



2010-2011 ARCHIVE

School Plan

[Print Version](#)

RAMAY JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

The mission of Ramay Junior High School is to provide the best possible education for all students. We recognize that education provides opportunities for the development of students as individuals, as contributing family members, and as members of the school and community. All students can learn and will be encouraged to think and work both independently and cooperatively. Thus the individual will not only be encouraged to recognize his or her own abilities and appreciate those of others but also to develop curiosity and to acquire a desire for lifelong learning. We believe students should develop competencies in both basic skills and in critical thinking. The experience of combining knowledge with evaluative skills will effectively promote the student's continuing education as well as provide a secure foundation for the future. Since a positive school environment is essential to learning, all aspects of the school environment will be continually evaluated and adjusted. In order to create such an environment, cooperation and respect are just as vital as appropriate facilities and an effective program. Further, students must be allowed to make many of their own decisions and to be encouraged to take the responsibility for them.

Grade Span: 8-9

Title I: Not Applicable

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: By May, 2011, 100% of students will meet or exceed their expected literacy growth for MAP assessment with a focus on foundations of reading, specifically utilizing strategies taught by Lin Kuzmich. In addition, 100% of students will score at the 50th percentile on the MAP assessment by April, 2011.

Priority 2: Mathematics

Goal: All students will improve in mathematic skills and responding to constructed response questions with additional attention to Measurement and Patterns, Algebra and Functions mathematic strands.

Priority 3: Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Priority 4: ELL Academic and Language Support

Goal: All ELL students will improve within all academic content areas and move at least one level of English language proficiency.

Priority 5: Prevent Disproportionate Representation (Over-identification) of African American Students

Goal: Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.

Priority 1: We expect all students to become proficient in Literacy achievement specifically in the area of Open Response.

1. In 2008, 80% of combined students scored at or above proficient on Benchmark-8th grade Literacy Exam;
63% of African American students scored at or above proficient;
58% of Hispanic students scored at or above proficient;
89% of Caucasian students scored at or above proficient;
68% of Socio Economic Deprived Students students scored at or above

proficient;
50% of LEP students scored at or above proficient;
38% of Students with Disabilities students scored at or above proficient;

The lowest identified areas for the combined population were: multiple choice content, open response literary, and writing content and style domains.

The lowest identified areas for African American were: multiple choice content, open response literary, and writing content and style domains.

The lowest identified areas for Hispanic were: multiple choice content, open response literary, and writing content and style domains.

The lowest identified areas for Caucasians were:
multiple choice writing, open response literary, and writing content and style domains.

The lowest identified areas for LEP students were: multiple choice literary, open response literary, and writing content and style domains.

The lowest identified areas for Students with Disabilities were: multiple choice content, open response literary, and writing content and style domains.

The lowest identified areas for Socio Economic Deprived were: multiple choice content, open response literary, and writing content and style domains.

1.

In 2009, 79% of combined students scored at or above proficient on Benchmark-8th grade Literacy Exam;
62% of African American students scored at or above proficient;
73% of Hispanic students scored at or above proficient;
84% of Caucasian students scored at or above proficient;
66% of Socio Economic Deprived Students students scored at or above proficient;
69% of LEP students scored at or above proficient;
18% of Students with Disabilities students scored at or above proficient;

The lowest identified areas for the combined population were: multiple choice content passages, open response literacy passages, and writing multiple choice and style domains.

The lowest identified areas for African American were: multiple choice content passages, open response literacy passages, and writing content and multiple choice domains.

The lowest identified areas for Hispanic were:
multiple choice content passages, open response literacy passages, and writing content, style, and multiple choice domains.

The lowest identified areas for Caucasians were:
multiple choice content passages, open response literacy passages, and writing style and multiple choice domains.

The lowest identified areas for LEP students were: multiple choice content passages, open response literacy passages, and writing style and multiple choice domains.

The lowest identified areas for Students with Disabilities were: multiple choice content passages, open response literacy passages, and writing style and multiple choice domains.

The lowest identified areas for Socio Economic Deprived were: multiple choice content passages, open response literacy passages, and writing style and multiple choice domains.

1.

In 2010, 79% of combined students scored at or above proficient on Benchmark-8th grade Literacy Exam;
75% of African American students scored at or above proficient;
60% of Hispanic students scored at or above proficient;
83% of Caucasian students scored at or above proficient;
69% of Socio Economic Deprived Students students scored at or above proficient;
39% of LEP students scored at or above proficient;

35% of Students with Disabilities students scored at or above proficient;

1. SAT-10 (08): Combined (Total) Population: Reading Comprehension, Grade 8: In 2008, 304 students were tested and 64.8% had an NPR score of 50, or above.

Caucasian: 210 students were tested and 69.5% scored above the 50th percentile.

Hispanic: 33 students were tested and 51.5% scored above the 50th percentile.

African American: 49 students were tested and 53.1% scored above the 50th percentile.

Economically Disadvantaged: 131 students were tested and 55% scored above the 50th percentile.

Students with Disabilities: 33 students were tested and 18.2% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 40 % scored above the 50th percentile.

SAT-10 (09): Combined (Total) Population: Reading Comprehension, Grade 8: In 2009, 306 students were tested and 65% had an NPR score of 50, or above.

Caucasian: 198 students were tested and 73% scored above the 50th percentile.

Hispanic: 52 students were tested and 50% scored above the 50th percentile.

African American: 38 students were tested and 42% scored above the 50th percentile.

Economically Disadvantaged: 150 students were tested and 47% scored above the 50th percentile.

Students with Disabilities: 34 students were tested and 19% scored above the 50th percentile.

Limited English Proficiency: 43 students were tested and 37% scored above the 50th percentile.

1. SAT-10 (08): Combined (Total) Population: Reading Comprehension, Grade 9: In 2008, 323 students were tested and 58.8% had an NPR score of 50, or above.

Caucasian: 213 students were tested and 65.7% scored above the 50th percentile.

Hispanic: 38 students were tested and 42.1% scored above the 50th percentile.

African American: 47 students were tested and 40.4% scored above the 50th percentile.

Economically Disadvantaged: 124 students were tested and 44.4% scored above the 50th percentile.

Students with Disabilities: 39 students were tested and 5.1% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 24 % scored above the 50th percentile.

SAT-10 (09): Combined (Total) Population: Reading Comprehension, Grade 9: In 2009, 307 students were tested and 66% had an NPR score of 50, or above.

Caucasian: 210 students were tested and 73% scored above the 50th percentile.

Hispanic: 37 students were tested and 44% scored above the 50th percentile.

Supporting Data:

African American: 47 students were tested and 45% scored above the 50th percentile.

Economically Disadvantaged: 130 students were tested and 55% scored above the 50th percentile.

Students with Disabilities: 21 students were tested and 16% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 36% scored above the 50th percentile.

SAT-10 (10): Combined (Total) Population: Reading Comprehension, Grade 9: In 2010, 266 students were tested and 67% had an NPR score of 50, or above.

Caucasian: 190 students were tested and 77% scored above the 50th percentile.

Hispanic: 54 students were tested and 47% scored above the 50th percentile.

African American: 40 students were tested and 44% scored above the 50th percentile.

Economically Disadvantaged: 124 students were tested and 50% scored above the 50th percentile.

Students with Disabilities: 18 students were tested and 22% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 20% scored above the 50th percentile.

1. Attendance Rate: In 2010, the attendance rate was 91.9%. In 2009, the attendance rate was 93.6%. In 2008, the attendance rate was 93.7%.

1.

1.

Goal By May, 2011, 100% of students will meet or exceed their expected literacy growth for MAP assessment with a focus on foundations of reading, specifically utilizing strategies taught by Lin Kuzmich. In addition, 100% of students will score at the 50th percentile on the MAP assessment by April, 2011.

Benchmark The Combined Population in each Subpop MET the 2010 AYP Target of 67.75% scoring Proficient/Advanced. It is expected that each of these populations will meet, or exceed, the 2011 AYP target of 75.81% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models. The status of the school is met standards or achieving.

