

School Plan

[Print Version](#)

CABOT JUNIOR HIGH SOUTH

Arkansas Comprehensive School Improvement Plan

2012-2013

Cabot Junior High South is a community of learners committed, with parents, to the development of responsible and productive citizens who realize their full potential, use technology effectively, and appreciate the diverse society in which we live.

Grade Span: 7-9

Title I: Not Applicable

School Improvement: MS

Table of Contents

Priority 1: MATHEMATICS

Goal: To improve skills in problem solving and in the ability to answer Open Response items proficiently.

Priority 2: LITERACY

Goal: To improve reading and writing skills with an emphasis on reading open response, writing content and writing style.

Priority 3: WELLNESS

Goal: To increase family and community awareness about healthy lifestyle choices and total wellness through educational opportunities.

Priority 1: To improve skills in problem solving and responding to Open Response items proficiently.

Supporting
Data:

1. 2012 7TH GRADE BENCHMARK MATHEMATICS: 83% of total population were proficient/advanced. 71% SES (59/139) 79% proficient/advanced. 33% LEP (2/6) proficient/advanced. 20% IEP (6/30) proficient/advanced. 73% Minority (36/49) proficient/advanced. Number and operations: MC 67% OR 25% Algebra: MC 56% OR 38% Geometry: MC 63% OR 25% Measurement: MC 57% OR 75% Data Analysis & Probability: MC 71% OR 38%. 2011 7TH GRADE BENCHMARK MATHEMATICS: 78% of total population were proficient/advanced. 67% SES (83/127) 79% proficient/advanced. 65% LEP (2/3) proficient/advanced. 19% IEP (7/38) proficient/advanced. 64% Minority (18/28) proficient/advanced. Number and operations: MC 73% OR 26% Algebra: MC 59% OR 48% Geometry: MC 63% OR 38% Measurement: MC 57% OR 25% Data Analysis & Probability: MC 64% OR 28%. 2010 7TH GRADE BENCHMARK MATHEMATICS: 83% of total population were proficient/advanced. 79% SES (95/121) proficient/advanced. 50% LEP (2/4) proficient/advanced. 42% IEP (14/33) proficient/advanced. 81% Minority (22/27) proficient/advanced. Number and operations: MC 62% OR 44% Algebra: MC 53% OR 45% Geometry: MC 64% OR 48% Measurement: MC 58% OR 64% Data Analysis & Probability: MC 56% OR 35%
2. 2012 8TH GRADE BENCHMARK MATHEMATICS: 78% of total population were proficient/advanced. 64% SES (79/123) proficient/advanced. 60% LEP (3/5) proficient/advanced. 11% IEP (4/36) proficient/advanced. 55% Minority (16/29) proficient/advanced. Number and operations: MC 67% OR 25% Algebra: MC 56% OR 38% Geometry: MC 63% OR 75% Measurement: MC 43% OR 25% Data Analysis & Probability: MC 57% OR 38%. 2011 8TH GRADE BENCHMARK MATHEMATICS: 80% of total population were proficient/advanced. 67% SES (76/113) proficient/advanced. 25% LEP (1/4) proficient/advanced. 31% IEP (11/36) proficient/advanced. 73% Minority (22/30) proficient/advanced. Number and operations: MC 71% OR 75% Algebra: MC 48% OR 36% Geometry: MC 67% OR 33% Measurement: MC 58% OR 20% Data Analysis & Probability: MC 60% OR 49%. 2010 8TH GRADE BENCHMARK MATHEMATICS: 74% of total population were proficient/advanced. 57% SES (60/104) proficient/advanced. 20% LEP (1/5) proficient/advanced. 25% IEP (8/32) proficient/advanced. 50% Minority (11/22) proficient/advanced. Number and operations: MC 54% OR 46% Algebra: MC 66% OR 56% Geometry: MC 54% OR 65% Measurement: MC 64% OR 35% Data Analysis & Probability: MC 53% OR 46%
3. 2012 ALGEBRA I END OF COURSE: 86% of total population proficient/advanced. 79% SES (86/108) proficient/advanced. 83% LEP (5/6) proficient/advanced. 47% IEP (9/19) proficient/advanced. 84% Minority (27/32) proficient/advanced. Language of Algebra: MC 59% OR 50% Solving Equations & Inequalities: MC 74% OR 43% Linear Functions: MC 72% OR 53% Non-Linear Functions: MC 67% OR 46% Data Interpretation & Probability: MC 72% OR 55%. 2011 ALGEBRA I END OF COURSE: 91% of total population proficient/advanced. 86% SES (82/95) proficient/advanced. 60% LEP (3/5) proficient/advanced. 46% IEP (10/22) proficient/advanced. 83% Minority (19/23) proficient/advanced. Language of Algebra: MC 76% OR 36% Solving Equations & Inequalities: MC 67% OR 69% Linear Functions: MC 75% OR 58%

