

CABOT JUNIOR HIGH NORTH

Arkansas Comprehensive School Improvement Plan

2013-2014

The staff of Cabot Junior High North is committed to maintaining a safe environment, allowing all students to develop proficiency in knowledge, skills, and technology to become successful and responsible in a global society.

Grade Span: 7-8

Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

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

Priority 2: Mathematics

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

Priority 3: Wellness

Goal: The school goal is to increase family and community awareness about healthy lifestyle choices and total wellness through educational opportunities.

Priority 1: To improve literacy skills

Supporting
Data:

1. 7th GRADE BENCHMARK LITERACY: In 2011 392 students were tested. The combined population score was 78% proficient or advanced. 69% of minority students, 79% of Caucasian students, 73% of Socioeconomically Disadvantaged students, and 22% of Students with Disabilities scored proficient or advanced. In 2012 417 students were tested. The combined population score was 87% proficient or advanced. Of the minority students, 77% were proficient or advanced, 88% of Caucasian students, 77% of Socioeconomically Disadvantaged, and 43% of Students with Disabilities scored proficient or advanced. In 2013 419 students were tested. The combined population score was 82% proficient or advanced. Of the minority students, 97% were proficient or advanced, 81% of Caucasian students, 70% of Socioeconomically Disadvantaged, and 32% of Students with Disabilities scored proficient or advanced.
2. 8th GRADE BENCHMARK LITERACY: In 2011 390 students were tested. The combined population score was 86% proficient or advanced. 76% of minority students, 87% of Caucasian students, 78% of Socioeconomically Disadvantaged, and 59% of students with Disabilities scored 59% proficient or advanced. In 2012 373 students were tested. The combined population score was 87% proficient or advanced. Of the minority students 89% were proficient or advanced, 86% of Caucasian students, 78% of Socioeconomically Disadvantaged, and 40% of Students with Disabilities scored proficient or advanced. In 2013 403 students were tested. The combined population score was 86% proficient or advanced. Of the minority students 76% were proficient or advanced, 87% Caucasian students, 72% of Socioeconomically Disadvantaged, and 40% of Students with Disabilities scored proficient or advanced.
3. 7th Grade Reading Comprehension Augmented Benchmark SAT 10: In 2011, in Reading Comprehension, the combined population rank score was 63% and in Comprehensive Language, the combined population rank score was 55% at or above the National 50th Percentile. *In 2011 the Augmented Benchmark changed the norm reference test from SAT 10 to ITED. In 2012, in Reading Comprehension, the percentile rank of mean standard score was 58. In Comprehensive Language the percentile rank of mean standard score was 49. In 2013, in Reading Comprehension, the percentile rank of mean standard score

- was 58. In Comprehensive Language, the percentile rank of mean standard score was 52.
4. 8th Grade Reading Comprehension Augmented Benchmark SAT 10: In 2011, in Reading Comprehension, the combined population rank score was 61% and in Comprehensive Language, the combined population rank score was 51% at or above the National 50th Percentile. *In 2011, the Augmented Benchmark changed the norm reference test from SAT 10 to ITED. In 2012, in Reading Comprehension, the percentile rank of mean standard score was 65. In Comprehensive Language, the percentile rank of mean standard score was 56. In 2013, in Reading Comprehension, the percentile rank of mean standard score was 61. In Comprehensive Language, the percentile rank of mean standard score was 52.
 5. 9th Grade ITED: In 2011 334 students were tested on the ITED. Test results: Reading Comprehension 63.1% at or above the National 50th Percentile. Reading Vocabulary 63.7% at or above the National 50th Percentile. Revising Written Materials 62.5% at or above the National 50th Percentile. In 2012 367 students were tested on the ITED. Test results: Reading Comprehension 59% at or above the National 50th Percentile. Reading Vocabulary 59% at or above the National 50th Percentile. Revising Written Materials 60% at or above the National 50th Percentile. In 2013 366 students were tested on the ITED. Test results: Reading Comprehension 68% at or above the National 50th Percentile. Reading Vocabulary 67.2% at or above the National 50th Percentile. Revising Written Materials 66.7% at or above the National 50th Percentile.
 6. Average Daily Attendance 2010-2011 School Year 98% 2011-2012 School Year 98% 2012-2013 School Year 98.5%

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

Benchmark In 2013-2014 85.23% of the combined population and 76.7% of our TAGG group will demonstrate proficiency in order to meet or exceed the AMO goal.

