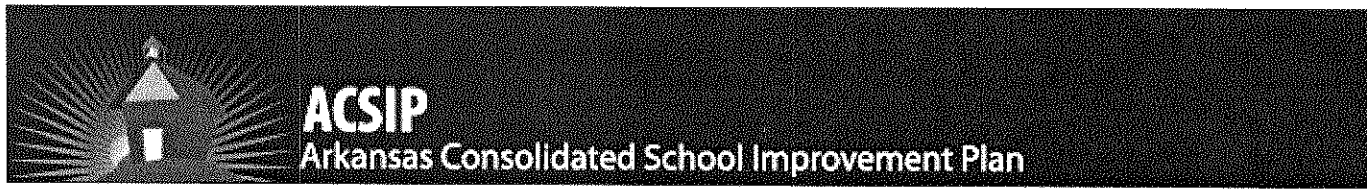

School Plan

Print Version

ESTEM MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Our mission is to develop students who are critical thinkers, problem solvers, and collaborative members of a learning community and society. We will encourage students to be risk takers and enthusiastic life-long learners who are versed in engineering, science, technology, economics, math, and literacy.

Grade Span: 5-8 Title I: Title I Targeted Assistance School Improvement:

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Priority 1: Literacy
Goal: Students at eStem Middle Public Charter School will meet or exceed the Annual Measurable Objectives (AMO) for 2014-2015 school year as determined by the state. Specific focus will be given to the areas of reading of practical passages and open response in the writing style and content domain.
Priority 2: Math
Goal: Students at eStem Middle Public Charter School will meet or exceed the Annual Measurable Objectives (AMO) for 2014-2015 school year. Specific focus will be given to the areas of the open response in all mathematics strands.
Priority 3: Wellness
Goal: To improve health (and thus academic performance) of all students during the 2014-2015 school year by addressing personal health, nutrition education, and physical fitness. Focus will be on reducing the number of students who are identified as being at-risk for or are overweight by implementing wellness content and activities as part of the curriculum.

Priority 1: Literacy

Supporting Data:

1. Data from the 2013-2014 benchmark exams in the area of literacy indicate the following: 81.92% of 5th-8th grade students (combined population) scored at a proficient or advanced level, as did 70.69% of the TAGG group. Data for each grade level includes criterion-referenced data from the 2009-2010 ACTAAP exam. For 5th grade students currently enrolled eStem Middle School, the following subgroups scored proficient or advanced on the literacy portion of the ACTAAP exam; 83% for the combined population, 72% of African American students; 100% of Hispanic students; 97% of Caucasian students; and 72% of Economically Disadvantaged students. For 6th grade students, the following subgroups were proficient or advanced in literacy portion of the ACTAAP exam; 67% of the combined population; 60% of Economically Disadvantaged students; 33% of Hispanic students; 100% of Asian students; 51% of African American students and 92% of Caucasian students. For 7th grade the following percentages of students were proficient or advanced; 86% of the combined population; 76% of Economically Disadvantaged; 66% of Hispanic students; 100% of Asian students; 89% of African American students; 87% of Caucasian students. For 8th grade the following percentages were proficient or advanced: 70% of the combined population; 61% of Economically Disadvantaged; 66% of Hispanic students; 100% of Asian students; 54% of African American students; 87% of Caucasian students. Areas of weakness for 5th grade was content and literary passages, 6th grade was content and practical passages, 7th grade was content and practical passages, and

8th grade was literary passages. All grades need support in writing content and style.

2. Data for each grade level includes criterion-referenced data from the 2010-2011 ACTAAP exam. For 5th grade students currently enrolled eStem Middle School, the following subgroups scored proficient or advanced on the literacy portion of the ACTAAP exam; 92% for the combined population, 83% of African American students; 100% of Hispanic students; 97% of Caucasian students; and 80% of Economically Disadvantaged students. For 6th grade students, the following subgroups were proficient or advanced in literacy portion of the ACTAAP exam; 79% of the combined population; 59% of Economically Disadvantaged students; 50% of Hispanic students; 100% of Asian students; 73% of African American students and 88% of Caucasian students. For 7th grade the following percentages of students were proficient or advanced; 62% of the combined population; 48% of Economically Disadvantaged; 50% of Hispanic students; 100% of Asian students; 46% of African American students; 84% of Caucasian students. For 8th grade the following percentages were proficient or advanced: 72% of the combined population; 60% of Economically Disadvantaged; 38% of Hispanic students; 100% of Asian students; 72% of African American students; 75% of Caucasian students. Areas of weakness for 5th grade was content and practical passages, 6th grade was content and literary passages, 7th grade was content passages, and 8th grade was literary passages. All grades need support in writing content and style.
3. Data for each grade level includes criterion-referenced data from the 2011-2012 ACTAAP exam. For 5th grade students currently enrolled eStem Middle School, the following subgroups scored proficient or advanced on the literacy portion of the ACTAAP exam; 87% for the combined population, 82% of African American students; 66% of Hispanic students; 92% of Caucasian students; and 75% of Economically Disadvantaged students. For 6th grade students, the following subgroups were proficient or advanced in literacy portion of the ACTAAP exam; 94% of the combined population; 92% of Economically Disadvantaged students; 100% of Hispanic students; 100% of Asian students; 89% of African American students and 97% of Caucasian students. For 7th grade the following percentages of students were proficient or advanced; 81% of the combined population; 70% of Economically Disadvantaged; 75% of Hispanic students; 100% of Asian students; 72% of African American students; 90% of Caucasian students. For 8th grade the following percentages were proficient or advanced: 87% of the combined population; 79% of Economically Disadvantaged; 67% of Hispanic students; 100% of Asian students; 81% of African American students; 98% of Caucasian students. Areas of weakness for 5th grade was practical passages, 6th grade was literary passages, 7th grade was practical passages, and 8th grade was content passages. All grades need support in writing content and style.
4. Data for each grade level includes criterion-referenced data from the 2012-2013 ACTAAP exam. For 5th grade students currently enrolled eStem Middle School, the following subgroups scored proficient or advanced on the literacy portion of the ACTAAP exam; 85% for the combined population, 73% of African American students; 83% of Hispanic students; 94% of Caucasian students; and 75% of Economically Disadvantaged students. For 6th grade students, the following subgroups were proficient or advanced in literacy portion of the ACTAAP exam; 84% of the combined population; 76% of Economically Disadvantaged students; 75% of Hispanic students; 84% of African American students and 84% of Caucasian students. For 7th grade the following percentages of students were proficient or advanced; 86% of the combined population; 79% of Economically Disadvantaged; 100% of Hispanic students; 77% of African American students; 93% of Caucasian students. For 8th grade the following percentages were proficient or advanced: 86% of the combined population; 75% of Economically Disadvantaged; 75% of Hispanic students; 85% of African American students; 87% of Caucasian students. Areas of weakness for 5th grade was literary passages, writing content, & writing style; 6th grade was practical passages,& writing content; 7th grade was content passages, writing content, & writing style; and 8th grade was literary passages, writing content, & writing style.
5. Data for each grade level includes criterion-referenced data from the 2013-2014 ACTAAP exam. For 5th grade students currently enrolled eStem Middle School, the following subgroups scored proficient or advanced on the literacy portion of the ACTAAP exam; 85% for the combined population, 69% of African American students; 83% of Hispanic students; 98% of Caucasian students; 100% of Asian students; and 77% of Economically Disadvantaged students. For 6th grade students, the following subgroups were proficient or advanced in literacy portion of the ACTAAP exam; 80% of the combined population; 73% of Economically Disadvantaged students; 76% of Hispanic students; 100% of Asian students; 70% of African American students; and 88% of Caucasian students. For 7th grade the following percentages of students were proficient or advanced; 73% of the combined population; 63% of Economically Disadvantaged; 72% of Hispanic students; 100% of Asian students; 68% of African American students; and 78% of Caucasian students. For 8th grade the following percentages were proficient or advanced: 89% of the combined population; 84% of Economically Disadvantaged; 100% of Hispanic students; 100% of Asian students; 79% of African American students; and 94% of Caucasian students. Areas of weakness for 5th grade was literary passages, writing content, writing style, & writing

