 93 scoring proficient or advanced. This resulted in 97% of the PJHS Alg. I students scoring proficient or advanced. PJHS District Profile sheet for 09-10 indicated that 87% of the 142 Jr. High students who took the Alg. I scored proficient or advanced. This is 11% higher than the state average. The only Algebra I strands to indicate a .3% lower than the state average was in language of Algebra. In the other 4 stands, PJHS scored above the state average. The only performance areas on open response that was below the state was again in language of Algebra and linear functions. In 10-11, 136 students took the exam with 91% scoring proficient or advanced. Although PJHS exceeds state average, the weakest area is Open-response Language of Algebra. In 2011-2012, 119 students took Algebra I with 98% of them scoring proficient or advanced. Open-response in all areas and Language of Algebra still are our weakest areas in Algebra I. In 2011-2012, PJHS continues to show growth in the Algebra I (A&B) two period block classes. With 15 students taking the block classes, 68% of the them scored proficient or higher in 2011-2012. We decided to separate the Algebra I from the Algebra I (A&B) data so that we can track the growth and improvement better. ACTAAP Geometry EOC: PJHS 09-10 Profile indicated that 93% of the 61 Jr. High Geometry students scored proficient or advanced. All Geometry strands were above the state average, including the open response items. In 10-11, 54 students took the EOC Geometry exam with 98% scoring proficient or advanced. Although PJHS is above the state average, Open-response Language of Geometry is the weakest area. At the end of the 2009-2010 school year, 74% of the combined population was proficient or above in 7th & 8th grade math. At the end of 2011-2012, 100% of the 77 Geometry students were proficient. PJHS continues to exceed the AYP growth mark set by the state. Annual improvement is set at 5.8%. In regard to AYP, Pocahontas Jr. High is "In Needs of Improvement" in mathematics. PJHS fell below the "Performance" targets in mathematics for both the combined population (477 students tested) and TAGG population (289 students tested). PJHS had (86.58%) of combined population scored proficient or advanced and (82.36%) of the TAGG population scored proficient or advanced. The 2012 ESEA AMOs in mathematics projection for combined population is (87.70%) while the projection for TAGG population is (83.82%) will score proficient or advanced on the benchmark. By the year 2017, PJHS's AMO projection of growth will be (6.71%) for the combined population and (8.83%) growth for the TAGG population. Our projected graduation rate is (95.71%) for combined population for 2013 and (94.19%) for TAGG population. 2012-2013 Data Results from Algebra I EOC. 91% of the PJHS students scored Proficient/Adv. 134 students tested; 57% Advanced; 34% Prof. Language of Algebra Strand continues to be the lowest in both multiple choice and open response. Non-Linear Functions is the second lowest in open response items and multiple choice. 2013 Geometry Data: 96% of the Geometry students scored Prof./Adv. (80 students were tested) Measurement & Triangles were the lowest scoring open-response items in the Geometry Strands. Relationships between Two and three Dimensions was the lowest Geometry Strand for multiple-choice items. History of Geometry Data: 2010- 93% scored Prof./Adv.; 2011-98% scored Prof./Adv.; 2012-100% scored Prof./Adv.; 2013- 96% scored Prof./Adv. 2013 Growth Report for PJHS: TAGG Population Economically Disadvantaged: 73% meeting growth; Students with Disabilities 30% meeting growth; History: 2010-87% Pro./Adv; 2011-91% Pro./Adv.; 2012-94% Prof./Adv.; 2013- 91% Prof./Adv. Student Performance Mathematics: (<https://arc.arkansas.gov/cas/reports/preliminary/6103012>) The PJHS was listed as Needs Improvement in Mathematics. We had a score of 85.80% with a targeted AMO of 88.82%. We failed to meet growth in math, 80.84% while needing 84.25%. Due to the fact that we had one area listed as needs improvement, our overall school status is listed as Needs Improvement. All students: 514 tested; PJHS 85.80% status performance ; AMO 2013 88.82% State projected status performance for PJHS. PJHS Growth Performance 261 tested; 80.84; State projected growth performance for PJHS AMO 84.25%. We did not meet our 2013 growth or status in mathematics.

Goal

To improve students' mathematics ability in understanding and solving multiple-choice problems dealing with measurement and on open-response questions dealing with data analysis and algebra; based on ACTAAP data.

District Mathematics Profile Grade 7 Results In 2009, 124 students were tested with 37% scoring advanced and 37% scoring proficient for a total of 74%. In 2010, 141 students were tested with 48% scoring advanced and 30% scoring proficient for a total of 79%. In 2011, 153 students were tested with 54% scoring advanced and 31% scoring proficient for a total of 85%. In 2012, 150 students were tested with 53% scoring advanced and 32% scoring proficient for a total of 85%. In 2013, 146 students were tested with 48% scoring advanced and 34% scoring proficient for a total of 82%. In 2014, 134 students were tested with 46% scoring advanced and 37% scoring proficient for a total of 83%. In summary, by the end of 2013-2014 schoolyear, 83% of the combined population of math students were proficient or advanced. Math scores were up by 1%. State Annual improvement is set at 5.8%. PJHS attendance rate was 96.94% Grade 8 Results In 2009, 160 students were tested with 31% scoring advanced and 42% scoring proficient for a total of 73%. In 2010, 132 students were tested with 20% scoring advanced and 50% scoring proficient for a total of 70%. In 2011, 143 students were tested with 27% scoring advanced and 51% scoring proficient for a total of 78%. In 2012, 157 students were tested with 36% scoring advanced and 36% scoring proficient for a total of 72%. In 2013, 164 students were tested with 40% scoring advanced and 41% scoring proficient for a total of 82%. In 2014, 144 students were tested with 39% scoring advanced and 43% scoring proficient for a total of 82%. PJHS did not meet the annual improvement AYP growth of 5.8% set by the state for 2013 or 2014. Geometry Results In 2010, 61 students were tested with 61% scoring advanced and 33% scoring proficient for a total of 93%. In 2011, 54 students were tested with 48% scoring advanced and 50% scoring proficient for a total of 98%. In 2012, 77 students were tested with 55% scoring advanced and 45% scoring proficient for a total of 100%. In 2013, 80 students were tested with 51% scoring advanced and 45% scoring proficient for a total of 96%. Algebra I Results In 2010, 142 students were tested with 32% scoring advanced and 54% scoring proficient for a total of 87%. In 2011, 136 students were tested with 43% scoring advanced and 43% scoring proficient for a total of 91%. In 2012, 134 students were tested with 58% scoring advanced and 36% scoring proficient for a total of 94%. In 2013, 134 students were tested with 57% scoring advanced and 34% scoring proficient for a total of 91%.
 Benchmark 2: 2013-2014 data 83% 7th grade scored Prof. & Adv. 82% 8th grade scored Prof. & Adv. Proficient and Advanced Performance History 2009 2010 2011 2012 2013 2014 Year 127 144 154 155 146 134 #7th tested 37% 47% 53% 52% 48% 46% #7th Adv. 37% 31% 31% 32% 34% 37% #7th Prof. 74% 78% 84% 84% 82% 83% % Totals ----- 2009 2010 2011 2012 2013 2014 Year 162 132 146 159 164 144 #8th tested 30% 20% 27% 36% 40% 39% #8th Adv. 43% 50% 51% 36% 41% 43% #8th Prof. 73% 70% 78% 72% 82% 82% Totals PJHS did not meet the annual improvement AYP growth of 5.8% set by the state for 2013 or 2014. Geometry: 96% Scored Proficient or Advanced 2013-2014 2010 2011 2012 2013 Year tested 61 54 77 80 # tested 61% 48% 55% 51% % Advanced 33% 50% 45% 45% % Proficient 93% 98% 100% 96% Total % Pro/Adv. Algebra I: 91% Scored Pro./Adv. 2013 2010 2011 2012 2013 Year tested 142 136 134 134 # tested 32% 43% 58% 57% % Advanced 54% 48% 36% 34% % Proficient 87% 91% 94% 91% Total % Pro./Adv.

Benchmark At the end 2014-2015, the goals of the PJHS math department is as follows: to teach learning strategies from Response to Intervention (RTI), use pre/post-classroom assessments in order to identify needs and skill levels at the beginning of school and the end of the year; utilize NWEA (MAP) testing results; apply general tutoring and tutoring cram session evaluations for continued growth, and collaborate using IOWA testing results to assist in locating individual student needs; and use COMPASS remediation to close the gap. By using the wide range of different strategies, learning and growth should prevail in each student. The learning strategies include but are not limited to bellringers, word walls, word sorts, and graphic organizers. RTI allows teachers to identify deficits in student learning and implement tiered interventions as well as provide awareness of students that need to be placed on a watch list as another means of preventing dropping out of school. Curriculum alignment allows the department to collaborate on long-term student achievement and explore the use of the CPS System. The high-yield strategy goals are instructional in nature. Alignment goals are both instructional and exploratory in nature. ALEKS most important feature is to map the details of each student's knowledge. All goals were chosen to increase student achievement. The TAGG populations are economically disadvantaged and students with disabilities. The 2013-2014 data was as listed: 11 student with disability took the Algebra I test and scored advanced and 4 (40%) scored proficient and 5 (50%) scored below or below basic. Free and Reduced lunches took the Alg. I (19%) Basic; (62%) Proficient; (19%) Advanced. Grade 8 tested 80 economically disadvantaged students which 20 (35%) scored basic or below basic in math. Grade 7 tested 8 students with disabilities which 4 (51%) scored below basic or basic. Gender populations in 8th grade scoring gap was 2% to 10% difference between the 8th grade boys and girls. Mathematics Strands 8th grade: Data Analysis and Probability was the weakest area in multiple choice questions. There was a .1 to .3 drop in scores from the previous year in the

same strand areas. Number and Operations and Geometry were the weakest areas in the open-response. The 8th graders gained 2 to 4 points higher than the same strands. Mathematics Strands 7th grade: Data indicated for 7th graders that measurement, data analysis & probability continue to be the weaker areas of the multiple choice questions. Measurement and number/operations were the weakest areas of the open-response questions. There were 81 economically disadvantaged 7th graders tested: 19 (20%) students scored below basic or basic in math; 10 students with disabilities were tested with 6 (60%) scoring basic or below basic. Gender populations: both males and females were within 1% to 3% of the same scores in all the strands. PJHS poverty rate is 57.41%. The attendance rate was 96.94%. The enrollment was 486 students.