Benchmark

Intervention: Implement a comprehensive literacy program.				
Scientific Based Research: Scientific Based Research: Jacobs, H.H. (1997). Mapping the Big Picture, pg. 7-33. Durkin, et. al. National Reading Panel, "Text Comprehension Instruction," p. 39-50, 1993. Doug Reeves, "Making Standards Work." Shaywitz and Shaywith, "Reading Disabilities and the Brain," and Educational leadership, Vol. 61, No. 6, March 2004. Maureen Auman, "Research Basis for Step Up To Writing." "Raising Student Achievement: Practices That Work:" NCA Commission on Accreditation and School Improvement. Vol. 2, No. 2, Nov. 2003. Doug Reeves, "Making Standards Work," Center for Performance Assessment, Aug. 2003, "Identifying the Standards that Matter the Most, ' p. 3-4. " Hashey and Connors, Learn From Our Journey: Reciprocal Teaching Action Research," International Reading Association, 2003, pp 231-232. John H. Wherry, "Linking Parent Involvement to Student Achievement," Principal Journal, May/June, 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will align building assessments to district pacing guides which align to state curriculum frameworks. This will be evidenced by an analysis of formative assessments. Action Type: Alignment	Roger Tonnessen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Special Education teachers will be trained in and implement Read Naturally as teaching tools to provide equity for special education	Debora Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$

students. Action Type: Equity				
"Kid Friendly Objectives" will be posted daily in all classrooms as evidenced by classroom walk through. Action Type: Program Evaluation	Roger Tonnessen, Nicole Gatewood, Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will utilize the modifications from the Arkansas Literacy Intervention Matrix to assure equity among students. Action Type: Special Education	Suzanne Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The Academic Acceleration facilitator will continue to use APEX and Khan Academy to evaluate and remediate, if necessary, students who score below grade level in math.	Amanda Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
All components of ACT 307 will be implemented: Informational packets, parent centers, materials in the media center for parents to promote responsible parenting as funds are available, parent/teacher conferences, parent involvement meetings, volunteer resource files, a process for resolving parental concerns, use of alumni on advisory committees, when possible. A parent facilitator will organize and train those involved. Action Type: Parental Engagement	Mark Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Content area teachers will support the literacy curriculum by building classroom libraries. Action Type: Alignment Action Type: Collaboration	Roger Tonnessen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
Teachers will examine research indicating the positive results of parental engagement in education. Action Type: Parental Engagement	Nicole Gatewood and Jamie Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
To increase student engagement and achievement, teachers will receive training and	Roger Tonnessen, Nicole Gatewood and	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$

implement strategies using Kagan Structures and other educational programs. Action Type: Professional Development	Adam Koehler			
Building teachers will collaborate to determine gaps/overlaps in the curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Roger Tonnessen, Nicole Gatewood, Adam Koehler, Kim Hill, Cherry Sanders, Debra Daugherty, and Peggy Magdale	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Annual Report to Patrons will be conducted with the opportunity for community and stakeholders to give input and ask questions concerning curriculum alignment, instructional focus programs, remediation programs, student work, reading/writing programs, and parental involvement programs. Action Type: Parental Engagement	Roger Tonnessen, Nicole Gatewood, and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Sessions will be provided to educate parents and provide information on strategies to increase student achievement and well being which may also include information pertaining to APEX, an educational on-line program used to increase student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Roger Tonnessen and Jamie Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Tools such as Pinnacle will be used by teachers to give timely feedback to parents concerning student achievement. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Roger Tonnessen, Nicole Gatewood, and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will attend 60 hours of professional development.	Roger Tonnessen.	Start: 07/01/2013	<ul style="list-style-type: none"> Computers 	<hr/>