Intervention: Provide multiple parental involvement opportunities to parents for increased student achievement (ACT 307).				
Scientific Based Research: Parent Involvement Plan: National PTA Standards 2002. A New Wave of Evidence. The impact of school, family, and community connections on student achievement. Henderson, A., & Mapp, K. (2002) National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307. Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Outside Consultants ● School Library ● Teachers 	ACTION BUDGET: \$
The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● District Staff ● Teachers 	ACTION BUDGET: \$

building. Parent Center materials, which may include, but not limited to brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building. Action Type: Parental Engagement				
Teachers will receive training to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement Action Type: Professional Development	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	————— ACTION BUDGET: \$
Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
All parents will receive "Informational Packets" that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting. Action Type: Collaboration Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	————— ACTION BUDGET: \$
Administrators, teachers and parents will develop a volunteer resource book including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home. Action Type: Collaboration Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
"Parental Involvement Meetings" will be held throughout the year to discuss what students will be expected to learn, how they will be assessed and how parents can assist to make a difference in his or her child's education. Action Type: Collaboration Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
Administrators, teachers, and parents will develop a parental involvement plan and student support plans addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year. At the end of the school year, the school will publish a notice in the local newspaper thanking the parents as a group for attending the conference. Action Type: Collaboration Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
The school will develop pamphlets that include: the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute the pamphlets to the parents of all students in the building. Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	————— ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: to increase	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	————— ACTION BUDGET: \$

parental involvement for student achievement. EVALUATION DATA: Gains in academic student achievement and an increase in the number of parents involved in Ramay's parental involvement opportunities through out the school year. This same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Parental Engagement Action Type: Program Evaluation				
Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 50 minutes each day. PTO and Rotary organizes parent volunteers to assist students in reading individually and in group settings. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Mildred Rogers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$-
RJH will provide various opportunities to parents/guardians regarding how to incorporate developmentally appropriate learning activities in the home environment. Action Type: Parental Engagement	Parental Involvement Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$-
RJH will identify and engage in other activities with parents/guardians that are determined by the school to help parents/guardians assist in thier child's learning. Action Type: Parental Engagement	Parent Involvement Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop a plan to target and assist students performing below grade level proficiency in writing. This is one component of Ramay's instructional and assessment process tied to state standards.

Scientific Based Research: Class Size Berliner, David C., Biddle, Bruce J. Small Class size and Its Effects. Educational Leadership. Vol.59 No. 5 February 2002. pp.12-23. Writing Across the Curriculum Toward the Year 2000. R. Sensenbaugh.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students performing below proficient on CRT, MAPS test, or stuggling academically will be identified and appropriate actions taken individually to ensure that student(s) receive the proper resources necessary to be successful emotionally,mentally,physically and academically. Action Type: AIP/IRI Action Type: Collaboration	Chris Sputo-Dean of Students/ Testing Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
A committee of teachers, counselors and administrators will develop individualized academic improvement plans customized for all identified student's needs that will be monitored throughout the school year. Action Type: AIP/IRI Action Type: Collaboration	Warren Fyfe - Assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student literacy growth EVALUATION DATA: Individual student literacy growth (as determined by the formative scholastic inventory) Growth improvement of 70 students up at least one level of proficiency on Benchmark Exam. This same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: AIP/IRI Action Type: Program Evaluation	Chris Sputo-Dean of Students/ Testing Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>FORMATIVE evaluation will be demonstrated by all 8th (MAPS) and select 9th grade (Scholastic Inventory) students progress being monitored at the beginning, middle, and end of each school year to determine specific curriculum areas of focus during the year. These assessments will be compared with Spring SUMMATIVE NRT and CRT testing to determine learning gains for all students. Action Type: AIP/IRI Action Type: Program Evaluation</p>	<p>Reading Interventionist & Testing Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>We are currently collaborating with parents and appropriate school and district staff to develop student AIP's. Any student that scores below proficient on state mandated criterion referenced exams and any other student identified by classroom teachers will have an AIP. Action Type: AIP/IRI</p>	<p>Matt Saferite - Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>An 1.0 FTE reading teacher assists teachers and students by providing strategies in an ongoing manner to empower them to become more successful in school. The interventionist will focus on developing, implementing, and maintaining specific intervention programs in sufficient intensity to allow teachers and students to benefit from cognitive experiences that address their areas of challenge. Action Type: AIP/IRI Action Type: Professional Development</p>	<p>Mildred Rogers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Establish a program to decrease student to teacher ratios for increased student achievement in the area of literacy. A CSR teacher will work with other 8th grade English teachers in the assigned building. The teacher will be placed in an 8th grade English position to reduce class size. Enrollment will be below the state required pupil teacher ratio. Students assigned to the CSR teacher will be heterogeneously grouped. Classroom instruction and grade reporting will be aligned with district grade level requirements. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Matt Saferite</p>	<p>Start: 07/01/2010 End: 08/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 50 minutes each day. The program is grade level appropriate for each individual student. Students are identified through both 7th and 8th grade ACTAAP exams. Students who scored below proficient on both exams qualify for remediation. Once students are identified, parents are notified by mail and phone regarding interest in the program, permission to participate, and for scheduling purposes. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Mildred Rogers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>"Ramay at Work" (R.A.W.) steering committee has been developed to address students who are struggling academically. This committee meets weekly to collect and analyze data pertinent to each students individual struggles/barriers and background information. This committee is responsible for troubleshooting and finding the appropriate resources necessary to provide each student the ability to succeed academically. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Chris Sputo-Dean of Students</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to develop intercurricular writing strategies to increase student reading and writing achievement. Part of this development is professional development for our teachers, specifically focused on our Special Education students' literacy skills. This will

strengthen our core curriculum and our special education curriculum.

Scientific Based Research: Writing Across The Curriculum: Writing Across the Curriculum Toward the Year 2000, R. Sensenbaugh

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will collaborate through use of computer, departmental meetings, and in-service opportunities on effective strategies to improve written expression and reading comprehension. Action Type: Collaboration Action Type: Technology Inclusion	Debbie Lane - English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$-
Provide release days for all 8th and 9th grade English teachers to collaborate on vertical and horizontal alignment of Literacy frameworks and creation of common assessments. Action Type: Alignment Action Type: Collaboration	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$-
Participate in ongoing Professional Development in writing such as the Northwest Arkansas Writing Project Fall and Winter Mini-conferences and Summer Open Institute. Action Type: Collaboration Action Type: Professional Development	Debbie Lane - English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$-
Integrate instruction in writing strategies into every content area for all students, including ESL, special education, etc. ESL, Special Ed, and all other departments are involved in reading and writing across the curriculum including 3 required constructed responses and 2 writing prompts required of all teachers. Action Type: Alignment Action Type: Equity Action Type: Special Education	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$-
Create a notebook of all previous writing prompts and constructed responses for teachers to use for ideas, references, or interdisciplinary lessons. Action Type: Alignment Action Type: Collaboration	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$-
Use FORMATIVE performance assessments and teacher developed FORMATIVE constructed responses with the Arkansas Writing rubric to enable students to demonstrate proficiency in responding in writing to literary, practical and content passages by finding the main idea, analyzing, drawing conclusions, and providing examples of evidence as part of classroom instruction. Action Type: Program Evaluation	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments School Library Teachers 	ACTION BUDGET: \$-
Classroom teachers use Peer Response strategies to help students improve written expression on a regular basis. Action Type: Collaboration	Debbie Lane - English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$-
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans, special needs and ESL to improve writing skills. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Kris Driver-Special Education Designee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$-
Provide opportunities for independent and group library research projects that are integrated with classroom	Ann Sorenson - Library Media	Start: 07/01/2010	<ul style="list-style-type: none"> Computers District Staff 	

instruction and that result in written pieces in various formats that demonstrate the students' ability to communicate content knowledge in writing and conduct research. Action Type: Collaboration	Specialist	End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Public Library • Teachers 	ACTION BUDGET: \$
The library will provide students access to computer labs for the purposes of accessing information for content learning and application of writing skills. Action Type: Technology Inclusion	Ann Sorenson - Library Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Provide access to a rich collection of diverse resources on curriculum topics through the school library for incorporation of 8th and 9th grade writing/research projects. Teachers will take more responsibility for ordering books and allow adequate time for the lengthy ordering process. Action Type: Alignment	Ann Sorenson - Library Media Specialist and Mike Hill - Tech Specialist, by request	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student literacy growth EVALUATION DATA: • Individual student literacy growth (as determined by the formative scholastic inventory) • Growth improvement of 70 students up at least one level of proficiency on Benchmark Exam. • Creation and use of common assessments This same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
All teachers are designated to help with either writing, reading, or math open response questions. 8th grade English teachers are designated to implement writing prompts. Math teachers are designated to prepare students for the Math portion of the ACTAAP. All other teachers are designated to incorporate reading open responses. Action Type: AIP/IRI	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Compare SUMMATIVE CRT exam with previous year's performance. Action Type: Program Evaluation	Matt Saferite	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Various student centered actions that make up the climate and culture of positive learning and student achievement.

