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2013-2014 ARCHIVE

School Plan

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CUTTER-MORNING STAR SCH. DIST.
2801 Spring Street, Hot Springs, AR 71901

Arkansas Comprehensive School Improvement Plan

2013-2014

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

Grade Span: Title I: Not Applicable

School Improvement:

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Priority 1: Administrative Support--Federal Programs and Supplemental State Grant Funding

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

Priority 2: Alternative Learning Environment

Goal: In order to provide the most conducive learning environment of all students CMS will support options other than the traditional classroom settings. District will provide support to assure the needs of our students are being met.

Priority 4: Wellness

Goal: District will provide support for students and staff in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices. Including required immunations, flu shots, training selected staff in first aid and CPR

Priority 1: Administrative support for Federal Programs and extended use of Supplemental State and Federal Grant Funding Literacy and Math Proficiency; Highly Qualified Staff; Technological Support; Wellness; Parental Involvement; Culture and Climate

Supporting Data:

1. LITERACY ~ Students in the Third through Sixth grade scored with 84.18% proficient for the 2012-2013 school year. There was a 77.78% growth performance for students in the Third through Sixth grade from the 2011-2012 school year. The areas needing improvement are Reading-Practical Passage, Writing Content, & Writing Style. MATH ~ Students in the Third through Sixth grade scored with 83.54% proficient for the 2012-2013 school year. There was a 66.67% growth performance for students in the Third through Sixth grade from the 2011-2012 school year. The areas needing improvement are Number & Operations, Algebra, Geometry, and Data Analysis & Probability.
2. LITERACY ~ The three year average performance shows that 85.69% of students in the Third through Sixth grade scored proficient on the exam. The three year average growth performance for the students in the Third through Sixth grade was 82.40%. MATH ~ The

- three year average performance shows that 88.57% of students in the Third through Sixth grade scored proficient on the exam. The three year average growth performance shows 73.61% for the students in the Third through Sixth grade.
3. STAR reading scores for grades 1-6, for the year 2010-11, there was a 17% increase in 1st grade. In 2nd grade, there was a decrease of 6%. In 3rd grade, there was an increase of 5%. In 4th grade, there was no change. In 5th grade, there was an increase of 5%. In 6th grade, there was a decrease of 4%. For the year 2011-12, there was a 7% increase in 1st grade. In 2nd grade, there was a decrease of 1%. In 3rd grade, there was an increase of 8%. In 4th grade, there was an increase of 1%. In 5th grade, there was a decrease of 10%. In 6th grade, there was a decrease of 1%. For the year 2012-2013, there was an increase in all grades, but 5th grade. In 1st grade, there was an 8% increase. In 2nd grade, there was a 2% increase. In 3rd grade, there was a 6% increase. In 4th grade, there was a 7% increase. In 5th grade, there was an 8% decrease. In 6th grade, there was a 3% increase.
 4. The attendance rate for CMS Elementary school for the year 2010-2011 was 91.13%, for the year 2011-2012 was 95.01%, and for the year 2012-2013 was 95.14%.
 5. ACTAAP Data Source for CUTTER-MORNING STAR ELEMENTARY SCHOOL-6th grade Literacy Exam: Because this is the group that feeds directly into our building, teachers needed to analyze and determine weaknesses in order to influence instruction of these current 7th graders. In 2013, 34 students were tested scoring 80% proficient/advanced. Weakness areas in reading for these students were practical and how to passages, reading comprehension and summarizing. In writing revising , central Idea; organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.); unity; elaboration; clarity were weaknesses. In 2012, 49 students were tested scoring 78% proficient/advanced. Weakness areas in reading for these students were practical and how to passages, reading comprehension and summarizing. In writing revising , central Idea; organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.); unity; elaboration; clarity were weaknesses. In 2011, 47 students were tested. Weak areas in reading were main idea and summarizing. In writing weak areas were editing/revision and sentence formation/mechanics. This year's AYP goal is 91.9% In 2010, 81% of combined population scored proficient or above on ACTAAP. The lowest subpop group was males with 71%.
 6. ACSIP Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-7th Grade Literacy Exam: In 2013, 54 students were tested scoring 74% proficient/advanced. Weakness areas in reading for these students were literary reading passages for both multiple choice and open response. In writing content and style. In 2012, 49 students were tested. 82% of combined seventh grade students scored proficient or above on the Benchmarks. Data analysis shows weakness areas in reading are practical and literature passages. Weakness areas in writing are multiple choice, content, and style. This year's AYP goal is 91.9% In 2011 42 students were tested. 67% scored proficient/advanced and we did not meet expectations of 75.7%. In reading weak areas were connecting background knowledge/main idea/supporting details concerning text. Weak areas in writing were editing and revision in groups or as individual using sentence formation, usage, and mechanics. In 2010 52% of combined population scored proficient or above on ACTAAP. The highest subpop group 67% of Hispanic student. All other groups scored at or below 52%.
 7. ACSIP Data Source for CUTTER-MORNING STAR HIGH SCHOOL Benchmark-8th Grade Literacy Exam: In 2013, 46 students were tested scoring 74% proficient/advanced. Weakness areas in reading for these students were reading literary passages in multiple choice and practical passages in open response. In writing content and style. In 2012, 46 students were tested and 89% of the combined eighth grade students scored proficient or advanced. Data analysis shows the weakness area in reading is reading and comprehension of literature passages. Weakness areas in writing are multiple choice questions, content and style. This year's AYP goal is 91.9% In 2011, 43 students were tested. 64% of combined eighth grade students scored proficient or above on ACTAAP which did not meet the state AYP of 75.7%. In 2010 81% of combined population scored proficient or above on ACTAAP. The lowest subpop groups were 50% Hispanic and 67% males. In 2009, 60% of combined population scored proficient or above on ACTAAP. The lowest subpop groups were 55% Caucasian and 49% males.
 8. ACSIP Data Source for CUTTER-MORNING STAR HIGH SCH. Literacy-11th Exam: In 2013, 47 students were tested scoring 79% proficient/advanced. Weakness areas in reading for these students were reading practical passages for multiple choice and reading literary and practical passages in open response. In writing content and style. In 2012, 59% of combined eleventh grade students scored proficient or above on ACTAAP which exceed expectations. Weaknesses in reading were use of reading comprehension of literary passages. Writing weaknesses were content and style. This year's AYP goal is 91.94% In 2011, 86% of combined eleventh grade students scored proficient or above on ACTAAP which exceed expectations. In 2010 44% of combined population scored proficient or above

