

# CABOT JUNIOR HIGH SOUTH

## Arkansas Comprehensive School Improvement Plan

2013-2014

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: 7-8

Title I: Not Applicable

School Improvement: MS

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### 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.

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- Priority 1: To improve skills in problem solving and responding to Open Response items proficiently.
- Supporting Data:
1. 2013 7TH GRADE BENCHMARK MATHEMATICS: 72% of total population were proficient/advanced. 65% SES (81/125) proficient/advanced. 67% LEP (4/6) proficient/advanced. 18% IEP (5/28) proficient/advanced. 66% Minority (23/35) proficient/advanced. Number and operations: MC 70% OR 20% Algebra: MC 52% OR 38% Geometry: MC 51% OR 59% Measurement: MC 48% OR 30% Data Analysis & Probability: MC 74% OR 53%. 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. 2013 8TH GRADE BENCHMARK MATHEMATICS: 72% of total population were proficient/advanced. 53% SES (65/123) proficient/advanced. 17% LEP (1/6) proficient/advanced. 14% IEP (4/27) proficient/advanced. 61% Minority (25/41) proficient/advanced. Number and operations: MC 66% OR 41% Algebra: MC 59% OR 33% Geometry: MC 52% OR 45% Measurement: MC 62% OR 18% Data Analysis & Probability: MC 60% OR 64%. 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. 2013 ALGEBRA I END OF COURSE: 91% of total population proficient/advanced. 85% SES (88/104) proficient/advanced. 100% LEP (3/3) proficient/advanced. 67% IEP (12/18) proficient/advanced. 96% Minority (23/24) proficient/advanced. Language of Algebra: MC 73% OR 26% Solving Equations & Inequalities: MC 73% OR 30% Linear Functions: MC 71% OR 74% Non-Linear Functions: MC 68% OR 21% Data Interpretation & Probability: MC 78% OR 56%. 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. 2013 GEOMETRY END OF COURSE: 98% of total population were proficient/advanced. 100% SES (10/10) proficient/advanced. 100% LEP (2/2) students tested. 0% IEP (0/0) students tested. 100% Minority (6/6) proficient/advanced. Language of Geometry: MC 92% OR 71% Triangles: MC 84% OR 43% Measurement: MC 88% OR 69% Relationships between two & three dimensions: MC 85% OR 74% Coordinate Geometry & Transformations: MC 83% OR 55%. 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. 2013 SAT 10/ITBS: 7th Grade Math 62nd percentile 7th Grade Science 70th