including 12 embedded hours targeted to increase the achievement of IEP and SES sub- populations. Teachers may attend conferences such as HSTW, AAMLE, Nuts and Bolts, Model Schools, and ASCD. In addition, teachers receive six hours of training in technology and two hours in parental involvement. Arkansas history teachers receive two hours of Arkansas History. Administrators receive the required hours in data disaggregation, fiscal management, instructional leadership, parental involvement, and lottery scholarship. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Nicole Gatewood and Adam Koehler	End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Administration team will model best practices and strategies for teachers to improve teaching and learning. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Teachers 	ACTION BUDGET: \$
Teachers will use standards based exams, released Benchmark items, and formative assessments to give feedback to students on performance in order to increase achievement. Action Type: Alignment	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Counselors will explain Criterion Referenced Test and Norm Referenced Test scores to teachers. Teachers will be taught how to access TRIAND and/or The Learning Institute for individual student performance. Action Type: Technology Inclusion	Mark Cooper and Jessica Moser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Select teachers will receive professional development in literacy strategies. Action Type: Professional	Melanie Duerkopp	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$

Development			<ul style="list-style-type: none"> Teachers 	
Students enrolled in the reading class will implement strategies from Dr. Janet Allen's program, Plugged Into Reading. Students will be given extended time for literacy as needed. Action Type: Equity	Pam Burks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Principals will frequently monitor student performance using formative assessments, quarterly grades, and Benchmark exams. Principals will conference with at risk students. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Principals will frequently monitor alignment of curriculum, and instructional strategies using classroom walk throughs. Feedback will be given to faculty. In addition, principals, instructional facilitator, and teachers will collaborate in bi-weekly meetings ensure effective classroom instruction. Action Type: Alignment Action Type: Collaboration	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Students will participate in an advisory program led by a teacher. Topics will include: 1. Character Education 2. Educational advising 3. Social skills Resources will include Connect With Kids and other research based best practices. Action Type: Equity	Mark Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
A SPRINT Team will analyze data from classroom teachers, principals, student observations, Pinnacle, and APSCN to develop a Response To Intervention Plan for at-risk students. Action Type: Collaboration Action Type: Equity	Nicole Gatewood	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Kindles will be used in the reading class as technology tools to increase student engagement and	Pam Burks, Linda Young, and Deborah Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

achievement. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers 	
All aspects of ACT 397 requiring training of volunteers will be implemented. Action Type: Parental Engagement Action Type: Professional Development	Roger Tonnessen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Teachers will instruct students in reading open response strategies in all disciplines. Action Type: Alignment Action Type: Collaboration	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will integrate appropriate literacy concepts in non-language arts content areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Roger Tonnessen, Nicole Gatewood, Adam Koehler and Cherry Sanders	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
An at-risk student mentoring program will be offered through volunteer faculty and staff. Students nominated by teacher recommendations will be matched with a faculty or staff member volunteer who will provide social, academic, and advisory support to their mentee. Action Type: Collaboration Action Type: Equity	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will meet to evaluate student success toward achieving academic goals, providing for student equity, and determining gaps and/or overlaps in the curriculum. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Debra Daugherty, Peggy Magdaleno, Cherry Sanders, Kim Hill, and Suzanne Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Wireless slates may be used by teachers in all classrooms as technology tools to increase student	Roger Tonnessen, Nicole Gatewood and	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET: \$

engagement and achievement.	Adam Koehler		<ul style="list-style-type: none"> Teachers 	
Second period teachers will collaborate with the administration to develop grade level specific AIPs for students based on students' needs and test scores. Action Type: AIP/IRI	Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will create an assessment binder for on-going information and reflection of student achievement and areas for student improvement. Action Type: Alignment Action Type: Collaboration	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Renaissance programs will be established to help promote and enhance school climate, student achievement and faculty, staff, and student recognition. Action Type: Collaboration Action Type: Parental Engagement	Roger Tonnessen, Nicole Gatewood, Adam Koehler and Faculty Support Team Members	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve mathematics skills