- Non-Linear Functions: MC 73% OR 50% Data Interpretation & Probability: MC 79% OR 56%. 2010 ALGEBRA I END OF COURSE: a 86% of total population proficient/advanced. 77% SES (72/94) proficient/advanced. 34% LEP (2/6) proficient/advanced. 44% IEP (13/30) proficient/advanced. 66% Minority (16/24) proficient/advanced. Language of Algebra: MC 74% OR 39% Solving Equations & Inequalities: MC 75% OR 34% Linear Functions: MC 74% OR 58% Non-Linear Functions: MC 78% OR 26% Data Interpretation & Probability: MC 76% OR 55%
4. 2012 GEOMETRY END OF COURSE: 100% of total population were proficient/advanced. 100% SES (12/12) proficient/advanced. 0% LEP (0/0) students tested. 0% IEP (0/0) students tested. 100% Minority (5/5) proficient/advanced. Language of Geometry: MC 92% OR 63% Triangles: MC 92% OR 63% Measurement: MC 92% OR 75% Relationships between two & three dimensions: MC 83% OR 63% Coordinate Geometry & Transformations: MC 83% OR 63%. 2011 GEOMETRY END OF COURSE: 100% of total population were proficient/advanced. 100% SES (5/5) proficient/advanced. No LEP students tested. No IEP students tested. 100% Minority (4/4) proficient/advanced. Language of Geometry: MC 92% OR 50% Triangles: MC 83% OR 38% Measurement: MC 92% OR 75% Relationships between two & three dimensions: MC 92% OR 63% Coordinate Geometry & Transformations: MC 83% OR 63%. 2010 GEOMETRY END OF COURSE: 99% of total population were proficient/advanced. 100% SES (8/8) proficient/advanced. No LEP students tested. No IEP students tested. 100% Minority (4/4) proficient/advanced. Language of Geometry: MC 90% OR 55% Triangles: MC 89% OR 70% Measurement: MC 84% OR 70% Relationships between two & three dimensions: MC 84% OR 65% Coordinate Geometry & Transformations: MC 80% OR 29%
 5. 2012 SAT 10/ITBS: 7th Grade Math 60th percentile 7th Grade Science 70th percentile 2011 SAT 10: 7th Grade Math 60th percentile 7th Grade Science 69th percentile 2009 SAT 10: 7th Grade Math 69th percentile 7th Grade Science 72nd percentile
 6. 2012 SAT 10/ITBS: 8th Grade Math 59th percentile 2011 SAT 10: 8th Grade Math 60th percentile 2009 SAT 10: 8th Grade Math 74th percentile
 7. 2012 SAT 10/ITED 9th Grade Math: Concepts/Prob Solving: 63th percentile Computation: 42nd percentile 2011 SAT 10 9th Grade Math: 2010 SAT 10 9th Grade Math: 2009 SAT 10 9th Grade Math: 79th percentile
 8. 2012 Iowa Test of Educational Development 9th Grade: 57th percentile. 2007 Iowa Test of Educational Development 9th Grade: 59th percentile. 2006 Iowa Test of Educational Development 9th Grade: 60th percentile. 2005 Iowa Test of Educational Development 9th Grade: 63rd percentile.
 9. 2011-2012 TLI (The Learning Institute) Areas of Concern for 7TH GRADE MATHEMATICS: A.5.7.1b (15% Corr.) M.13.7.4b (21% Corr.) NO.1.7.4a (50% Corr.) G.11.7.2 (52% Corr.) A.6.7.3 (41% Corr.) M.13.7.4a (20% Corr.) M.13.7.3b (58% Corr.) G.10.7.1 (41% Corr.) A.5.7.3c (11% Corr.) 2011-2012 TLI (The Learning Institute) Areas of Concern for 8TH GRADE MATHEMATICS: M.13.8.4 (8% Corr.) M.13.8.5 (22% Corr.) A.4.8.3 (64% Corr.) NO.2.8.3b (43% Corr.) M.13.8.3b (40% Corr.) NO.2.8.5 (64% Corr.) A.6.8.4b (36% Corr.) M.13.8.3a (38% Corr.) NO.1.8.4 (40% Corr.) A.5.8.2b (55% Corr.) 2011-2012 TLI (The Learning Institute) Areas of Concern for ALGEBRA I: DIP.5.AI.9 (20% Corr.) NLF.4.AI.1b (43% Corr.) NLF.4.AI.2b (34% Corr.) LA.1.AI.5b (32% Corr.) LF.3.AI.1 (45% Corr.) SEI.2.AI.2b (20% Corr.) SEI.2.AI.4a (21% Corr.) LA.1.AI.5a (35% Corr.) LF.3.AI.3a (64% Corr.) LA.1.AI.1a (29% Corr.) 2010-2011 TLI (The Learning Institute) Areas of Concern for 7TH GRADE MATHEMATICS: A.5.7.2a (37%), NO.1.7.4b (44%), A.4.7.3 (50%), NO.1.7.4a (42%), A.6.7.3 (39%), M.13.7.5a (26%), G.8.7.6 (39%), NO.3.7.4a (30%), G.8.7.2 (25%), M.13.7.5b (40%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 8TH GRADE MATHEMATICS: NO.2.8.5 (43%), M.13.8.4 (26%), M.13.8.3a (35%), NO.2.8.3b (19%), DAP.17.8.2 (29%), A.6.8.4b (37%), G.9.8.1 (39%), NO.2.8.4 (33%), DAP.14.8.1 (63%), A.5.8.3a (31%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 9TH GRADE MATHEMATICS: SEI.2.AI.4a (23%), NLF.4.AI.3 (28%), SEI.2.AI.7 (27%), LA.1.AI.4a (46%), LA.1.AI.8 (23%), LF.3.AI.7 (18%), SEI.2.AI.3 (9%), DIP.5.AI.9 (27%), LA.1.AI.5b (31%), LA.1.A.7 (32%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 7TH GRADE MATHEMATICS: NO.3.6.7 (38%), NO.1.6.2a (53%), DAP.14.6.3z (29%), NO.1.6.5 (46%), NO.2.6.5c (41%), DAP.14.6.3d (30%), A.6.6.1 (47%), NO.3.6.5b (29%), M.12.6.3 (58%), NO.1.6.1 (35%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 8TH GRADE MATHEMATICS: NO.2.7.1 (40%), A.6.7.3 (41%), A.5.7.2b (21%), NO.1.7.4b (33%), G.8.7.2 (31%), DAP.14.7.3b (35%), NO.1.7.4a (53%), G.9.7.2a (51%), A.5.7.1b (42%), NO.1.7.1b (24%) 2009-2010 TLI (The Learning Institute) Areas of Concern for ALGEBRA I: A.6.8.4b (39%), M.13.8.3a (20%), A.6.8.4a (38%), G.9.8.1 (8%), NO.2.8.3b (30%), A.5.8.2a (35%), NO.2.8.4 (24%), NO.2.8.5 (49%), A.4.8.3 (54%), A.5.8.1 (48%) 2009-2010 TLI (The Learning Institute) Areas of Concern for GEOMETRY: NO.2.8.4 (23%), NO.1.8.4 (51%), M.13.8.2d (27%), A.6.8.4b (65%), A.6.8.4a (61%), A.4.8.4 (52%), G.9.8.2c (64%), NO.2.8.3b (52%), G.8.8.1 (62%), A.4.8.2 (65%)
 10. Failure Rates: 2011-2012 First Semester: 7th Grade: 61 out of 377. Math-14, English-17, Science-18, Social Studies-3. 8th Grade: 64 out of 356. Math-29, English-10, Science-7, Social Studies-11. 9th Grade: 1 out of 364. Science-1. 2011-2012 Second Semester: 7th Grade: 64 out of 377. Math-25, English-19, Science-9, Social Studies-4. 8th Grade: 40 out of 356. Math-17, English-14, Social Studies-7. 9th Grade: 59 out of 364. Math-9, English-11, Science-14. 2010-2011 First Semester: 7th Grade 37/351 Total, Math - 8, English - 9, Science - 16, Social Studies - 4. 8th Grade 31/362 Total, Math - 23, Science - 2, English - 7, Social Studies 9. 9th Grade 21/340 Total, Math - 8, English - 9, Science - 4. 2010-2011 Second Semester: 7th Grade No Failures 8th Grade 42/362 Total, Math - 21, Science - 5, English - 6, Social Studies - 10. 9th Grade 32/340 Total, Algebra - 14, Algebra A/B - 2, English - 16. 2009-2010 First Semester: 7th Grade 1.1%. 8th Grade 3.5%. 9th Grade 1%. 2009-2010 Second Semester: 7th Grade 4.8%.

- 8th Grade 4%. 9th Grade 3.6%.
11. Average Daily Attendance: 2011-2012 School Year 99%, 2010-2011 School Year 98%, 2009-2010 School Year 97.5%
 12. Graduation Data: 2011-2012 School Year 637 students graduated (98%). 2010-2011 School Year 589 students graduated. 2008-2009 School Year 83.4% graduated.
 13. 2011-2012 Discipline Report: 428 total incidents 2009-2010 Discipline Report: 397 total incidents