Intervention: Align mathematics CURRICULUM and instruction to the Arkansas Mathematics Common Core/Core Standard and Strategies 2012-2015 school years.				
Scientific Based Research: Stiggins, Richard. (2005). Student-Involved Assessment FOR Learning. Columbus, OH: Pearson Prentice Hall. Costa, Arthur & Kallick, Bena. (2000). Activating & Engaging Habits of Mind. Alexandria, VA: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Student achievement will be used to evaluate the coordination of state and federal funds, including specific indicators such as teacher survey results, growth, performance, and Adequate Yearly Progress. In 2010, the seventh grade Mathematics Augmented Criterion Referenced Achievement by Grade and Subgroup (AMO Annual Measurable Objective) was in 2010 AMO=64.55; 2011 AMO=73.41; 2012 AMO=87.19 (TAGG=84.53) In 2014 AMO = In the 2013-2014 school year, PJHS was recognized as a high performing school through the Arkansas Recognition and Reward Program receiving \$42,886.88 based on academic achievement, academic growth, and graduation rates. The money was used for purchasing chrombooks for student use in the classrooms. (SCHOOLWIDE #10) Action Type: Program Evaluation	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Title Teachers 	ACTION BUDGET: \$
The ACSIP committee will schedule an annual meeting focusing on goals and objectives of the ACSIP plan. [SCHOOLWIDE #8] Action Type: Collaboration Action Type: Program Evaluation	Taftnee Cox	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Teachers will utilize ACTAAP Released Items to simulate assessment of student learning expectations and monitor student progress. Classroom teachers will collaborate with special education teachers to individual student needs. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
NWEA (MAP) test results are being used to identify students who are weak in math, reading, and literacy in conjunction with the Benchmark and IOWA scores. MAP results are used because continuous growth	Dr. RoseMary Weaver, Curriculum Specialist; All Math Teachers, Mrs. Angie	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>provides opportunity and challenge, collaborative efforts contribute to mutual strength and vitality, investment in local expertise and resources enhances kids' growth, continuing relationships are vital to effectiveness, credibility is built through quality products and responsive service, thoughtful questioning and reflection are critical to creating the future, and contributing to the discovery and dissemination of knowledge expands our capacity to improve education. The results will be analyzed for the purpose of adjusting, modifying, and redesigning instruction and presentation of materials as necessary. Algebra I tutoring data represented only those student that participated in tutoring/retesting. The original Alg. I test average was 38% while the retest average was 63% providing a 66% increase. In 8th grade math, there was a 38.6% increase in correct responses. Those who attended after school tutoring showed a 5.8% gain . ALE pre-test average was 20.2%. ALE post-test average was 46.7% This shows a 131% increase in understanding for the ALE and Co-taught math students. This shows a 38.6% increase. The ALE/Resource math students were monitored through BuckleDown, tutoring and Aleks. [Program Eval. 1]. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Meigs-Coordinator</p>		<ul style="list-style-type: none"> Teaching Aids 	
<p>NWEA (MAP), a purchased service is used as a formative assessment for math students. "MAP" stands for Measures of Academic Progress. "MAP" is used to understand each student's academic level which gives teachers the power to help them excel. "MAP" computerized adaptive assessments provide educators with the detailed information they need to build individualized curriculum. Results will be used to chart student progress and to assess instructors' utilization of Arkansas Common Core Curriculum to improve ACTAAP scores and student achievement and will be considered in evaluating on-going achievement, modifying instruction, and providing POINT-IN-TIME REMEDIATION or other</p>	<p>Brent Miller, Taftnee Cox, Meigs NWEA tester, All Math Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

interventions. * By analyzing the results from the pre/post-tests, teacher provided open-response prompts. * Using the percent change formula, the percent of increase or decrease will be calculated on the multiple-choice section using the data from the pre/post-tests. *All 5 strands of open-response prompts (numbers-operations, algebra, geometry, measurement, and data analysis/probability) will be given as pre/post-tests. * Calculations using the percent of change formula will identify an increase or decrease in the number of student scoring proficient or advanced in all 5 strands on the open-response prompts. Geometry showed a 4.78% growth from the pre/post-test reports. The 2011-2012, 8th grade math target pre-test average was 41.7%, and the post-test average was 42%, which showed a 0.72% increase in correct responses. The 2012-2013, 7th grade math documentation showed a pre-test average of 41%, and the post-test average was 60%, an increase of 46%. Seventh grade NWEA pre-test mean was 225.6 and 230.8; the post-test mean was 230.5 and 228.6 for a % decrease of 2.28%+1.1% (decrease). Classroom Assessment (Buckledown) showed a pre-test average of 52%; post-test average was 65% for an increase of 25%. The 2012-2013, 8th grade math documentation (Released Item Assessment) showed a pre-test of 940 and a post-test average of 1268 with a 35% increase. NWEA pre-test averages were 228% and 228.1%. Post-test averages were 233.2% and 230.5% with an increase of 2.0%+1.1%. Classroom assessments showed a pre-test of 949 and a post-test average of 1104 for an increase of 16%. In 2012-2013, NWEA scores for 9th grade were computed on a two-year growth showing a 2% increase from the previous year (8th grade 232.6, 9th grade 237.2). The 9th grade pre-test average was 233.2 while the post-test average was 237.2, an increase of 1.7%. Ninth grade classroom assessments showed a pre-test score of 37% and a post-test score of 61%, increase of 64.9%. NWEA post testing was not done at PJHS during the 2013-2014 school year, therefore we did not have post-testing data to compare to the pre-test data. Pocahontas School

<p>District missed three weeks of school due to bad weather. Teachers had to modify and adjust there time frame. During the school 2013-2014 school year, 7th grade math students used ALEKS Math Program. The ALEKS pretest average was 10.9% and the post test average was 43.6% showing an 300% increase of correct answers selected. The 7th grade also used the BuckleDown programs showing a pretest average of 51.6% an da post test average of 68.4% showing a 32.6% increase in correct answers selected. The 2013-2014 8th grade math students classroom pretest assessment score was 44% and the post test score was 61% giving the 8th graders a 38.6% increase in correct answers selected. The 2013-14 9th grade student's classroom pretest assessment score was 37.5% and the post test score was 63.5% showing a 69.3% increase in correct answers selected. The 9th graders used the ALEKS program, pretet score 8.8% and post test score 15.6% showing a 77% increase in correct answers selected. We are taking the ALEKS Math out of our curriculum because of the ease for students to cheat on their work. [SCHOOLWIDE#9] [Program Eval. 2,3] Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Analysis of the yearly Benchmark results item-by-item analysis will serve as a NEEDS ASSESSMENT to determine strengths and weaknesses in the math department. In trying to intrepret and project why a little change or none in the scores ocured, teachers agreeded that they implemented the Common Core Standards and Strategies which are formated differently than Benchmark testing strategies. The lost of three weeks of classroom teaching time due to weather was also considered. Measurment and Data Analysis/Probability continue to be the lowest math strands. The math teachers plan to incorporate more application and hands-on measurement activities to improve the measurement scores, including more rational numbers in measurement problems. Science teachers are assisting with measurement training in science</p>	<p>Dr. RoseMary Weaver, curriculum specialist; Brent Miller, principal, All Math teachers,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>

<p>lab work (analyze data; develop and evaluate inferences/predictions that are based on data; and understand/apply basic concepts of probability; describe/compare math and real-world objects; identify units, systems, and processes of measurement. More data analysis indicated that measurement was low schoolwide in the students coming from grade 6(46% not proficient in multiple choice measurement and 75% not proficient in open response).PJHS (7th grade)showed 37% not proficient in multiple choice in measurement and 35% not proficient in data analysis/probability.PJHS (8th graders) showed 35% not proficient in measurement and 39% in data analysis/probability. We did show a gain in both these grade levels in proficiency from the 2013 Benchmark scores.PJHS continues to score higher than the state % in both multiple choice and open-responses. We were achieving in percent tested in mathematics with 97.30%. PJHS was labeled as "needs improvement" in mathematics. To each AMO, we needed 85.83%, as a school we reached 81.40%, therefore we were labeled as "needs improvement" in this area. (SCHOOLWIDE #1) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>PJHS will improve curriculum alignment through the continued implementation of Common Core Strategies and assess instruction and student achievement. The implementation of Common Core will be monitored through classroom walkthroughs and discussions during team meetings. This will provide ongoing, FORMATIVE assessment during the school year, allowing for curriculum or instructional changes or the addition of professional development. Teachers will utilize common assessments and evaluate student progress. Results will be used to chart student progress and to assess instructors' utilization of Arkansas Common Core to improve ACTAAP Scores and student achievement. Success of alignment will be determined through the comparison of common assessments to the individual</p>	<p>All Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>interim NWEA (MAP) tests. Classroom common assessment averages (exp. BuckleDown which is changing to ALEKS) will be compared with interim assessments for the same time period. (Program Eval. 2,3) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>PJHS will continue to provide high-quality, relevant professional development for faculty and staff. The school district will work with the Northeast Area Educational Cooperative to provide follow-up activities and monitoring for implementation of all teachers' professional development hours. Teachers will receive a minimum of 60 hours of professional development, including 2 hours parental involvement inservice, 2 hours Arkansas History inservice, 6 hours of technology inservice, 6 hours of professional development on the district safety plan, Code of Ethics, Teacher Access Center, and new laws, 2 hours of child maltreatment information, and 21 hours through TESS on Common Core Requirements. Administrators will receive a minimum of 63 hours of professional development. Documentation of PROFESSIONAL DEVELOPMENT will be kept on file. Training will occur both during summer professional development and during the school year. Teachers will attend appropriate inservices related to their instructional content areas. Consultation with the principal through the completion of Individual Growth Plans and documentation of professional development hours will be completed annually. These records will be approved and maintained by the principal to assure that inservice helps meet the needs addressed in the ACSIP plan and standards for high qualified teachers. The 2013-2014 data showed 100% of the staff completed the required inservice with many exceeding the minimum requirement. The district will provide staff development activities for staff members in compliance with rules and regulations approved by the ADE related to PROFESSIONAL DEVELOPMENT and designed to improve student achievement through high-yield instructional activities in relation to</p>	<p>All Math Teachers and Administrators</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>PD (State-223) - \$6405.70 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$6405.7</p>

<p>the school's ACSIP plan. PJHS will provide support in the form of PROFESSIONAL DEVELOPMENT to retain and attract highly qualified teachers. Strategies to attract HIGHLY QUALIFIED TEACHERS consist of advertising extensively for qualified applicants and conducting rigorous interviews in which an administrative team collaborates on the applicant's strengths and compatibility. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. Pocahontas Junior High will document the employment of HIGHLY QUALIFIED TEACHERS, certifying that all teachers are certified to teach in the fields in which they are qualified. Professional development and support specialists are made available to all teachers: Arkansas ideas (http://arkansasideas.org) eDoctrina (http://www.edoctrina.org/) Edmodo (www.edmodo.com/) Common Core Standards: (CommonCoreStandards.com) (SCHOOLWIDE #3,4,5)[PROGRAM EVAL]. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>All teachers will participate in professional development and instructional coaching of Literacy Now, purchased from the Modern Red Schoolhouse Institute to build teacher understanding for improving instructional strategies. Facilitators from Modern Red spent days during the 2010-2011 school year modeling and coaching teachers in the use of word walls, sorts, and QAR. Effectiveness of the intervention will continue to be determined during the 2014-2015 school year by walkthroughs and display of word walls. Modern Red will continue, but without outside intervention/training during 2014-2015 school year. The school year of 2014-2015 will focus on Common Core training.(Program Eval. 2) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>All teachers and Administrators</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
				<p>\$1250.00</p>

<p>The district will provide the support necessary for an online lesson planning program, which allows staff to align instructional and planning strategies to ADE student learning expectations and Common Core Standards. District trainings on HAC/TAC, Google, Bloom-Board, Chromebooks, Eschool, Remind, eDoctrina, and updated technology will be provided throughout the year. Teachers will also be able to provide parents with information related to classroom instruction and student assignments through but not limited to HAC/TAC, homework hotline, email, and webpages. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Brent Miller, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased Services: ACTION BUDGET: \$1250</p>
<p>Total Budget:</p>				<p>\$7655.7</p>

Intervention: Create a school-wide focus on math through the revision and continuation of comprehensive math STRATEGIES. (2012-2015 school years)

Scientific Based Research: Van de Walle, John & Lovin, LouAnn. (2006). Teaching Student-Centered Mathematics. Boston, MA: Allyn and Bacon. Tomlinson, Carol Ann & McTighe, Jay. (2006). Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids. Alexandria, VA: ASCD. Van de Walle. (2007). Elementary and Middle School Mathematics: Teaching developmentally. New York: Pearson. Donna Sawyer, Kaleidoscope, 2007, <http://www.ncwiseowl.org/kscope/TeacherHut/Teachley/TeachleyText.html>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Student achievement will be used to evaluate the use of all Title Funds, ALE, ELL, NSLA, and professional development funds, including specific indicators such as teacher survey results, growth, performance, and Adequate Yearly Progress. (SCHOOLWIDE #10) Action Type: Program Evaluation</p>	<p>Daryl Blaxton, superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Algebra and Geometry teachers will use computers to allow students to see hands-on use of TI-83/84PLUS calculators through the use of the Smartview software. Additionally, students will participate in lessons through the integration of computers, software, multimedia projectors, and video setups. Pre-Algebra and 7/8th Math teachers will be switching from TI30XIIS calculators to standard 4-function calculators, Gizmos, CPS clicker systems, textbook web, multimedia projectors, Interwrite pads, Testing Exam View, and Computerized lesson</p>	<p>Classroom teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