Scientific Based Research: Student-Centered Instructional Strategies : Tools for Teaching, F. Jones (2000) Getting A Reading Program Started In the Secondary Classroom, J. Kalathas (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Resources will be obtained for teachers to better their teaching skills and thereby increasing student achievement in the areas of literacy and mathematics. Books contained in the school library and videos checked out from central administration will be used. Action Type: Professional Development	Ann Sorenson - Library Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers 	ACTION BUDGET: \$
Use of computer labs and mobile laptop carts will be available for all subjects to incorporate cross curricular lessons. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	English Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
8th and 9th grade Pre-AP Science courses in which Math and Science will be taught in a more rigorous learning	Tamera Shreve -	Start: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff 	

environment. 8th and 9th grade Pre-AP English courses will be taught in which literacy and language skills are taught in a more rigorous learning environment. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Science Teacher	End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
8th & 9th grade awards assemblies will be held at the end of each semester to honor and recognize student achievement in the areas of personal improvement, citizenship, attendance, academics and character development. Qualifying students receive certificates and various items donated by the business community Action Type: Parental Engagement Action Type: Program Evaluation	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
English teachers will use various novels selected by 8th and 9th grade teachers to incorporate an outside reading program for the improvement of literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Debbie Lane - English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Students will be required to use an agenda in every classroom for the purpose of communicating with parents, and learning organizational and management skills. Teachers will update individual student grades every week. Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Ozark Guidance Center will provide on-site counseling services that also include case management for students and families in conjunction with school counseling staff to meet the psychological needs of students and families identified through the court system or referred by school counseling staff. Action Type: Special Education	Cindy Caudle - Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Pow Wows will be given to students from principals or staff for recognition of good deeds done by students/staff. Students will be recognized over the intercom weekly for receiving pow wows. Recognition cards will be sent home to parents weekly for students receiving pow-wows. Action Type: Equity	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Classroom Teachers and students will develop activities centered around Red Ribbon Week to increase students involvement and raise awareness of the negative side effects of drug and alcohol abuse. Action Type: Collaboration Action Type: Parental Engagement	Cindy Caudle - Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$
Ramay trains student ambassadors to facilitate leadership that promotes academic success, acclimating new students to Ramay, promoting good citizenship and respect for the entire student body. Action Type: Collaboration	Cindy Caudle - Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers will collaborate on the appropriate parameters for students to qualify for the E-trip. Parameters will include behavior, student interest and effort in subject areas, etc.. Students will be rewarded/recognized for their efforts by attending the E trip every quarter. "E" stands for excellence. Track the number of students participating in the "E" trip each quarter. Action Type: Collaboration Action Type: Program Evaluation	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Students will be placed who are identified as at-risk. An alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services will be provided by the district.	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

<p>The ALE will employ sufficient personnel in the core academic content areas to allow students enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. Exit policies will be developed by the ALE. The ALE will meet all guidelines required by the ADE and state laws Action Type: AIP/IRI</p>				
<p>PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: individual student growth in academics and citizenship EVALUATION DATA: The number of students qualifying for Excellent Citizenship trips Student Pow-Wow recognitions Grade Level recognition assemblies The same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation</p>	<p>Matt Saferite, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>A School Counseling Center has been built to better meet the needs of students and allow for a designated area that counselors may use to meet in individual or group settings. Counselors work with students to address academic, social and emotional needs. This space provides a welcoming and comfortable atmosphere. Action Type: Collaboration Action Type: Equity</p>	<p>Counselors</p>	<p>Start: 07/01/2010 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Athletic coaches will focus on character building one day a week with athletes. Coaches embrace the opportunity to instill a good moral sense along with teamwork and leadership development. Action Type: Alignment</p>	<p>Jeremy Mabry</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>"We are it" (WRIT) steering committee has been developed to address students who are struggling emotionally, physically and/or mentally. This committee meets weekly to collect and analyze data pertinent to each students individual struggles/barriers and background information. This committee is responsible for troubleshooting and finding the appropriate resources necessary to provide each student the ability to succeed. Action Type: Collaboration Action Type: Equity</p>	<p>Chris Sputo-Dean of Students</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to</p>				

develop high quality professional development activities that address our academic deficiency. A specific step is to develop a collaborative program for planning, designing, and implementing professional development initiatives to yield the greatest results in student achievement.

Scientific Based Research: Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics, 1998, National Institute for Science Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct an individual needs assessment with teachers to enable them to identify their own needs in relation to student achievement. Action Type: Professional Development	Professional development desinee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	_____ ACTION BUDGET: \$
Use student academic improvement plan and identified special needs of students to assess professional development needs of teachers. Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education	Kris Driver - Special Education Designee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	_____ ACTION BUDGET: \$
Develop faculty wide consensus on areas of focus for building level professional development. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Professional development desinee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	_____ ACTION BUDGET: \$
Plan, design, and implement professional development activities for school areas of focus, using district guidelines for design, content, implementation, and results. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	_____ ACTION BUDGET: \$
Provide diverse professional development opportunities to offer teachers a balanced approach to enhanced knowledge and skills (deep teacher knowledge of content, strong foundation in pedagogy, general knowledge on teaching and learning processes, general knowledge of school culture). Action Type: Equity Action Type: Professional Development	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Performance Assessments 	_____ ACTION BUDGET: \$
Coordinate building level professional development with district professional development steering committee (PDSC) and build connections among schools. Action Type: Professional Development Action Type: Technology Inclusion	Professional Development Designee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	_____ ACTION BUDGET: \$
Use technology to plan and deliver professional development. Action Type: Professional Development Action Type: Technology Inclusion	Professional Development Designee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	_____ ACTION BUDGET: \$
Use community resources and outside consultants to provide additional expertise in meeting the professional development needs of teachers. Action Type: Collaboration Action Type: Professional Development	Professional Development Designee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	_____ ACTION BUDGET: \$
Evaluate professional development activities based on teacher growth (documented changes in teacher practice and assessment of student learning) and teacher response to evaluation survey. Action Type: Professional Development Action Type: Program Evaluation	Professional Development Designee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Performance Assessments • Teachers 	_____ ACTION BUDGET: \$
Evaluate professional development activities based on student growth (documented improvement on standardized tests, class	Professional Development Designee	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	_____ ACTION BUDGET: \$

assignments and FORMATIVE performance assessments). Action Type: Professional Development Action Type: Program Evaluation		06/30/2011	<ul style="list-style-type: none"> • Performance Assessments 	
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: evaluation of the implementation of the professional development plan by assessing its involvement of teachers, focus on teacher and student needs, and implementation efficiency and effectiveness and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. We believe the EVALUATION EVIDENCE of the teacher satisfaction survey shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2010-2011 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: increased teacher participation in Professional Learning Team evaluations. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2010-2011 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Professional Development Action Type: Program Evaluation	Matt Saferite, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Ramay and the district will provide inservice days in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level as well as provide time for vertical and horizontal team meetings. Action Type: Collaboration Action Type: Professional Development	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The school administrators have developed a TEACHER MENTORING program connected to our professional development plan. The program will be implemented by administrators through bi-monthly professional development sessions with the teaching faculty. The primary purpose of the sessions are to improve teachers' skills and knowledge in order to systematically improve student academic achievement. Action Type: Alignment Action Type: Professional Development	Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will be provided with quality professional development that will promote and enhance learning opportunities for students; address the academic deficiencies of our Special Students in the area of literacy. In compliance with ACT 83, the following professional development will be provided: 6 hours of technology, 3 hours of parent involvement for administrators and 2 hours of parent involvement for teachers. Action Type: Professional Development	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Since moving to online faculty meetings, the time originally set aside for faculty meetings is now being used for building collaboration. Continual monitoring takes place through the submission of data from all teachers.	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Collaboration				
Teachers will develop, implement, and support an articulated curriculum, improved instructional strategies, and an improved comprehensive assessment program based on the Ramay CIA diagram. Action Type: Collaboration Action Type: Professional Development	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Closing the Achievement Gap (Literacy): Regular quarterly meetings of our Literacy ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C.The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored... through the collection of Formative and Summative Data....so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: Collaboration Action Type: Program Evaluation	ACSIP Chairs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Title IIA funds will be used to supplement professional development training in the areas of literacy, math and general student achievement. Teachers and staff will participate in a variety of workshops and conferences. Substitutes will be provided in order for teachers to attend additional conferences. Supplemental teacher materials, such as pd books will be purchased. These are teacher materials and not student materials. The expected outcome of this professional development is to develop strategies to improve student achievement in literacy. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Principal	Start: 07/01/2010 End: 06/30/2011		Title II-A - Purchased Services: \$5930.00 Title II-A - Materials & Supplies: \$2372.00 Title II-A - Employee Salaries: \$2632.00 Title II-A - Employee Benefits: \$926.00 ACTION BUDGET: \$11860
Teachers will have the opportunity to be involved in a Professional Learning Team (PLT). PLT focus areas will be decided by each group of teachers forming the PLT. Areas of learning include: Brain research, Behavioral Issues, ELL, Multiple Intelligences, etc..... Teachers are empowered to conduct their own research within any given area of education in order to grow professionally. Action Type: Professional Development	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$11860

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to

develop reading strategies and skills in every subject area and thereby developing a passion for reading.