sentence formation; 6th grade was literary passages, writing content, & writing style; 7th grade was practical passages, writing content, & writing style; and 8th grade was literary passages, writing content, & writing style.

6. All 5-8 students were assessed in October 2010 using Northwest Evaluation Association (NWEA) computer-adaptive assessment in literacy; Mean RIT score for 8th grade reading general population was 220.3, median score was 222, standard deviation was 14.7. Mean RIT score for 7th grade reading general population was 221.3, median score was 222, standard deviation was 13.7. Mean RIT score for 6th grade reading general population was 213.4, median score was 215, standard deviation was 15.1. Mean RIT score for 5th grade reading general population was 209.8, median score was 211, standard deviation was 14.1.
7. All 5-8 students were assessed in August 2011 using Northwest Evaluation Association (NWEA) computer-adaptive assessment in literacy; Mean RIT score for 8th grade reading general population was 224.3, median score was 225, standard deviation was 13.3. Scores broken down by strands were foundations of reading 224, connections/questioning 223, and variety of texts 225. Mean RIT score for 7th grade reading general population was 216.5, median score was 217, standard deviation was 12.4. Scores broken down by strands were foundations of reading 216, connections/questioning 215, and variety of texts 216. Mean RIT score for 6th grade reading general population was 214.8, median score was 214, standard deviation was 13.9. Scores broken down by strands were foundations of reading 215, connections/questioning 214, and variety of texts 215. Mean RIT score for 5th grade reading general population was 211.7, median score was 213, standard deviation was 12.2. Scores broken down by strands were foundations of reading 212, connections/questioning 210, and variety of texts 211.
8. All 5-8 students were assessed in August 2012 using Northwest Evaluation Association (NWEA) computer-adaptive assessment in literacy; Mean RIT score for 8th grade reading general population was 224.1, median score was 224, standard deviation was 11.9. Scores broken down by strands were foundations of reading 223, connections/questioning 223, and variety of texts 222. Mean RIT score for 7th grade reading general population was 221.3, median score was 222, standard deviation was 13.6. Scores broken down by strands were foundations of reading 222, connections/questioning 221, and variety of texts 221. Mean RIT score for 6th grade reading general population was 217.7, median score was 219, standard deviation was 14.0. Scores broken down by strands were foundations of reading 219, connections/questioning 216, and variety of texts 218. Mean RIT score for 5th grade reading general population was 209.0, median score was 211, standard deviation was 13.6. Scores broken down by strands were foundations of reading 209, connections/questioning 208, and variety of texts 209.
9. All 5-8 students were assessed in August 2013 using Northwest Evaluation Association (NWEA) computer-adaptive assessment in literacy; Mean RIT score for 8th grade reading general population was 221.9, median score was 222, standard deviation was 13.1. Scores broken down by strands were foundations of reading 222.3, literature 222.4, and informational texts 222.3. Mean RIT score for 7th grade reading general population was 222, median score was 222, standard deviation was 13.4. Scores broken down by strands were foundations of reading 220.8, literature 222.4, and informational texts 220.9. Mean RIT score for 6th grade reading general population was 213.6, median score was 216, standard deviation was 14.5. Scores broken down by strands were foundations of reading 213.2, literature 214.3, and informational texts 214.1. Mean RIT score for 5th grade reading general population was 204.9, median score was 206, standard deviation was 16.2. Scores broken down by strands were foundations of reading 204.8, literature 205.8, and informational texts 204.1.
10. All 5-8 students were assessed in August 2014 using Northwest Evaluation Association (NWEA) computer-adaptive assessment in literacy; Mean RIT score for 8th grade reading general population was 223.7, median score was 224, standard deviation was 14.4. Scores broken down by strands were literature 222.84, informational text 223.48, and vocabulary acquisition & use 224.02. Mean RIT score for 7th grade reading general population was 216.1, median score was 218, standard deviation was 16.9. Scores broken down by strands were literature 217.04, informational text 217.34, and vocabulary acquisition & use 217.22. Mean RIT score for 6th grade reading general population was 206.2, median score was 206, standard deviation was 16.7. Scores broken down by strands were literature 205.74, informational text 204.78, and vocabulary acquisition & use 208.12. Mean RIT score for 5th grade reading general population was 204.9, median score was 206, standard deviation was 17.1. Scores broken down by strands were literature 205.24, informational text 205.3, and vocabulary acquisition & use 205.76.
11. Attendance data for the 2009-2010 school year indicates attendance rate of 97.94%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2010-2011 school year indicates attendance rate of 96.82%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates attendance rate of 97.94%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2012-2013 school year

indicates attendance rate of 99.39%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2013-2014 school year indicates attendance rate of 96.14%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership).