<p>plans, pacing guides and common assessments to expand the school-wide focus on math and technology reinforcement. Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Homework completion will be stressed in the core content areas. Parent notification will be given for inadequate homework participation. Homework hotline is available for the parents. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Brent Miller, classroom teachers, Bonnie Bandy-website,TV monitors; All Math teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district will provide the support necessary to staff an ALE classroom in compliance with rules and regs written by the ADE regarding alternative learning environments. (.50 FTE). Classroom supplies will also be provided. ALE had eight 8th graders to complete the program with 3 scoring Proficient on the Benchmark. Eight 7th graders completed ALE with 4 scoring Proficient on Benchmark. Four of the 7th graders scored Proficient in both math and Literacy. [Schoolwide #10] Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Dr. RoseMary Weaver, curriculum specialist; Brent Miller - principal, Bridget Phelps-math, Jerry Sharp - social studies</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Integrate technology into each curricular area by providing the appropriate technology hardware, supplies and equipment. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Shawn O'Donnell, Technology Coordinator; Marty Moore, principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers 	<p>ACTION BUDGET: \$</p>
<p>The effective use of technology will be evaluated on an on-going, formative basis through classroom walkthroughs and discussed during team meetings. Chromebooks (tablet laptops) are being requested for the classrooms. The Common Core requires 7th & 8th graders to use only 4-function calculators rather than pre-graphing TI-30+. A budget will have to be implemented to cover the cost of changing. The ALEK's Program is being requested by the math department for use in improvement in measurement and probability skills. Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Brent Miller, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library 	<p>ACTION BUDGET: \$</p>
<p>NWEA results and results from classroom pre/post-assessments</p>		<p>Start: 07/01/2014</p>		

<p>will be considered in evaluating on-going achievement, modifying instruction, and providing POINT-IN-TIME REMEDIATION or other interventions. (SCHOOLWIDE #9). [Program Eval. 2] Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>All Math Classroom Teachers</p>	<p>End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Math teachers will utilize mobile math labs to develop spatial sense. Chromebooks are being used by all math students during 2014-2015 school year. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Success of the high-yield strategies will be documented by a comparison of the answers to the open-response questions on the NWEA testing. Baseline data will be collected during the 2013-2014 school year. Pre/Post-test data will be compared. Action Type: Program Evaluation</p>	<p>Brent Miller - Principal, Taftnee Cox, Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Teachers will meet in team meetings to discuss instructional practices and student progress. Action Type: Collaboration</p>	<p>Brent Miller, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>PJHS will improve students' ability to respond to open-response questions by training teachers to utilize the common procedure when teaching students how to respond to open-response questions. Teachers will collaborate in creating open-response math questions that address the key math SLEs . Teachers will compile a folder of open-response questions for their content area and use those questions as part of their class assessments. Inclusion of open-response questions on classroom assessments will be structured at the appropriate level of Bloom's taxonomy to ensure maximum effectiveness in improving student achievement. Teachers will meet for multiple working lunches to review common procedures developed district wide and to implement those procedures in their content area classes. All teachers will implement a common procedure for students to utilize when answering open-response questions. [PROGRAM EVAL.] Action Type: Alignment Action Type: Collaboration Action Type: Professional</p>	<p>All teachers in every subject area</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Development Action Type: Program Evaluation</p>				
<p>All teachers will participate in professional development and instructional coaching of Literacy Now, purchased from the Modern Red Schoolhouse Institute to build teacher understanding for improving instructional strategies. Facilitators from Modern Red spent days during the 2011-2012 school year modeling and coaching teachers in the use of word walls, SORTS, and QAR. Math teachers will use the CPS units and BuckleDown booklets as strategies to improve below proficient student scoring. Effectiveness of the intervention will be determined by walkthroughs and display of word walls. Each teacher will evaluate his/her growth by using the HIVE. Vocabulary enrichment will include note-taking guides through the textbook as a quick reference in their notebooks. Open- response exercises will be based on the chapter frameworks and emphasis on multiple parts a,b,c answers. Weekly bellwork vocabulary lists will be created by using the words, definitions, and examples (SORTS). Example results from the BUCKLE DOWN pre/post-test showed a 15% positive increase in scores between 7th & 8th grade pre/post- testing. The analysis of the 2011-2012 classroom assessment (BuckleDown) for 7th graders indicated a 45.7% pre-test average and a 67.5% post-test average, which is a 47.7% increase in correct responses. Assessment for 8th grade indicated the pre-test average at 40% and the post-test average at 55%, which is a 15% increase in correct responses. (Program Eval. 2) Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Math teachers, Administration</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district will provide substitute teachers in order for classroom teachers to attend professional development activities designed to improve math instruction in the classroom.</p>	<p>Brent Miller, Principal; Chandra McDowell- secretary</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Teaching Aids 	<p>PD (State-223) - Purchased Services: \$500.00 <hr/>ACTION BUDGET: \$500</p>

Action Type: Professional Development				
The special education math teacher will serve on a RTI team with a regular 7th and 8th grade math teacher during the 2014-2015 school year to offer help to special needs and regular education students within the regular classrooms. PJHS does not have a designated RTI Coordinator. RTI is an areas of weakness and one that PJHS need to grow. [SCHOOLWIDE 2,8,9] Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Martha Holt, special education , Taftnee Cox - counselor, Bridget Phelps-math teacher, Rhonda McCallister-math teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
To measure the success of TIA and the high-yield strategies, teachers will review data from formative and summative test scores and examine the practical implementation process in class. NWEA and screening data of new students and ALE students will be analyzed to identify gaps in student learning. Compass will be utilized as a tool for providing student interventions. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	All math teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Pocahontas School District was designated a Career Coach from BRTC for vocational and technical education, and job training. The district will pay half the fee while Black River Vocational's grant will pay for half. The 2014-2015 school year began without a Career Coach. [SCHOOLWIDE]	Superintendent, Daryl Blaxton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	NSLA (State-281) - \$5150.00 Purchased Services: ACTION BUDGET: \$5150
Total Budget:				\$5650
Intervention: Use academic improvement plans(AIP's) to specify remediation for students performing below grade level expectations. (2012-2015 school years)				
Scientific Based Research: CompassLearning: E-mailsupport@compasslearning.com Phone: (800)678-1412 Website: support.compasslearning.com				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will hire a full-time instructional aide to oversee a computerized tutorial lab using "COMPASS" software for math and science supplementary instruction. (.50 FTE)[Schoolwide #10] Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brent Miller, Principal, Pat Neece	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff 	NSLA (State-281) - \$9721.00 Employee Salaries: NSLA (State-281) - \$2139.59 Employee Benefits: ACTION BUDGET: \$11860.59

<p>A report of the number of students successfully completing their AIPs in math using the COMPASS (previously PLATO) software and a list of those that are in further need of remediation will be compiled each semester in order to evaluate the intervention. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Compass Administrators - Angie Meigs, Pat Neece</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will employ an instructional aide(fte .50) to organize and schedule students into the school's tutoring programs. The school will offer a computerized tutoring program through the use of COMPASS learning software as well as an individualized tutoring program supervised by certified staff.Classroom supplies will be provided as needed.[Schoolwide #10] Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Brent Miller-Principal, Bonnie Bandy -Tutorial Administrator, Taftnee Cox</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<p>NSLA (State-281) - \$8603.50 Employee Salaries: NSLA (State-281) - \$1893.63 Employee Benefits: <hr/>ACTION BUDGET: \$10497.13</p>
<p>Certified teachers will identify deficiencies on the ACTAAP exam for all students scoring below proficiency and address these needs through Individualized Academic Improvement Plans. Specific areas will be noted and targeted for improvement using the "COMPASS" (previously PLATO) software. Identified "Bubble Students" will be working with the COMPASS software.The lowest 20% will be part of the RTI program to help struggling students to achieve success. In the 2013-2014 school year, students began working in Compass on math on August 19, 2013. We had 20 (seventh, 26 (eighth) and 17 (ninth) graders that scored basic/below basic on Benchmark math. Ninth graders completed 100% of the math remediation program, while 95% of seventh and eighth graders completed the Compass rememdiation math. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Classroom teachers, Pat Neece, Compass administrator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Student achievement will be used to evaluate the use of all Title Funds, ALE, ELL, NSLA, and professional development funds, including specific indicators such as teacher survey results, growth, performance, and Adequate Yearly Progress. (SCHOOLWIDE #10) Action Type: Title I Schoolwide</p>	<p>Classroom teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Parents will receive a copy of their child's Academic Improvement Plan at the beginning of the school year. The original must be signed by both the parent and the teacher and placed in a file.[PARENTAL ENGAGEMENT 1J](SCHOOLWIDE 6) Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Brent Miller, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Success of the action will be measured by weekly "Current Assignment Progress" reports and monthly grade-level reports to determine mastery of grade level objectives. Student mastery of all grade level objectives will result in graduation from the program. Graduation from the program does not guarantee a proficient level will be reached the next year on the exams. In the 2011-2012 school year, there were 11, 7th grade math students that scored basic or below basic on the Benchmark. There were 16 math students who scored basic or below on the Benchmark. There were 23 math students who scored basic or below on the Benchmark. COMPASS data showed math had 23/50 students who completed the COMPASS remediation program through their grade level. This was the first year to do COMPASS. Since it was a new program, we had a late start. We started working in October compared to late August with PLATO. Plato has now been replaced by COMPASS. In 2013, there were 50 students from 7th, 8th, and 9th grade that started their math COMPASS remediation; 82% completed their grade level requirements. [PROGRAM EVAL 3] Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Mrs. Meigs, COMPASS Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>PJHS will continue to provide academic and social support services for students through tutoring and "Homework Help" sessions before, during, and after the school day. Tutoring will be focused on intensive instruction. Students needing assistance will be referred to the counselor and paired with a tutor. Certified teachers will supervise the program and utilize the support of student tutors to assist in working one-on-one or in small groups. The hourly rate of pay is \$14 for</p>	<p>Taftnee Cox, Certified Tutors; All math teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>NSLA (State-281) - \$715.33 Employee Benefits: NSLA (State-281) - \$10493.97 Employee Salaries: <hr/>ACTION BUDGET: \$11209.3</p>