1. 7th GRADE BENCHMARK MATH: In 2011 392 students were tested. 81% of the Combined population scored proficient or advanced. 82% of the Caucasian population, 58% of the minority population, 31% of the Students With Disabilities population, and 72% of Economically Disadvantaged population scored proficient or advanced. In 2012 417 students were tested. 84% of the Combined population scored proficient or advanced. 85% of the Caucasian population, 77% of the minority population, 50% of the Students With Disabilities population, and 79% of Economically Disadvantaged population scored proficient or advanced. In 2013 419 students were tested. 72% of the Combined population scored proficient or advanced. 72% of the Caucasian population, 65% of the Minority population, 16% of the Students With Disabilities population, and 54% of the Economically Disadvantaged population scored proficient or advanced.
2. 8th GRADE BENCHMARK MATH: In 2011 390 students were tested. 71% of the combined population scored proficient or advanced. 65% of the minority population, 71% of the Caucasian population, 29% of the Students with Disabilities population, and 58% of the Economically Disadvantaged population scored proficient or advanced. In 2012 373 students were tested. 83% of the combined population scored proficient or advanced. 78% of the minority population, 84% of the Caucasian population, 37% of the Students with Disabilities population, and 76% of the Economically Disadvantaged population scored proficient or advanced. In 2013 403 students were tested. 74% of the Combined population scored proficient or advanced. 73% of the Minority population, 72% of the Caucasian population, 29% of the Students with Disabilities population, and 59% of the Economically Disadvantaged population scored proficient or advanced.
3. Algebra I End of Course: In 2011 338 students were tested. The combined population score was 89% proficient or advanced. 93% of minority students, 90% of Caucasian students, 82% of Socioeconomically Disadvantaged students,

Supporting Data:

and 67% of Students with Disabilities scored proficient or advanced. In 2012 373 students were tested. The combined population score was 88% proficient or advanced. 86% of minority students, 88% Caucasian students, 84% of Socioeconomically Disadvantaged students, and 75% of Students with Disabilities scored proficient or advanced. In 2013 360 students were tested. The combined population score was 88% proficient or advanced. 92% of minority students, 88% Caucasian students, 85% of Socioeconomically Disadvantaged students, and 69% of Students with Disabilities scored proficient or advanced.

4. Geometry End of Course. In 2011 91 students were tested. The combined population score was 100% proficient or advanced. 100% of minority students, 100% of Caucasian students, 100% of Socioeconomically Disadvantaged students scored proficient or advanced. In 2012 93 students were tested. The combined population score was 100% proficient or advanced. 100% of Minority students, 100% of Caucasian students, and 100% of Socioeconomically Disadvantaged students scored proficient or advanced. In 2013 109 students were tested. The combined population score was 99% proficient or advanced. 83% of Minority students, 100% of Caucasian students, and 100% of Socioeconomically Disadvantaged students scored proficient or advanced.
5. 7th Grade Math Problem Solving Augmented Benchmark SAT 10: In 2011 the combined population rank score was 62% at or above the National 50th Percentile. *In 2011 the Augmented Benchmark changed the norm reference test from SAT 10 to ITED. In 2012 413 students were tested. The combined population percentile rank of mean standard score was 58. In 2013 419 students were tested. The combined population percentile rank of mean standard score was 60.
6. 8th Grade Math Problem Solving Augmented Benchmark SAT 10: In 2011 the combined population rank score was 60% at or above the National 50th Percentile. *In 2011 the Augmented Benchmark changed the norm reference test from SAT 10 to ITED. In 2012 369 students were tested. The combined population percentile rank of mean standard score was 63. In 2013 403 students were tested. The combined population percentile rank of mean standard score was 59.
7. 9th Grade ITED Test: In 2011 334 students were tested on the ITED. Test results: Mathematics Concepts and Probability Solving 66.1% at or above the National 50th Percentile. Mathematics Computation 39% at or above the National 50th Percentile. In 2012 367 students were tested on the ITED. Test results: Mathematics Concepts and Probability Solving 63% at or above the National 50th Percentile. Mathematics Computation 42% at or above the National 50th Percentile. In 2013 366 students were tested on the ITED. Test results: Mathematics Concepts and Probability Solving 70.5% at or above the National 50th Percentile. Mathematics Computation 42.6% at or above the National 50th Percentile.
8. Average Daily Attendance: 2010 - 2011 School Year 98% 2011 - 2012 School Year 98% 2012- 2013 School Year 98.5%

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

Benchmark In 2013-2014 85.11% of all students and 75.06% of our TAGG group will demonstrate proficiency in order to meet or exceed our AMO goal.