on ACTAAP. All subpops were at or below 50%. In 2009, 44% of combined population scored proficient or above on ACTAAP. All subpops were at or below 45% except 53% of females.

9. Arkansas School Performance Report Card Remediation Rate: 2008/2009: 78.3% 2009/2010: 69.2% 2010/2011: 82.1% 2011/2012: 2012-2013 Graduation Rate: 2008/2009: 77.5% 2010/2011: 84.9% 2011/2012: 2012-2013: Drop Out Rate: 2008/2009: 5% 2009/2010: 3% 2010/2011: 1.6% 2011/2012: 2012-2013: Attendance Rate: 2008/2009: 100% 2009/2010: 100% 2010/2011: 96.6% 2011/2012: 2012-2013:
10. ACT Scores 2012-13: The students who took the ACT had an average score on the English section of 18.8, the Reading section of 19.0, and on the mathematics of 18.8, and 19.3 in science. The average composite score was 19.3. 2011-12: The students who took the ACT had an average score on the English section of 17.2, the Reading section of 19.2, and on the mathematics of 17.5. The average composite score was 18.1. 2010-11: The students who took the ACT had an average score on the English section of 18.9 and on the mathematics of 18.4. The average composite score was 19.2. 2009-10: The students who took the ACT had an average score on the English section of 18.1 and on the mathematics of 17.5. The average composite score was 18.4.

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

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

Intervention: Build the capacity in school leadership to conduct assessment and data analysis including purpose and use of data				
Scientific Based Research: Research: Holcomb, Edie. Asking the Right Questions: Techniques for Collaboration and School Change. Corwin Press, Thousand Oaks, Ca c2001. ISBN 0-7619-7676-0. Johnson, Ruth S. Using Data to Close the Achievement Gap. How to measure Equity in our Schools. Corwin Press: Thousand Oaks, CA, c2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Annually the District Leadership team will review all assessments to ensure that they are aligned with the Arkansas Content Standards and the common core state standards. The staff will use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students including subgroups. The information from the data analysis will be presented to teachers, parents and all other stakeholders at the beginning of school during public meetings, postings on the district website and during community presentations. The District Action Type: Alignment Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
The District will provide training on the administration of the state assessment program (testing practices, testing schedule, inclusion of special populations) for all certified staff involved in the testing. The district has named (insert name) as the testing coordinator. Action Type: Alignment Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
The District Leadership team will develop a testing schedule per ADE requirements and communicate that schedule and other important testing information to staff, students and parents. This information will	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