12. Needs Assessment 2010: Currently, eStem Middle School is performing at or above the state performance levels in all tested areas. A review of all data sources (SAT 10, ACTAAP, NWEA) for eStem Middle School over the course of our 2 year existence indicates improvement in academic performance in all sub-populations of students. Although trends indicate growth from year one to year two, it is our objective to continue to closely monitor the performance of our lowest performing sub-groups (Economically Disadvantaged and African American)and provide remediation to these targeted groups for continued improvement of academic performance. Specific areas of improvement for literacy will be focused in the areas of reading of practical passages, open response items and writing style and content domain. Needs Assessment 2011: eStem Middle School decreased in number for students who were proficient or advanced. Areas of weakness for 5th grade was content and literary passages, 6th grade was content and practical passages, 7th grade was content and practical passages, and 8th grade was literary passages. All grades need support in writing content and style. Needs Assessment 2012: eStem Middle School increased in number for students who were proficient or advanced. Areas of weakness for 5th grade was practical passages, 6th grade was literary passages, 7th grade was practical passages, and 8th grade was content passages. All grades need support in writing content and style. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2012-2013 school year. Needs Assessment 2013: eStem Middle School increased in number for students who were proficient or advanced. Areas of weakness for 5th grade was literary passages, 6th grade was practical passages, 7th grade was content passages, and 8th grade was literary passages. All grades need support in writing content and style. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2013-2014 school year. Needs Assessment 2014: eStem Middle School decreased in number for students who were proficient or advanced. Areas of weakness for 5th grade was literary passages, 6th grade was literary passages, 7th grade was practical passages, and 8th grade was literary passages. All grades need support in writing content and style. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2014-2015 school year.

Goal: Students at eStem Middle Public Charter School will meet or exceed the Annual Measurable Objectives (AMO) for 2014-2015 school year as determined by the state. Specific focus will be given to the areas of reading of practical passages and open response in the writing style and content domain.

Benchmark: Students at eStem Middle Public Charter School will meet or exceed the 2014-2015 Annual Measurable Objectives (AMO)in Literacy Performance of 81.56% for all students and 71.83% for the Targeted Achievement Gap Group and the AMOs in Literacy Growth of 80.46% for all students and 73.50% for the Targeted Achievement Gap Group.

Intervention: Infuse reading and writing across all disciplines and curriculum areas.

Scientific Based Research: Citations: Improving Reading and Writing Skills in Language Arts Courses and Across the Curriculum; Bottoms, Gene and Bearman, Amy; 2002. Teaching Children to Read: An Evidence-based assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction, NICHD; 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students' test-taking skills will be enhanced by providing state benchmark released items and test-preparation materials as supplementary learning activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Language arts and literacy curriculum will be based on the Arkansas curriculum frameworks and Common Core State Standards will provide for alignment both horizontally and vertically; reading and writing skills will be incorportated into all discipline and curriculum areas. Action Type: Alignment Action Type: Collaboration	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $

Action Type: Equity Action Type: Professional Development				
Academic Improvement Plans (AIP's) will be developed for ALL students who are not proficient in literacy. The AIP's, will be evaluated quarterly during Literacy Night for parents and will be developed in collaboration with both teachers and parents. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Collaborative meetings will be held weekly with the teachers and instructional leaders to discuss instructional strategies and student progress. The meetings are for the purpose of planning for how to best serve our students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Target Assistance	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Students will complete a series of three computerized, standards-based assessments throught the Northwest Evaluation Association (NWEA) in language usage and reading during the 2014-2015 school year; results of the assessments will be used to guide instruction and to determine remediation needs for each individual student. Information will be communicated to parents 2 times per year through assessment reports. Parents will provide feedback on the effectiveness of this program. The results of this program this past school year yielded improvement overall. The following are the results: All 5-8 students were assessed in August 2014 using Northwest Evaluation Association (NWEA) computer-adaptive assessment in literacy; Mean RIT score for 8th grade reading general population was 223.7, median score was 224, standard deviation was 14.4. Scores broken down by strands were literature 222.84, informational text 223.48, and vocabulary acquisition & use 224.02. Mean RIT score for 7th grade reading general population was 216.1, median score was 218, standard deviation was 16.9. Scores broken down by strands were literature 217.04, informational text 217.34, and vocabulary acquisition & use 217.22. Mean RIT score for 6th grade reading general population was 206.2, median score was 206, standard deviation was 16.7. Scores broken down by strands were literature 205.74, informational text 204.78, and vocabulary acquisition & use 208.12. Mean RIT score for 5th grade reading general population was 204.9, median score was 206, standard deviation was 17.1. Scores broken down by strands were literature 205.24, informational text 205.3, and vocabulary acquisition & use 205.76. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Cindy Barton- Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • Computers • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
The Compass Learning computer-based assessment program which is aligned with the Arkansas State frameworks and Common Core State Standards will be used as a tool to assist in the remediation of all student who exhibit a deficit in literacy skills. Targeted students will utilize the computer lab and computers in the classrooms to receive individually created lessons matched with standards being taught in the classroom. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers will collaborate on the use of the Core Knowledge Curriculum which provides a prescriptive guideline of skills and knowledge foundations for all students at every grade level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Technology will be infused in the instructional delivery across the curriculum; teachers will use Computers on Wheels (C.O.W.S), document cameras, interactive tablets, presentation software, and media retrieval system as tools for instruction and learning. Computers on wheels (COWS),which includes computers, software and accessories; as well as Compass Learning for remediation will be used to enhance the academic instruction of identified targeted students. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Target Assistance	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Teachers	ACTION BUDGET: $
Purchase instructional materials and programs to support the classroom for targeted students such as lower level content reading books. Twice a year (one each semester) 5-8 literacy teachers will sponsor a "Literacy Night" as a tool to assist parents of targeted students in helping their student understand literacy concepts. This parent night will be funded through the use of Title I funds. Additionally, an extended day and year calendar will be utilized to improve student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Target Assistance	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Computers • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Professional development will be provided for teachers of targeted students to support and supplement the regular education program. Parents of targeted students will be notified in writing of students' need for remediation. This action supports the component for professional development opportunities to be provided for staff who serve TITLE I students.	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $

Action Type: Collaboration Action Type: Professional Development Action Type: Title I Target Assistance				
Teachers in grades 5 and 6 will deliver mini lessons for reading and writing around the strategies and skills needed to create life-long readers and writers. It is expected that eStem students will read extensively from a variety of genres in the classroom libraries provided, as well as from books selected from the public library, and will write proficiently in the genres outlined in the Common Core and state standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• District Staff • Public Library • Teachers	ACTION BUDGET: $
Collaborative meetings will be held monthly with the principal to follow up on targeted students' progress and ensure teachers have the resources needed for academic growth and success of Title I students Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Target Assistance	Cindy Barton - Director K-8	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Instructional materials will be purchased for classrooms in which English language learners are enrolled. Action Type: Equity	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Components of the Daily 5 classroom management and instructional model will be implemented in literacy classes in grades 5-8. Action Type: Collaboration Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Facilitate effective communication between school, student, and family in order to increase parental engagement and involvement in the school.