Goal	To improve skills in problem solving and in the ability to answer Open Response items proficiently.
Benchmark	<p>In 2009-2010, 83% of the 7th grade Combined population, among the ESEA groups, 83% of the Caucasian population, 75% of the African American population, 79% of the Hispanic population, among the TAGG groups, 42% of the IEP population, and 79% of the Economically Disadvantaged population were proficient or advanced in mathematics. In 2009-2010, 74% of the 8th grade Combined population, among the ESEA groups, 76% of the Caucasian population, 17% of the African American population, 54% of the Hispanic population, among the TAGG groups, 25% of the IEP population, and 57% of the Economically Disadvantaged population were proficient or advanced in mathematics. In 2009-2010, 86% of the Algebra I End of Course Combined population, among the ESEA groups, 88% of the Caucasian population, 40% of the African American population, 67% of the Hispanic population, among the TAGG groups, 44% of the IEP population, and 77% of the Economically Disadvantaged population were proficient or advanced in mathematics. In 2009-2010, 99% of the Geometry End of Course Combined population, among the ESEA groups, 100% of the Caucasian population, 100% of the Hispanic population, among the TAGG groups, 100% of the Economically Disadvantaged population were proficient or advanced in mathematics.</p> <p>In 2010-2011, AMO was 73.41. 78% of the 7th grade combined population was advanced/proficient. Among the ESEA groups, 79% of the Caucasian, 14% of the African American, 80% of the Hispanic, among the TAGG groups, 19% of the IEP, and 65% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. Our goal was that 86% of combined population would be advanced/proficient. We met AMO. In 2010-2011, 80% of the 8th grade combined population was advanced/proficient. Among the ESEA groups, 81% of the Caucasian, 75% of the African American, 65% of the Hispanic, among the TAGG groups, 31% of the IEP, and 67% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. Our goal was that 78% would be advanced/proficient. We met AMO as well as our school goal. In 2010-2011, 91% of the Algebra I End of Course Combined population scored advanced/proficient. Among the ESEA groups, 92% of the Caucasian, 75% of the African American, 80% of the Hispanic, among the TAGG groups, 46% of the IEP, and 86% of the Economically Disadvantaged populations were advanced/proficient in Algebra I. Our goal was that 90% would be advanced/proficient. We met AMO as well as our school goal. In 2010-2011, 100% of the Geometry End of Course Combined population were advanced/proficient. Among the ESEA groups, 100% of the Caucasian, 100% of the Hispanic, among the TAGG groups, 67% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. Our goal was that 100% of the Combined population would be advanced/proficient. We met AMO as well as our school goal.</p> <p>In 2011-2012, AMO was 82.28. 83% of the 7th grade combined population was advanced/proficient. Among the ESEA groups, 85% of the Caucasian, 88% of the African American, 59% of the Hispanic, among the TAGG groups, 20% of the IEP, and 71% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. We met AMO. In 2011-2012, 78% of the 8th grade combined population was advanced/proficient. Among the ESEA groups, 80% of the Caucasian, 28% of the African American, 59% of the Hispanic, among the TAGG groups, 11% of the IEP, and 64% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. We did not meet AMO. In 2011-2012, 86% of the Algebra I End of Course Combined population scored advanced/proficient. Among the ESEA groups, 86% of the Caucasian, 50% of the African American, 90% of the Hispanic, among the TAGG groups, 47% of the IEP, and 79% of the Economically Disadvantaged populations were advanced/proficient in Algebra I. We met AMO. In 2011-2012, 100% of the Geometry End of Course Combined population were advanced/proficient. Among the ESEA groups, 100% of the Caucasian, 100% of the Hispanic, and among the TAGG groups, 100% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. We met AMO.</p>
Benchmark	In 2012-2013, AYP should be 91.14% proficient or advanced.

Intervention: To differentiate instruction for all students through provided resources and professional development for educators.				
Scientific Based Research: Does Professional Development Change Teaching Practice? A Three Year Study. Porter et al 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will collaborate about instructional materials that will enhance students' higher order thinking skills and keep teachers abreast of current research and trends. Collaborative lesson plans will provide evidence. <u>Action Type: Collaboration</u>	Teri Duncan	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Professional Development				
All CJHS teachers will allow students to practice open response problems by integrating weekly real world application questions into their subject areas. Teachers and peer tutors will provide feedback. Action Type: Alignment Action Type: Collaboration	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers, resource math included, will collaboratively utilize curriculum maps to align their progress in the math curriculum throughout each semester and assess all students from week to week. Evaluation to be determined by classroom walk throughs by building and district administrators along with conferencing with the teacher. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Connie Kirk, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Teachers 	<hr/> ACTION BUDGET: \$
8th grade students who are below proficiency and/or who show a weakness in mathematics, will be double blocked for Algebra I daily to remediate said weaknesses as a strategy included on their AIP. Evaluation to be determined through continued decrease in numbers of enrollment of summer school candidates and low numbers of transitional ninth graders. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
CJHS math teachers will utilize The Learning Institute to conduct formative student assessments. Teachers will utilize this data to guide their instruction. Classroom walk throughs by school and district administrators and conferences with the teachers will provide evidence. Action Type: Alignment Action Type: Program Evaluation	David Howard, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
The teachers of CJHS will be required to obtain 60 hours of professional development, 12 of which will be embedded, 2 of which must pertain to parental involvement (3 for administrators), and 6 of which must be in the field of educational technology. Also, Arkansas History teachers must have 2 hours of training in Arkansas History. Administrators are required to have 4 hours of data disaggregation, Instructional Leadership and/or fiscal management development within their 60 hours. Evaluation is evidenced through conference with building and district administrator yearly to assure these hours are being met. Action Type: Professional Development	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Manipulatives will be used in the math classroom, special education included,	Connie Kirk, Meredith	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

to teach math concepts to our students. These manipulatives will differentiate teacher instruction and provide the student with additional help in math concepts. Evaluation to be determined by benchmark scores, classroom walk throughs, and formative assessments. Action Type: Collaboration Action Type: Special Education	Jones	End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All math teachers will use Smart Slates to give teachers the ability to easily move around the classroom while instructing students on the whiteboard. With this technology, students, along with teachers, can contribute to the lesson giving both teachers and students ownership in the lesson being taught. Collaboration in the classroom is a great tool for students and teachers to communicate while using technology to enhance whole-class, small-group, and individual learning. Classroom walk through's will provide evidence, and increased formative assessment scores will provide evidence. Action Type: Collaboration Action Type: Technology Inclusion	Holly Shannon	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids 	ACTION BUDGET: \$
All CJHS faculty will post student friendly Objectives on the board every day. Classroom walk through's will provide evidence. Action Type: ADE Scholastic Audit Action Type: Alignment	John West, Teri Duncan, David Howard	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Kagan activities will be used in all math classrooms to engage all students. Including at-risk and special education students. Classroom walk through's will provide evidence and increased formative assessment scores will provide evidence. Action Type: Equity Action Type: Special Education	John West, Teri Duncan, David Howard, Meredith Jones, and Connie Kirk	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
CJHS sent 5 members of its education staff (Ellison, Jones, Kirk, McFadden, and Singleton) to the National Council for Teachers of Mathematics in St. Louis, MO on Oct. 6, 2011 to Oct. 9, 2011. They will incorporate what they learned into professional development sessions throughout the 2012-2013 school year in the Mathematics department. Evaluation will be determined by collaboration of professional growth plans of teachers with administrators, formative assessments and benchmark scores. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Meredith Jones, Connie Kirk, Cheryl Ellison, Kim McFadden, Heather Singleton	Start: 10/06/2011 End: 10/09/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
CJHS sent 3 administrators (West, Howard, Duncan) to a Differentiated Instruction conference in Las Vegas, NV July 10, 2012 to July 14, 2012. Administrators who attended will provide professional development to the rest of the faculty on instructional strategies and differentiation during the four days of back to school	John West, David Howard, Teri Duncan	Start: 07/10/2012 End: 07/14/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

professional development in August 2012 and throughout the year in embedded hours. Evaluation will occur through formative assessment scores, classroom walk-throughs, and professional growth plans. Benchmark scores and End of Course scores will also aid in targeting these standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
CJHS sent 4 educators (Ellison, Floyd, Hobbs, and McFadden) to High Schools That Work in New Orleans, LA from July 9,2012 to July 11,2012. Educators who attended will provide professional development to the rest of the faculty on instructional strategies during the four days of back to school professional development in August 2012 and throughout the year in embedded hours. Evaluation will occur through formative assessment scores, classroom walk-throughs, and professional growth plans. Benchmark scores and End of Course scores will also aid in targeting these standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cheryl Ellison, Kevin Floyd, Tim Hobbs, Kim McFadden	Start: 07/09/2012 End: 07/11/2012	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
CJHS staff will have the option of participating in Cabot Links workshop training. The purpose of Cabot Links is to provide a forum for collaboration throughout the school year. This electronic collaboration allows educators to share information and materials to enhance lesson plans.	Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
All teachers will collaborate in bi-weekly meetings. Participants will be of the same department and take place during common plan time. The purpose is to provide a more cohesive teaching plan and common assessments. Evidence will be supported by documentation.	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To implement a standards based math program focused on number sense with the use of the number lines, manipulatives, and technology.