be posted on the web, included in the student handbook and sent home with students. Action Type: Collaboration Action Type: Parental Engagement			• Teachers	
Total Budget:				\$0
Intervention: Build the capacity in school leadership to identify, select and implement a variety of research based programs, strategies and activities that may also serve as District initiatives.				
Scientific Based Research: Research: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. ASCD Alexandria, VA. C2002. ISBN 0-8120-691-9. Marzano, Robert J. What Works in Schools. Translating Research into Action. ASCD: Alexandria, Virginia, c2003. ISBN 0-87120-717-6.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District Leadership team will provide schools and teachers recommended research based instructional strategies that are aligned to the school curriculum and assessments. The team will review current research, travel to other schools and attend national/state conferences. Examples of District identified programs, practice or strategies are: Ella, Elf, Brain pop, infusion of technology, Summer School, APEX, Read 180, A-Z Reading. Action Type: Alignment	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Program Evaluation: The School Leadership Team will design a process for ongoing monitoring of the effectiveness of instructional strategies and activities. Artifacts to be gathered should include lesson plans, classroom walkthrough observations, samples of student work, staff and student interviews and academic improvement plans. Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
(1) Homeless/Welfare Set aside (Required) The District has appointed a homeless liaison (Jennifer Coats) to direct and assist in proper identification for targeting and assisting families of displaced or homeless youth. Each Building will be required to designate a contact person who is responsible for assuring the identification of youth in need of services. All designated contact personnel will attend annual update training provided by the ADE. Information including individual rights and current contact information for the district will be posted on campus, as well as, in numerous, businesses in the community. Title 1 funds will be set aside to provide equable services to homeless youth that are not receiving services at school. Calculations for this required set-aside has been	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Community Leaders • Outside Consultants • Teachers 	Title I - Purchased \$1818.00 Services: Title I - Materials & \$2704.12 Supplies: ACTION BUDGET: \$4522.12

determined from past expenses for the program. (6501-3355) Action Type: Collaboration Action Type: Parental Engagement				
(2) Private Schools: Cutter Morningstar SD has four (4) students enrolled in Hot Springs Community School. The administration at HSCS has elected to participate in federal programs. There are 4 students in HSCS who are residents of Cutter Morningstar SD, of the four (4) students three (3) are academically eligible for Title I services. Each student generates \$504 for a total of \$2016 of which \$1512 will be expended as a material and supplies purchase for the three (3) eligible student for specific services. The contract between Cutter Morningstar SD and Hot Springs Community School listing the students, the eligible services and the funding amount generated by each student can be found in the Cutter Morningstar Superintendents office and/or at the office of the Director of Hot Springs Community School. Minutes from meetings held to discuss this arrangement is also available for inspection in the Superintendent Office at CMS SD. Action Type: Collaboration Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	Title I - Materials & \$2016.00 Supplies: <hr/> ACTION BUDGET: \$2016
(3) The district will contract with 2 additional certified staff members using district funds for an additional counselor (Marlene Bush--40 days @ \$250/day = \$10,000) to provide individual students who are determined to be performing below grade level additional help. Additional help will include academic assistance, social, mental health counseling and physical health services to get the student back on track. This position will be above the standards set by the ADE. District funds will be used to provide the professional services contract. An additional person (Sherry Chandler--45 days @\$250/day = \$11,250) will work with at-risk students in the ALE Program and help prepare them for the benchmark exam. Action Type: Collaboration Action Type: Equity	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
(4) Title IIA funds will be used to pay for Professional Development activities (above the ADE required 60 hours) including lodging,	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	Title II-A \$24000.62