Scientific Based Research: Reading Across the Curriculum: Ken Stamatis Teacher Workshop (2002, Getting a Reading Program Started in the Secondary Classroom, J. Kalathas (2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Faculty will enlist the help of outside agencies/ sources in order to obtain books for use in school wide reading program. Action Type: Collaboration</p>	<p>Ann Sorenson - Library Media Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> School Library 	<p>ACTION BUDGET: \$-</p>
<p>Several teachers including English teachers, ESL teachers, SPECIAL EDUCATION teachers will participate in ongoing literacy PROFESSIONAL DEVELOPMENT provided by the district, state or national organizations. Training strategies will be integrated into classroom instruction.(i.e. literacy lab). Action Type: Professional Development</p>	<p>English Teacher Chair</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will be provided computer generated access to individual student achievement scores on the writing and reading sections of both SUMMATIVE AND FORMATIVE tests. Individual areas of improvEment will be identified so that teachers may address these specific areas of instruction. Action Type: AIP/IRI</p>	<p>Matt Saferite - Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Computers Performance Assessments 	<p>ACTION BUDGET: \$-</p>
<p>PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement scores in literacy EVALUATION DATA: Increased Benchmark scores Scholastic Inventory Reading Assessment The same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation</p>	<p>ACSIP Chairperson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>FORMATIVE Reading Assessments using the scholastic reading inventory and MAPS testing will be used to monitor student progress. Read 180 and Systems 44 will be used to monitor progress of students using these resources to increase literacy skills. Action Type: Program Evaluation</p>	<p>Matt Saferite</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the 8th and 9th grade Augmented Benchmark, EOC, and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why some of our students are not achieving to their full potential. Our 2010 Supporting Data Statements show the discrepancies in achievement, among our various populations. We continue to monitor and adjust our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Multiple Content Passage, Open Response Literary, and the Writing Content and style</p>	<p>Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>

domains. We will select Interventions and coordinate our various resources to address these areas. IN addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments. Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to formalize our building Curriculum Mapping process.				
Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All courses will be aligned vertically and horizontally. Common assessments will be created within academic departments. Teachers will identify gaps and redundancies within grades and between grade levels through curriculum mapping and common assessment development. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All student's needs (special education, ESL, Gifted and Talented, etc...) will be addressed through the application of the school's curriculum alignment. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Warren Fyfe - Assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Parents will be able to access the appropriate grade level curriculum map through the Fayetteville Public Schools website. Action Type: Parental Engagement Action Type: Parental Engagement	Technology Director-Admin	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement in literacy EVALUATION DATA: Increased Benchmark, EOC and SAT 10 scores Subpopulation analysis Subtest analysis Common Assessment development and implementation The same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Alignment Action Type: Program Evaluation	ACSIP Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
There will be annual review of data conducted by the faculty. The annual review will include analysis of SUMMATIVE Benchmark and EOC scores to determine any weaknesses in general population, subgroup populations and/or subtest areas. Weaknesses identified will be addressed in the curriculum mapping process. Adjustments to the horizontal, vertical and mapping of the curriculum will be made according to the data analysis. Action Type: Alignment Action Type: Program Evaluation	ACSIP Chairpersons	Start: 07/01/2010 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improving Mathematics achievement, specifically in the area of Open Response.

1. In 2008, 70% of combined students scored at or above proficient on Benchmark- 8th Grade Mathematics Exam;
55% of African American students scored at or above proficient;

39% of Hispanic students scored at or above proficient;
78% of Caucasian students scored at or above proficient;
52% of Socio Economic Deprived Students students scored at or above
proficient;
30% of LEP students scored at or above proficient;
28% of Students with Disabilities students scored at or above proficient;

The lowest identified areas for the combined population were: multiple
choice numbers and operations, multiple choice measurement, open response
measurement, and open response numbers and operations.

The lowest identified areas for African American were: multiple choice
numbers and operations, multiple choice measurement, open response
measurement, and open response numbers and operations.

The lowest identified areas for Hispanic were:
multiple choice numbers and operations, multiple choice measurement, open
response numbers and operations, and open response measurement.

The lowest identified areas for Caucasians were:
multiple choice numbers and operations, multiple choice measurement, open
response numbers and operations, and open response algebra.

The lowest identified areas for LEP students were: multiple choice numbers
and operations, multiple choice measurement, open response, numbers and
operations, and open response measurement.

The lowest identified areas for Students with Disabilities were: multiple
choice measurement, multiple choice measurement, open response numbers and
operations, and open response measurement.

The lowest identified areas for Socio Economic Deprived were: multiple
choice numbers and operations, multiple choice measurement, open response
numbers and operations, and open response measurement.

1. In 2009, 72% of combined students scored at or above proficient
on Benchmark- 8th Grade Mathematics Exam;
53% of African American students scored at or above proficient;
67% of Hispanic students scored at or above proficient;
79% of Caucasian students scored at or above proficient;
58% of Socio Economic Deprived Students students scored at or above
proficient;
60% of LEP students scored at or above proficient;
24% of Students with Disabilities students scored at or above proficient;

The lowest identified areas for the combined population were: multiple
choice numbers and operations, multiple choice geometry, open response
geometry, and open response numbers and operations.

The lowest identified areas for African American were: multiple choice
geometry, multiple choice numbers and operations, open response geometry,
and open response numbers and operations.

The lowest identified areas for Hispanic were:
multiple choice geometry, multiple choice numbers and operations, open
response geometry and open response numbers and operations.

The lowest identified areas for Caucasians were:
multiple choice numbers and operations, multiple choice data analysis and
probability, open response geometry, and open response numbers and
operations.

The lowest identified areas for LEP students were: multiple choice
geometry, multiple choice numbers and operations, open response geometry,
and open response algebra.

The lowest identified areas for Students with Disabilities were: multiple
choice numbers and operations, multiple choice data analysis and
probability, open response algebra, and open response numbers and
operations.

The lowest identified areas for Socio Economic Deprived were: multiple
choice geometry, multiple choice numbers and operations, open response
geometry, and open response numbers and operations.

1. In 2010, 75% of combined students scored at or above proficient on Benchmark- 8th Grade Mathematics Exam;
63% of African American students scored at or above proficient;
63% of Hispanic students scored at or above proficient;
80% of Caucasian students scored at or above proficient;
63% of Socio Economic Deprived Students students scored at or above proficient;
50% of LEP students scored at or above proficient;
32% of Students with Disabilities students scored at or above proficient;

1. SAT-10 (08): Combined (Total) Population: Total Math, Grade 8: In 2008, 304 students were tested and 75.3% had an NPR score of 50, or above.

Caucasian: 210 students were tested and 80% scored above the 50th percentile.

Hispanic: 33 students were tested and 66.7% scored above the 50th percentile.

African American: 49 students were tested and 59.2% scored above the 50th percentile.

Economically Disadvantaged: 131 students were tested and 61.1% scored above the 50th percentile.

Students with Disabilities: 33 students were tested and 24.2% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 64 % scored above the 50th percentile.

SAT-10 (09): Combined (Total) Population: Total Math, Grade 8: In 2009, 306 students were tested and 74% had an NPR score of 50, or above.

Caucasian: 198 students were tested and 83% scored above the 50th percentile.

Hispanic: 52 students were tested and 67% scored above the 50th percentile.

African American: 38 students were tested and 53% scored above the 50th percentile.

Economically Disadvantaged: 150 students were tested and 62% scored above the 50th percentile.

Students with Disabilities: 34 students were tested and 31% scored above the 50th percentile.

Limited English Proficiency: 43 students were tested and 62 % scored above the 50th percentile.

1. SAT-10 (08): Combined (Total) Population: Total Math, Grade 9: In 2008, 323 students were tested and 73.7% had an NPR score of 50, or above.