Scientific Based Research: Goldsmith, L.T., Mark, J., & Kantrov, I. (1998). Choosing a standards-based mathematics curriculum. Kimmins, D., & Bouldin, E. (1996, March). Teaching the prospective teacher: Making mathematics come alive with technology.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The implementation of existing ELMO systems, projectors and smart slates will be used in mathematics classrooms for better visual supplementation of concepts and inclusion of technology. The evaluation will be determined through classroom walk throughs by building/district administrators, and professional growth plans will include these items. Feedback will be given to teachers. Action Type: Technology Inclusion	Connie Kirk, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Teachers will collaborate to use The Scholastic Math Magazines that provide a variety of real world, consumer and measurement math that will help improve the goal area. The benefits of Scholastic Math Magazine will be evaluated through class activities and teacher evaluation. Action Type: Collaboration	Connie Kirk	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
CJHS has a mobile laptop unit consisting of 24 Macintosh computers. CJHS teachers will use these computers in their classroom to integrate technology . These are used to differentiate instruction and provide another opportunity to reaching our students' needs. As evidenced by classroom walk throughs, professional growth plans which are monitored by building administrators, and district administrators. Action Type: Special Education Action Type: Technology Inclusion	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A Kagan coach will be on site (Meredith Jones) and will mentor faculty with Kagan ideology and assist them with existing Kagan learning activities which will promote differentiation among the student population and will encourage better comprehension of the curriculum. Evidenced by formative assessments, benchmark scores, and collaboration between teachers and the building/district administrators. Action Type: Collaboration Action Type: Professional Development	John West, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Any student found to be below grade level on their most recent Benchmark Exam will be offered and/or required to participate in a remediation program tailored to that student's specific need and as prescribed by that students Academic Improvement Plan (AIP). Parents will be a part of the process of placing these students in the most beneficial areas of remediation. CJHS will know parents have been made aware of their student's remediation through signing AIP form and returning to the school. Teachers will hold an AIP for each student requiring remediation in their classroom for not being proficient on the Benchmark exam in Mathematics, Literacy, or Science. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve reading and writing skills with an emphasis on reading open response, writing content and writing style.

Supporting Data:

- 2012 7TH GRADE BENCHMARK LITERACY: 84% of total population scored proficient/advanced. 71% SES (99/139) proficient/advanced. 17% LEP (1/6) proficient/advanced. 33% IEP (10/30) proficient/advanced. 73% Minority (36/49) proficient/advanced. Literacy: MC 88% OR 63% Content: MC 75% OR 63% Practical: MC 75% OR 63% Writing: MC 63% Content 70% Style 70% Sentence Formation 93% Usage 95% Mechanics 98%. 2011 7TH GRADE BENCHMARK LITERACY: 77% of total population scored proficient/advanced. 64% SES (81/127) proficient/advanced. 33% LEP (1/3) proficient/advanced. 24% IEP (9/38) proficient/advanced. 68% Minority (23/27) proficient/advanced. Literacy: MC 68% OR 63% Content: MC 77% OR 81% Practical: MC 78% OR 84% Writing: MC 63% Content 74% Style 74% Sentence Formation