Intervention: To implement a standards based math program				
Scientific Based Research: Jacobs, H. H. (1997). "Mapping The Big Picture." P. Kenneth Komoski, "Needed: A Whole Curriculum Approach," Educational Leadership, Feb. 1990, pp. 72-78. Doug Reeves, "Making Standards Work." Sutton and Krueger, "What We Know About Mathematics Teaching and Learning," EdThoughts, 2002, p.6 Doug Reeves, "Making Standards Work." Sutton and Krueger, "What We Know About Mathematics Teaching and Learning," Ed Thoughts, 2002, pp 2-3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Tools such as Pinnacle will be	Roger	Start:	• Administrative	_____

used by teachers to give timely feedback to parents concerning student achievement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Tonnessen, Nicole Gatewood and Adam Koehler	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Teachers will meet to evaluate student success toward achieving academic goals, providing for student equity, and determining gaps and/or overlaps in the curriculum. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Peggy Magdaleno, Cherry Sanders, Kim Hill, Debra Daugherty, and Suzanne Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Annual Report to Patrons will be conducted with the opportunity for community and stakeholders to give input and ask questions concerning curriculum alignment, instructional focus programs, remediation programs, student work, reading/writing programs, and parental involvement programs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Math teachers will administer formative assessments from The Learning Institute and ensure that material taught is material tested. Department chair will document use of common assessments for learning and evaluate using rubrics. Action Type: Alignment Action Type: Parental Engagement Action Type: Program Evaluation	Peggy Magdaleno and Suzanne Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teaching Aids 	ACTION BUDGET: \$
Principals, teachers, and instructional facilitators will	Roger Tonnessen ,	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>conduct Classroom Walk-Through to evaluate instruction and to insure that all student learning is aligned with state frameworks. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Nicole Gatewood and Adam Koehler</p>	<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teaching Aids 	<p>BUDGET:</p>
<p>Teachers will attend 60 hours of professional development, including 12 embedded hours targeted to increase the achievement of IEP and SES sub- populations. Teachers can attend conferences such as HSTW, AAMLE, Nuts and Bolts, Model Schools, and ASCD. In addition, teachers receive six hours of training in technology and two hours in parental involvement. Arkansas history teachers receive two hours of Arkansas History. Administrators receive the required hours in data disaggregation, fiscal management, instructional leadership, parental involvement, and lottery scholarship. Action Type: Professional Development</p>	<p>Roger Tonnessen, Nicole Gatewood and Adam Koehler</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Teachers will align building assessments with state curriculum frameworks. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Roger Tonnessen, Nicole Gatewood and Adam Koehler</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will integrate appropriate math concepts in non-math content areas. Action Type: Equity Action Type: Professional Development</p>	<p>Roger Tonnessen and Peggy Magdaleno</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>To increase student engagement and achievement, teachers will receive training and implement strategies using Kagan Structures and other educational programs. Action Type: Collaboration Action Type: Professional Development</p>	<p>Roger Tonnessen, Nicole Gatewood, Adam Koehler and Peggy Magdaleno</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

Principals will frequently monitor student performance using formative assessments, quarterly grades, and Benchmark exams. Principals will conference with at risk students. Action Type: Equity Action Type: Program Evaluation	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	ACTION BUDGET: \$
Administration and faculty will analyze released and non-released test data to identify specific strengths and weaknesses demonstrated by students. Resulting data will be used to drive instructional practices influencing student achievement. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Mark Cooper and Jessica Moser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
The use of technology teaching aids including iPods, Flip Cams, COWs, document cameras, LCD projectors, DVDs, graphing calculators, Navigator Systems, the Turning Points program, Apple computers, and wireless slates will be used to enhance student learning and provide equity among students. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Roger Tonnessen and Peggy Magdaleno	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teaching Aids 	ACTION BUDGET: \$
The Academic Acceleration facilitator will continue to use APEX and Khan Academy to evaluate and remediate, if possible, students who score below grade level in math. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Roger Tonnessen, Nicole Gatewood, Adam Koehler and Amanda Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
SPED teachers and math teachers will be trained in the use of teaching aids such as math manipulatives to	Peggy Magdaleno and Suzanne Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$