Scientific Based Research: Parent Involement, Southwest Educational Development Laboratory, 2004; Higher performing schools effectively involved families and community, Mapp, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Family kits will be created for distribution to parents. Action Type: Equity Action Type: Parental Engagement	Ann Pollard - Counselor	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Teachers	ACTION BUDGET: $
Two parent-teacher conferences will be held for each student (one each Fall and Spring semesters) to discuss academic progress toward proficiency; records of attendance at conferences will be kept to assess the percentage of parents attending conferences. An analysis of the parent teacher conference records kept for this past school year indicate that the overall percentage of parents that attended parent-teacher conferences for the fall session was 36%. While the percentage of conference attendance for the	Cindy Barton- Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $

spring session was 32%. This action supports the component of ongoing parental involvement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation				
A parent facilitator will be in charge of facilitating communication between school and home. Action Type: Collaboration Action Type: Equity	Ann Pollard - Counselor	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
A parent center will be established and maintained containing information that will be helpful to parent and families in supporting student academic success. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jerusalem Greer - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Responsible parenting activities will be presented in a series of "Parents Make a Difference" evenings to include an overview of what students will be learning, how students will be assessed, and how parents can assist and make a difference in the overall education of their child. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
Volunteer resource book will be kept along with a record of volunteer hours of services rendered by parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Krista DuPriest - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
Alumni Advisory committee will be established for the purpose of collaboration with business and community leaders. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders	ACTION BUDGET: $
Parent seminars will be held to discuss course selection, career planning, and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Ann Pollard-Counselor	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
Statements attesting to the school's commitment to parental involvement will be distributed to parents of students as a part of the parent kit. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
The school will publish a notice in the newspaper at the end of the year honoring parents who attend all parent/teacher conferences scheduled by the school. Action Type: Collaboration Action Type: Parental Engagement	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Computers • District Staff • Public Library	ACTION BUDGET: $

			• Teachers	
Parents will be trained in the use of the Home Access Center for the purpose of maintaining student progress and contact with teachers. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Jessi Forster - Dean of Staff Services	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Parental engagement will be evaluated through an assessment of volunteer hours of service provided by each family; it is expected that each family will contribute a minimum of ten hours of volunteer service to the school each year. Records are maintained for each student/family as volunteer hours are accumulated. Twice per year, at semester and at the end of the year, an analysis of records will be conducted and a follow up report is sent to parents to ensure that the service to school agreement is kept. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Krista DuPriest - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders	ACTION BUDGET: $
Opportunities to engage parents in activities that promote responsible parenting will be communicated to parents via email, teacher newsletters, Facebook, Twitter, and the school's web site. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Krista DuPriest - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
A home-school compact will be kept for identified targeted students who need additional intervention and/or remediation services. The compact will be a home-school connection for a commitment of services to targeted students. Compacts will be signed by parents, students, teachers, and an administrator for each child during the Parents Night sessions for targeted students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cindy Barton- Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Plans to involve stakeholders in the community include securing partnerships with surrounding businesses for which our students can volunteer, inviting guest speakers to school, and providing field trips for our students. We will utilize opportunities to connect with local businesses and organizations to get our students involved in the community. This will strengthen the school-community relationship and get our stakeholders involved. We will share our mission and school improvement plan with stakeholders at scheduled events and allow them the opportunity to have input in our school plans. Action Type: Collaboration Action Type: Equity	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • Outside Consultants • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 2: Math

Supporting Data:

1. Criterion-referenced test data for 2009-2010 – Scores were obtained for current 5th Grade from 4th Grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2010 shows the following percentages of students who score proficient or advanced: 88% of the overall student population, 75% of African-American students, 97% Caucasian, 72% Economically Disadvantaged. The lowest identified areas for all sub groups were Number & Operations and Data Analysis & Probability; Open Response – Geometry, Data Analysis & Probability, and Algebra. Criterion-referenced test data for 2009-10 – scores were obtained for current 6th grade students from 5th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2010 shows the following percentages of students who score proficient or advanced: 61% general population, 45% African-American population, 84% Caucasian, and 54% Economical Disadvantaged. The lowest identified areas for all sub groups were Measurement, Geometry and Open Response in number and operations. Criterion-referenced test data for 2009-10 – scores were obtained for current 7th grade students from 6th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2010 shows the following percentages of students who score proficient or advanced: 85% general population, 81% African-American population, 94% Caucasian, and 68% Economical Disadvantaged. The lowest identified areas for all sub groups were Measurement & Data Analysis and Probability, Open Response in Data Analysis and Probability & Measurement. Criterion-referenced test data for 2009-10 – scores were obtained for current 8th grade students from 7th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2010 shows the following percentages of students who score proficient or advanced: 83% general population, 78% African-American population, 84% Caucasian, and 74% Economical Disadvantaged. The lowest identified areas for all sub groups were Measurement & Data Analysis and Probability, and Open Response Geometry, Data Analysis & Probability, and Number & Operations.
2. Criterion-referenced test data for 2010-2011 – Scores were obtained for current 5th Grade from 4th Grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2011 shows the following percentages of students who score proficient or advanced: 85% of the overall student population, 67% of African-American students, 97% Caucasian, 68% Economically Disadvantaged. The lowest identified areas for all sub groups were Number & Operations, Geometry, and Measurement; Open Response – Geometry and Number and Operations. Criterion-referenced test data for 2010-11 – scores were obtained for current 6th grade students from 5th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2011 shows the following percentages of students who score proficient or advanced: 73% general population, 58% African-American population, 90% Caucasian, and 51% Economical Disadvantaged. The lowest identified areas for all sub groups were Algebra, Number and Operations, and Data Analysis and Probability and Open Response in Number and Operations, Geometry, and Measurement. Criterion-referenced test data for 2010-11 – scores were obtained for current 7th grade students from 6th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2011 shows the following percentages of students who score proficient or advanced: 66% general population, 54% African-American population, 84% Caucasian, and 60% Economical Disadvantaged. The lowest identified areas for all sub groups were Measurement & Geometry, Open Response in Number & Operations and Measurement. Criterion-referenced test data for 2010-11 – scores were obtained for current 8th grade students from 7th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2011 shows the following percentages of students who score proficient or advanced: 76% general population, 70% African-American population, 88% Caucasian, and 55% Economical Disadvantaged. The lowest identified areas for all sub groups were Measurement & Geometry, and Open Response Measurement, Data Analysis & Probability, and Number & Operations.
3. Criterion-referenced test data for 2011-2012 – Scores were obtained for current 5th Grade from 4th Grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient or advanced: 85% of the overall student population, 75% of African-American students, 97% Caucasian, 71% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice was Measurement and Open Response was Geometry. Criterion-referenced test data for 2011-2012 – Scores were obtained for current 6th grade students from 5th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient or advanced: 84% general population, 74% African-American population, 92% Caucasian, and 76% Economical Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Measurement and Data Analysis and Probability and Open Response was Geometry. Criterion-referenced test data for 2011-2012 – Scores were obtained for current 7th grade students from 6th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient

or advanced: 70% general population, 53% African-American population, 92% Caucasian, and 57% Economical Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Measurement and Data Analysis and Probability and Open Response was Data Analysis and Probability. Criterion-referenced test data for 2011-2012 – Scores were obtained for current 8th grade students from 7th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient or advanced: 71% general population, 50% African-American population, 96% Caucasian, and 55% Economical Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice was Measurement and Open Response was Data Analysis and Probability.