- 94% Usage 96% Mechanics 94%. 2010 7TH GRADE BENCHMARK LITERACY: 76% of total population scored proficient/advanced. 74% SES (89/121) proficient/advanced. 50% LEP (2/4) proficient/advanced. 30% IEP (10/33) proficient/advanced. 85% Minority (23/27) proficient/advanced. Literary: MC 66% OR 53% Content: MC 72% OR 79% Practical: MC 86% OR 70% Writing: MC 68% Content 73% Style 73% Sentence Formation 91% Usage 93% Mechanics 90%.
2. 2012 8TH GRADE BENCHMARK LITERACY: 86% of total population scored proficient/advanced. 76% SES (94/123) proficient/advanced. 80% LEP (4/5) proficient/advanced. 20% IEP (7/36) proficient/advanced. 72% Minority (21/29) proficient/advanced. Literary: MC 75% OR 63% Content: MC 75% OR 75% Practical: MC 88% OR 75% Writing: MC 63% Content 78% Style 78% Sentence Usage 95% Usage 98% Mechanics 95%. 2011 8TH GRADE BENCHMARK LITERACY: 86% of total population scored proficient/advanced. 75% SES (84/113) proficient/advanced. 75% LEP (3/4) proficient/advanced. 42% IEP (15/36) proficient/advanced. 90% Minority (27/30) proficient/advanced. Literary: MC 72% OR 65% Content: MC 73% OR 68% Practical: MC 75% OR 79% Writing: MC 58% Content 76% Style 96% Sentence Usage 98% Usage 94% Mechanics 65%. 2010 8TH GRADE BENCHMARK LITERACY: 89% of total population scored proficient/advanced. 85% SES (88/104) proficient/advanced. 20% LEP (1/5) proficient/advanced. 44% IEP (14/32) proficient/advanced. 77% Minority (17/22) proficient/advanced. Literary: MC 83% OR 93% Content: MC 77% OR 80% Practical: MC 76% OR 88% Writing: MC 68% Content 76% Style 76% Sentence Usage 53% Usage 93% Mechanics 65%.
 3. 2012 SAT 10/ITBS 7th Grade Reading: 57th percentile 7th Grade Language: 50th percentile 2011 SAT 10 7th Grade Reading: 58th percentile 7th Grade Language: 52nd percentile 2009 SAT 10 7th Grade Reading: 62th percentile 7th Grade Comprehensive language: 58th percentile
 4. 2012 SAT 10/ITBS 8th Grade Reading: 61st percentile 8th Grade Language: 53rd percentile 2011 SAT 10 8th Grade Reading: 63rd percentile 8th Grade Language: 54th percentile 2009 SAT 10 8th Grade Reading: 55th percentile 8th Grade Comprehensive Language: 52nd percentile
 5. 2012 SAT 10/ITED 9th Grade Reading Vocabulary: 60th percentile 9th Grade Reading Comprehension: 57th percentile 9th Grade Reading Total: 60th percentile 2009 SAT 10 9th Grade Reading: 62nd percentile 9th Grade Language: 63rd percentile 9th Grade Language Mechanics: 63rd percentile 9th Grade Language Expression: 60th percentile
 6. 2011-2012 TLI (The Learning Institute) Areas of Concern for 7TH GRADE READING: Research Skills (31%), Author's Purpose (57%), Article Detail (60%), Text Features (60%), Genre (62%), Vocabulary (60%) 2011-2012 TLI (The Learning Institute) Areas of Concern for 7TH GRADE WRITING: Semicolons/Colons (16%), Fragments/Run-Ons (23%), Quotation Marks (51%), Sentence Combination (34%), Pronouns (27%), Writing Purpose/Audience (56%), Commas (47%), Subject-Verb Agreement (43%), Kinds/Types of Sentences (61%) 2011-2012 TLI (The Learning Institute) Areas of Concern for 8TH GRADE READING: Vocabulary (49%), Literary Element Analysis (43%) 2011-2012 TLI (The Learning Institute) Areas of Concern for 8TH GRADE WRITING: Pronouns (42%), Fragments/Run-Ons (41%), Revise for Style (65%), Revise for Content (54%), Commas (62%), Complements (55%), Edit for Punctuation (42%), Quotation Marks (61%), Subject-Verb Agreement (53%) 2011-2012 TLI (The Learning Institute) Areas of Concern for 9TH GRADE READING: Literary Element Analysis (42%), Literary Devices (52%), Analysis (61%) 2011-2012 TLI (The Learning Institute) Areas of Concern for 9TH GRADE WRITING: Complements (10%), Active/Passive Voice (36%), Verbals (56%), Sentence Combination (60%), Pronouns (30%), Colons (63%), Semicolons (47%), Literary Devices (60%), Edit for Punctuation/Capitalization (59%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 7TH GRADE READING: Text Features (19%), Research Skills (41%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 7TH GRADE WRITING: Semicolons/Colons (36%), Revise for Style (51%), Verb Conjugation/Tenses (40%), Fragments/Run-Ons (41%), Sentence Combination (47%), Pronouns (32%), Revise for Content (51%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 8TH GRADE READING: Analysis (62%), Research Skills (55%), Inference (53%), Author's Purpose (66%), Literary Devices (57%), Literary Element Analysis (59%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 8TH GRADE WRITING: Verbals (21%), Commas (47%), Subject-Verb Agreement (50%), Fragments/Run-Ons (25%), Pronouns (35%), Active/Passive Voice (29%), Verb Conjugation/Tenses (41%), Sentence Combination (49%), Semicolons/Colons (63%), Revise for Style (49%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 9TH GRADE READING: Sequencing (18%), Text Features (50%), Analysis (51%), Summary (57%), Author's Purpose (49%), Literary Devices (58%), Vocabulary (58%), Inference (63%) 2010-2011 TLI (The Learning Institute) Areas of Concern for 9TH GRADE WRITING: Pronouns (30%), Semicolons (34%), Sentence Combination (56%), Pronouns (14%), Complements (19%), Verbals (33%), Verb Conjugation/Tenses (52%), Subject-Verb Agreement (33%), Edit for Punctuation/Capitalization (57%), Parallel Structure (44%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 7TH GRADE READING: Literary Devices (58%), Research Skills (62%), Text Features (56%), Author's Purpose (61%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 7TH GRADE WRITING: Kinds/Types of Sentences (51%), Sentence Combination (27%), Research/Reference Skills (25%), Verb Conjugation/Tenses (35%), Pronouns (48%), Prepositional Phrases (34%), Literary Devices (44%), Natural/Inverted Sentence Order (49%), Edit for Punctuation (62%), Parts of Speech (59%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 8TH GRADE READING: Main Idea (58%), Summary (52%), Inference (66%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 8TH GRADE WRITING: Complements (34%), Clauses (38%), Kinds/Types of Sentences (29%),

- Semicolons/Colons (35%), Fragments/Run-Ons (53%), Subject-Verb Agreement (52%), Sentence Combination (61%), Verb Conjugation/Tenses (45%), Pronouns (40%), Revise for Content (63%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 9TH GRADE READING: Genre (58%), Literary Element Analysis (63%), Graphic Organizers (53%), Comparison/Contrast (61%), Text Features (66%), Inference (59%), Literary Devices (56%) 2009-2010 TLI (The Learning Institute) Areas of Concern for 9TH GRADE WRITING: Pronouns (38%), Active/Passive Voice (30%), Edit for Punctuation (42%), Revise for Style (45%), Complements (41%), Writing Purpose/Audience (66%), Verb Conjugation/Tenses (42%), Sentence Combination (46%), Revise for Content (61%), Semicolons/Colons (48%)
7. Failure Rates: 2011-2012 First Semester: 7th Grade: 61 out of 377. Math-14, English-17, Science-18, Social Studies-3. 8th Grade: 64 out of 356. Math-29, English-10, Science-7, Social Studies-11. 9th Grade: 1 out of 364. Science-1. 2011-2012 Second Semester: 7th Grade: 64 out of 377. Math-25, English-19, Science-9, Social Studies-4. 8th Grade: 40 out of 356. Math-17, English-14, Social Studies-7. 9th Grade: 59 out of 364. Math-9, English-11, Science-14. 2010-2011 First Semester: 7th Grade 37/351 Total, Math - 8, English - 9, Science - 16, Social Studies - 4. 8th Grade 31/362 Total, Math - 23, Science - 2, English - 7, Social Studies 9. 9th Grade 21/340 Total, Math - 8, English - 9, Science - 4. 2010-2011 Second Semester: 7th Grade No Failures 8th Grade 42/362 Total, Math - 21, Science - 5, English - 6, Social Studies - 10. 9th Grade 32/340 Total, Algebra - 14, Algebra A/B - 2, English - 16. 2009-2010 First Semester: 7th Grade 1.1%. 8th Grade 3.5%. 9th Grade 1%. 2009-2010 Second Semester: 7th Grade 4.8%. 8th Grade 4%. 9th Grade 3.6%.
 8. Average Daily Attendance: 2011-2012 School Year 99%, 2010-2011 School Year 98%, 2009-2010 School Year 97.5%
 9. Graduation Data: 2011-2012 School Year 637 students graduated (98%). 2010-2011 School Year 589 students graduated. 2008-2009 School Year 83.4% graduated.
 10. 2011-2012 Discipline Report: 428 total incidents 2009-2010 Discipline Report: 397 total incidents

Goal	To improve reading and writing skills with an emphasis on reading open response, writing content and writing style.
Benchmark	In 2009-2010, 76% of 7th grade combined population, among the ESEA groups, 75% of the Caucasian population, 88% of the African American population, 86% of the Hispanic population, among the TAGG groups, 30% of the IEP population, and 74% of the economically disadvantaged population were proficient or advanced in literacy. In 2009-2010, 89% of the 8th grade combined population, among the ESEA groups, 90% of the Caucasian population, 84% of the African American population, 69% of the Hispanic population. Among the TAGG groups, 44% of the IEP population, and 85% of the economically disadvantaged population were proficient or advanced in literacy.
Benchmark	In 2010-2011, 77% of 7th grade combined population, among the ESEA groups, 77% of the Caucasian population, 29% of the African American population, 80% of the Hispanic population. Among the TAGG groups, 24% of the IEP population, and 64% of the economically disadvantaged population were Advanced/proficient in Literacy. We met AMO for the combined population. In 2010-2011, 86% of the 8th grade combined population, among the ESEA groups 85% of the Caucasian population, 88% of the African American population, 94% of the Hispanic population. Among the TAGG groups, 42% of the IEP population, and 75% of the economically disadvantaged population were proficient or advanced in literacy. We met AMO for the combined population.
Benchmark	In 2011-2012 AMO was 83.80. 84% of 7th grade combined population, among the ESEA groups, 85% of the Caucasian population, 69% of the African American population, 68% of the Hispanic population, among the TAGG groups, 33% of the IEP population, and 71% of the economically disadvantaged population were Advanced/proficient in Literacy. We met AMO for the combined population. In 2011-2012, 86% of the 8th grade combined population, among the ESEA groups, 87% of the Caucasian population, 43% of the African American population, 76% of the Hispanic population, among the TAGG groups, 20% of the IEP population, and 76% of the economically disadvantaged population were proficient or advanced in literacy. We met AMO for the combined population.
Benchmark	In 2012-2013, AMO should be 91.9% proficient or advanced.