meals, and registrations for staff members to improve instructional strategies. Professional development opportunities identified by Tess and other artifacts will include both formal and informal experiences. Professional Development (PD) District Level: PD funds will be used to provide the required number of days (10) and hours (60) of professional development as outlined in the ADE rules and regulations sections 6, 8, 9, and 10. Funds will be used for registration fees (\$20323), meals, lodging (\$20484), travel (\$10484, contracted approved ADE providers and any required training materials and supplies (books for PLC, resource guides, digital devices and training manuals. Any Materials and Supplies will be related to specific trainings and only provided to trainees. Funds will also be used for salaries and benefits and or purchased services for substitutes that will only be provided for those teachers that are attending training. Examples of some training are Tier 1 & 2, Tess, Leads, Content for Core academic courses, Arkansas History, Technology (HSTI Conference), Parent involvement, Student discipline, Anti-bullying, Prevention of violence and use of tobacco, alcohol and other drug use, Curriculum alignment, ADE approved provider training (APSRC & ECS—PLC Summit), High Schools That Work, Lit Lab, AAE Conference, ABC Huddle, Leadership, ACSIP, and Child maltreatment. Professional Development training will occur at state and national conferences/workshops: AAFC, National Title 1 Conference, NCTM, National Reading Conference, ASCD (both State and National), AAIM, IDEA, college course work, Educational Service Cooperatives, and district/school programs, National School Boards Assn., ASBO and AAEA). 6756-2210 Action Type: Professional Development			<ul style="list-style-type: none"> • Outside Consultants • Title Teachers 	Purchased Services: ACTION BUDGET: \$24000.62
(7) A combination of Title VI (Salary--\$42,502.88) and NSLA (Salary--\$9,858) funds will be used to contract with Dawson Educational Service Cooperative to supply an Informational Technology Specialist (Vince	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	Title VI Federal - Purchased Services: \$42502.88 NSLA (State-281) - \$9858.00

<p>Herron-\$52,360.88) This person will provide professional development is the effective use of all technology in the district. The district hires and funds a separate technology technician to install software and maintain the district technology. 2281--2230 (\$9,858) and 6782-2230 (\$42,502.88). Action Type: Professional Development Action Type: Technology Inclusion</p>				<p>Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$52360.88</p>
Total Budget:				\$82899.62
Intervention: Build the capacity in school leadership to provide on-going, research based, imbedded professional development				
Scientific Based Research: Research: Danielson, Charlotte and Thomas L. McGreal. Teacher Evaluation: To Enhance Professional Practice ASCD. Alexandria Virginia c. 2000. 20-380-4. Kelly, K. "Teachers Helping Teachers" Harvard Educational Letter, 17, 5. May, June 2001. Murphy, C. U. and Lick, D. W. (2001) Whole-faculty student groups: Creating student-based professional development. Thousand Oaks, CA: Corwin Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District has developed and implemented a formal process (Tess) to identify professional development needs and document the effectiveness of our teachers. Annually the District Leadership team will also analyze information of student achievement to determine additional staff development needs for teachers and administrators. Action Type: Professional Development</p>	Nancy Anderson, Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(1) Professional development opportunities identified by Tess and other artifacts will include both formal and informal experiences. Professional Development (PD) District Level: PD funds will be used to provide the required number of days (10) and hours (60) of professional development as outlined in the ADE rules and regulations sections 6, 8, 9, and 10. Funds will be used for registration fees (\$20323), meals, lodging (\$20484), travel (\$10484, contracted approved ADE providers and any required training materials and supplies (books for PLC, resource guides, digital devices and training manuals \$6,162). Materials and Supplies will be related to specific trainings and only provided to trainees. Funds will also be used for salaries and benefits and or purchased services for substitutes that will only be provided for those teachers that are attending training (5163.86). Examples of</p>	Nancy Anderson, Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>PD (State-223) - \$525.00 Other Objects: PD (State-223) - \$56481.86 Purchased Services: PD (State-223) - \$6162.00 Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$63168.86</p>

some training are Tier 1 & 2, Tess, Leads, Content for Core academic courses, Arkansas History, Technology (HSTI Conference), Parent involvement, Student discipline, Anti-bullying, Prevention of violence and use of tobacco, alcohol and other drug use, Curriculum alignment, ADE approved provider training (APSRC & ECS—PLC Summit), High Schools That Work, Lit Lab, AAE Conference, ABC Huddle, Leadership, ACSIP, and Child maltreatment. Professional Development training will occur at state and national conferences/workshops: AAFC, National Title 1 Conference, NCTM, National Reading Conference, ASCD (both State and National), AAIM, IDEA, college course work, Educational Service Cooperatives, and district/school programs, National School Boards Assn., ASBO and AAEA) Action Type: Professional Development				
The District/School will use when available nontraditional avenues (on-line PD opportunities, Educational Cooperatives, AETN) for staff development. Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Program Evaluation: All professional development will be evaluated systematically to determine implementation and impact. Artifacts will be gathered from all providers and analyzed for effectiveness at the end of the school year. Action Type: Professional Development Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$63168.86
Intervention: Build the capacity in school leadership to implement various and effective parent involvement activities, provide a positive school climate and to increase school safety.				
Scientific Based Research: Research: Reeves, D. B. Holistic Accountability: Serving students, schools and community. Thousand Oaks, CA. Corwin Press. Shartrand, A.M. New Skills for New Schools: Preparing Teachers in Family Involvement. Cambridge, MA: Harvard Family Research Project, Harvard. Shartrand, A. M. New Skills for New Schools: Preparing Teachers in Family Involvement. Cambridge, MA: Harvard Family Research Project, Harvard.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Annually the District in collaboration with parents will review and revise if necessary our parental involvement plan. Our plan will be posted to the website and be available for review at the district office during normal school hours. The parent	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	ACTION BUDGET: \$