increase student achievement. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education			<ul style="list-style-type: none"> Teaching Aids 	
The 9th grade students and parents will meet with counselors regarding scheduling and transition onto the Cabot High School campus. The Cabot High School counselors will meet with all 9th graders to review career pathways and evaluate academic plans. An orientation/tour is also provided. Action Type: Parental Engagement	Mark Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
Incoming sixth graders are transitioned to 7th grade with a tour of Junior High North campus and an orientation presentation. Action Type: Parental Engagement	Mark Cooper and Jessica Moser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Sessions will be provided to educate parents and provide information on strategies to increase student achievement and well being which may also include information pertaining to APEX an educational on-line programs used to increase student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jamie Shelton and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Teachers will instruct students in math open response strategies and provide open response practice in all disciplines. Action Type: Alignment Action Type: Collaboration	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Students will participate in an advisory program led by a teacher. Topics will include: 1. Character Education 2. Educational advising 3. Social skills Resources will include Connect With Kids and other research based best practices.	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
An at-risk student mentoring program will be offered through volunteer faculty and staff. Students nominated by teacher recommendations will be matched with a faculty or staff member volunteer who will provide social, academic, and advisory support to their mentee. Action Type: Collaboration Action Type: Equity	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Second period teachers will collaborate with the administration to develop grade level specific AIPs for students based on students' needs and test scores. Action Type: AIP/IRI	Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Renaissance programs will be established to help promote and enhance school climate, student achievement and faculty, staff, and student recognition. Action Type: Collaboration Action Type: Parental Engagement	Roger Tonnessen, Nicole Gatewood, Adam Koehler and Faculty Support Team Members	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will create an assessment binder for on-going information and reflection of student achievement and areas for student improvement. Action Type: Alignment Action Type: Collaboration	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community networks.

1. Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community Involvement.
2. 2009 BMI was measured for 8th grade students only. 173 males were tested with 63% scoring healthy or underweight, 17.9% overweight, and 19.1% obese. 149 females were tested with 59.1% scoring healthy or underweight, 24.2% overweight, and 16.8% obese. 2010 BMI was measured for 8th grade students only. 178 males were tested with 59% scoring healthy or underweight, 19.7% overweight, and 21.3% obese. 193 females were tested with 58% scoring healthy or underweight, 22.3% overweight, and 19.7% obese. 2011-2012 BMI was measured for 8th grade students only. 169 males were tested with 61.5% scoring healthy or underweight, 17.2% overweight, and 21.3% obese. 145 females were tested with 66.9% scoring healthy or underweight, 17.9% overweight, and 15.2% obese. 2012-2013 BMI measured for 8th grade students

Supporting Data:

- only. 175 males were tested with 62.3% scoring healthy or underweight, 18.3% overweight, and 19.4% obese. 197 females were tested with 61.4% scoring healthy or underweight, 19.3% overweight, and 19.3% obese. *BMI is calculated by the following formula: Weight in pounds divided by height in inches (2) times 703 = BMI score **Health care professionals group BMI percentiles as follows: Obese: BMI greater than or equal to 95th percentile. Overweight: BMI between 85th and less than 95th percentiles. Healthy Weight: BMI between 5th and less than 85th percentiles. Underweight: BMI less than 5th percentile.
3. Free and Reduced Lunch at Junior High North: 2010-2011 - 30% 2011-2012 - 33% 2012-2013 - 35.1%
 - 4.

Goal The school goal is to increase family and community awareness about healthy lifestyle choices and total wellness through educational opportunities.

Benchmark By SY 2013-2014, the school average of School Health Index Module 8 scores will increase by 25%.

Intervention: The school will implement practices to encourage students, parents, and faculty to make healthy lifestyle choices.				
Scientific Based Research: Arkansas Center for Health Improvement. Healthy Arkansas. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler. http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyiscal.pdf . Presidential Physical Fitness Test				
Actions	Person Responsible	Timeline	Resources	Source of Funds
As a part of our school wellness plan, the 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. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$
To encourage wellness, the school will provide families with educational materials sent home via the student or the Cabot Public Schools website about the benefits of physical activity and healthy eating information. Action Type: Technology Inclusion Action Type: Wellness	Roger Tonnessen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
To insure students are not only becoming more active but are making healthier lifestyle choices, a Body Fat Monitor and Sit-and-Reach Board (for flexibility testing) will be incorporated into PE classes. Action Type: Wellness	Shonda Westbrook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