4. Criterion-referenced test data for 2012-2013 – Scores were obtained for current 5th Grade from 4th Grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2013 shows the following percentages of students who score proficient or advanced: 89% of the overall student population, 76% of African-American students, 84% Hispanic, 100% Caucasian, 76% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice was Measurement and Geometry and Open Response was Measurement and Data Analysis & Probability. Criterion-referenced test data for 2012 - 2013 – Scores were obtained for current 6th grade students from 5th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2013 shows the following percentages of students who score proficient or advanced: 69% general population, 56% African-American population, 84% Caucasian, 63% Hispanic, and 58% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Geometry and Data Analysis and Probability and Open Response was Geometry and Number and Operations. Criterion-referenced test data for 2012-2013 – Scores were obtained for current 7th grade students from 6th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2013 shows the following percentages of students who score proficient or advanced: 80% general population, 66% African-American population, 91% Caucasian, 80% Hispanic, and 71% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Measurement and Algebra and Open Response was Data Analysis and Probability. Criterion-referenced test data for 2012-2013 – Scores were obtained for current 8th grade students from 7th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2013 shows the following percentages of students who score proficient or advanced: 62% general population, 45% African-American population, 83% Caucasian, 25% Hispanic, and 50% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice was Measurement, Algebra, and Geometry and Open Response was Number and Operations, Algebra, and Measurement.
5. Criterion-referenced test data for 2013-2014 – Scores were obtained for current 5th Grade from 4th Grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2014 shows the following percentages of students who score proficient or advanced: 78% of the overall student population, 59% of African-American students, 67% Hispanic, 97% Caucasian, 100% Asian, 67% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice was Measurement and Open Response was Geometry. Criterion-referenced test data for 2013 - 2014 – Scores were obtained for current 6th grade students from 5th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2014 shows the following percentages of students who score proficient or advanced: 72% general population, 41% African-American population, 95% Caucasian, 75% Hispanic, 67% Asian, and 51% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Measurement and Data Analysis and Probability and Open Response was Geometry and Measurement. Criterion-referenced test data for 2013-2014 – Scores were obtained for current 7th grade students from 6th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2014 shows the following percentages of students who score proficient or advanced: 79% general population, 71% African-American population, 89% Caucasian, 71% Hispanic, 100% Asian, and 70% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Measurement and Data Analysis and Probability and Open Response was Data Analysis and Probability. Criterion-referenced test data for 2013-2014 – Scores were obtained for current 8th grade students from 7th grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2014 shows the following percentages of students who score proficient or advanced: 77% general population, 65% African-American population, 90% Caucasian, 67% Hispanic, 100% Asian, and 63% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice was Measurement and Open Response was Number and Operations and Measurement.
6. All students were assess in July 2010 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; NWEA mean RIT July 2010 scores for 5th grade mathematics general population was 213, median score 211, and standard deviation 15.6. Scores broken down by strands: number and operations 208, algebra 211, geometry 216, measurement 211, and data analysis and probability 214. Norm Referenced data from July 2010 NWEA mean RIT scores for 6th grade mathematics general population was 217, median score

218 and standard deviation 15.7. Scores broken down by strands: number and operations 212, algebra 216, geometry 219, measurement 215, and data analysis and probability 217. NWEA mean RIT July 2010 scores for 7th grade mathematics general population was 226, median score 228 and standard deviation of 15.3. Scores broken down by strands: number and operations 226, algebra 226, geometry 228, measurement 225, and data analysis and probability 229. NWEA Mean RIT July 2010 scores for 8th grade mathematics general population was 230, median score 231, and standard deviation 16.4. Scores broken down by strands: number and operations 228, algebra 231, geometry 231, measurement 228, and data analysis and probability 231.

7. All students were assess in August 2011 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; NWEA mean RIT August 2011 scores for 5th grade mathematics general population was 215.2, median score 214, and standard deviation 12.1. Scores broken down by strands: number and operations 211, algebra 215, geometry 217, measurement 215, and data analysis and probability 217. Norm Referenced data from August 2011 NWEA mean RIT scores for 6th grade mathematics general population was 218.8, median score 219 and standard deviation 15.7. Scores broken down by strands: number and operations 216, algebra 217, geometry 222, measurement 216, and data analysis and probability 220. NWEA mean RIT August 2011 scores for 7th grade mathematics general population was 224.6, median score 224 and standard deviation of 15.1. Scores broken down by strands: number and operations 221, algebra 223, geometry 225, measurement 223, and data analysis and probability 226. NWEA Mean RIT August 2011 scores for 8th grade mathematics general population was 230.7, median score 234, and standard deviation 15.7. Scores broken down by strands: number and operations 228, algebra 231, geometry 231, measurement 229, and data analysis and probability 234.
8. All students were assess in August 2012 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; NWEA mean RIT August 2012 scores for 5th grade mathematics general population was 213.4, median score 214, and standard deviation 14.2. Scores broken down by strands: number and operations 212, algebra 213, geometry 216, measurement 213, and data analysis and probability 214. Norm Referenced data from August 2012 NWEA mean RIT scores for 6th grade mathematics general population was 221.5, median score 222, and standard deviation 12.7. Scores broken down by strands: number and operations 219, algebra 219, geometry 223, measurement 222, and data analysis and probability 223. NWEA mean RIT August 2012 scores for 7th grade mathematics general population was 224.2, median score 222 and standard deviation of 16.4. Scores broken down by strands: number and operations 222, algebra 224, geometry 225, measurement 222, and data analysis and probability 225. NWEA Mean RIT August 2012 scores for 8th grade mathematics general population was 230.9, median score 230, and standard deviation 12.5. Scores broken down by strands: number and operations 228, algebra 230, geometry 230, measurement 228, and data analysis and probability 231.
9. All students were assess in August 2013 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; NWEA mean RIT August 2013 scores for 5th grade mathematics general population was 210.1, median score 210, and standard deviation 15.5. Scores broken down by strands: number and operations 207.2, algebra 208, geometry 214.3, measurement and data 209.6. Norm Referenced data from August 2013 NWEA mean RIT scores for 6th grade mathematics general population was 218.5, median score 220, and standard deviation 14.6. Scores broken down by strands: real & complex number systems 217.6, algebraic thinking 218.3, geometry 218.9, statistics and probability 220.4. NWEA mean RIT August 2013 scores for 7th grade mathematics general population was 226.2, median score 226 and standard deviation of 13.6. Scores broken down by strands: real & complex number systems 224.1, algebraic thinking 225.1, geometry 226.4, statistics and probability 227.5. NWEA Mean RIT August 2013 scores for 8th grade mathematics general population was 228.8, median score 228, and standard deviation 16.0. Scores broken down by strands: real & complex number systems 226.2, algebraic thinking 230.0, geometry 229.4, statistics and probability 229.3.
10. All students were assess in August 2014 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; NWEA mean RIT August 2014 scores for 5th grade mathematics general population was 212.6, median score 213, and standard deviation 15.9. Scores broken down by strands: operations & algebraic thinking 210.64, number & operations 210.6, measurement & data 212.16, and geometry 216.14. Norm Referenced data from August 2014 NWEA mean RIT scores for 6th grade mathematics general population was 213.9, median score 216, and standard deviation 15.1. Scores broken down by strands: operations & algebraic thinking 213.34, the real & complex number system 213.28, geometry 214.8, and statistics & probability 214.4. NWEA mean RIT August 2014 scores for 7th grade mathematics general population was 223.2, median score 224 and standard deviation of 15.5. Scores broken down by strands: operations & algebraic thinking 224.12, the real & complex