Caucasian: 213 students were tested and 78.4% scored above the 50th percentile.

Hispanic: 38 students were tested and 55.3% scored above the 50th percentile.

African American: 47 students were tested and 59.6% scored above the 50th percentile.

Economically Disadvantaged: 124 students were tested and 60.5% scored above the 50th percentile.

Students with Disabilities: 39 students were tested and 23.1% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 48 % scored above the 50th percentile.

SAT-10 (09): Combined (Total) Population: Total Math, Grade 9: In 2009,

307 students were tested and 82% had an NPR score of 50, or above.

Caucasian: 210 students were tested and 82% scored above the 50th percentile.

Hispanic: 37 students were tested and 81% scored above the 50th percentile.

African American: 47 students were tested and 82% scored above the 50th percentile.

Economically Disadvantaged: 130 students were tested and 73% scored above the 50th percentile.

Students with Disabilities: 21 students were tested and 42% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 76% scored above the 50th percentile.

SAT-10 (10): Combined (Total) Population: Total Math, Grade 9: In 2010, 266 students were tested and 89% had an NPR score of 50, or above.

Caucasian: 190 students were tested and 91% scored above the 50th percentile.

Hispanic: 54 students were tested and 85% scored above the 50th percentile.

African American: 40 students were tested and 78% scored above the 50th percentile.

Economically Disadvantaged: 124 students were tested and 82% scored above the 50th percentile.

Students with Disabilities: 18 students were tested and 78% scored above the 50th percentile.

Limited English Proficiency: 25 students were tested and 72% scored above the 50th percentile.

Supporting Data:

1. In 2008, 75% of combined students scored at or above proficient on Grade 9 Algebra End of Course Exam;
74% of African American students scored at or above proficient;
62% of Hispanic students scored at or above proficient;
78% of Caucasian students scored at or above proficient;
67% of Socio Economic Deprived Students students scored at or above proficient;
54% of LEP students scored at or above proficient;.
35% of Students with Disabilities students scored at or above proficient;

The lowest identified areas for the combined population were: multiple choice solving equations and inequalities, multiple choice non-linear functions, open response linear functions, and open response solving equations and inequalities.

The lowest identified areas for African American were: multiple choice solving equations and inequalities, multiple choice non-linear functions, open response solving equations and inequalities, and open response linear functions.

The lowest identified areas for Hispanic were:
multiple choice language of algebra, multiple choice solving equations and inequalities, open response solving equations and inequalities, and open response linear functions.

The lowest identified areas for Caucasians were:
multiple choice language of algebra, multiple choice non-linear functions, open response solving equations and inequalities, and open response linear functions.

The lowest identified areas for LEP students were: multiple choice linear functions, multiple choice solving equations and inequalities, open response solving equations and inequalities, and open response linear functions.

The lowest identified areas for Students with Disabilities were: multiple choice linear functions, multiple choice data interpretation and probability, open response solving equations and inequalities and open response linear functions.

The lowest identified areas for Socio Economic Deprived were: multiple choice solving equations and inequalities, multiple choice non-linear functions, open response solving equations and inequalities, and open response linear functions.

1. In 2009, 82% of combined students scored at or above proficient on Grade 9 Algebra End of Course Exam;
70% of African American students scored at or above proficient;
73% of Hispanic students scored at or above proficient;
87% of Caucasian students scored at or above proficient;
74% of Socio Economic Deprived Students scored at or above proficient;
73% of LEP students scored at or above proficient.
67% of Students with Disabilities students scored at or above proficient;

The lowest identified areas for the combined population were: multiple choice language of algebra, multiple choice non-linear functions, open response non-linear functions, and open response data interpretation and probability.

The lowest identified areas for African American were: multiple choice language of algebra, multiple choice non-linear functions, open response non-linear functions, and open response data interpretation and probability.

The lowest identified areas for Hispanic were:
multiple choice language of algebra, multiple choice data interpretation and probability, open response non-linear functions, and open response data interpretation and probability.

The lowest identified areas for Caucasians were:
multiple choice language of algebra, multiple choice non-linear functions, open response language of algebra, and open response non-linear functions.

The lowest identified areas for LEP students were: multiple choice language of algebra, multiple choice data interpretation and probability, open response non-linear functions, and open response data interpretation and probability.

The lowest identified areas for Students with Disabilities were: multiple choice solving equations and inequalities, multiple choice data interpretation and probability, open response linear functions, open response non-linear functions, and open response data interpretation and probability.

The lowest identified areas for Socio Economic Deprived were: multiple choice language of algebra, multiple choice non-linear functions, open response non-linear functions, and open response data interpretation and probability.

1. In 2010, 90% of combined students scored at or above proficient on Grade 9 Algebra End of Course Exam;
83% of African American students scored at or above proficient;
81% of Hispanic students scored at or above proficient;
94% of Caucasian students scored at or above proficient;
81% of Socio Economic Deprived Students students scored at or above proficient;
67% of LEP students scored at or above proficient.
88% of Students with Disabilities students scored at or above proficient;

1. In 2008, 98% of combined students scored at or above proficient on Grade 9 Geometry End of Year Course Exam;
of African American students scored at or above proficient
Less than 10 Hispanic students were tested.
99% of Caucasian students scored at or above proficient;
100% of Socio Economic Deprived Students scored at or above proficient.

Less than 10 LEP students were tested.
Less than 10 students with Disabilities were tested.

The lowest identified areas for the combined population were: multiple choice language of geometry, multiple choice coordinate geometry and transformations, open response language of geometry, and open response coordinate geometry and transformations.

The lowest identified areas for African American were: multiple choice measurement, multiple choice coordinate geometry and transformations, open response language of geometry, and open response coordinate geometry and transformations.

The lowest identified areas for Hispanic were:
multiple choice language of geometry, multiple choice coordinate geometry and transformations, open response language of geometry, open response measurement, and open response coordinate geometry and transformations.

The lowest identified areas for Caucasians were:
multiple choice language of geometry, multiple choice coordinate geometry and transformations, open response language of geometry, and open response coordinate geometry and transformations.

The lowest identified areas for LEP students were:
Less than 10 students were tested.

The lowest identified areas for Students with Disabilities were: Less than 10 students were tested.

The lowest identified areas for Socio Economic Deprived were: multiple choice language of geometry, multiple choice relationships between two and three dimensions, open response language of geometry, and open response coordinate geometry and transformations.

1. In 2009, 100% of combined students scored at or above proficient on Grade 9 Geometry End of Year Course Exam;

Less than 10 African American students were tested.
Less than 10 Hispanic students were tested.
100% of Caucasian students scored at or above proficient;
100% of Socio Economic Deprived Students scored at or above proficient.
Less than 10 LEP students were tested.
Less than 10 Students with Disabilities were tested.

The lowest identified areas for the combined population were: multiple choice relationship between two and three dimensions, multiple choice coordinate geometry and transformations, open response triangles, and open response coordinate geometry and transformations.

Less than 10 African American students were tested.

Less than 10 Hispanic students were tested.

The lowest identified areas for Caucasians were:
multiple choice relationships between two and three dimensions, multiple choice coordinate geometry and transformations, open response triangles, open response coordinate geometry and transformations.

Less than 10 LEP students were tested.

Less than 10 Students with Disabilities were tested.

The lowest identified areas for Socio Economic Deprived were: multiple choice measurement, multiple choice coordinate geometry and transformations, open response measurement, and open response coordinate geometry and transformations.

1. In 2010, 100% of combined students scored at or above proficient on Grade 9 Geometry End of Year Course Exam;

Less than 10 African American students were tested.
Less than 10 Hispanic students were tested.
100% of Caucasian students scored at or above proficient;
100% of Socio Economic Deprived Students scored at or above proficient.
Less than 10 LEP students were tested.

Less than 10 Students with Disabilities were tested.

1. Attendance Rate: In 2010, the attendance rate was 91.9%. In 2009, the attendance rate was 93.6%. In 2008, the attendance rate was 93.7%.

Goal All students will improve in mathematic skills and responding to constructed response questions with additional attention to Measurement and Patterns, Algebra and Functions mathematic strands.

Benchmark The Combined Population in each Subpop MET the 2010 AYP Target of 64.60% scoring Proficient/Advanced. It is expected that each of these populations will meet, or exceed, the 2011 AYP target of 73.45% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models. The status of the school is met standards or achieving.