<p>classified and \$26 for certified. Supplies will be provided in the form of healthy snacks and intervention supplies. The Title I purchased service will be the yearly payment to the NEA Coop for Target Testing. An after school test preparation tutoring program will be held prior to students taking the ACTAAP exams. The hourly rate of pay for tutors is \$14 for classified, \$26 for certified personnel. Tutors will focus on improving students' higher-level thinking skills as well as the development of students' inquiry skills to prepare students for the types of questions they will encounter on the exam. Tutoring supplies will be provided. Parents are encouraged to attend these sessions to learn how to work with their child at home. The 9th grade students who attended tutoring (or cram sessions) on a regular basis increased their test scores by 6.8% during 2013-2014 school year. The 8th grade students showed a 5.8% increase in test scores by attending regular tutoring sessions. The 2013-2014 7th grade math tutoring results indicated a 86% increase in the students' test scores after tutoring. A Math Night is offered to the parents in September to explain how to use the calculators, assist in reference materials in the textbook, and how to use the Chromebooks used by students for testing and classroom work. [PARENTAL ENGAGEMENT 2A] (SCHOOLWIDE #8) Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>PJHS will provide structural changes to the school schedule by implementing a two-period block class for Algebra I called Algebra A & B. These students will still take the end of course Algebra I exam at the end of the year. Math teachers will utilize algebra tiles, pattern blocks, and color counters in combination with mobile math labs, calculators, Interwrite Pads, document cameras, multi-media projectors, Chromebooks, etc. to meet the individual learning styles of the students. Students will be selected for these block classes using results from a basic math skill evaluation, specified performance indicators, and</p>	<p>Brent Miller, Math teachers, Rosemary Weaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>results of the previous year's post-test. Success of the structural change in the school schedule will be evaluated by comparing the fall and spring semester grades of 2013-2014(with double block) to 2013-2014(without double block). Supplies and materials will be purchased to meet the needs of the kinesthetic and tactile learners. Out of 35 Algebra A&B students, 8 scored basic on EOC Algebra I, but 100% of the 35 students "passed" the state score requirement. Data from 2011-2012 showed that out of 15 Algebra A & B students, 5 scored basic on EOC Algebra I, but 100% of the 15 students "passed" the state score requirements. (Two highly mobile students did not pass the regular Algebra I EOC while all the other regular Algebra students passed the EOC.) Data from 2013 showed that 91% of the Alg. I (121 students) scored proficient/advanced; 9 out of 11 Alg. A&B students scored proficient/advanced which equals 70%. (SCHOOLWIDE #2) Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>PJHS will continue to offer summer school recovery. Sixty hours of class instruction will be provided during the summer for any student who failed a core academic class to recover 1/2 credit. The hourly rate of pay is \$26. Instruction will be led by certified staff 4 hours daily for 3 weeks. Success of summer school credit recovery will be determined by the number of students who successfully complete the course. Summer School fee is \$100.00 per student (for those who do not qualify for free). Teachers will administer a pre-test of student's strengths and areas needing remediation, and a post-test to determine the level of learning. PJHS had 100% (11 students) successfully passing the Algebra I and A/B Summer School Course.(PROGRAM EVAL. 3] (SCHOOLWIDE #10) Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Brent Miller, Summer School Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State-281) - Employee Benefits: \$495.22 NSLA (State-281) - Employee Salaries: \$2250.00 <hr/>ACTION BUDGET: \$2745.22</p>
<p>PJHS will continue to utilize NWEA (MAP) as a formative assessment for curriculum, instruction, and assessment alignment in Algebra courses. Students will take a pre/post-tests during the 2013-2014 school year. Math teachers will use release planning days during the school year (up to 4</p>	<p>Taftnee Cox, counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p><hr/>ACTION BUDGET: \$</p>

days) to analyze results of NWEA (MAP) tests, chart student progress, and to assess the instructors' utilization of the Arkansas Common Core to improve student attainment of course goals. Math teachers will receive ongoing training in using the platform to analyze scores, identify students at risk, and to chart interventions electronically. Teachers have requested more COMPASS training. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide				
The district will provide on-going support by paying for the yearly software support and maintenance fee, as well as staff training for the utilization of Compass learning, a tutorial software program in literacy, math, and science. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brent Miller	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	Title VI State - Purchased Services: \$3000.00 ACTION BUDGET: \$3000
Pocahontas Jr. High School will provide NWEA assessments to identify struggling students and to develop a learning path for Compass Learning to provide a prescribed curriculum to enhance skill development.	Sara Martin	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$2750.00 ACTION BUDGET: \$2750
Total Budget:				\$42062.24

Priority 3: The Pocahontas School District recognizes that each child needs to become a well balanced individual. Our goal is to help every child develop skills to become a well-balanced adult.

Supporting Data:

1. Body Mass Index Data from 04-05 shows that there were 504 students assessed at the Junior High. The risk of students being overweight was:44.7% of males and 35.5% of females. In 05-06, of 280 students assessed at the Junior High, the risk of students being overweight was: 51.8% of males and 37.9% of females. In 06-07, of 445 students assessed at the Junior High, the risk of students being overweight or overweight was: 42.5% of males and 39.6% of females. In 08-09, the 7th graders are no longer being tested. Of the 153 eighth grade students assessed, the risk of students being overweight was 54.3% of males and 49.4% of girls. In 09-10, Of the 111 eighth grade students assess, the risk of students being overweight was 54.2% of males and 34.6% of females. In 2011-2012, 153 8th graders were measured with 31.6% in the obese category. Breakdown of overweight/obese percents by gender: 51% males; 55.3% females.
2. School Health Index Module 4, Nutrition Services: Junior High School- Meals should include appealing, low-fat items identified as area needing improvement. School Health Index Module 2, Health Education: A comprehensive Health Education program will be taught to students in the junior high. School Health Index Module 8, Family and Community Involvement: Programs will be in place to involve the family and community in healthy activities for students. 2011-2012 School Health Index Overall Score Card: Module 1- 74% Module 2-32% Module 3-35% Module 4-88% Module 5-No data Module 6-No data Module 7-48% Module 8-No data PJH and PJHS question the data compiled for the 2011-2012 school year.
3. Free and Reduced Price Meal Eligibility for 2005-2006: 38.76% paid; 40.76% free; and 20.48% reduced. Free and Reduced Price Meal Eligibility for 2006-2007: 43.17% paid; 42.57% free; and 14.45% reduced. Free and Reduced Price Meal Eligibility for 2007-2008: 41.29% paid; 45.16% free; and 13.55% reduced. PJHS Free and Reduced Price Meal Eligibility for 2008-2009: 46.9% paid; 37.27% free; and 15.74% reduced. PJHS Free and Reduced Price Meal Eligibility for 2011-2012: 41.3% full price; 45% free; 13.6% reduced.

Goal

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

Benchmark By the 2014-2015 school year there will be a decrease of the average Body Mass Index for obese students by 1/2 % as evaluated by the annual Body Mass Index Screening.

<p>Intervention: Pocahontas Jr. High will encourage strategies and activities that support a non-sedentary lifestyle for the 2012-2015 school years. The yearly Jr.High calendar provides a "Stay Healthy" page and website. Health classes stress daily exercise and balanced nutrition. P.E. classes have 60 minutes of daily physical activity(250 minutes x 10 week = 2500 minutes) which is 100 minutes above requirement.</p>				
<p>Scientific Based Research: Journal of the American Dietetic Association, 103 (7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T Bayerl. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Pocahontas Junior High will implement and encourage participation through physical education and activities that support a healthy lifestyle for students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Marie Cavanaugh, Health teacher; Byron Busby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Grade-appropriate nutrition education is taught in health class for all three grades. During Wellness Day, all students attend at least one 30-minute session on nutrition. Rotations on wellness day are setup so that students will have a learning session and then a physical activity right after. That will allow three learning sessions and 3 physical activities throughout the day. The PJHS cafeteria supplies healthy fruit for students to eat throughout the day at no cost. The PJHS cafeteria managers follow the state guidelines on regulating salt and sugar intake with our students. Whole wheat grain products are the only source of fiber that can be used in our cafeteria replacing any white grain products. Portion size is regulated differently for 9th graders than 7th & 8th graders. Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	<p>Marie Cavanaugh, Health Teacher; Cafeteria Managers,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>PJHS will participate in nutritional education activities to include students, parents, and community. [SCHOOLWIDE 6] Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Brent Miller, Principal; Cafeteria Managers, Wellness Committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • School Library • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Action 3: PJHS will encourage development and participation in extracurricular activities that support physical activity. Band and sports practice a minimum of 2 hours/day. Practices begin in early August and continue throughout the season. At the beginning of the 2011 school year, there were 46 active Jr. High football players, 39 volleyball players, 17 cheerleaders, 119 marching band members, 7 dance team members, 9 tennis players, and 1</p>	<p>Brent Miller - Principal, All Coaches, Gerald Fears, Band Directors, Music Director, Emily</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>golfer in extracurricular activities. The beginning of 2012 had 351 students in extra-curricular programs that require physical activity. There were 57 students in football, 82 in basketball, 135 in band, 30 in track, 13 on cheer team, 5 in dance, 18 in volleyball, 8 in baseball, 1 in tennis, and 2 in golf. The beginning of 2013-2014 had 311 Jr. High students in extra-curricular programs that require physical activity. In the Jr. High only, 22 (girls) were involved in volleyball, 12 (girls) in cheerleading, 20 (boys) and 15 (girls) in track. In 7th grade, 47 (boys) played football, 53 (boys) in 8th grade, and 35 (boys) in 9th grade. In basketball, 20 (boys) and 22 (girls) played. Eighty students were in band. There were 19 (boys) 9th graders played baseball. One (male) and one (girl) played golf. At the beginning of the 2014-2015 school year, PJHS had 315 PJHS students involved in extra curricular activities. The breakdown is as follows: 55 Jr.High football players (all boys); and 39 seventh grade football players (38 boys & 1 girl); 3 tennis players (1 girl & 2 boys); Volleyball has 24 girls (7th graders) & 20 girls on the Jr. High team of 8th-9th graders; Basketball has 28 girls (7th grade) & 24 girls on Jr. High team of 8th-9th graders; Chorus has 22 PJHS members: 7th grade = 8 females + 2 male; 8th grade = 4 female + 1 male; 9th grade has 7 females; Jr. High Male basketball = 18 players; Band has 111 Jr. High members (83 seventh & eighth graders + 18 ninth graders). PJHS cheerleaders total 18 (8th & 9th graders) + 12 (7th grade). Cheerleaders practice an average of 3 1/2 hours/week + games times of 2 1/2 hours per game/week. Yoga class was started during lunch in the library. An estimated 30 students /week (20 girls and 10 boys) participated for 30 weeks. Golf team has 2 Jr. High players (2 boys and 1 girl). The play a maximum of 12 matches and 2 tournaments. During offseason, they practice everyday for up to 3 hours. During the season, they play matches 2-3 days a week and practice 1-2 days, depending on schedules. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Hausman - Librarian</p>			
<p>The junior high wellness team voted to discontinue the Wellness Day because a health class is now in place for grades 7-9. The Parent Involvement team has planned a Wellness Evening that will cover several topics deemed important to the improvement of the Pocahontas School student's health. Topics of obesity, food portion size, sugary drinks, exercise, and so much more will be addressed. The PJHS cafeteria is going to provide fresh fruit for the Wellness Evening. Display will be present to show portion size and other cafeteria information on eating well. Parent Involvement money will be spent on two large displays explaining the food groups and calorie intake vs exercise. Booths will be setup around</p>	<p>Marty Moore, Principal; Marie Cavanaugh, Taftnee Cox,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>the Jr. High and classroom to accomodate the health professionals that will check blood pressures, sugar levels, and other screenings. Action Type: Collaboration Action Type: Wellness</p>				
<p>During the spring semester, all students will have their BMI calculated as a summative evaluation of the school's wellness program. A copy will be sent home to parents.The overall, BMI classification results for PJHS showed: In 2010-2011, approximately 22.5% of all children measured were in the OBESE OVERWEIGHT category. In 2011-2012,31.6% of the 8th graders measured were in the obese category.In 2012-2013, approximately 17.1% of 8th graders measured were in OVERWEIGHT category; approximately 26.3% of all 8th graders measured were identified as OBESE.We did reach our goal of at least 1/2% drop from 31.6% to 26.3% drop in OBESE students in 8th grade.The 2013-2014 BMI shows the PJHS is doing what it takes to become healthier. The report indicated that 59% of the PJHS 8th grade males and 55.9% of the females were healthy or underweight. Overall BMI classification results for PJHS show approximatley 16.8% of all children measured were in the overweight category and approximately 25.5% of all 8th graders were identified as obese. We again achieved more than the 1/2% drop in the number of obese student population (26.3% dropped to 25.5%). Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Robin Ford; Sandra Bryant, School Nurses, Cafeteria Managers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Breakfast will be provided free of charge on test day to all students taking ACTAAP exams. During the 2011-2012 testing period, approximately 200 students each day ate the free breakfast before testing. During the 2012-2013 testing period, approximately 225 students each day ate the breakfast before testing. During the 2013-2014 testing period, approximately 180 students each day took advantage of the free breakfast before Benchmark testing. Action Type: Equity Action Type: Wellness</p>	<p>Brent Miller - Principal; Cafeteria Managers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Assessment data from the Wellness portion of the School Improvement Plan will be reviewed each year to determine if the school is meeting its goals. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Brent Miller, Principal and Sandra Bryant, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<p>ACTION BUDGET: \$</p>
<p>The Wellness Committee as part of the ACSIP committee will frequently monitor goals and evaluate the effectiveness of interventions by reviewing data results and other assessments related to Wellness (school health index modules, wellness policy checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Marie Cavanaugh, chairperson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Special Education Action Type: Wellness				
An Anti-bullying club was established in 2013. The counselor taught anti-bullying lesson to all grade levels during social studies classes. Student books were purchased through counseling money. This program should continue through the 2013-2014 school year. The librarian will sponsor the club. The Leader-In-Me Program is being established in the Jr. High during 2013-2014 school year starting with the 7th grade. Classes will be taught by the counselor and librarian. Each year we will add another grade level until the program has been continued throughout 9th grade.	Counselor -Taftnee Cox; Librarian -Emily Hausman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Increase parent and community involvement.