involvement plan will be filed with the Department of Education by October 1. Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
Annually the District will provide (2) hours of professional development for licensed staff and (3) hours of professional development for administrators on understanding effective parental involvement strategies. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Annually the District will provide training to instructional volunteers on District and School policy, instruction and working with students with disabilities. Action Type: Parental Engagement Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
Annually the School Board will review and approve the parental involvement plans under the district's authority. This approval will take place before the October 1 deadline for filing with the Department of Education. Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Annually the District will provide various parent workshops to help them to understand content and achievement standards, state assessments, strategies to better help their kids, use of technology, adult literacy training make and take, reading workshops and other community out-reach. Additional workshops and trainings will be provided as parent in-put and need becomes available. Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
The District when appropriate will coordinate and integrate parent involvement programs and activities with any and all preschool programs (By) when funding becomes available establish a parent resource center. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The District ensures that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and language the parents and or students can understand. Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The District ensures that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and language the parents and or students can understand.	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement			• Teachers	
Annually the District will conduct a meeting at the beginning of school to disseminate information about the Title 1 and other compensatory programs. The District will notify parents of the required meeting and inform them of their right to request additional meetings. Action Type: Parental Engagement Action Type: Professional Development	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Annually the District will disseminate to parents and to appropriate private school officials (if participating) information about the written complaint procedures for resolving issues of any perceived violation of a Federal statute or regulation that applies to Title 1, Part A programs. Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
Program Evaluation: Each Spring Parents and District Staff members will gather to analyze data from multiple sources (School Report Cards, parent satisfaction surveys, assessment results, reports of classroom observations and attendance at parent functions) to determine the effectiveness of the parent program. Modifications to the parent program will be made as needed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Community Leaders • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
The parent involvement program will involve parents of students at all grade levels in a variety of roles. This will be done in a comprehensive and coordinated nature through parent packs that are sent out to all families at the beginning of the school year. Realizing that meaningful communication between home and school should be a two-way situation. Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
A list of scheduled parent involvement activities and planned school functions will be sent home in the parent pack. This pack will also include a volunteer survey for family members to sign up to help in the classroom, school, or with scheduled activities. Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
School Climate: The District will work toward improving our school campus so that it looks inviting to parents, students and the community. The District will also promote positive attitudes in students and staff, by providing motivational speakers, articles, and books. Each building has an established plan to recognize students and staff for their achievements and positive leadership. Action Type: Collaboration Action Type: Parental Engagement	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
School Safety: The District will have licensed commissioned security officers		Start: 07/01/2013		\$

(CSO) on campus daily. The CSOs will be serving the purpose of a school resource officer. School exterior doors will be on a computerized system that is scheduled to open and close at certain times. Staff members will have a entry badge to enter the buildings. Visitors must be identified before given entrance into the building. This system will be managed by a employee and will be monitored by building principals to ensure guidelines are being followed. Also, two way radios will be used for buildings, so that there can be instant communication between key personnel and teachers. With access to these radios, the key personnel (principals, administrators, counselors) will have the ability to prevent a decrease in classroom instruction. Safety Security cameras are located throughout each campus to help promote safe and drug-free environment on campus. These cameras record video that can be reviewed should an incident occur. Action Type: Parental Engagement	Nancy Anderson, Superintendent	End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET:
Total Budget:				\$0
Intervention: Build the capacity in school leadership to integrate effective technology into the schools and classrooms				
Scientific Based Research: Research: National Study of School Evaluation. Indicators of Quality Information Technology Systems in K-12 Schools. Schaumburg, IL: K. Fitzpatrick. Technology and Learning: Leadership Guide. June, 2004, Volume 24, Number 11. www.techlearning.com.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Annually the District Leadership Team will review and revise if needed the technology plan. This plan will ensure that teachers, students and other instructional staff have the technology resources available to extend learning, increase productivity and create products for various purposes, audiences and situations. Technology should be readily available and equitably accessible to all students, and should be encouraged to use it as a way to demonstrate learning. Action Type: Professional Development Action Type: Technology Inclusion	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	ACTION BUDGET: \$
(1) The District will provide a list of providers for schools to use in selecting on-going professional development for the use of technology. Teachers will be trained to appropriately use technology (all digital devices) as an integral part of instruction in core content areas. Title VI Federal funds will be used to provide district wide professional development for all teachers. Teachers will be trained by district approved providers. Training will include classroom demonstration lessons in curriculum and teaching techniques and provide differentiated assistance to teachers based on individual needs. Professional development will be researched based and on-going throughout the year. Any additional PD activities will be paid from State PD funds.	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Computers • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$