Intervention: Implement a comprehensive literacy program.				
Scientific Based Research: Lewis, J. & Moorman, G. (2007) Adolescent Literacy Instruction: Policies and Promising Practices. pgs. 127-215. Auman, M. (2001) Step Up to Writing and Leaving Tracks. Pgs 15-75 Based on the Colorado Writing standards. Spandel, V (2004) WriteTraits 6-Trait Instruction and Assessment.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will collaborate to provide students with practice timed writings similar to those on the Benchmark exams in English classes. Formative scores will determine evidence of their effectiveness. Action Type: Collaboration	Dean Buist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

The teachers of CJHS will be required to obtain 60 hours of professional development, 12 of which will be embedded, 2 of which must pertain to parental involvement (3 for administrators), and 6 of which must be in the field of educational technology. Also, Arkansas History teachers must have 2 hours of training in Arkansas History. Administrators are required to have 4 hours of data disaggregation, Instructional Leadership and/or fiscal management development within their 60 hours. Professional development documentation will provide evidence. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Any student found to be below grade level on their most recent benchmark testing data will be offered and/or required to participate in a remediation program tailored to that student's specific need and as prescribed by that student's Academic Improvement Plan (AIP). Parents will be a part of the process of placing these students in the most beneficial areas of remediation. Formative assessment on benchmark tests will provide evidence of success. Action Type: AIP/IRI Action Type: Parental Engagement	Teri Duncan	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
CJHS will require teachers to utilize The Learning Institute (TLI) for formative assessments in areas of remediation for students. The students will take the assessments in order to show progress and assess the improvement plan itself. Review of scores will determine effectiveness. Action Type: Alignment Action Type: Collaboration	David Howard and Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Students whose data show a weakness in Literacy and are below proficiency may be double-blocked for English and/or Reading daily to remediate. Effectiveness will be evidenced by formative assessments. Action Type: Equity Action Type: Special Education	John West, Teri Duncan	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Administration, 7th and 8th grade staff will be trained to use the SIM model for classroom strategies and diversity of instruction that will provide needed structure for special education students in literacy. Action Type: Professional Development	Kevin Floyd	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
English classes, including special education classes will, purchase and use, literature novels based in their content area to improve reading	John West, Teri Duncan, Amy McFarland,	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

skills. Formative assessment will determine effectiveness. Action Type: Professional Development Action Type: Special Education			<ul style="list-style-type: none"> Teachers 	
Teachers will use released items periodically throughout the year to prepare students for the benchmark exam. Formative assessment will determine effectiveness. Action Type: Alignment Action Type: Collaboration	Dean Buist, Amy McFarland, Jan Loyd, Kevin Floyd	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Science Department will use Science World Magazines in their classrooms to promote fluency and reading comprehension skills in the content area. Evaluation to be determined by classroom walk throughs, formative assessments, and benchmark scores. Action Type: Special Education	Kevin Floyd, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
The Math Department will use Scholastic Math Magazine in their classrooms to help increase fluency and reading comprehension skills in the content area. Evidenced by classroom walk throughs, formative assessments, and benchmark scores. Action Type: Special Education	Connie Kirk, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
A Kagan coach (Meredith Jones) will be on site at CJHS and mentor faculty with Kagan ideas and assist them with existing Kagan learning activities. Evidenced by classroom walk throughs, professional growth plans, formative assessments, benchmark scores, and collaboration between the teacher and building/district administrator. Action Type: Professional Development	John West, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
All students will have accessibility to new audio books that are available to be checked out in the library. These audio books will give the potentially struggling and low performing students an opportunity to enjoy reading, or help the more reluctant readers become interested in becoming a better reader. Fluency scores will determine effectiveness. Action Type: Special Education Action Type: Technology Inclusion	Holly Shannon	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library Teaching Aids 	ACTION BUDGET: \$
CJHS has a mobile laptop unit consisting of 24 Macintosh computers. CJHS teachers will use these computers in their classroom to integrate technology. These are used to differentiate instruction and provide another opportunity to reaching our students' needs. As evidenced by classroom walk throughs, professional growth plans by teachers/building administrators, and district administrators. Action Type: Special Education Action Type: Technology Inclusion	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will utilize curriculum maps and begin implementing Common	Dean Buist, Teri Duncan,	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	

Core State Standards to align their progress in the English curriculum throughout each semester and assess all students from week to week. Evaluation to be determined by classroom walk-throughs by building and district administrators along with conferencing with the teacher. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Melanie Deurkop	End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All CJHS faculty will post student friendly Objectives on the board every day. Classroom walk-through's will provide evidence. Action Type: ADE Scholastic Audit Action Type: Alignment	John West, David Howard, Teri Duncan	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All students will use graphic organizers to pre-write essays. Evaluation will be conducted through independent writings through out the school year as well as in reader/writer notebooks. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Dean Buist, Teri Duncan, Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All English faculty will be trained in BLISS (Building Literacy in Secondary Schools) and implement the readers/writers workshop model. This will be evaluated through formative assessments and individual and small group student-teacher conferences. Classroom walk-throughs and benchmark scores will also evaluate this initiative to make sure the intervention is being met. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Teri Duncan, Melanie Deurkop	Start: 07/01/2012 End: 06/20/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
CJHS sent 4 educators (Ellison, Floyd, Hobbs, and McFadden) to High Schools That Work in New Orleans, LA from July 9,2012 to July 11,2012. Educators who attended will provide professional development to the rest of the faculty on instructional strategies during the four days of back to school professional development in August 2012 and throughout the year in embedded hours. Evaluation will occur through formative assessment scores, classroom walk-throughs, and professional growth plans. Benchmark scores and End of Course scores will also aid in targeting these standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cheryl Ellison, Kevin Floyd, Tim Hobbs, Kim McFadden	Start: 07/09/2012 End: 07/11/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
CJHS sent 3 administrators (West, Howard, Duncan) to a Differentiated Instruction conference in Las Vegas, NV July 10, 2012 to July 14, 2012. Administrators who attended will	John West, David Howard, Teri Duncan	Start: 07/10/2012 End: 07/14/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

provide professional development to the rest of the faculty on instructional strategies and differentiation during the four days of back to school professional development in August 2012 and throughout the year in embedded hours. Evaluation will occur through formative assessment scores, classroom walk-throughs, and professional growth plans. Benchmark scores and End of Course scores will also aid in targeting these standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
CJHS sent 6 educators (Bradshaw, Buist, Cates, Duncan, McNabb, West) to the National Council for Teachers of English Conference in Chicago, IL from November 17, 2012 to November 20, 2012. Educators who attended will provide professional development to the rest of the faculty on instructional strategies during the four days of back to school professional development in August 2012 and throughout the year in embedded hours. Evaluation will occur through formative assessment scores, classroom walk-throughs, and professional growth plans. Benchmark scores and End of Course scores will also aid in targeting these standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	John West, Teri Duncan	Start: 11/17/2012 End: 11/20/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
CJHS sent 3 educators (Howard, Martin, and Thompson) to the National Counsel of Social Studies Conference in Washington D.C. from November 30, 2012 to December 3, 2012. Educators who attended will provide professional development to the rest of the faculty on instructional strategies during the four days of back to school professional development in August 2012 and throughout the year in embedded hours. Evaluation will occur through formative assessment scores, classroom walk-throughs, and professional growth plans. Benchmark scores and End of Course scores will also aid in targeting these standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	David Howard, Mark Martin, Steve Thompson	Start: 11/30/2012 End: 12/03/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
All teachers will collaborate in bi-weekly meetings. Participants will be of the same department and take place during common plan time. The purpose is to provide a more cohesive teaching plan and common assessments. Evidence will be	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