number system 223.48, geometry 225.66, and statistics & probability 223.88. NWEA Mean RIT August 2014 scores for 8th grade mathematics general population was 229.6, median score 228, and standard deviation 14.8. Scores broken down by strands: operations & algebraic thinking 229.44, the real & complex number system 226.82, geometry 229.1, and statistics & probability 231.38.

11. Criterion-referenced test data for 2009-2010 End of Course Exam in Algebra I - Scores were obtained for 94 of the 98 students enrolled in Algebra I for the 2009-10 school year – for those students, the ACTAAP EOC in Algebra I shows the following percentages of students who scored proficient or advanced: 60% of general population, 52% of African-American population, 83% of Caucasians, 67% Hispanics, and 50% Economically Disadvantaged. The lowest identified areas for all sub groups were Open Response in all 5 areas of Algebra: Language of Algebra, Solving Equalities and Inequalities, Linear Functions, Non-linear Functions, and Data Interpretation and Probability. Criterion-referenced test data for 2009-2010 End of Course Exam in Geometry - Scores were obtained on 25 of the 25 students enrolled in Geometry for the 2009-10 school year – for those students, the ACTAAP EOC in Geometry shows the following percentages of students who scored proficient or advanced: general population, African-American, Caucasian, and Economically Disadvantaged all scored 100% proficient and advanced. Identified areas for growth in all sub groups is Measurement and Coordinate Geometry and Transformation and in Open Response in the Geometry categories of Coordinate Geometry, Triangles and Measurement. Criterion-referenced test data for 2010-2011 End of Course Exam in Algebra I - Scores were obtained for students enrolled in Algebra I for the 2010-2011 school year – for those students, the ACTAAP EOC in Algebra I shows the following percentages of students who scored proficient or advanced: 84% of general population, 84% of African-American population, 84% of Caucasians, 66% Hispanics, and 82% Economically Disadvantaged. The lowest identified areas for all sub groups were Open Response in Language of Algebra, Linear Functions, Non-linear Functions, and Data Interpretation and Probability. Criterion-referenced test data for 2010-2011 End of Course Exam in Geometry - Scores were obtained for students enrolled in Geometry for the 2010-2011 school year – for those students, the ACTAAP EOC in Geometry shows the following percentages of students who scored proficient or advanced: 96%general population, 100% African-American, 92%Caucasian, and 100% Economically Disadvantaged. Identified areas for growth in all sub groups is Open Response in the Language of Geometry, Measurement, Triangles, and Coordinate Geometry and Trasformations. Criterion-referenced test data for 2011-2012 End of Course Exam in Algebra I - Scores were obtained for students enrolled in Algebra I for the 2011-2012 school year – for those students, the ACTAAP EOC in Algebra I shows the following percentages of students who scored proficient or advanced: 90% of general population, 80% of African-American population, 92% of Caucasian, 100% Hispanic, and 86% Economically Disadvantaged. The lowest identified areas for all sub groups were Open Response in Linear Functions and Non-linear Functions. Criterion-referenced test data for 2011-2012 End of Course Exam in Geometry - Scores were obtained for students enrolled in Geometry for the 2011-2012 school year – for those students, the ACTAAP EOC in Geometry shows the following percentages of students who scored proficient or advanced: 92% general population, 87% African-American, 97% Caucasian, and 80% Economically Disadvantaged. Identified area for growth in all sub groups is Open Response in the Language of Geometry. Criterion-referenced test data for 2012-2013 End of Course Exam in Algebra I - Scores were obtained for students enrolled in Algebra I for the 2012-2013 school year – for those students, the ACTAAP EOC in Algebra I shows the following percentages of students who scored proficient or advanced: 89% of general population, 90% of African-American population, 90% of Caucasian, and 79% Economically Disadvantaged. The lowest identified areas for all sub groups were Open Response in Non-linear Functions. Criterion-referenced test data for 2012-2013 End of Course Exam in Geometry - Scores were obtained for students enrolled in Geometry for the 2012-2013 school year – for those students, the ACTAAP EOC in Geometry shows the following percentages of students who scored proficient or advanced: 98% general population, 100% African-American, 100% Caucasian, and 83% Economically Disadvantaged. Identified area for growth in all sub groups is Open Response is Coordinate Geometry & Transformations. Criterion-referenced test data for 2013-2014 End of Course Exam in Algebra I - Scores were obtained for students enrolled in Algebra I for the 2013-2014 school year – for those students, the ACTAAP EOC in Algebra I shows the following percentages of students who scored proficient or advanced: 89% of general population, 80% of African American population, 100% of Caucasian, 100% of Hispanic, 100% of Asian, and 81% Economically Disadvantaged. The lowest identified areas for all sub groups were Open Response in Language of Algebra and Non-linear Functions.
12. Attendance data for the 2009-2010 school year indicates attendance rate of 97.94%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2010-2011 school year indicates attendance rate of 96.82%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates

attendance rate of 97.94%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates attendance rate of 99.39%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2013-2014 school year indicates attendance rate of 96.14%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership).

13. Needs Assessment 2010: Currently, eStem Middle School is performing at or above the state performance levels in all tested areas. A review of all data sources (SAT 10, ACTAAP, NWEA) for eStem Middle School over the course of our 3 year existence indicates improvement in academic performance in all sub-populations of students. Although trends indicate growth from year one to year two, it is our objective to continue to closely monitor the performance of our lowest performing sub-groups (Economically Disadvantaged and African American)and provide remediation to these targeted groups for continued improvement of academic performance. Specific areas of improvement for math will be focused in the areas of open response items in every math strand. Needs Assessment 2011: eStem Middle School decreased in number of students who were proficient or advanced. The lowest identified areas for all sub groups were Measurement & Geometry, and Open Response Measurement, Data Analysis & Probability, and Number & Operations. Needs Assessment 2012: eStem Middle School increased in number of students who were proficient or advanced. The lowest identified areas for all sub groups for Multiple Choice were Measurement and Data Analysis and Probability and Open Response were Geometry and Data Analysis and Probability. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2012-2013 school year. Needs Assessment 2013: The lowest identified areas for 5th grade were Measurement and Data Analysis and Probability; for 6th grade were Geometry and Number and Operations; for 7th grade was Data Analysis and Probability; for 8th grade were Measurement and Algebra. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2013-2014 school year. Needs Assessment 2014: The lowest identified areas for 5th grade were Measurement and Geometry; for 6th grade were Geometry, Measurement, and Data Analysis & Probability; for 7th grade was Measurement and Data Analysis & Probability; for 8th grade were Measurement and Number & Operations. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2014-2015 school year.