Benchmark

Intervention: Integrate Math Across The Curriculum: Mathematics and Future Opportunities: Middle School: Getting on the Road to Challenging Mathematics and Science Courses(www.ed.gov).				
Scientific Based Research: The Power of Convergent Learning, C. Damian (2001)Class Size Berliner, David C., Biddle, Bruce J. Small Class size and Its Effects. Educational Leadership. Vol.59 No. 5 February 2002. pp.12-23.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use professional development days or release time for teachers to identify mathematics concepts that can be incorporated into every content area. FORMATIVE constructed response common assessment questions will be utilized to enable students to demonstrate proficiency in responding to mathematics open response questions across the curriculum. Action Type: Professional Development	Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Incorporate Mathematics skills and strategies from the Arkansas Frameworks into the curriculum of Science and Technology. Action Type: Alignment Action Type: Collaboration	Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Classroom teachers, special education teachers and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve mathematics skills. Include special education teachers in all mathematics curriculum departmental meetings Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize a English Language Learners teachers for a program to help ELL students with problem mathematics areas. Action Type: AIP/IRI Action Type: Equity	Staci Mann - ELL Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments 	ACTION BUDGET: \$
Classroom teachers use Peer Response strategies to help students with open response items using a school wide standardized rubric for mathematics. Action Type: Alignment	Maridith Gebhart - Math Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement in mathematics EVALUATION DATA: Increased Benchmark, EOC and SAT 10 scores Subpopulation analysis Subtest analysis Common Assessment development, implementation Open Response common assessment notebook The same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Collaboration	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
CSR teacher will work with other 8th grade Mathematics teachers. An increase in student performance is expected in Mathematics in the all students. Pre and Post testing analysis will include the use of released item questions from the 7th and 8th grade SUMMATIVE assessments, such as SAT 10, Benchmarks and End of Course Exams grouping questions into the five strands. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
All teachers are designated to help with either writing, reading, or math open response questions. 8th grade English teachers are designated to implement writing prompts. Math teachers are designated to prepare students for the Math portion of the ACTAAP. All other teachers are designated to incorporate reading open responses. Action Type: AIP/IRI	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All courses will be aligned vertically and horizontally. Common assessments will be created within academic departments. Teachers will identify gaps and redundancies within grades and between grade levels through curriculum mapping and common assessment development. Action Type: Alignment	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: We will use technology to integrate math frameworks to enhance the achievement of all students.

Scientific Based Research: Calculators in the hands of every child: Graphing Calculators in the Mathematics Classroom, J.P. Smith (1998).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The TI- Navigator learning system will be used in the 8th grade Algebra I classrooms and Classroom Performance Systems will be used for FORMATIVE point in time remediation including knowledge map learning checks. These learning systems provide wireless transmission of information from the student's calculator to and from the teacher's computer to instantly assess student performance on questions, quizzes, learning checks, test and daily assignments. Provide teachers with staff development on how to use and incorporate the each of the learning systems into the curriculum. Action Type: Professional Development Action Type: Technology Inclusion	Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize a calculator rental program for students who are not able to obtain a calculator on their own so that all 8th grade students will be able to utilize the TI-Navigator System. Secure funds for annual upkeep and upgrade of rental program and materials. Action Type: Equity Action Type: Technology Inclusion	Math Department	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide teachers with staff development on how to use and incorporate the calculators into curriculum other than mathematics. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Compare end of year SUMMATIVE Algebra I exam with previous years performance. Use classroom assessment regularly using graphing calculators. Math teachers collaborate on release days on effectiveness of graphing calculators. Action Type: Program Evaluation	Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The evaluation results on the data	Math	Start:	<ul style="list-style-type: none"> Administrative 	

collected (2009-2010) in regard to this intervention were determined to be in support of the intended outcomes and purpose of the intervention: increased student achievement in mathematics through interdisciplinary instruction. EVALUATION DATA: Increased Benchmark, EOC and SAT 10 achievement Subpopulation analysis Strand analysis Common Assessment development, implementation Open Response common assessment notebook The same protocols listed within the actions of the intervention will be used to evaluate the 2010-2011 intervention for continued positive impact on student achievement and will be reported. Action Type: Program Evaluation	Department Chair	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
---	------------------	----------------------------------	--	-------------------------

COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the 8th and 9th grade Augmented Benchmark, EOC, and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why some of our students are not achieving to their full potential. Our 2009 Supporting Data Statements show the discrepancies in achievement, among our various populations. We continue to revise our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Multiple Choice Numbers and Operations, Multiple Choice Geometry, and Open Response Numbers and Operations. We will select Interventions and coordinate our various resources to address these areas. IN addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments. Action Type: Alignment Action Type: Program Evaluation	Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
---	-----------	--	--	-------------------------

Total Budget:	\$0
---------------	-----

Intervention: School wide to INVOLVE PARENTS.

Scientific Based Research: Involving Parents in the School Community: National PTA's National Standards for Parent/Family Involvement Programs (2002); The Administrators Guide to School and Community Relations, G.E. Pawlas (1995)

Actions	Person Responsible	Timeline	Resources	Source of Funds
A Parent night will be hosted for the upcoming eighth grade students and parents so that parents may be involved in the daily school processes of their children. Action Type: Parental Engagement	Cindy Caudle - Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Eighth grade orientation will be held for upcoming students and parents to familiarize them with school schedules, use of lockers, layout of building and classrooms, etc... in order to ease the student transition to a new school. Action Type: Parental Engagement	Cheryl Moore- Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
An orientation will be held for students enrolled in a Pre-AP course(s) and /or Gifted and Talented program to	Cindy Gray - GT	Start: 07/01/2010	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

familiarize parents and students of curriculum expectations. Action Type: Parental Engagement	Teacher	End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$-
All parents are encouraged to become a member of the Parent Teacher Organization (PTO) to support curricular and extracurricular activities of students. Action Type: Parental Engagement	PTO President	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
An online grade viewer will be accessible to all parents so that they may check on their child's academic progress at any time during the school year. Grades are updated weekly by classroom teachers to allow two-way communication Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Reports will be sent home by classroom teachers four times a year, each report occurring in the middle of the quarter. Reports are sent out to gain contact with parents regarding the academic progress of students. Action Type: AIP/IRI Action Type: Parental Engagement	Warren Fyfe-Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$-
Parents will be invited to an 8th/9th grade awards assembly held at the end of each semester to honor and recognize student achievement in the areas of personal improvement, citizenship, attendance, academics and character development. Qualifying students receive certificates of achievement and various items donated by the business community. Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$-
All parents of band students are encouraged to become members of the Band Booster Club to support and encourage their child's involvement in extracurricular activities. Action Type: Parental Engagement	Lewis Clark - Band Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$-
All parents of athletic students are encouraged to become members of the Athletic Booster Club to support and encourage their child's involvement in extracurricular activities. Action Type: Parental Engagement	Booster Club President	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students will be required to use an agenda in every classroom for the purpose of communicating with parents, and learning organizational and management skills. Teachers will update individual student grades weekly. Action Type: Collaboration Action Type: Parental Engagement	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parents may review textbooks for curriculum subjects before selection is made. Action Type: Parental Engagement	Peggy Burnett - Science Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
A Parental section will be created and maintained in the office counseling area regarding information about current child, student development issues. Action Type: Parental Engagement	Cindy Caudle - Counselor	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
All parents and students will meet with a designated teacher/advisor during scheduled times for Career and Academic Planning (CAP) to discuss the future academic needs of individual students and to design a schedule of classes for the following school year to meet the individual needs of each student. Action Type: AIP/IRI Action Type: Parental Engagement	Cindy Caudle - Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: a teacher-conducted questionnaire with parents during CAP conferences in order to assess the effectiveness of parental engagement throughout the school and to evaluate 8th and 9th grade parent involvement. We	ACSIP Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. We believe the EVALUATION EVIDENCE of parental involvement participation shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2010-2011 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: continue parental involvement opportunities. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011-2012 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Parental Engagement Action Type: Program Evaluation				
Total Budget:				\$0

Priority 3: To increase student awareness and knowledge of the effects of good nutrition and physical activity.