supported by documentation.				
CJHS staff will have the option of participating in Cabot Links workshop training. The purpose of Cabot Links is to provide a forum for collaboration throughout the school year. This electronic collaboration allows educators to share information and materials to enhance lesson plans.	Meredith Jones	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	<div style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;">ACTION BUDGET:</div> <div style="text-align: right;">\$</div>
Total Budget:				\$0

- Priority 3: To increase family and community awareness about healthy lifestyle choices and to provide information regarding total wellness.
1. School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results for 2011-2012 were 79.25% and indicate a weakness in Family and Community Involvement.
 2. 2011-2012 Body Mass Index (BMI) was measured for 8th grade only. 163 males were tested with 60.7% scoring healthy or underweight, 17.2% overweight, and 22.1% obese. 154 females were tested with 64.3% scoring healthy or underweight, 17.5% overweight, and 18.2% obese. 2009-2010 Body Mass Index (BMI) was measured for 8th grade only. 169 males were tested with 57.4% scoring healthy or underweight, 18.38% overweight, and 24.3% obese. 146 females were tested with 65.1% scoring healthy or underweight, 19.2% overweight, and 15.8% obese. 2008-2009 Body Mass Index (BMI) was measured for 8th grade only. 162 males were tested with 57.4% scoring healthy or underweight, 18.5% overweight, and 24.1% obese. 126 females were tested with 61.9% scoring healthy or underweight, 21.4% overweight, and 16.7% obese. 2007-2008 BMI Assessment showed that 64.5% of males and 64% of females were healthy or underweight. 12.1% of males and 23.5% of females were considered to be at risk. Overweight males were 23.4% and females were 12.5%.
 3. Free and Reduced Lunch at Junior High South: 2011-2012 39% (439/1114)
- Supporting Data:

Goal To increase family and community awareness about healthy lifestyle choices and total wellness through educational opportunities.

Benchmark By School Year 2012-2013, the average of School Health Index Module 8 scores will increase by 25%.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas. Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage via the internet. Effectiveness will be evaluated by the number of visits the web-information receives and indirectly by watching BMI numbers of students over time. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	LeAnna Cook and Teri Duncan	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	<div style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;">ACTION BUDGET:</div> <div style="text-align: right;">\$</div>
The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Action Type: Parental Engagement Action Type: Wellness	Teri Duncan, Lori Harmon, Brandon Jay, Mary Emily Nash, and Zachary Prothro	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<div style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;">ACTION BUDGET:</div> <div style="text-align: right;">\$</div>
The Child Nutrition Department will offer educational classes hosted by the school parent teacher organizations. Evaluation will be determined by School Health Index Module 8 Forms and building walk	Erin Wilkes	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	<div style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;">ACTION BUDGET:</div> <div style="text-align: right;">\$</div>

<p>throughs by building and district administrators to check for web based programs about physical activity and healthy eating as well as educational materials being available to parents.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>				
<p>CJHS will provide an opportunity for students to eat salads Monday through Wednesday in the cafeteria. CJHS can determine if students are taking advantage of healthier lunches by the number of salads sold.</p> <p>Action Type: Wellness</p>	Diana Dalton	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will have students make brochures and handouts detailing the programs offered in our school and community to take home and discuss with parents. Effectiveness will be evaluated by reviewing BMI over time.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	Lori Harmon, Brandon Jay, Zachary Prothro and Mary Emily Nash	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The school will invite community leaders to discuss with students the need for a healthy lifestyle and share ideas on accomplishing their healthy lifestyle goals. Leaders will be invited to participate in school PE for life activities. Evidence of effectiveness will be evaluated over time as we build healthy lifestyle into the culture of our students. One formative measure will be BMI numbers.</p> <p>Action Type: Wellness</p>	Brandon jay, Lori Harmon, Steve Porter, Dan Wacker, Mary Emily Nash and Zachary Prothro	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>CJHS will maintain three parent centers available to the parents of students. These will be updated frequently with information on school involvement and parenting advice. The information will include how to provide healthy eating habits and what activities support quality exercise. Evidence of effectiveness will be reviewed as we consider the number of parents who visit the centers and by the feedback that we collect from parents.</p> <p>Action Type: Parental Engagement</p>	Jennifer Bates, Angie Simon	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>During the season of Lent, the cafeteria will offer alternative meat selections for students who observe Lent. This will be monitored and evidenced by the number of students who choose the alternative selection.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	Diana Dalton	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The District sent out a needs assessment to determine the type of programs to implement to increase faculty and staff wellness. Programs include Zumba classes, kickball tournaments, volleyball tournaments, bowling tournaments,</p>	CAO	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>

healthy eating classes, and narcotics classes. The programs that are offered along with the number of staff/faculty who participate will provide evidence of effectiveness. Action Type: Wellness				
A Graduate mentoring Program will be put into place to help at-risk students who are in danger of not graduating. The program will start with students when students are in ninth grade and continue through graduation. The GMP program will be evaluated by the number of at-risk students who graduate. Action Type: Parental Engagement	Terena Woodruff	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
A club called the INK (Individuals in Need of Kindness) has been established for children who might not belong to any other club. It meets regularly to discuss issues such as bullying, life skills, etc. This club makes posters to raise student awareness about our anti-bullying campaign at CJHS. Evidence of effectiveness will gathered by the number of students who attend INK club meetings.	Jennifer Bates	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: It is the goal of CJHS to improve parental knowledge of and involvement in the improvement of our school by implementing each component of Act 307.

Scientific Based Research: Duke, N.K. and Ritchhart, R., No Pain High Gain: Standardized Test Preparation, The Instructor, Oct., 1997, 89-92, 119.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Sixth grade students that will be attending CJHS the following year will be asked to participate in an orientation, building tour, and talk session with the CJHS counselors. The students and parents will also be asked to be a part of a class scheduling session that will help with their transition to the junior high level. A "GPS" committee will be available to direct 7th graders and help them adjust to junior high. Evidence of success will be determined by the number of 7th grade students who find their classrooms easily the first week of school. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Jennifer Bates, Angie Simon	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Implement all components of ACT 307 including informational packets, parent informational meetings, volunteer resource book, a process in the handbook for resolving parental concerns, establish a parent organization (Partners for Success), and have a parent facilitator. This will be evaluated through collaboration with the parent committee and building administrators by aligning our parental involvement plan with the district and state mandates. Evaluation can also be determined through formative assessments and benchmark scores	Jennifer Bates, Angie Simon	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