- Supporting Data:
1. Baseline documentation including perceptual surveys will be gathered during the 2010-2011 school year.
 2. Bullying/Cyberbullying: Approximately 68% of the PJH student body agrees or strongly agrees there is a problem with bullying with only 26% saying they have been physically or verbally bullied and 15% saying they have been cyberbullied. Six percent say they have missed school because they have been bullied.

Goal: Pocahontas Junior High will demonstrate continuous improvement in parent and community involvement based on perceptual surveys and growth in parent/community participation numbers.

Benchmark: 2013-2014 data should show growth in parent and community involvement measured by an increase in the number of parents and community members involved in various parent and student activities and by perceptual data derived from district and building level surveys.

Intervention: Parent Involvement/Engagement 2012-2015: PJHS will strive to keep parents informed and active through Parent Involvement Activities and Events.				
Scientific Based Research: Epstein; Epstein, Epstein, Joyce L. and Salinas, Karen Clark. Partnering with Families and Communities, Educational Leadership, May 2004. Volume 61 Number 8; Schools as Learning Communities. Pgs 12-18.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A "Parents Make the Difference" back to school night will be held at the beginning of each year to introduce parents to the faculty and familiarize both the students and parents of school policies. Parent "Participation" surveys will be distributed as a formative assessment. In 2011-2012, 118 Participation surveys were returned. In 2012-2013, 336 Participation surveys were returned. In 2013-2014, 357 Parents Make a Difference forms were returned. [PARENTAL ENGAGEMENT #1B,2D] [SCHOOLWIDE 6] Action Type: Parental Engagement	Brent Miller, principal; Taftnee Cox & Linda DeShaw, Parent Involvement Facilitators	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Pocahontas Jr. High School will provide the necessary support for the jr. high school involvement facilitator in the form of supplies and training needed for parent involvement activities.	Taftnee Cox, Counselor & Linda DeShaw, Family & Consumer Science	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$1099.54 Services: NSLA \$2100.00 (State-281) -

<p>The principal of each school in the district will designate one certified staff member that is willing to serve as a parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parental involvement in the school. The parent facilitator will also undertake efforts to ensure that parental participation is recognized as an asset to the school. The certified staff serving as a parental facilitator will receive supplement pay for the assigned duties as required by law and will also be provided staff development opportunities as required by the State Board of Education's Standards of Accreditation of Arkansas Public Schools will be offered each year. Title I funds will be budgeted for supplies and materials for advisory committee meetings, parent information packets, Bullying/Cyberbullying workshop, Americana/Family Fun Night, Math Workshops and Technology workshops for parents. Also, Title I funds will be used for speakers for the Parent Involvement workshops and expenses for the Parent Facilitator to attend the Parent Involvement Conference. NSLA funds will be budgeted for membership dues, training supplies and materials, advertising, and necessary professional development. [PARENTAL ENGAGEMENT 1G] [SCHOOLWIDE #10] Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				<p>Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$3199.54</p>
<p>Title I "PARENT COMPACT" forms will be discussed with parents at the first parent/teacher conference and signed by the school, parent, and student. The signed contract will state the responsibilities of all stakeholders regarding the student's education. In 2013-2014, 100% of the Parent Compact forms were returned to the office. [PARENTAL ENGAGEMENT #2A] Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Brent Miller, principal; Bonnie Bandy-Office Receptionist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Parent/Teacher conferences will be held in the fall of each year to inform parents of student progress and plan for continued success during the year. Prior to</p>	<p>Brent Miller, principal; All teachers; Bonnie Bandy -</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>the conferences, teachers will send out progress reports to parents of students who are in danger of failing a class and also to inform parents of student achievement. [PARENTAL ENGAGEMENT #1H] [SCHOOLWIDE #6] Action Type: Parental Engagement</p>	<p>eSchools Facilitator</p>			
<p>"SEGP"(Student Education and Graduation Program) meetings for students in grades 7-9 will be held in place of parent/teacher conferences in the spring of the year. Conferences will be held with the parents and students in attendance to ensure proper classes are taken as students begin in high school. A four year PHS graduation plan will be tentatively schedule to assist in short and long range goals for the student. [PARENTAL ENGAGEMENT #1E, 1J] Action Type: Parental Engagement</p>	<p>Brent Miller, principal; Taftnee Cox - Counselor; All teachers - SEPG Advisors</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>A Parent Center will be made available to provide materials to help parents work with their children to improve academic achievement. Parents may volunteer their time in the Parent Center. [PARENTAL ENGAGEMENT 2B] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Shelia Ingrams, Volunteer Parents, Volunteer Staff Members</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>"Parents for PJHS" will host parent involvement meetings/activities focusing on different topics designed to assist parents in being actively involved in their child's education. In 2011-2012, 12 meetings/activities were held. In 2012-2013, 8 meetings/activities were held. In 2013-2014, 8 meetings/activities were held. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Taftnee Cox, Counselor; Linda DeShaw, Family & Consumer Science</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Each year a perception survey will be distributed to parents, teachers, and students to obtain feedback about the activities that they deem as most helpful in increasing student motivation and/or parental involvement within the school. Responses from the surveys will be used to evaluate and make changes to these actions. In 2011-2012, 51% of the parents who returned the Perception Survey said they use</p>	<p>Taftnee Cox, Counselor, Mary Lededar-committee member, Parents of PJHS</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>technology to keep up with their child's grades, assignments, and/or school news. 47% said they only use traditional methods of communication with the school. 30% said their child needed to use the school's technology resources. In 2012-2013, 40% of the parents who returned the Perception Survey said they used traditional methods of communication with the school. 52% said they used technology to keep up with their child's grades, assignments, and school news. 40% said their child needed to use the school's technology resources. Data for 2013-2014, indicated that 290 PJHS parents want to receive weekly announcements and test hotline emails; 163 parents want to be member of Parents for PJHS; 71 parents want to help plan and organize parent events. Technology use at home: 12 have eReaders, 139 Smart Phones, 198 Computer with internet access & printer, 154 computer-no printers; 88 notebook computer/laptops; 94 tablet/iPads, 0 Chromebooks; 65 need to rely on computers at school. When asked how many parents are interested in coming to activities other than ballgames: 53 technology night; 62 Health & Wellness Day; 43 work in parent center; 8 Odyssey of the Mind teams; [PARENT ENGAGEMENT 1J] [PROGRAM EVAL 3] Action Type: Parental Engagement</p>				
<p>Teachers will have daily conference times available for parents who wish to schedule a private conference with a teacher concerning their child. [PARENTAL ENGAGEMENT 1J, 2B] Action Type: Parental Engagement</p>	<p>All Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The school will work with disabled parents, as identified, to ensure that information related to school and parent programs is sent to parents to the extent practical. [Parent Engagement 2E] Action Type: Equity Action Type: Parental Engagement</p>	<p>Daryl Blaxton, superintendent; Brent Miller, principal; Taftnee Cox-Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>To encourage positive parent/student relationships, PJHS holds an annual Americana/Fun Night. Evening. Old-fashioned games, math, science, and quiz bowl activities are planned for students and parents to play</p>	<p>Taftnee Cox, Counselor & Linda DeShaw, Family & Consumer Science; Parent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>together. This evening is generally held around Election Day. In 2013-2014, the high school students, parents, and faculty will be invited to attend. Other parent involvement activities included a Technology and Learning Evening; 2 Math Evenings; a Health Fair, and a Career Fair. Parents are encouraged to participate in helping sponsors with the difference clubs and organizations: Odyssey of the Minds, LINK, FFA, FBLA, FCCLA, Builder's Club, Science Club and Band.[PARENTAL ENGAGEMENT 1J][SCHOOL WIDE 6] Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Committee; Club Sponsors</p>			
<p>A building level Peer Review of the Parent Involvement section of the ACSIP Plan and Parent Involvement Plan as well as the Parent Involvement Advisory Board is held annually in each spring. An extra peer review meeting for the ACSIP and Parent Involvement Plan was held, September 9, 2014. The projected activities are Math Evening, Technology Evening, Family Fun Night, PARCC testing preview for parents, Health and Wellness Day, Career Fair, parent conferences, and SEPG meetings. [PEER REVIEW] Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Taftnee Cox, Counselor & Linda DeShaw, Family & Consumer Science, Parent Involvement Committee members</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Junior High Orientation Prior to the beginning of school Mr. Davis and key teachers meet with the incoming seventh grade students to cover: Handbook; policies and procedures; Smart Core; Common Core Standards; & Lottery Scholarship. [SCHOOLWIDE J7] Action Type: Parental Engagement</p>	<p>Harlan Davis, Assistant Principal; Taftnee Cox - Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Success of the intervention will be determined by a 1% increase in the number of parents/guardians attending activities each year and by information gathered through the Participation and Perception Surveys. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Taftnee Cox, Counselor; Linda DeShaw, Family Consumer Science</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PJHS will be assigned a Resource Officer from the Pocahontas Police Department. The community and school board approved of the officer being on campus for protection of the student body.</p>	<p>Principal, Brent Miller; Ricky Jones - Officer; Bridget Phelps - Anti Bullying Club</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders 	<p>ACTION BUDGET: \$</p>

PJHS established an Anti-Bullying Club to encourage students to speak up and help prevent school violence. [SCHOOLWIDE] Action Type: Parental Engagement			• Teachers	
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Total Budget:	\$3199.54
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Intervention: SCHOOL OUTREACH 2013-2014: PJHS will reach out to Parents through a variety of electronic as well as traditional means.