Action Type: Professional Development				
Action Type: Technology Inclusion				
Total Budget:				\$0
Intervention: Build the capacity in school leadership to conduct annual program evaluation of schools				
Scientific Based Research: Research: Danielson, Charlotte and Thomas L. McGreal. Teacher Evaluation: To Enhance Professional Practice ASCD. Alexandria Virginia c. 2000. 20-380-4. National Study of School Evaluation (NSSE), Indicators of Schools of Quality, Vol 1. Schaumburg, IL, Fitzpatrick, KC Project Director.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District Leadership team will annually gather artifacts and data on programs, strategies, activities, student learning, demographics, perception surveys and school processes to verify the strength and weaknesses of the school improvement plan. The district leadership team will conduct this evaluation during the summer so results will be available for the up- coming school year plan. School visits will be conducted during the spring semester to monitor acsip implementation. Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
The District Leadership team will conduct peer reviews of all improvement plans and make any necessary changes prior to submission October 1. The review will ensure that the goals, benchmarks, interventions, activities and spending in the ACSIP are all in alignment. Action Type: Program Evaluation	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: ALE

Supporting Data:

1. This 2013-2014 School Year will be used as the Base Line year for gathering data on our students. This is due to sharing for the last 4 years with 2 other schools in Garland County.

Goal

In order to provide the most conducive learning environment of all students CMS will support options other than the traditional classroom settings. District will provide support to assure the needs of our students are being met.

Benchmark

Knowing the research, Cutter Morning Star dedicated to provide non-traditional educational programs to meet the needs of our students. The District understand the research and the importance in keeping kids in school. Especially those "at Risk" students. We have to think out of the box to keep them in school in order for them to get an education. Cutter Morning Star wants to develop productive citizens and education is the key to the future. Cutter Morning Star School District will provide needed support for our "At Risk" students.

Intervention: Cutter Morning examined the research and recognizes the needs of a diversity of students. At Cutter Morning Star our number one priority is the education of our students, ALL students. We also realize that all students don't fit the "cookie cutter module" of the regular public school student. With this understanding we try to provide a different environment in an attempt to meet the needs of our students.	
Scientific Based Research: Martella, N.E.M., Martella, R.C., Modderman, S.L., Petersen, H.M., & Pan, S. (2013). Key areas of Effective adolescent literacy programs. Education and Treatment of Children. 36(1) 161-184. DOI: 10.1353/etc.2013.000ASCD http://www.ascd.org/ Hunt, J.H. PhD. & Vasquez, E. III, Ph.D, BCBA-D (2013) Effects of Ratio Strategies Intervention on knowledge of ratio equivalence for students with learning disabilities. Journal of Special Educationdoi: 10.1177/0022466912474102 Guilford Press: New York, NYBellei, C. (2013). Supporting instructional improvement in low-performing schools to increase student's academic achievement. The Journal of Educational Research. 106(3) 235-248. DOI:10.1080/00220671.2012.687788 Begeny, J.C. & Schulte, A.C. (2012). Enhancing instructional problem solving: An efficient system for assisting struggling learner Wang, X., Yelin, S., Cheung, S., Wong, E., & Kwong, T. (2012). Holgersson-Shorter, Helena. "Helping the Homeless-In and Out of School." Teach9ng Tolerance. Fall 2010. 47-50. . "Low-Performing Schools". Education Week [on the web]. May 5, 2004. .	