percentile 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

6. 2013 SAT 10/ITBS: 8th Grade Math 60th percentile 2012 SAT 10/ITBS: 8th Grade Math 59th percentile 2011 SAT 10: 8th Grade Math 60th percentile
7. 2013 SAT 10/ITED 9th Grade Math: Concepts/Prob Solving: 56th percentile  
Computation: 45th percentile 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. 2013 Iowa Test of Educational Development 9th Grade: 56th percentile. 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. 2012-2013 TLI (The Learning Institute) Areas of Concern for 7TH GRADE MATHEMATICS: 6.RP.3a (23% Corr.),6.EE.3(B) (37% Corr.),6.EE.6 (37% Corr.),6.NS.1(B) (47% Corr.),6.EE.5(A) (57% Corr.),6.EE.2a (39% Corr.),6.RP.1 (48% Corr.),6.EE.2c (40% Corr.),6.NS.4(C) (54% Corr.), 6.NS.4(B) (44% Corr.)  
2012-2013 TLI (The Learning Institute) Areas of Concern for 8TH GRADE MATHEMATICS: 7.NS.1(A)(55% Corr.),7.NS.2a(A)(42% Corr.),7.NS.2d(44% Corr.),7.RP.2(32% Corr.),7.NS.1c(36% Corr.),7.EE.3(B)(36% Corr.),7.RP.2c(30% Corr.),7.EE.4(23% Corr.),7.EE.4a(35% Corr.) 2011-2012 TLI (The Learning Institute) Areas of Concern for ALGEBRA I: A.4.4.3(39% Corr.),DIP.5.AI.9b(39% Corr.), NO.3.3.2a(41% Corr.),SEI.2.AI.6b(29% Corr.),M.13.4.7c(22% Corr.),NLF.4.AI.4b(53% Corr.),NO.3.3.3a(35% Corr.),SEI.2.AI.5a(32% Corr.),DIP.5.AI.9a(46% Corr.),LA.1.AI.4(41% Corr.),M.13.4.8c(34% Corr.),NO.3.3.2b(40% Corr.),DIP.5.AI.5(63% Corr.),DIP.5.AI.6(41% Corr.),G.8.4.2(20% Corr.),NO.3.3.1c(49% Corr.),DIP.5.AI.2a(31% Corr.),DIP.5.AI.2b(53% Corr.),M.13.4.7b(27% Corr.),NO.3.3.1b(66% Corr.),DIP.5.AI.3(50% Corr.),LA.1.AI.2c(22% Corr.),NO.3.3.1a(53% Corr.),NLF.4.AI.4b(26% Corr.),NLF.4.AI.4c(46% Corr.),NO.3.3.5(55% Corr.),DIP.5.AI.7(23% Corr.),LA.1.AI.2a(15% Corr.),NLF.4.AI.3(42% Corr.),SEI.2.AI.2b(44% Corr.),LF.3.AI.8(48% Corr.),SEI.2.AI.5b(41% Corr.)  
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: 2012-2013 First Semester: 7th Grade: 41 out of 408. Math-14, English-21, Science-14, Social Studies-13. 8th Grade: 52 out of 361. Math-27, English-29, Science-7, Social Studies-21. 9th Grade: 28 out of 362. Math-13, English-16 Social Studies- 1, Science-7. 2012-2013 Second Semester: 7th Grade: 36 out of 408. Math-19, English-17, Science-15, Social Studies-12. 8th Grade: 60 out of 361. Math-43, English-15, Social Studies-26, Science- 12. 9th Grade: 41 out of 362. Math-18, English-17, Science-5, Social Studies-3. 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: 2012-2013 School Year 98% 2011-2012 School Year 99%, 2010-2011 School Year 98%, 2009-2010 School Year 97.5%
  12. 2012-2013 Discipline Report: 527 total incidents 2011-2012 Discipline Report: 428 total incidents 2009-2010 Discipline Report: 397 total incidents

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

In 2012-2013, AMO was 86.98%. 72% of the 7th grade combined population was advanced/proficient. Among the ESEA groups, 73% of the Caucasian, 57% of the African American, 72% of the Hispanic, among the TAGG groups, 18% of the IEP, and 65% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. We did not meet AMO. In 2012-2013, 72% of the 8th grade combined population was advanced/proficient. Among the ESEA groups, 73% of the Caucasian, 72% of the African American, 50% of the Hispanic, among the TAGG groups, 14% of the IEP, and 53% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. We did not meet AMO. In 2012-2013, 91% of the Algebra I End of Course Combined population scored advanced/proficient. Among the ESEA groups, 90% of the Caucasian, 100% of the African American, 93% of the Hispanic, among the TAGG groups, 67% of the IEP, and 85% of the Economically Disadvantaged populations were advanced/proficient in Algebra I. We met AMO. In 2012-2013, 98% of the Geometry End of Course Combined population were advanced/proficient. Among the ESEA groups, 98% of the Caucasian, 100% of the African American, 100% of the Hispanic, and among the TAGG groups, 100% of the Economically Disadvantaged populations were advanced/proficient in Mathematics. We met AMO.