Goal: Students at eStem Middle Public Charter School will meet or exceed the Annual Measurable Objectives (AMO) for 2014-2015 school year. Specific focus will be given to the areas of the open response in all mathematics strands.

Benchmark: Students at e-Stem Middle Public Charter School will meet or exceed the 2014-2015 Annual Measurable Objectives (AMO)in Math Performance of 82.14% for all students and 72.30% for the Targeted Achievement Gap Group and the AMOs in Math Growth of 76.29% for all students and 65.22% for the Targeted Achievement Gap Group.

Intervention: Increase the use of mathematics across all disciplines and curriculum areas.

Scientific Based Research: Implementing Reform in the Mathematics Classroom: Creating Mathemeatics Discourse Communities, "Edward A. Silver and Margaret S. Smith; Best Practices in matehmatics: Using test results to inform instruction and improve student achievement, Long, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will complete a series of three computerized, standards-based assessments throught the Northwest Evaluation Association (NWEA) in mathematics during the 2014-2015 school year; results of the assessments will be used to guide instruction and to determine remediation needs for each individual student. Information will be communicated to parents 2 times per year through assessment reports. Parents will provide feedback on the effectiveness of this program. The results of this program this past school year yielded improvement overall. The following	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • Computers • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $

are the results: All students were assess in August 2014 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; NWEA mean RIT August 2014 scores for 5th grade mathematics general population was 212.6, median score 213, and standard deviation 15.9. Scores broken down by strands: operations & algebraic thinking 210.64, number & operations 210.6, measurement & data 212.16, and geometry 216.14. Norm Referenced data from August 2014 NWEA mean RIT scores for 6th grade mathematics general population was 213.9, median score 216, and standard deviation 15.1. Scores broken down by strands: operations & algebraic thinking 213.34, the real & complex number system 213.28, geometry 214.8, and statistics & probability 214.4. NWEA mean RIT August 2014 scores for 7th grade mathematics general population was 223.2, median score 224 and standard deviation of 15.5. Scores broken down by strands: operations & algebraic thinking 224.12, the real & complex number system 223.48, geometry 225.66, and statistics & probability 223.88. NWEA Mean RIT August 2014 scores for 8th grade mathematics general population was 229.6, median score 228, and standard deviation 14.8. Scores broken down by strands: operations & algebraic thinking 229.44, the real & complex number system 226.82, geometry 229.1, and statistics & probability 231.38. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Academic Improvement Plans (AIP's) will be developed for ALL students who do not demonostrate proficiency in math. The plans, which will be evaluated quarterly, will be developed in collaboration with teachers and parents. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Collaborative meetings will be held weekly with teachers and instructional leaders to discuss	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End:	• Administrative Staff	ACTION BUDGET: $

instructional strategies and student progress, as planning for how to best serve our students is a component for the use of Title I resources. A professional development library of books, cds, and other curriculum materials will be used for the purpose of enhancing instruction of target identified students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Target Assistance		06/30/2015	• Outside Consultants • Teachers	
Students' test-taking skills will be enhanced by providing state benchmark released items and test-preparation materials as supplementary learning activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kristy Kidd -Math/Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Math curriculum will be based on the Common Core State Standards and will provide for alignment both horizontally and vertically; math skills will be incorporated into all discipline and curriculum areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
The Compass Learning computer-based assessment program which is aligned with the Common Core Standards will be used as a tool to assist in the remediation of all student who exhibit a deficit in math skills. COW's (computers of wheels) will be utilized, which includes computers, software and accessories. Targeted students will utilize the COW's to access the Compass Learning remediation program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Target Assistance	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Title Teachers	ACTION BUDGET: $
Technology will be infused in the instructional delivery across the curriculum; teachers will use document cameras, interactive tablets, TI-83 Navigation system, presentation software, and media retrieval system as tools for instruction and learning.	Kristy Kidd - Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Teachers	ACTION BUDGET: $

Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Target Assistance				
eStem Middle School will contract with Easter Seals, Inc. to integrate on-site speech therapy, occupational therapy, and physical therapy along with supervisory services, to ensure that the necessary interventions are employed. Action Type: Equity Action Type: Special Education	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Instructional materials and supplies will be purchased to support instruction in the classroom for targeted students such as lower level content math books, calculators, and geometric and algebraic manipulatives. Twice a year (once each semester) the math teachers will sponsor a "Math Night" as a tool to assist parents of targeted students in helping them to better understand math concepts. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Target Assistance	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Teachers will attend mathematics conferences; professional meetings; host colleague visits for classroom teachers, administrators, and other educational leaders. Additionally, teachers analyze lessons via video conferencing to improve delivery of instruction for targeted students. Teachers will receive professional development brain research to help students with deficits in math. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Target Assistance	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants • Teachers	ACTION BUDGET: $
A highly qualified math coach (1.0 FTE) Kristy Kidd will be hired to conduct observations and help with planning and alignment (salary - $63,450, benefits - $17,344.32). Additionally, she will provide resources, best practices, and trainings on individualized instruction for targeted students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Target Assistance	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	NSLA (State-281) - Employee Benefits: $17344.00 NSLA (State-281) - Employee Salaries: $63450.00 ACTION BUDGET: $80794

Total Budget:	$80794

Priority 3: Wellness

Supporting Data:

1. The prevalence of obesity among children aged 6 to 11 more than doubled in the past 20 years, going from 6.5% in 1980 to 17.0% in 2006. The rate among adolescents aged 12 to 19 more than tripled, increasing from 5% to 17.6%.1 Obesity is the result of caloric imbalance (too few calories expended for the amount of calories consumed) and is mediated by genetics and health.2 Obese youth are more likely to have risk factors for cardiovascular disease (CVD), such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year-olds, 70% of obese children had at least one CVD risk factor.3 In addition, children who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.2,4 Obese young people are more likely than children of normal weight to become overweight or obese adults, and therefore more at risk for associated adult health problems, including heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.4 Healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming obese and developing related diseases.
2. The United States Department of Health and Human Services has reported that 21% of school age children have mental health problems that appropriate mental health services.
3. Based on several large-scale studies, the National Middle School Association concluded that 10% of 14 year-olds are "at very high risk," based on their involvement in high-risk behaviors such as using alcohol, tobacco, and drugs.
4. According to the National Center for Health Statistics, among eighth-graders, those who reported smoking cigarettes dropped from 4% in 2006 to 3% in 2007.
5. Data from the National Center for Health Statistics show that from 2005 to 2006, the numbers of children with health insurance dropped to 88% from 89%. During that year, 8.7 million (12%) of the nation's children had no health insurance, according to the report.
6. The United States Department of Health and Human Services has reported that 21% of school age children have mental health problems that appropriate mental health services.
7. Research suggests that not having breakfast can affect children's intellectual performance.16 The percentage of young people who eat breakfast decreases with age; while 92% of children ages 6–11 eat breakfast, only 77% of adolescents ages 12–19 eat breakfast.11 Hunger and food insufficiency in children are associated with poor behavioral and academic functioning.17,18
8. A BMI assessment was conducted for the 2012-2013 school year. The required assessment was for 6th and 8th grade students. Out of 98 males assessed 55.1% were healthy or underweight, 20.4% were overweight, and 24.5% were obese. Out of 122 females assessed 57.4% were healthy or underweight, 20.5% were overweight, and 22.1% were obese.
9. A BMI assessment was conducted for the 2011-2012 school year. The required assessment was for 6th and 8th grade students. Out of 107 males assessed 74.8% were healthy or underweight, 13.1% were overweight, and 12.1% were obese. Out of 108 females assessed 62% were healthy or underweight, 16.7% were overweight, and 21.3% were obese.
10. Attendance data for the 2012-2013 school year indicates attendance rate of 96.71%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2010-2011 school year indicates attendance rate of 96.82%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates attendance rate of 97.94%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2013-2014 school year indicates attendance rate of 95.79%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership).

Goal: To improve health (and thus academic performance) of all students during the 2014-2015 school year by addressing personal health, nutrition education, and physical fitness. Focus will be on reducing the number of students who are identified as being at-risk for or are overweight by implementing wellness content and activities as part of the curriculum.

Benchmark: To reduce the number of students identified as overweight or "at-risk" by 1% or greater.

Intervention: Health and Wellness Education				
Scientific Based Research: Adolescent Health, Wellness, and Safety, NMSA, 2006; Adolescent health and wellness being in the twenty-first century, Call, Riedel, Hein, Peterson, and Kipke, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Guidance and counseling services will be available by a full time school counselor. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Ann Pollard-Counselor	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers	ACTION BUDGET: $
Coordinated health services will be provided via a school nurse. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Beth Lentz-School Nurse	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • District Staff • Outside Consultants	ACTION BUDGET: $
Physical Education and Health curriculum are aligned to state standards and guidelines for instruction. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Wellness	Melissa Hammond - PE Teacher	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Records maintained by guidance counselor, and attendance secretary will be analyzed annually to assess effectiveness of interventions on student wellness. A review of records from the guidance counselor for the 2013-2014 school year indicate that 36% of students in the middle school were seen for counseling services or academic issues. A review of attendance data for the 2013-2014 school year indicates an average daily attendance rate of 96.14% Action Type: Equity Action Type: Program Evaluation	Cindy Barton, Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers	ACTION BUDGET: $
The school lunch program will provide healthy, nutritious meals for students in accordance with state health guidelines. Action Type: Wellness	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adams, Justin	7th Grade Social Studies	Wellness
Classroom Teacher	Barrientos, Jessica	Spanish	Literacy
Classroom Teacher	Davis, Gerrica	Technology	Wellness
Classroom Teacher	DuPriest, Jarrod	6th Grade Social Studies	Parental Involvement
Classroom Teacher	Eisenhart, Liberty	MS Economics	Parental Involvement
Classroom Teacher	Eshenbaugh, Heather	5th Grade Science Teacher	Math
Classroom Teacher	Floyd, Maggie	6th Grade Literacy	Literacy
Classroom Teacher	Goodson, Matthew	5th Grade Math	Math
Classroom Teacher	Hammond, Melissa	PE	Wellness
Classroom Teacher	Hester, Emily	8th Grade English	Literacy
Classroom Teacher	Hinton, Charlee	7th/8th Grade Spanish	Wellness
Classroom Teacher	Howard, Jillian	5th Grade Social Studies	Wellness
Classroom Teacher	Huddleston, Phillip	Art	Literacy
Classroom Teacher	Johnson, Stephanie	Interventionist	Math
Classroom Teacher	Kiger, Joe	8th Grade Science	Math
Classroom Teacher	Lilly, Katie	8th Grade Math	Math

Classroom Teacher	LunBeck, Lindsay	6th Grade Reading	Literacy
Classroom Teacher	Matlock, Denies	7th Grade English	Literacy
Classroom Teacher	Munoz, Teresa	6th Grade Science	Math
Classroom Teacher	Palmer, Danika	5th Grade Writing	Literacy
Classroom Teacher	Pevey, Dennis	7th Grade Science	Math
Classroom Teacher	Pratt, Monica	Special Education	Parental Involvement
Classroom Teacher	Rhoades, David	Math	Math
Classroom Teacher	Riley, Rebecca	7th Grade Math	Math
Classroom Teacher	Simon, Becky	5th Grade Reading	Literacy
Classroom Teacher	Westerfield, Leigha	8th Grade Social Studies	Literacy
Classroom Teacher	Whitley, Elizabeth	6th Grade Math	Math
Non-Classroom Professional Staff	Brown, Debra	Literacy/Social Studies Coach	Literacy
Non-Classroom Professional Staff	Daniell, Janice	Assistant to the Director	Parental Involvement
Non-Classroom Professional Staff	DuPriest, Krista	Activities Coordinator	Literacy
Non-Classroom Professional Staff	Forster, Jessica	Dean of Staff	All
Non-Classroom Professional Staff	Howard, Johnecia	Dean of Students	Wellness
Non-Classroom Professional Staff	Kidd, Kristy	Math/Science Coach	Math
Non-Classroom Professional Staff	Lentz, Beth	Nurse	Wellness
Non-Classroom Professional Staff	Martin, Christie	Title I Coordinator	All
Non-Classroom Professional Staff	Peterson, Allyson	Registrar	Wellness
Non-Classroom Professional Staff	Pollard, Ann	Counselor	All
Non-Classroom Professional Staff	Scott, Yolanda	Coordinator of Security	Wellness
Non-Classroom Professional Staff	Sullivan, Rashard	Dean of Students	Wellness
Non-Classroom Professional Staff	Swymn, Bryan	Director of Teaching & Learning	Math/Literacy
Parent	Bowling, Sara	Parent	Wellness
Parent	Jordan, Jenni	Parent	Literacy
Principal	Barton, Cindy	Principal	All