<p>Marzano, Robert, Timothy Waters, and Brian McNulty. School Leadership that Works: from Research to Results. VA: Association for Supervision and Curriculum Development. 2005. Pascopella, Angela. "No District Left Untouched." District Administration. March 2002. 38. CT: Professional Media Group. Poland, Scott. "Homeless Youth in Our Schools: Identifying and Supporting a Marginalized and Victimized Population." District Administration. March 2010. 68. Revenaugh, Mickey. "Our Schools, Our Scores, Our Community: Basic Principles for Making Public Sense of Assessment Results--21st Century Assessment." District Administration. July 2002. 15. CT: Profession Media Group. . Smith, Burke, CEO Smart Thinking, Inc. "Outside Help: Improving Productivity in Schools". Threshold: Exploring the Future of Education. Spring 2006. 8-9. Marzano, Robert, Timothy Waters, and Brian McNulty. School Leadership that Works: from Research to Results. VA: Association for Supervision and Curriculum Development. 2005.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Cutter Morning Star has shared an Alternative Learning Environment with two other public schools in Garland County for the past four year This year the need for all three schools became so large that there wasn't enough resources to provide services to our students. Cutter Morning Star, with the Assistance of Ms. Lori Lamb from ADE, opened a ALE on our campus. Ms. Lamb and the ADE have approved the district program. We are dedicated to providing ALL students and education and giving them the best opportunity to graduate. Classes are small, hands-on, and geared towards each students learning style.</p> <p>Action Type: Alignment Action Type: Equity</p>	Nancy Anderson, Superintendent	<p>Start: 08/19/2013 End: 05/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The alternative learning environment will be staff with two highly qualified teachers, and a special education paraprofessional. The ALE will also have on-site, in classroom, and a hands-on case manager and therapist.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Nancy Anderson, Superintendent	<p>Start: 08/19/2013 End: 05/30/2014</p>	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>ALE instruction is aligned with the common core state standards and is geared toward bringing the students in line with grade level expectations. Units on science, math, social studies, and other curricular areas are taught using up to date digital devices, individualized instruction, and project based learning. Tools such as microscopes, digital cameras, scanners, and other technology will be incorporated into the daily lesson plans.</p> <p>Action Type: Alignment Action Type: Equity</p>	Jonathan McAfee, High School Principal	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
<p>ALE: The average student:teacher ratio is no greater that 15:1. Students enter and exit the program based on entrance and exit criteria developed by the ALE committee. The committee consists of teachers, staff, principals, counselors, and administrators. Students also receive weekly, 30 minute one on one counseling sessions. Elementary and High school students will have access to mental health services. Students enter and exit the program at appropriate grading periods. Students are assessed using traditional tools and are evaluated with students who</p>	Jonathan McAfee, High School Principal	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>

are enrolled in regular classrooms. Each student must fulfill attendance and behavior agreements. Parental consent and participation is also an important factor in our ALE program. Our goal is to allow the students to merge back into a regular classroom situation equipped with the skills needed to be successful. Action Type: Equity				
Total Budget:				\$0

Priority 4: Wellness

- Supporting Data:
1. S1. The BMI results in 2009-2010 for CMS Elementary indicate that 38.2% of males are at risk for being overweight or that are overweight. This shows an increase of approximately 7.2% from 2008-2009. 2. The BMI results in 2009-2010 for CMS Elementary indicate that 41.4% of females are at risk for being overweight or that are overweight. This shows an increase of approximately 4.8% from 2008-2009. 3. The BMI results in 2010-2011 for CMS Elementary indicate that 25.6% of males are at risk for being overweight or that are overweight. This shows a decrease of approximately 12.6% from 2009-2010. 4. The BMI results in 2010-2011 for CMS Elementary indicate that 34.3% of females are at risk for being overweight or that are overweight. This shows a decrease of approximately 7.1% from 2009-2010. 5. The BMI results in 2011-2012 for CMS Elementary indicate that 28.9% of males are at risk for being overweight or that are overweight. This shows an increase of approximately 3.3% from 2010-2011. 6. The BMI results in 2011-2012 for CMS Elementary indicate that 42.4% of females are at risk for being overweight or that are overweight. This shows an increase of approximately 8.1% from 2010-2011. 7. The Cutter Morning Star School Health Index indicated a need for more physical activity time. 8. Arkansas Governor's Initiative Healthy Arkansas states that 55.3% of Arkansan's failed to meet recommendations for moderate or vigorous activity. 1. The BMI results in 2009-2010 for CMS Elementary indicate that 38.2% of males are at risk for being overweight or that are overweight. This shows an increase of approximately 7.2% from 2008-2009. 2. The BMI results in 2009-2010 for CMS Elementary indicate that 41.4% of females are at risk for being overweight or that are overweight. This shows an increase of approximately 4.8% from 2008-2009. 3. The BMI results in 2010-2011 for CMS Elementary indicate that 25.6% of males are at risk for being overweight or that are overweight. This shows a decrease of approximately 12.6% from 2009-2010. 4. The BMI results in 2010-2011 for CMS Elementary indicate that 34.3% of females are at risk for being overweight or that are overweight. This shows a decrease of approximately 7.1% from 2009-2010. 5. The BMI results in 2011-2012 for CMS Elementary indicate that 28.9% of males are at risk for being overweight or that are overweight. This shows an increase of approximately 3.3% from 2010-2011. ee Elementary and High School Plan
 2. The Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance due to The Body Mass Index Data-- total students-316 for 2011-2012: At risk for overweight or overweight students: Grade 8 Males 52.9% Females 57.9% Grade 10 Males 33.3% Females 31.8% 2. Data total students -317 for 2010-11: At risk for overweight or overweight students: Grade 8 Males 27.6% Females 57.9% Grade 10 Males 52.2% Females 36.8% 3. Data total students -343 for 2009-10: At risk for overweight or overweight students: Grade 8 Males 37.5% Females 44.1% Grade 10 Males 33.3% Females 52.9% 4. School Health Index Results Indicate areas needing improvement to be family and community involvement, school health policies and environment, and physical activity programs. 5. www.ers.usda.gov Garland County Unemployment Rate: 2008 - 5.5%; 2009 - 7.2%; 2010 - 8.1% 6. 2011-2012 BMI data indicates that 58.88% of the students at CMS High School were of a healthy weight, 18.89% were At Risk for Overweight and 22.22% were overweight. The total At Risk for Overweight or Overweight was 41.11%.