Scientific Based Research: "Love, Luck, Laughter, and Lollipops!" Arkansas State PIRC. Compiled by Parent Center Facilitators/Coordinators Handbook Committee funded by the Federal Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent shelf is available in the library and furnished with information, books, and resources to both inform and guide parents in participating in their children's education. A collections of books and materials are also kept in the Counselor's office for use by the parents. [PARENTAL ENGAGEMENT 1J, 2B] [SCHOOLWIDE 6] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Emily Hausman - Librarian; Taftnee Cox - Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Information related to school events and parent programs will be sent to parents to the extent practical in a language parents can understand. Communication will be made possible by a variety of media including: email distribution lists, PJHS calendar, district telephone school notification system, the school website, newspaper articles, and radio ads. [PARENTAL ENGAGEMENT #2E] Action Type: Equity Action Type: Parental Engagement	Brent Miller, principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
School calendars with statements attesting to the school district's commitment to parental involvement and tips for how parents can foster their children's success will be provided to parents. The calendar contains information on how parents may access the "Home Access Center (HAC)" in order to monitor their child's progress throughout the school year. The school website also includes a "Calendar of Events" to inform students and parents of monthly activities. At the 2014-2015, the committee discussed not having the calendars made and save that money because the majority of parents use technology for calendar updates and events. [PARENTAL ENGAGEMENT 1A & 2A] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Linda DeShaw, Family Consumer Science; Brady Massey, Band Director; Bonnie Bandy - HAC Facilitator, Emily Hausman - lib	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The school's process for resolving parental concerns will be placed in the District Handbook. [PARENTAL	Daryl Blaxton, Superintendent; Marty Moore, principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>ENGAGEMENT 1D] Action Type: Parental Engagement</p>				
<p>A volunteer resource book will be compiled and made available to school staff member listing the interests and availability of volunteers. After the data is compiled, emails will be sent to each group with a list of volunteers that sign up. Example - Parent Center [PARENTAL ENGAGEMENT 1C] [SCHOOLWIDE 6] Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Taftnee Cox, Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Parents will be informed about the upcoming ACTAAP which being changed to the PARCC test preparation program designed to prepare students for these exams. [PARENTAL ENGAGEMENT 1J] Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Taftnee Cox, counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Student/Parent Information Packets will be distributed that include: ways for the parent to become involved in the school and his/her child's education; a survey regarding volunteering; activities planned throughout the school year; and a system to allow the parents and teachers to communicate in a regular 2-way meaningful manner (HAC - Home Access Center), website, calander, news, events, and announcements. [PARENTAL ENGAGEMENT 1A] Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Bonnie Bandy - School HAC - Facilitator; Taftnee Cox & Linda DeShaw, Parent Involvement Facilitators</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The district will host an annual meeting to inform parents of their right to be involved in planning, reviewing, and improving parent programs. Other topics discussed include:types of school assessments as well as recent scores; school goals and improvement plans. [SCHOOLWIDE 6] Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Annual Title I and ACSIP School Report meetings will be conducted at the building level. [Parent Engagement 4 & 5] Action Type: Parental Engagement</p>	<p>Brent Miller, principal; Harlan Davis, assistant principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The Junior High Parent Involvement Plan is located on the school website and is revised and edited annually. [Parent Engagement 3] Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Taftnee Cox, Counselor; Linda DeShaw, Family & Consumer Science, & Julie Utnage, central office</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Success of the intervention will be determined by various means of communication, including SchoolReach, Family Calendar, Homework Hotline & Announcement Emails, district website,HAC, Remind, Google Accounts,Reports, KPOC, Twitter, Social</p>	<p>Brent Miller, Principal; Taftnee Cox, Counselor; Bonnie Bandy- HAC Facilitator; Staff Members</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Media like texting, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation				
PJHS will use the ADE approved "Home Access Center (HAC)" so students and parents can access student grades, attendance, tardies, ISS, after school detention, Saturday School, and announcements. [Parental Engagement 2A] Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Terrance , Technology coordinator; Brent Miller, principal, Bonnie Bandy, HAC facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: COMMUNITY INVOLVEMENT2012-2015: PJHS will strive for postive community involvement in activities and events.

Scientific Based Research: Price, Hugh B., "Mobilizing the Community to Help Students Succeed"; Association for Supervision and Curriculum Development; Alexandria, VA; 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS DAY: Members of the community are invited to present informative sessions on general health, safety, exercise, nutrition, diabetes, and asthma. Screening stations for blood sugar, hearing, vision, and scoliosis are also provided. Activity sessions are grouped according to gender, and students' activity levels. Parent permission is required for initial screening sessions. Data is collected and parents are notified if further screening is recommended. In 2009-2010, Wellness Day was held on December 18. In 2010-2011, Wellness Day was held on November 12. In 2011-2012, Wellness Day was held on November 18. Over 50 adults from the community were active in the 2011-2012 Wellness Day. Wellness Day 2012-2013 was held on November 16, 2012 with 47 community presenters. It was agreed upon by the Wellness ACSIP committee that Wellness Day be always set for the Friday before Thanksgiving. In 2013-2014, Wellness Day will be replaced by outside speakers to the Health Class. Wellness Day was begun when the 7th and 8th did not have Health Class. Since then Health Class has been incorporated into the PJHS curriculum. In the spring of 2014, The District Parent Involvement Night will be a "Health Fair". There were 33 PJHS parents that attended the health fair. [PARENTAL INVOLVEMENT #1] Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Taftnee Cox; Linda DeShaw; District Parent Involvement Facilitators	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Career Day: Individuals and partners from the communities of Pocahontas, Jonesboro, and surrounding areas volunteer information and experiences about their career. Students select two/three options from the careers represented and are given questionares to complete during the sessions. Example: What type of education is required to	Taftnee Cox, counselor; Linda DeShaw; Community Bussiness Owners; Medical Facilities; College	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$

<p>prepare for this career? Career Day has been permanently set for the morning of the spring parent/teacher conferences. In 2011-2012, 50+ volunteers participated in Career Day. It was voted by the committee to have the career day at least every other year. Career exposure was handled through KUDER computer networking 2012-2013. Students in grades 7-9 were given the opportunity to explore career choices on KUDER. A goal topic for 2013-2014 was apprenticeships. There were 55 volunteer speakers that participated in the PJHS Career Fair 2013-2014. [PARENTIAL INVOLVEMENT #1J] Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Representatives; Military</p>			
<p>Randolph County Backpack 2 School. All school age students are welcome to pick up a backpack full of school supplies each August before the beginning of school. The supplies and backpacks are purchased through donation from community business, community organizations and individuals. A health component is part of the planning. Volunteers from the community stuff the backpacks, pass them out, provide resources, and organize the event. Each year the goal is to serve more students. 2012-2013, 425 students were served. Separate from this activity is Stuff the Bus with school supplies. All supplies are donated by individuals from the community. The 2013-2014, Backpacks 2 School served 700 students in Randolph County and surround areas. LINK, PJHS' Drug Free Club purchased and donated a Chromebook to a students at the Backpack 2 School. The following are Backpack 2 School sponsors: WestRidge Church of Christ, Pocahontas First United Methodist Church, Pocahontas First Baptist church, First Freewill Baptist Church, Sutton Freewill Baptist Church, Oak Grove Baptist Church - attica, Pine Grove Baptist Church, St. Paul's Catholic Church, First Assembly of God, Custom Eyes, Intergrity First Bank, First National Bank, River Bank, Bancorp South Bank, 1st Choice Healthcare, Orschelns, Walmart, Kiwanis, Randolph County Cornerstone Coalition, Families, Inc. Counseling Services, Spring Designs, Grider Law Firm, Randolph County Nursing Home, Air-Flo, Sandhill Dentistry, Don's Steakhouse, Stonebridge of Poachontas, Overman Buildings, INC. Subway, Canvenaugh Auto, BRTC, McDowell Machine, Pocahontas Police Department, Randolph County Sheriff's Office, Salvation Army, Randolph County, Corrine's Beauty Shop, Studio B Salon, Randolph Masonic Lodge 71, Barnes Signs and Graphics, Sears, Pocahontas School District, Kid's First, Price Chopper, Boy Scouts, Promberger-Traw Post. #4556 VFW, American Legion, Nielsen Bainbridge Group, Med. Center Pharmacy,</p>	<p>Taftnee Cox, Counselor; Community Leaders; Raul Blacini</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Westridge Animal Clinic, Prichard Furniture, Dens, INC. Hanson Enterprises, Inc. Eddie Mae Herron Center, St. John's Catholic Church, D. Rene Tyler, CPA. Durng the summer months, Food backpacks were provided the WestRidge and organized by Johnnie Archer. (Parent Involvement #1) Action Type: Parental Engagement</p>				
<p>Success of the intervention will be determined by increased participation of parents and community members in the various activities. Wellness Day: In 2009-2010, Wellness Day was held on December 18. In 2010-2011, Wellness Day was held on November 12. In 2011-2012, Wellness Day was held on November 18. Over 50 adults from the community were active in the 2011-2012 Wellness Day. Wellness Day 2012-2013 was held on November 16, 2012 with 47 community presenters. In 2013-2014, Wellness Day will be replaced by outside speakers to the Health Class. Wellness Day was begun when the 7th and 8th did not have Health Class. Since then Health Class has been incorporated into the PJHS curriculum. In the spring of 2014, The District Parent Involvement Night will be a "Health Fair". There were 33 PJHS parents that attended this evening health fair. Career Day: In 2011-2012, 50+ volunteers participated in Career Day. It was voted by the committee to have the career day at least every other year. Career exposure was handled through KUDER computer networking 2012-2013. Students in grades 7-9 were given the opportunity to explore career choices on KUDER. A goal topic for 2013-2014 will be apprenticeships. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Taftnee Cox, Counselor; Linda DeShaw, Family & Consumer Science; Cafeteria Managers; Community Health Departments; Commu</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 6: To improve Science Skills

Supporting Data:

- Benchmark Analysis Results 2012-2013 Data Combined PJHS population: 56% 7th graders scored Prof. or Advanced Proficient and Advanced Performance History 2008 2009 2010 2011 2012 2013 Year 153 124 141 153 150 146 # tested 3% 9% 1% 12% 19% 16% % Advanced 24% 36% 27% 41% 43% 40% % Prof. _____ 27% 45% 28% 53% 61%
56% % Totals
- Students with Disabilities (IEP) Benchmark Exam: 2013 Year 10 # tested 20% % Advanced 0% % Prof. _____ 20% % Total
- Limited English Proficient (LEP) Benchmark Exam: 2013 Year 0 # tested
- Economically Disadvantaged (SES) Benchmark Exam: 2013 Year 86 # tested 9% % Advanced 40% % Proficient _____ 49% % Total
- Caucasian: Benchmark Exam: 2013 Year 131 # tested 15% % Advanced 41% % Proficient _____ 56% % Total
- African American: Benchmark Exam: 2013 Year 5 # tested 20% % Advanced 40% % Proficient _____ 60% % Total
- Hispanic: Benchmark Exam: 2013 Year tested 5 # tested 40% % Advanced 40% % Proficient _____ 80% % Total
- Asian: Benchmark Exam: 2013 Year 0 # tested
- Areas of Need: Combined Population 2013 Multiple-Choice Items: Life Science 64% % Average % correct Open Response Items: All Science Strands Nature of Science: 2.0 Average Points Scored Life Science: 4.7 Average Points Scored Physical Science: 7.7 Average Points Scored Earth & Space Sci: 2.6 Average Points Scored

- 10. District Performance by PJHS 7th Grade 2013 Year 146 # tested 204 Mean Scale Score 16% % Advanced 40% % Proficient _____ 56% % Total Adv./Prof.
- 11. Grade 7 Augmented Benchmark Exam: ITBS Scores 2013 Year 146 # tested 45% % Proficient/Adv. (anything above 73%) 80 students scored below 73%. These 80 had to be placed in the COMPASS remediation class.

Goal To improve student's science ability in understanding and solving multiple-choice science problems and experiments using the scientific method and on open-response questions dealing with all four science strands: Nature of Science, Life Science, Physical Science, and Earth & Space Science.