To enhance over-all wellness, pillars of character education will be implemented. Action Type: Wellness	Roger Tonnessen, Nicole Gatewood, Adam Koehler and Mark Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
To enhance faculty wellness, a program will be put into place to encourage faculty to become more active and make healthier life-style choices. Action Type: Wellness	Roger Tonnessen, Kelly Spencer and Shonda Westbrook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students will participate in an advisory program led by a teacher. Topics will include: 1. Character Education 2. Educational advising 3. Social skills Resources will include Connect With Kids and other research based best practices. Action Type: Collaboration Action Type: Equity	Mark Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A school wide mentoring program will be offered through volunteer faculty and staff. Students nominated by teacher recommendations will be matched with a faculty or staff member volunteer who will provide social, academic, and advisory support to their mentee. Action Type: Collaboration Action Type: Equity	Roger Tonnessen, Nicole Gatewood and Adam Koehler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Darlene Stokes	Business owner	Steering Committee
Classroom Teacher	Alison Astin	SPED	Math
Classroom Teacher	Alison Joyner	CBI	Literacy
Classroom Teacher	Amanda Phillips	Academic Acceleration	Literacy
Classroom Teacher	Amber Carter	English	Literacy
Classroom Teacher	Anita Pfaffenberger	SPED	Math
Classroom Teacher	Anna Robertson	Coach, Health, SPRINT team	Literacy
Classroom Teacher	Anthony Shepherd	Science Teacher	Math
Classroom Teacher	Audra Lowery	Math	Math
Classroom Teacher	Ben Lippert	Social Studies	Math
Classroom Teacher	Betsy Leopard	German	Literacy
Classroom Teacher	Brian Jones	English, Coach	Literacy
Classroom Teacher	Candice Castillo	ESL, Cheer Coach	Literacy

Classroom Teacher	Cara Cloninger	Spanish	Literacy
Classroom Teacher	Carrie Stewart	Computer Applications	Literacy
Classroom Teacher	Casandra Whitley	SPED	Literacy
Classroom Teacher	Cherry Sanders	English Department Chair	Literacy
Classroom Teacher	Chris Beavert	Social Studies, Coach	Math
Classroom Teacher	Chris Flowers	Forensics	Literacy
Classroom Teacher	Cindy McMahand	English Inclusion, Support Team	Literacy
Classroom Teacher	Corey Ruff	Agri	Math
Classroom Teacher	Danny Spencer	Social Studies, Coach	Math
Classroom Teacher	David Smith	PE	Math
Classroom Teacher	David Willard	Choir	Literacy
Classroom Teacher	Dawn Brown	English	Literacy
Classroom Teacher	Deana Davis	English	Literacy
Classroom Teacher	Debra Brown	Reading Teacher, SPED	Literacy
Classroom Teacher	Debra Daugherty	Science	Math
Classroom Teacher	Don Woodruff	Industrial Arts, EITE, Construction	Literacy
Classroom Teacher	Donnie Hamric	PE	Math
Classroom Teacher	Erica Hann	Band, Support Team	Literacy
Classroom Teacher	Erika Martin	Foreign Language - Spanish	Literacy
Classroom Teacher	Jamie Shelton	Career Orientation, Parent Involvement Coordinator, Support Team	Literacy
Classroom Teacher	Janet Lowe	Oral Communications	Literacy
Classroom Teacher	Jay Fitch	Social Studies, SIM Trainer	Math
Classroom Teacher	Jennifer Akers	Forensics, Support Team, ACSIP Chair	Literacy
Classroom Teacher	Jeremy Halbrook	Health, Coach	Literacy
Classroom Teacher	John Prater	Band	Literacy
Classroom Teacher	Justin Acree, Support Team	Science	Math
Classroom Teacher	Kara Reynolds	Band	Math
Classroom Teacher	Kasey Hill	Social Studies	Literacy
Classroom Teacher	Katherine Karkkainen	Art	Literacy
Classroom Teacher	Keith Watkins	Social Studies, Coach	Literacy
Classroom Teacher	Kim Hill	Social Studies Department Chair	Literacy
Classroom Teacher	Kimberly Collier	English, Support Team	Literacy
Classroom Teacher	Kristen Bokker	CBI	Math
Classroom Teacher	Laura Abbott	Health	Literacy
Classroom Teacher	Leon White	Science, Coach	Literacy
Classroom Teacher	Linda Powell	Engineering	Math
Classroom Teacher	Linda Young	English	Literacy
Classroom Teacher	Lowell Sherrod	Science	Math
Classroom Teacher	Maggie Cope	Science, Coach	Math
Classroom Teacher	Mandy Green	Math, Support Team	Math
Classroom Teacher	Matt Malham	Health, Coach	Math
Classroom Teacher	Matthew Pelkey	Science	Math
Classroom Teacher	Megan Listenbee	English	Literacy
Classroom Teacher	Melissa Barry	Math	Math
Classroom Teacher	Michael Falcinelli	Science, Coach	Math
Classroom Teacher	Mike Malham	Geometry	Math
Classroom Teacher	Myriam Mehyou	French	Literacy
Classroom Teacher	Nathan Brown	Health	Math