1. In 2009-2010, BMI results for Ramay Junior High indicated that 28.8% of the student male population was at risk of being overweight or were overweight. This is a decrease of 12.6% indicated from the 2008-2009 BMI screening. In 2008-2009, BMI results for Ramay Junior High indicated that 41.4% of the student male population was at risk of being overweight or were overweight. In 2007-2008, BMI results for Ramay Junior High indicated that 41.1% of the student male population was at risk of being overweight or were overweight. This is an increase of 6.2% indicated from the 2006-2007 BMI screening.
2. In 2009-2010, BMI results for Ramay Junior High indicated that 45% of the student female population was at risk of being overweight or were overweight. This is an increase of 12.5% indicated from the 2008-2009 BMI screening. In 2008-2009, BMI results for Ramay Junior High indicated that 32.5% of the female student population were at risk of being overweight or were overweight. In 2007-2008, BMI results for Ramay Junior High indicated that 33.3% of the female student population were at risk of being overweight or were overweight. This is a decrease of 1.3% indicated from the 2006-2007 BMI screening.
3. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)
4. Based on the Student Health Index Survey completed online for the 2007-2008 school year, Ramay Junior High needs to improve it's "health promotion for staff" (module 7) and it's "family and community involvement" (module 8). Based on the Student Health Index Survey completed online for the 2008-2009 school year, Ramay Junior High needs to improve it's "Nutrition Services" (module 4) and it's "family and community involvement" (module 8). Based on the Student Health Index Survey completed online for the 2009-2010 school year, Ramay Junior High needs to improve it's "health promotion for staff" (module 7) and it's "family and community involvement" (module 8).
5. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999. The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995. The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.
6. Free/Reduced Rate: In 2009 the percentage of free and reduced lunch was 48%. In 2008 the percentage of free and reduced lunch was 40.5%. In 2007 the percentage of free and reduced lunch was 39.4% . .

Supporting Data:

Goal Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endorance, and flexibility activity.

Benchmark Healthier BMI results will be evident by June 30, 2011. There will be a 1/2% decrease in the 2010-2011 BMI results indicating healthier lifestyles are being practiced.

Intervention: Ramay Junior High will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Filed/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students that participate in physical education or athletics during the school day will recieve no less than 50 minutes of physical activity per day (a minimum of 250 minutes each week). Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Implement and require participation in an extracurricular program that supports physical activity, i.e. walking challenge, personal fitness class, volleyball, aerobics, etc., for kids not enrolled in physical education or athletics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Students BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: implemented and encouraged participation in physical education program taught by a highly qualified teacher that supports physical activity. We believe the EVALUATION EVIDENCE shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2010-2011 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: increase strategies and activities that encourage a non-sedentary lifestyle. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011-2012 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Matt Saferite-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
To assess Ramay Junior High School's physical education program, parents, students, and faculty members will be invited to participate in a survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Matt Saferite	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All 8th grade students participate in Physical Education at least one class period a week. Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.				
Scientific Based Research: Alliance for a Healthier Generation http://www.healthiergeneration.org/about.aspx				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Meeting guidelines outlined in ACT 1220.	Matt	Start:	<ul style="list-style-type: none"> Administrative 	

Action Type: Wellness	Saferite	07/01/2010 End: 06/30/2011	Staff • Teachers	ACTION BUDGET: \$0
Students BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be evaluated quarterly for their effectiveness by department chairs Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: \$0
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: evaluated BMI data, School Health Index factors, recommendations, and survey results as well as school policies and practices related to student health and safety. We believe the EVALUATION EVIDENCE shows that it is valuable in terms of supporting our effects to increase student achievement. During the 2010-2011 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: utilize available information to promote lifelong health and wellness. We will use this information to determine whether the objectives of this intervention program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011-2012 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Wellness	Matt Saferite - Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$0
COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI data from 2009 along with the school health index survey. We examined the results from each grade level and gender to determine areas of weakness for the purpose of establishing student achievement goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms. Our 2009 Supporting Data Statements show the discrepancies in BMI among our various populations. We are adjusting our schoolwide physical activity practices to better meet the needs of all our students, staff and parents. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: Health promotion for staff and Family and community involvement. We will select Interventions and coordinate our various resources to address these areas. IN addition, we meet in departmental teams and as an entire faculty regularly so that we can review data for the purpose of making decisions regarding the direction, and focus, of our wellness priority. Action Type: Wellness	Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: \$0
Total Budget:				\$0

Priority 4: Provide academic vocabulary support and language acquisition support.

- Supporting Data:
- Literacy Benchmark subpopulation: 2008: 39% of LEP students scored at or above proficient; 2009: 69% of LEP students scored at or above proficient; 2010: 52% of LEP students scored at or above proficient;
 - Mathematics Benchmark subpopulation 2008: 30% of LEP students scored at or above proficient 2009: 60% of LEP students scored at or above proficient 2010: 72% of LEP students scored at or above proficient
 - Annual Measurable Achievement Objectives (AMAO): All objectives met in 2008, 2009,
 - 8th Grade ELDA Proficiency Levels in 2010: Level 5 - 5% Level 4 - 53% Level 3 - 32% Level 2 - 5% Level 1 - 5%
- Goal
- All ELL students will improve within all academic content areas and move at least one level of English language proficiency.
- Literacy Benchmark statement: The ELL sub population MET the 2010 AYP Target of 67.75% scoring

Proficient/Advanced. It is expected that this sub population will meet, or exceed, the 2011 AYP target of 75.81% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models.
 Benchmark Mathematics Benchmark Statement: The ELL sub population MET the 2010 AYP Target of 64.6% scoring Proficient/Advanced. It is expected that this population will meet, or exceed, the 2011 AYP target of 73.4% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models.

Intervention: One of the specific steps Ramay is taking to address the deficiency in our students' achievement is to address ELL academic vocabulary.				
Scientific Based Research: Echevarria, Vogt & Short. The Sheltered Instruction Observation Protocol (SIOP) Model(2000). The SIOP Institute.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Additional support for Literacy will be provided through ESL study skills classes where an ESL certified teacher will utilize research-based language learning instructional strategies along with instructional tools such as Read 180 and Systems 44 to support the instructional process. Action Type: AIP/IRI Action Type: Equity	ELL Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Implement Read 180 and Systems 44 software as a resource instructional tool to increase English language aptitude. Action Type: Equity Action Type: Technology Inclusion	ELL Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Compare SUMMATIVE CRT exam with previous years performance. Action Type: Program Evaluation	Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Analyze SUMMATIVE AND FORMATIVE assessments through data PROVIDED from the Benchmark, EOC, Scholastic Inventory or MAPS test, etc... Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2009-2010 school year we used the following to evaluate (Address ELL academic vocabulary) through: READ 180 data and Rosetta Stone data to determine its effectiveness in support of our Curriculum, Instruction, Assessment, and Professional Development. The EVALUATION EVIDENCE using the increase in student language proficiency development during the 2009-2010 school year. We plan to use the following protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within this intervention: READ 180 data and Rosetta Stone data. We will continue to use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011-2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program Action Type: Program Evaluation	Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Read 180 is an intensive literacy remediation program. It includes both direct instruction and small group instruction for no less than 50 minutes each day. Action Type: Parental Engagement Action Type: Technology Inclusion	Mildred Rogers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will utilize professional development time to identify ELL strategies and academic vocabulary that can be incorporated into every content area. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the 8th and 9th grade Augmented Benchmark, EOC, SAT 10, and ELDA Exams. We conducted	Principal	Start: 07/10/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>data analysis to determine our main areas of weakness. In addition, we studied the two years of Read 180 and Language proficiency data and Formative and Summative Achievement Data within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause of why some of our students are not achieving to their full potential. Our 2010 Supporting Data Statements show the discrepancies in achievement. We are adjusting our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of this population. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Multiple Content Passage, Open Response Literary, and the Writing Content and style domains. We came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Multiple Choice Numbers and Operations, Multiple Choice Geometry, and Open Response Numbers and Operations. We will select Interventions and coordinate our various resources to address these areas. IN addition, we meet in departmental teams and as an entire faculty regularly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our assessments. Action Type: Alignment Action Type: Program Evaluation</p>				
<p>Teachers will be provided with professional development regarding how to effectively use the results of the English Language Development Assessment to help guide instructional preparation for ELL students. This PD will also focus on English Language Acquisition frameworks that are currently aligned with math, science and Language Arts frameworks for easy access to teachers Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	ELL Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
<p>The ELL teacher(s) will utilize the Ramay Share Drive to provide accommodation information to teachers regarding the ELL students. The share drive will also contain tips for incorporating appropriate strategies to use with varying levels of ELL students along with English Language Proficiency standards aligned with math, schience and language arts curriculum. Action Type: Alignment Action Type: Professional Development</p>	ELL teachers	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:

1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for dis-proportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: African American: 2007-2008 5.21% 2008-2009 5.33% 2009-2010 5.21%
Caucasian: 2007-2008 .34% 2008-2009 .27% 2009-2010 .21%
3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

Supporting Data:

Goal

Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.