Benchmark District Science Profile Grade 7 Results In 2008, 153 students were tested with 3% scoring advanced and 24% scoring proficient for a total of 27%. In 2009, 124 students were tested with 9% scoring advanced and 36% scoring proficient for a total of 45%. In 2010, 141 students were tested with 1% scoring advanced and 27% scoring proficient for a total of 28%. In 2011, 153 students were tested with 12% scoring advanced and 41% scoring proficient for a total of 53%. In 2012, 150 students were tested with 19% scoring advanced and 43% scoring proficient for a total of 61%. In 2013, 146 students were tested with 16% scoring advanced and 40% scoring proficient for a total of 56%. In 2014, 134 students were tested with 10% scoring advanced and 46% scoring proficient. At the end of 2013-2014 school year Benchmark Science Data: Combined Population 7th grade Science: 2013 2014 Year 146 134 # tested 16% 10% % Advanced 40% 46% % Proficient _____ 56% 56% % Totals Proficient and Advanced Performance History 2009 2010 2011 2012 2013 2014 Year 124 141 153 150 146 134 # tested 9% 1% 12% 19% 16% 10% % Adv. 36% 27% 41% 43% 40% 46% % Prof. _____ 45% 28% 53% 61% 56% 56% %

Totals

Benchmark The Benchmark for science is to shrink the gap between our TAGG populations and the general populations of PJHS students. Our TAGG populations are the economically disadvantaged and the students with disabilities. We will set our goals to match the AMO and growth rate set by the State of Arkansas. Common Core standards will be our reference materials.

Intervention: Align science curriculum and instruction to the State Common Core Standards 2013-2015 school years.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide the support necessary to provide an online lesson planning program which allows staff to align instructional and planning strategies to ADE student learning expectations in accordance with the district's Common Core Standards. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Technology Inclusion	All science teachers; Daryl Blaxton-superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Success of curriculum alignment will be identified through TESS-Individual Growth Plans, classroom walkthroughs, and Literacy Math, and Science Team Meetings, non-core areas, documenting implementation of Common Core Standards. (PROGRAM EVAL 1,2&3] [SCHOOLWIDE 10] Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Brent Miller, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Computers • District Staff 	ACTION BUDGET: \$
PJHS will conduct annual reviews of the mission statement, ACSIP Curriculum, and Impact of Achievement evaluating and revising as needed. The 2012-2013 District Peer Review was held August 30, 2013. [SCHOOLWIDE #8]	Brent Miller; Taftnee Cox; Andrea Murray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide				
A committee of teachers will analyze the yearly Benchmark scores, released items, and item-by-item analysis to determine the NEEDS ASSESSMENT for individual and group student improvement. IEP teachers will meet to discuss appropriate courses of action to assist their students in making improvements on the Benchmark exams. (SCHOOLWIDE # 1) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Dr. Rosemary Weaver, curriculum specialist; Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	ACTION BUDGET: \$
Student achievement will be used to evaluate the COORDINATION OF FEDERAL AND STATE funds,ALE, ELL, NSLA and professional development funds, including specific indicators such as teacher survey results, growth, performance, and Adequate Yearly Progress. [SCHOOLWIDE #10] [Program Eval] Action Type: Program Evaluation Action Type: Title I Schoolwide	Daryl Blaxton, superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
The Pocahontas District provided Professional Development in Instructional Alignment, assisting teachers in both horizontal and vertical alignment of their curriculum within the district. Literacy teachers use team meetings to continue these discussions throughout the year. Action Type: Professional Development	Daryl Blaxton, superintendent	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
To assist in identifying individual student needs and close the gap between the Combined and TAGG populations, PJHS will use Response to Intervention (RTI),ALEKS math, pre/post common assessments; NWEA (MAP) testing results and tutoring cram session evaluations; IOWA testing results; and COMPASS remediation results. These results and results from classroom assessments will be considered in evaluating on-going achievement, modifying instruction, and providing POINT-IN-TIME REMEDIATION or other interventions. [SCHOOLWIDE #9] [SCHOOLWIDE 10][PROGRAM EVAL 1&2] Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Brent Miller-principal; Taftnee Cox; Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Teachers will attend appropriate inservices related to their instructional content areas. Consultations with the principal through the completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that inservice helps meet the needs addressed in the ACSIP plan. Data from 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014 showed 100% of the staff completed the required inservice with many exceeding the minimum requirements. PROGRAM EVAL 3] Action Type: Program Evaluation	Brent Miller, principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The district will provide the support necessary to purchase an online lesson planning program, allowing staff to align instructional and planning strategies to ADE student learning expectations in accordance with the district's instructional pacing guides or curriculum maps. Teachers will also be able to provide parents with information related to classroom instruction and student assignments. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brent Miller, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The district will provide support in the form of PROFESSIONAL DEVELOPMENT to retain and attract highly qualified teachers. Strategies to attract HIGHLY QUALIFIED TEACHERS consist of advertising extensively for qualified applicants and conducting rigorous interviews in which an administrative team collaborates on the applicant's strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. PJHS will document and notify the public of the employment of HIGHLY QUALIFIED TEACHERS and PARAPROFESSIONALS, certifying that all teachers and paraprofessionals are certified to teach in the fields in which they are qualified. Strategies will be	Daryl Blaxton, superintendent	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

developed to retain and recruit HQT. [SCHOOLWIDE #3,4&5] Action Type: Professional Development Action Type: Title I Schoolwide				
Classroom teachers will continue the transition from Arkansas Frameworks to Common Core Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	ACTION BUDGET: \$
The Pocahontas School District will support schools in the alignment and implementation of the current Arkansas Curriculum Frameworks and the Next Generation Science Standards with an emphasis on STEM (science technology engineering and math). A summer science camp will be offered to junior high students. Resources, activities, and experiments will be provided to increase knowledge and advance STEM skills in our students. Action Type: Alignment	Brent Miller, Principal	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$550.25 Employee Benefits: NSLA (State-281) - \$2500.00 Salaries: NSLA (State-281) - \$2000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$5050.25
Total Budget:				\$5050.25

Intervention: Create a school-wide focus on science through the revision and continuation of a comprehensive science plan which focuses on high yield comprehension and instructional strategies for the 2012-2015 school years.

Scientific Based Research: Bladder, Bill(2013). New Standards Create Professional Opportunities. NSTA Reports Putting NGSS Into Practice, K-12 (2013);

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to use performance assessments and project-based learning strategies to encourage higher-level thinking skills. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	All Science Teachers; Non-Core teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Student achievement will be used to evaluate the use of all Title Funds, ALE, ELL, NSLA, and Professional Development funds, including specific indicators such as teacher survey, results, growth, performance, and Adequate Yearly Progress. (SCHOOLWIDE #10) Action Type: Collaboration	Brent Miller, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Provide additional support to the special needs students with the purchase of supplies and materials designed to meet their specific needs. In 2013-2014, PJHS had 5 students = 50% score below basic	Brent Miller, principal	Start: 07/01/2013 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

and 5 students = 50% to score basic on the Benchmark in science. We had 9(11%) economically disadvantaged 7th graders to score below basic; 33 (41%) to score basic; 33 (41%) to score proficient and 6 (7%) to scored advanced. the five disabled students were part of the 9 economically disadvantaged 7th graders. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education				
The district will provide the support necessary to staff an ALE classroom in compliance with ADE rules and regulations regarding alternative learning environments(.50 FTE). Classroom supplies will also be provided. Action Type: Collaboration Action Type: Equity	Brent Miller, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: -\$
These results and the results from classroom assessments will be considered in evaluating on-going achievement, modifying instruction, and providing POINT-IN-TIME REMEDIATION or other interventions.[SCHOOLWIDE #9] Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: -\$
Technology will be integrated into each curricular area by providing the appropriate technology hardware, supplies, and equipment. The effective use of technology will be evaluated on an on-going, formative basis through classroom walkthroughs and discussed during team meetings.Chromebook training will be provided through workshop/inservice trainings. Action Type: Alignment Action Type: Technology Inclusion	Terrance Haley, Tech Coordinator; Brent Miller, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers 	ACTION BUDGET: -\$
PJHS will use the ADE approved "Home Access Center" (HAC), so students and parents can access student grades,attendance, tardies, ISS, and announcements.[Parental Engagement 2A] Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Shawn O'Donnell, Technology Coordinator; Brent Miller, principal; Bonnie Bandy, secretary	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: -\$
The effective use of high-yield strategies will be evaluated on an on-going, formative basis through classroom walkthroughs and discussed during team meetings. [Program Eval 2] Action Type: Collaboration Action Type: Program Evaluation	Brent Miller, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: -\$
Total Budget:				\$0

Goal PJHS will set the goal to reach the AMO and growth rate set by the state of Arkansas. We will use the Common Core standards as a means of reference.

Benchmark In the 2013-2014 school year, no 7th grade science student met the state AMO and growth rate. The TAGG group of students with disabilities and economically disadvantaged show correlations. All 10 of the students with disabilities were also part of the economically disadvantaged. The data showed: 5 (50%)disabled students scored below basic; 5 (50%) disabled students scored basic. There were no students with disabilities that scored proficient or advanced. The economically

disadvantaged student data indicated: 9 (11%) students scored below basic; 33 (41%) scored basic; 33 (41%) scored proficient; and 6 (7%) scored advanced.

<p>Intervention: Teachers will gain insight into the world of poverty children through inservices and research. Discussions will take place between Resource teachers and non-resource teachers to align the curriculum through co-teaching and aid assistance programs. The Resource teachers are research more hands-on and practical life applications of the Common Core math in relationship to special needs students. The resource teachers are still held accountable by the high yield instructional strategies and the Common Core Curriculum. A Chromebook lab was purchased for the students with disabilities so they too can learn at their own pace with more repetition and assistance. The students with disabilities participate in co-teaching classes, COMPASS remediation, and special screenings. They used calculators, Gizmos, CPS clicker systems, textbooks web, multimedia projectors, Interwrite pads, Testing Exam View, and Computerized lesson plans just at the non disabled students are provided.</p>				
<p>Scientific Based Research:</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Our colaberative actions should support the resource teachers and students by aiding them in hands-on and practical life applications through the least restrictive means possible. All students can learn. Students with disabilities work at a difference level and speed as the non-disabled students. All considerations should be given to educationing the student with disabilites to continue to grow and learn so they can function in the real world.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Brent Miller - principal; Resource teachers</p>	<p>Start: 09/18/2014 End: 05/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Business Representative	Terry Dickson	Bank President	Steering Committee
Classroom Teacher	Allison Goodin	Social Studies	Wellness
Classroom Teacher	Amanda Washburn	Science	Science
Classroom Teacher	Andrea Murray	English Teacher	Chairperson
Classroom Teacher	Ashley Harper	Social Studies/Coach	Wellness
Classroom Teacher	Brady Massey	Band Director	Parent Involvement
Classroom Teacher	Bridget Phelps	Math/Science Teacher	Math
Classroom Teacher	Carol Massey	Math Teacher	Math
Classroom Teacher	Casey Chester	Coach/Teacher	Wellness
Classroom Teacher	Cheryl Robbins	Math Teacher	Math
Classroom Teacher	David Wellman	Physical Ed. Teacher	Wellness
Classroom Teacher	Dawn Shults	Science Teacher	Science
Classroom Teacher	Deb Kester	Resource Teacher	Literacy
Classroom Teacher	Debbie Gates	Art Teacher	Literacy
Classroom Teacher	Eric Housh	Science Teacher	Science
Classroom Teacher	Garrett Counts	Coach; PE	Wellness
Classroom Teacher	Heath Lane	English Teacher	Literacy
Classroom Teacher	Jerry Sharp	MathTeacher	Wellness
Classroom Teacher	Joe Washburn	Agri Teacher	Science
Classroom Teacher	Joy Baltz	MathTeacher	Math
Classroom Teacher	Kim Blanchard	Literacy	Literacy
Classroom Teacher	Kim Nead	English Teacher	Literacy