because parental involvement boosts student achievement in the school. Action Type: Collaboration Action Type: Parental Engagement				
All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of parental involvement staff development which will be evidenced by their professional development documentation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	John West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
CJHS will host two(2) Parent teacher conference nights, one each semester, for parents to meet and discuss students' progress. Sign in sheets will determine the number of parents that attend. Action Type: Collaboration Action Type: Parental Engagement	John West	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Belt, Debbie	Special Education Teacher	Literacy
Classroom Teacher	Bing, Kellye	Special Education Designee	Mathematics
Classroom Teacher	Bradshaw, Lisa	Special Education Teacher	Literacy
Classroom Teacher	Bryant, Jennifer	Special Education Teacher	Literacy
Classroom Teacher	Buist, Dean	English Teacher	Literacy
Classroom Teacher	Burlin, Rhonda	OC	Math
Classroom Teacher	Burlin, Rhonda	OC	Math
Classroom Teacher	Byrnes, Stephanie	English Teacher	Literacy
Classroom Teacher	Castillo, Kerry	Social Studies Teacher	Literacy
Classroom Teacher	Cates, Stacy	Special Education Teacher	Mathematics
Classroom Teacher	Clifton, Ashley	Special Education Teacher	Literacy
Classroom Teacher	Collie, Adam	Math Teacher	Mathematics/ACSIP Committee
Classroom Teacher	Cope, Chris	Volleyball	Wellness
Classroom Teacher	Crowder, Carla	Physical Education Teacher	Wellness
Classroom Teacher	Ellison, Cheryl	English/Math Teacher	Literacy
Classroom Teacher	Floyd, Kevin	Science Teacher	Mathematics
Classroom Teacher	Ford, Susan	Band Teacher	Literacy
Classroom Teacher	Gore, Tracy	Science Teacher	Mathematics
Classroom Teacher	Goshien, Rachel	Special Education Teacher	Literacy
Classroom Teacher	Hamric, Donnie	PE Teacher	Wellness
Classroom Teacher	Hankins, Christi	Gifted Talented Teacher	Literacy
Classroom Teacher	Hann, Erica	Band Teacher	Mathematics
Classroom Teacher	Harmon, Lori	Health Teacher	Wellness
Classroom Teacher	Harper, Kimberly	Special Education Teacher	Mathematics
Classroom Teacher	Hill, Ericka	Science Teacher	Mathematics
Classroom Teacher	Hobbs, Michelle	Special Education Teacher	Literacy
Classroom Teacher	Hobbs, Tim	Career Orientation Teacher	Mathematics
Classroom Teacher	Jay, Brandon	Health Teacher	Wellness
Classroom Teacher	Jones, Meredith	Instructional Facilitator	ACSIP Committee
Classroom Teacher	Joyner, Alison	Health/Coach	Wellness/ACSIP Committee
Classroom Teacher	Kelpine, LeAnna	Vocational Teacher	Mathematics
Classroom Teacher	Keyser, Donna	Special Education Teacher	Literacy
Classroom Teacher	Kirk, Connie	Math Teacher - Chair	Mathematics/ACSIP Committee
Classroom Teacher	Knight, Bethany	Math Teacher	Math

Classroom Teacher	Leopard, Betsy	German Teacher	Literacy
Classroom Teacher	Loyd, Jan	History Teacher - Chair	Literacy
Classroom Teacher	Maldonado, Melanie	Spanish Teacher	Literacy
Classroom Teacher	Martin, Mark	History Teacher	Literacy
Classroom Teacher	Martin, Melody	Art Teacher	Mathematics
Classroom Teacher	McFadden, Kim	Math Teacher	Mathematics
Classroom Teacher	McFarland, Amy	English Teacher	Literacy/ACSIP Committee
Classroom Teacher	McNabb, Kate	English Teacher	Literacy
Classroom Teacher	Mehyou, Myriam	French Teacher	Literacy
Classroom Teacher	Melder, Lee	Science Teacher	Mathematics
Classroom Teacher	Nash, Mary Emily	Coach	Wellness
Classroom Teacher	Nix, Bobby	Science Teacher	Math
Classroom Teacher	O'Shields, Heather	Math Teacher	Mathematics
Classroom Teacher	Patterson, Andrea	Key/Comp 1 Teacher	Math
Classroom Teacher	Pillow, Rosalee	Special Education Teacher	Literacy
Classroom Teacher	Porter, Steven	PE Teacher	Wellness
Classroom Teacher	Prater, John	Band Teacher	Mathematics
Classroom Teacher	Prater, Nicole	Band Teacher	Mathematics
Classroom Teacher	Prothro, Zachary	Health Teacher	Wellness
Classroom Teacher	Reynolds, Kara	Band Teacher	Mathematics
Classroom Teacher	Ross, LaDawn	Math Teacher	Mathematics
Classroom Teacher	Ruff, Corey	Agri Teacher	Literacy
Classroom Teacher	Runyon, Nathan	Science Teacher	Mathematics
Classroom Teacher	Ruple, Marissa	Science Teacher	Mathematics
Classroom Teacher	Rushin, Amanda	Reading Teacher	Literacy
Classroom Teacher	Sawyer, Hannah	Forensics Teacher	Literacy
Classroom Teacher	Schaefer, Nancy	English Teacher	Literacy
Classroom Teacher	Schichtl, Lance	Vocational Teacher	Mathematics
Classroom Teacher	Sheets, Matt	Math Teacher	Mathematics
Classroom Teacher	Singleton, Heather	Math teacher	Mathematics
Classroom Teacher	Smith, Terry	History Teachers	Literacy
Classroom Teacher	Smithey, Mary	Technology Teacher	Mathematics
Classroom Teacher	Sneed, Mary	Special Education Teacher	Math
Classroom Teacher	Stacks, Melissa	Science Teacher	Mathematics
Classroom Teacher	Tankesley, Kristen	English Teacher	Literacy
Classroom Teacher	Taylor, Mandy	Science Teacher	Math
Classroom Teacher	Thompson, Steve	Special Education Teacher	Literacy
Classroom Teacher	Thompson, Susan	Special Education Teacher	Mathematics
Classroom Teacher	Tomlinson, Shelly	English Teacher	Literacy
Classroom Teacher	Tonnessen, DeAnne	Special Education Teacher	Mathematics
Classroom Teacher	Turnbo, Susan	History Teacher	Literacy
Classroom Teacher	Turner, Lynn	Special Education Teacher	Literacy
Classroom Teacher	Wacker, Dan	Health Teacher	Wellness
Classroom Teacher	White, Beth	History Teacher	Literacy
Classroom Teacher	White, Katie	Choir Instructor	Mathematics
Classroom Teacher	Whitworth, Cody	Coach	Wellness
Classroom Teacher	Wiggins, Shannon	Art Teacher	Mathematics
Non-Classroom Professional Staff	Bates, Jennifer	Counselor	Literacy
Non-Classroom Professional Staff	Osborne, Stephanie	Technology	ACSIP Committee
Non-Classroom Professional Staff	Shannon, Holly	Librarian	Literacy
Non-Classroom Professional Staff	Simon, Angie	Counselor	Mathematics
Non-Classroom Professional Staff	Sokolosky, Jan	Para-Professional	Mathematics
Non-Classroom Professional Staff	West, Lindsey	Speech Pathologist	Literacy
Parent	Burchfield, Becky	Administrative Assistant	Literacy
Parent	Smith, Dana	Administrative Assistant	Math
Parent	Weathers, Nicole	Nurse	Wellness
Principal	Duncan, Teri	Assistant Principal	ACSIP Committee

Principal	Howard, David	Assistant Principal	Literacy
Principal	West, John	Principal	Math