Benchmark : Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Mentally Retarded to below the state target for the 2010-2011 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as mentally retarded by using early intervention strategies, school-based intervention teams and early Literacy strategies.				
Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
IDEA Title VI-B, CEIS (Coordinated Early Intervening Services) funding will be used to partially pay for the LEAP AHEAD program at Owl Creek School. This 3-week summer program will target students who are at least one year behind grade-level in Reading. Students will receive targeted, intensive interventions in small groups. These students will be tracked to monitor progress. This is an early-intervention program meant to prevent students from being inappropriately placed in SPED programs and inappropriately labeled. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Fayetteville Schools will conduct a book study exploring the issues related to cultural diversity and race in the educational realm. The book study will focus on targeted staff, and include "The Courageous Conversation about Race". These efforts will keep all CIAA staff aware of issues related to diverse cultural and ethnic and linguistic backgrounds. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The AYP targets for the 2010-2011 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 78.40% Math: 77.50% 6-8: Literacy: 75.70% Math: 73.41% 9-12: Literacy: 75.81% Math: 73.45% Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The district will implement K-2 MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware) These materials will be purchased using IDEA title VI-B CEIS funds. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. In the 2009-2010 school year, the school age percentage was 100% which meets the goal from 2009. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Fayetteville Schools will purchase early intervention materials,	Debra	Start:		

including Read 180 and System 44 kits, that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals Action Type: Special Education	Wilson	07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
: Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
: Fayetteville schools will employ a national consultant to provide training in improvement of our co-teaching model. These sessions will be aimed at both SPED and general education teachers. Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Angela Etheridge	Special Education Teacher	Reading Comprehension
Classroom Teacher	Angela Richardson	Choir Teacher/ACSIP Chair	Leadership Committee
Classroom Teacher	Angie Browning	Math Teacher	Math Constructed Response
Classroom Teacher	Bill Laney	Agriculture Teacher	One Period at Ramay
Classroom Teacher	Brett Lawson	Band Director	Written Expression
Classroom Teacher	Bryan Hale	Science Teacher/Athletics	Math Constructed Response
Classroom Teacher	Carol Koenig	Science Teacher/Athletics	Math Constructed Response
Classroom Teacher	Carolyn Anderson	History Teacher	Reading Comprehension/Chair
Classroom Teacher	Catie Paul	French Teacher	Written Expression
Classroom Teacher	Cean Hevin	Special Education Teacher	Math Constructed Response
Classroom Teacher	Cindy Gray	Gifted and Talented Teacher	Written Expression
Classroom Teacher	Craig Foringer	Health Teacher/Athletics	Math Constructed Response
Classroom Teacher	Debbie Lane	English Teacher	Written Expression
Classroom Teacher	Deborah Goodwin	Math Teacher	Math Constructed Response
Classroom Teacher	Dorothy Cassat	Special Education Teacher	Math Constructed Response
Classroom Teacher	Ellen Shirley	Special Education Teacher	Written Expression
Classroom Teacher	Ellie Esry	English Teacher	Reading Comprehension
Classroom Teacher	Emily Gammill	CSR Math Teacher	Math Constructed Response
Classroom Teacher	Henry Childress	Science Teacher	Written Expression
Classroom Teacher	Janice Givens	English Teacher	Reading Comprehension
Classroom Teacher	Jason Shirey	History Teacher/Athletics	Written Expression
Classroom Teacher	Jennifer Williamson	Foreign Language Teacher	Written Expression
Classroom Teacher	Jeremy Mabry	Career Orientation/Athletics	Written Expression
Classroom Teacher	Jordan Rose	Physical Education Teacher/Athletics/ACSIP Co-Chair	Health/Wellness Committee
Classroom Teacher	Julia Woodward	English Teacher	Parental Advisory
Classroom Teacher	Julia Woodward	English Teacher	Reading Comprehension

Classroom Teacher	Kerri Cornwall	Special Education Teacher	Reading Comprehension
Classroom Teacher	Lewis Clark	Band Director	Written Expression
Classroom Teacher	Linda Erwin	English Teacher	Written Expression/Chair
Classroom Teacher	Magan Randall	Family & Consumer Science Teacher	Written Expression
Classroom Teacher	Maridith Gebhart	Math Teacher	Math Constructed Response/Co-chair
Classroom Teacher	Matt Wilson	Math Teacher	Math Constructed Response/Co-chair
Classroom Teacher	Michelle Ciuffetelli	Math Teacher	Math Constructed Response
Classroom Teacher	Michelle Gayon	Foreign Language Teacher	Written Expression/Chair
Classroom Teacher	Mike Thomas	Speech/ Drama Teacher	Written Expression
Classroom Teacher	Mildred Rogers	Reading Teacher	Written Expression
Classroom Teacher	Nate Sanford	History Teacher/Athletics	Written Expression
Classroom Teacher	Nathan Strayhorn	CSR English Teacher	Written Expression
Classroom Teacher	Nikki Kalcevic	Art Teacher	Reading Comprehension
Classroom Teacher	Paula Johnson	Special Education Teacher	Written Expression
Classroom Teacher	Peggy Burnett	Science Teacher	Math Constructed Response/Chair
Classroom Teacher	Randa Keeley	Inclusion Teacher	Math Constructed Response
Classroom Teacher	Romey Thomason	ISS Teacher	Math Constructed Response
Classroom Teacher	Sarah Bunton	Foreign Language Teacher	Written Expression
Classroom Teacher	Shanna Troutt	Business Education Teacher/Athletics	Health/Wellness Committee
Classroom Teacher	Shanna Troutt	Business Education Teacher/Athletics/ACSIP Co-Chair	Leadership Committee
Classroom Teacher	Staci Mann	ELL Teacher/Athletics	Written Expression
Classroom Teacher	Staci Vest	Physical Education Teacher	Reading Comprehension
Classroom Teacher	Stephanie Hoops	ESL Teacher	Written Expression
Classroom Teacher	Steve Schaefer	Math Teacher/Athletics	Math Constructed Response
Classroom Teacher	Susan Morris	Business Education Teacher	Written Expression
Classroom Teacher	Tamera Shreve	Science Teacher	Parental Advisory
Classroom Teacher	Tamera Shreve	Science Teacher	Math Constructed Response
Classroom Teacher	Tanya Evans	Foreign Language Teacher	One Period at Ramay
Classroom Teacher	Terry Stewart	History Teacher	Reading Comprehension
Classroom Teacher	Todd Renfroe	History Teacher	Parental Advisory
Classroom Teacher	Todd Renfroe	History Teacher	Reading Comprehension
Classroom Teacher	Tracey Medlock	Business Teacher	Two Periods at Ramay
Classroom Teacher	Vic Dreier	Technology Teacher	Written Expression
Community Representative	MaryAnn Gunn	Judge	Written Expression
District-Level Professional	Ginny Wiseman	Associate Superintendent	Leadership
District-Level Professional	Linda Auman	Chief Academic Officer	Leadership
Non-Classroom Professional Staff	Amanda Velasquez	Psychological Examiner	Written Expression
Non-Classroom Professional Staff	Ann Sorenson	Library Media Specialist	Reading Comprehension/Chair
Non-Classroom Professional Staff	Cheryl Moore	Counselor	Parental Involvement
Non-Classroom Professional Staff	Cheryl Moore	Counselor	Math Constructed Response
Non-Classroom Professional Staff	Chris Epperson	Dean of Students	Leadership Committee
Non-Classroom Professional Staff	Chris Sputo	Dean of Students	Parental Involvement
Non-Classroom Professional Staff	Cindy Caudle	Counselor	Parental Involvement
Non-Classroom Professional Staff	Cindy Caudle	Counselor	Leadership
Non-Classroom Professional Staff	Kris Driver	Special Education Designee	Reading Comprehension/Chair
Non-Classroom Professional Staff	Robin Wyckoff	Nurse	Health/Wellness Committee
Non-Classroom Professional Staff	Sheryl Pearson	Cafeteria Manager	Health/Wellness Committee

Non-Classroom Professional Staff	Warren Fyfe	Assistant Principal	Math Constructed Response
Parent	Beth Woessner		Reading Comprehension
Parent	Carol Striegler		Written Expression
Parent	Deana Mhoon		Parental Involvement
Parent	Wendy Sisco		Math Constructed Response
Principal	Matt Saferite	Principal	Health/Wellness Committee
Principal	Matt Saferite	Principal	Leadership Committee
Principal	Matt Saferite	Principal	Parental Advisory