Classroom Teacher	Linda DeShaw	FCCLA	Parent Involvement
Classroom Teacher	Marie Cavenaugh	Health Teacher	Wellness
Classroom Teacher	Martha Holt	Resource Teacher	Math
Classroom Teacher	Matt Snyder	Social Studies Teacher	Wellness
Classroom Teacher	Rhonda McCallister	Math/Science Teacher	Math
Classroom Teacher	Robbi Marshall	Spanish Teacher	Literacy
Classroom Teacher	Ron Guess	Music	Parent Involvement
Classroom Teacher	Scott Morgan	Social Studies	Wellness
Classroom Teacher	Stan Hall	Band	Parent Involvement
Classroom Teacher	Tamara Broyles	Business Education	Math
Classroom Teacher	Traci Marlin	Band Director	Wellness
Community Representative	Carlie Crabtree	Student	Planning
Community Representative	Gary Pratt	Custodian	Parent Involvement
Community Representative	Hershel Phillips	Custodian	Wellness
Community Representative	Rhett Baxley	Student	Planning
Community Representative	Steve Rose	Custodian	Parent Involvement
Non-Classroom Professional Staff	Amanda Snyder	Teacher's Aide	Parent Involvement
Non-Classroom Professional Staff	Angie Meigs	Tutorial Administrator	Wellness
Non-Classroom Professional Staff	Dr. RoseMary Weaver	Curriculum Specialist	Steering Committee
Non-Classroom Professional Staff	Emily Hausman	LMS	Literacy
Non-Classroom Professional Staff	Freda Richardson	Study Hall	Literacy
Non-Classroom Professional Staff	Mary Lederer	In-School Suspension	Parent Involvement
Non-Classroom Professional Staff	Pat Neece	Compass	math
Non-Classroom Professional Staff	Patty Moore	Foods Services	Wellness
Non-Classroom Professional Staff	Sandra Bryant	Nurse	Wellness
Non-Classroom Professional Staff	Taftnee Cox	Counselor	Chairperson
Parent	Chandra McDowell	parent	Planning
Parent	Rhonda Crabtree	Parent	Planning
Principal	Brent Miller	Principal	Steering Committee
Principal	Harlen Davis	Assistant Principal	Plan Assessment



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School Budget Report for Title I

Name: POCAHONTAS JUNIOR HIGH SCHOOL
LEA: 6103012

Title I	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1511 Before/After School Programs	-	-		-	n/a	-	0
1530 Language Arts	-	-		-	-	-	0
1550 Early Childhood	-	-		-	-	-	0
1555 Literacy	-	-		-	-	-	0
1560 Reading	-	-		-	-	-	0
1570 Mathematics	-	-		-	-	-	0
1591 Title I Schoolwide Instruction	-	-	5500	-	-	-	5500
1592 Title I Summer School	-	-		-	n/a	-	0
2113 Social Work	-	-		-	-	-	0
2120 Guidance	-	-		-	-	-	0
2130 Health	n/a	n/a		-	-	-	0
2170 Parent Involvement	-	-	1099.54	-	-	-	1099.54
2210 Improvement of Instruction	-	-	2500	-	-	-	2500
2213 Instructional Staff Training	-	-		-	n/a	-	0
2220 Library/Media Services	-	-		-	-	-	0
2230 Instruction-related Technology	-	-		-	-	-	0
2240 Student Assessment	n/a	n/a		-	n/a	n/a	0
2294 Instructional Facilitator, Math	-	-		-	-	-	0
2295 Instructional Facilitator, Science	-	-		-	-	-	0
2297 Instructional Facilitator, Literacy	-	-		-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.	n/a	n/a		-	-	-	0
2610 Operation of Buildings	n/a	n/a		-	-	-	0
2640 Care & Upkeep of Equipment Serv.	n/a	n/a		-	-	-	0
2700 Pupil Transportation	n/a	n/a		-	-	-	0
	-	-		n/a	n/a	-	0

2790 Other Student Transportation Serv.							
3190 Other Food Service	n/a	n/a		-	n/a	n/a	0
3355 Homeless	-	-		-	n/a	n/a	0
Total Allocated			9099.54				9099.54
Total Budget			9099.54				9099.54



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Arkansas Consolidated School Improvement Plan

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School Budget Report for Title VI State

Name: POCAHONTAS JUNIOR HIGH SCHOOL
LEA: 6103012

Title VI State	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1110 Kindergarten	-	-		-	-	-	0
1120 Elementary	-	-		-	-	-	0
1130 Middle/Junior High	-	-	6000	-	-	-	6000
1140 High School	-	-		-	-	-	0
1511 Before/After School Programs	-	-		-	n/a	-	0
1520 Dropout/Dropout Prevention	-	-		-	-	-	0
1525 Technology	-	-		-	-	-	0
1530 Language Arts	-	-		-	-	-	0
1540 Education Reform	-	-		-	-	-	0
1545 At-Risk	-	-		-	-	-	0
1550 Early Childhood	-	-		-	-	-	0
1555 Literacy	-	-		-	-	-	0
1560 Reading	-	-		-	-	-	0
1570 Mathematics	-	-		-	-	-	0
1591 Title I Schoolwide Instruction	-	-		-	-	-	0
1592 Title I Summer School	-	-		-	n/a	-	0
1593 Title I Supplement Services	n/a	n/a		-	n/a	n/a	0
1910 Gifted & Talented	-	-		-	-	-	0
1930 English as a Second Language	-	-		-	-	-	0
1950 Alternative Learning Env.	-	-		-	-	-	0
2113 Social Work	-	-		-	-	-	0
2120 Guidance	-	-		-	-	-	0
2130 Health	-	-		-	-	-	0
2140 Psychological Services	-	-		-	-	-	0
2170 Parent Involvement	-	-		-	-	-	0
2210 Improvement of Instruction	-	-		-	-	-	0
2213 Instructional Staff Training	-	-		-	n/a	-	0
2215 Drug Free Schools	n/a	n/a		-	n/a	n/a	0
	-	-		-	-	-	0

2220 Library/Media Services							
2230 Instruction-Related Technology	-	-		-	-	-	0
2240 Student Assessment	n/a	n/a		-	n/a	n/a	0
2294 Instructional Facilitator, Math	-	-		-	-	-	0
2297 Instructional Facilitator, Literacy	-	-		-	-	-	0
2317 Audit Services	n/a	n/a		n/a	n/a	n/a	0
2324 Federal Programs Director/Coord.	-	-		-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.	-	-		-	-	-	0
2572 Recruitment and Placement	-	-		-	n/a	-	0
2660 Security Services	-	-		-	-	-	0
2670 Safety	-	-		-	-	-	0
2730 Student Transportation Monitoring	-	-		-	-	-	0
2790 Other Student Transportation Serv.	-	-		n/a	n/a	-	0
2792 Transportation for Choice	-	-		n/a	n/a	-	0
3190 Other Food Service	n/a	n/a		n/a	n/a	n/a	0
3330 Civic Services	-	-		-	-	-	0
3352 Non-Public Schools	-	-		-	-	-	0
3390 Other Community Services	-	-		-	-	-	0
Total Allocated			6000				6000
Total Budget			6000				6000



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School Budget Report for ELL (State-276)

Name: POCAHONTAS JUNIOR HIGH SCHOOL
LEA: 6103012

ELL (State-276)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1930 English as a Second Language	1223.11	220.1	-	-	-	-	1443.21
2113 Social Work			-	-	-	-	0
2120 Guidance			-	-	-	-	0
2170 Parent Involvement			-	-	-	-	0
2210 Improvement of Instruction			-	-	-	-	0
2213 Instructional Staff Training			-	-	-	-	0
2220 Library/Media Services			-	-	-	-	0
2230 Instruction-Related Technology			-	-	-	-	0
2322 Community Relations			-	-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.			-	-	-	-	0
Total Allocated	1223.11	220.1					1443.21
Total Budget	1223.11	220.1					1443.21



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School Budget Report for NSLA (State-281)

Name: POCAHONTAS JUNIOR HIGH SCHOOL
LEA: 6103012

NSLA (State-281)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1103 K-3 Summer School Remediation					-	-	0
1105 Preschool					-	-	0
1110 Kindergarten					-	-	0
1120 Elementary					-	-	0
1130 Middle/Junior High					-	-	0
1140 High School					-	-	0
1170 Summer School	4500	990.45			-	-	5490.45
1190 Other Regular Instructional Programs					-	-	0
1210 Itinerant Instruction					-	-	0
1220 Resource Room					-	-	0
1230 Special Class 1:15 Ratio					-	-	0
1240 Special Class 1:10 Ratio					-	-	0
1250 Special Class 1:16 Ratio					-	-	0
1290 Preschool Special Needs					-	-	0
1300 Workforce Education Programs					-	-	0
1510 Basic Skills/Tutors					-	-	0
1511 Before/After School Programs					n/a	-	0
1515 School Improvement					-	-	0
1530 Language Arts					-	-	0
1550 Early Childhood					-	-	0
1551 Kindergarten Early Childhood Education					-	-	0
1552 1st Grade Early Childhood Education					-	-	0
1555 Literacy	9721	2139.59			-	-	11860.59
1560 Reading					-	-	0
1570 Mathematics	9721	2139.59			-	-	11860.59
1590 Other Comp. Education	19707	4337.51		2000	-	-	26044.51
	n/a	n/a			n/a	n/a	0

1593 Title I Supplement Services							
1900 Other Instructional Progs.	20987.94	1430.65			-	-	22418.59
2113 Social Work					-	-	0
2120 Guidance			10300		-	-	10300
2130 Health					-	-	0
2170 Parent Involvement				2100	-	-	2100
2210 Improvement of Instruction					-	-	0
2212 Instructional & Curriculum Development					-	-	0
2213 Instructional Staff Training					n/a	-	0
2220 Library/Media Services					-	-	0
2230 Instruction-Related Technology					-	-	0
2240 Student Assessment	n/a	n/a			n/a	n/a	0
2294 Instructional Facilitator, Math					-	-	0
2295 Instructional Facilitator, Science					-	-	0
2296 Pre-K Director					-	-	0
2297 Instructional Facilitator, Literacy					-	-	0
2298 Instructional Facilitator, Social Studies					-	-	0
2540 Planning, Research, Dev. & Eval. Serv.					-	-	0
2560 Public Information Services					-	-	0
2580 Administrative Technology Services	n/a	n/a			n/a	n/a	0
2600 Operation & Maintenance					-	-	0
2660 Security Services					-	-	0
2790 Other Student Transportation Serv.				n/a	n/a	-	0
2792 Transportation for Choice				n/a	n/a	-	0
3100 Food Services					-	-	0
3120 Food Preparation and Dispensing Services					-	-	0
Total Allocated	64636.94	11037.79	10300	4100			90074.73
Total Budget	64636.94	11037.79	10300	4100			90074.73



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School Budget Report for PD (State-223)

Name: POCAHONTAS JUNIOR HIGH SCHOOL
LEA: 6103012

PD (State-223)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
2210 Improvement of Instruction	-	-		-	n/a	-	0
2213 Instructional Staff Training	-	-	13811.39	-	n/a	-	13811.39
2294 Instructional Facilitator, Math	-	-		-	n/a	-	0
2295 Instructional Facilitator, Science	-	-		-	n/a	-	0
2297 Instructional Facilitator, Literacy	-	-		-	n/a	-	0
2310 Board of Education Services	-	-		n/a	n/a	n/a	0
2574 Non-Instructional Personnel Training	-	-		-	n/a	-	0
2580 Administrative Technology Services	-	-		-	n/a	-	0
2720 Vehicle Operation	-	-		n/a	n/a	n/a	0
Total Allocated			13811.39				13811.39
Total Budget			13811.39				13811.39