Classroom Teacher	Nathan Runyon	Science	Math
Classroom Teacher	Nicole Prater	Band	Math
Classroom Teacher	Pam Burks	Reading Teacher	Literacy
Classroom Teacher	Pam Carter-Corn	SPED	Math
Classroom Teacher	Patti Benight	Science Teacher	Math
Classroom Teacher	Peggy Magdaleno	Math Dept. Chair, Support Team	Math
Classroom Teacher	Rachel Horn	Math, Support Team	Math
Classroom Teacher	Ramona Tucker	SPED	Literacy
Classroom Teacher	Rene' Embrey	Keyboarding Teacher	Literacy
Classroom Teacher	Ronda Canon	Math	Math
Classroom Teacher	Rusty Hart	Band	Literacy
Classroom Teacher	Sally Wilhite	Social Studies	Math
Classroom Teacher	Scott Wells	Math	Math
Classroom Teacher	Shannon Wiggins	Art	Literacy
Classroom Teacher	Shelia Barnett	Keyboarding	Literacy
Classroom Teacher	Shonda Westbrook	PE, Support Team	Math
Classroom Teacher	Stacy Riley	Social Studies, Math	Math
Classroom Teacher	Susan Buntin	Science	Math
Classroom Teacher	Susan Ford	Band	Literacy
Classroom Teacher	Susan Thomas	Math, SPED, Support Team	Math
Classroom Teacher	Taylor Brock	Math	Math
Classroom Teacher	Terry Ball	ROTC	Math
Classroom Teacher	Theresa Caruthers	SPED	Math
Classroom Teacher	Tiffinie Taylor	English, Support Team	Literacy
Classroom Teacher	Tim Lawerence	Social Studies, Coach	Math
Classroom Teacher	Tina Jackson	SPED	Literacy
Classroom Teacher	Tonya Six	English	Literacy
Classroom Teacher	Trevor McGarrah	Science	Math
Classroom Teacher	Victoria Lovellette	Social Studies	Math
Community Representative	Phillip Robinson	Fire Chief	Steering Committee
District-Level Professional	Linda Payne	CAO Director	Math
District-Level Professional	Tammy Tucker	Curriculum Director - Secondary	Literacy
Non-Classroom Professional Staff	Cecilia Edwards	Registrar	Literacy
Non-Classroom Professional Staff	Jamie Collier	Speech Therapist	Literacy
Non-Classroom Professional Staff	Jamie Ross	Ed. Interpreter	Literacy
Non-Classroom Professional Staff	Jessica Moser	Counselor	Literacy
Non-Classroom Professional Staff	Karen Roderiguez	Secretary	Title V Advisory
Non-Classroom Professional Staff	Mark Cooper	Counselor	Literacy
Non-Classroom Professional Staff	Melissa Fureigh	Due Process Designee	Literacy
Non-Classroom Professional Staff	Suzanne Johnson	SPED Designee	Math
Non-Classroom Professional Staff	Velma Jones	Media Specialist, Support Team	Literacy
Parent	Carolyn Saddler	Parent Volunteer	Parent Involvement

Parent	LeAnne Gilliam	Parent Volunteer	Parent Involvement
Principal	Adam Koehler	Assistant Principal	Math
Principal	Nicole Gatewood	Assistant Principal	Literacy
Principal	Roger Tonnessen	Principal	Math