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

Benchmark Cutter Morning Star is committed to providing our students, staff and community to information, education and resources to aid in making healthy lifestyle choices.

Intervention: Provide Administrative support for promoting district-wide focus on nutrition, health and wellness

Scientific Based Research: Avery, G., Johnson, T., Cousins,, & Hamilton, B. (2013). The school wellness nurse: A model for bridging gaps in school wellness programs. Continuing Nursing Education. 39(1) 13-17. C., Broussard, L., & Bellar, D., (2013). Effective Partnerships: How school nurses and physical education teachers can combat childhood obesity. National Association of School Nurses: School Nurse. 28 (1) 20-23. DOI: 10.1177/1942602X12460891 Corbin, C.B., Kulinna, P.H., Dean, M., & Reeves, J. (2013). Wellness weeks: A total school approach for promoting physical activity and nutrition. Journal of Physical Education, Recreation & Dance 84 (6). 35-41segments of the school community in support of positive healthy lifestyle choices. Avery, G., Johnson, T., Cousins,, & Hamilton, B. (2013). The school wellness nurse: A model for bridging gaps in school wellness programs. Continuing Nursing Education. 39(1) 13-17. Corbin, C.B., Kulinna, P.H., Dean, M., & Reeves, J. (2013). Wellness weeks: A total school approach for promoting physical activity and nutrition. Journal of Physical Education, Recreation & Dance 84 (6). 35-41segments of the school community in support of positive healthy lifestyle choices.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The CMS School will implement practices to provide opportunities for faculty, parents, students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance. Action Type: Wellness	Nancy Anderson, Superintendent	Start: 08/19/2013 End: 05/30/2014		ACTION BUDGET: \$
The District has developed wellness policies in collaboration with the district nutrition and Physical Activity Committee. Policies have been approved by the district board. Policies include the five federal requirements: Goals for nutrition education, physical activity and other school based activities concerning wellness; nutrition guidelines; guidelines for reimbursable meals; a plan for measuring implementation of the local wellness policy; and community involvement. The policy statement has been submitted to ADE, Child Nutrition Unit, per the required deadline. Action Type: Collaboration Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
The district will provide support to schools to ensure successful implementation of wellness policies, resources and professional development to district and school staff, and will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers 	ACTION BUDGET: \$
The district will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Performance Assessments 	ACTION BUDGET: \$
The district will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks.	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$

Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness			<ul style="list-style-type: none"> • Performance Assessments 	
The Nutrition and Physical Activity Committed as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of interventions by reviewing data results, and other assessments related to wellness. (School Health Index Modules, Wellness Policy, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
The district will collaborate with outside consultants to offer health screenings and flu shots on campus at appropriate times during the school year. Flu shots are offered on site to students, faculty and district staff in collaboration with the Garland County Health Department. Screenings for students include Body Mass Index, Scoliosis, Vision and Hearing. Action Type: Collaboration Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The district will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
The district will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent teacher organization meeting presentations and professional development activities. Professional Development will focus on physical activity and nutrition education, and health risk indicators that compromise students' ability to perform academically. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The District will ensure the the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessments of the School Health Index Module results and surveys given to students and teachers. Results of the evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Collaboration	Nancy Anderson, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

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

- Planning Team

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