Benchmark In 2013-2014 we will achieve or exceed 88.29% AMO.

| 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.<br>Action Type: Collaboration<br>Action Type: Professional Development | Ahna Davis              | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| 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.<br>Action Type: Alignment<br>Action Type: Collaboration                                       | John West               | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                               | ACTION BUDGET: \$ |
| Teachers, resource math included, will collaboratively  | Connie Kirk, Ahna Davis | Start: 07/01/2013                    | <ul style="list-style-type: none"> <li>Central Office</li> </ul>                         |                   |

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| 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.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Special Education  |                             | End:<br>06/30/2014                         | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | 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.<br>Action Type: AIP/IRI<br>Action Type: Equity<br>Action Type: Special Education    | John West                   | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | 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.<br>Action Type: Alignment<br>Action Type: Program Evaluation  | David Howard,<br>Ahna Davis | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | ACTION BUDGET: \$ |
| The teachers of CJHS will be required to obtain 60 hours of professional development. TESS requirements enable teachers the opportunity to obtain these hours through CJHS and the Cabot School District. 27 Hours are presented in the back to school PD in August (Teachers had the option of earning 2 of the 4.5 days during the summer through modules), 27 Hours are presented through embedded hours throughout the year. The requirement of | John West                   | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |

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| <p>educational technology is also met. Also, Arkansas History teachers must have 2 hours of training in Arkansas History. Administrators are required to have 3 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.<br/>Action Type: Professional Development</p>   |   |  |  |                                |
| <p>Manipulatives will be used in the math classroom, special education included, 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.<br/>Action Type: Collaboration<br/>Action Type: Special Education</p>  | <p>Connie Kirk,<br/>Ahna Davis</p>          | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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.<br/>Action Type: Collaboration<br/>Action Type: Technology Inclusion</p> | <p>Holly Shannon</p>                        | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>All CJHS faculty will post student friendly Objectives on the board every day.</p>  | <p>John West,<br/>Ahna Davis,<br/>David</p> | <p>Start:<br/>07/01/2013<br/>End:</p>                | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |

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|---|---|--------------------------------------|--|--------------------------------|
| Classroom walk through's will provide evidence.<br>Action Type: ADE Scholastic Audit<br>Action Type: Alignment  | Howard  | 06/30/2014                           |  |                                |
| 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.<br>Action Type: Equity<br>Action Type: Special Education   | John West, Ahna Davis, David Howard, and Connie Kirk      | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                               | <hr/> <b>ACTION BUDGET:</b> \$ |
| CJHS sent 2 administrators (West and Howard) 4 teachers (Sheets, Tonnessen, Hill, Sawyer) and 1 counselor (Bates) to a Renaissance conference in Scottsdale, AZ July 11-12, 2013. Those 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 professional development in August 2013 and throughout the year. A school-wide program called "Show your PRIDE" will be implemented throughout the year to recognize student achievement.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Professional Development | John West, David Howard, Ahna Davis                       | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | <hr/> <b>ACTION BUDGET:</b> \$ |
| CJHS sent 4 educators, 1 counselor and 1 administrator (Meredith Jones, Kevin Floyd, DeAnne Tonnessen, Lance Schictl, Angie Simon and Terri Duncan) to the Nuts and Bolts Conference in Destin, Florida June 12-15, 2013. 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 2013.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Professional Development  | Kevin Floyd, Lance Schictl, DeAnne Tonnessen, Angie Simon | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                               | <hr/> <b>ACTION BUDGET:</b> \$ |



|   |            |  |  |                   |
|---|------------|--|--|-------------------|
| CJHS staff will have access to Cabot Links. 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.                 | Ahna Davis | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul> | 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:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul> | 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.<br>Action Type: Technology Inclusion | Connie Kirk, Ahna Davis | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | 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.<br>Action Type: Collaboration   | Connie Kirk             | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>                    | ACTION BUDGET: \$ |
| CJHS has a mobile laptop unit consisting of 24 Macintosh computers. CJHS teachers will   | John West               | Start:<br>07/01/2013<br>End:               | <ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>                   | ACTION BUDGET: \$ |

|  |                       |                                      |  |                         |
|--|-----------------------|--------------------------------------|--|-------------------------|
| <p>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.<br/>Action Type: Special Education<br/>Action Type: Technology Inclusion</p>  |                       | 06/30/2014                           | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                               | BUDGET:                 |
| <p>A Kagan coach will be on site (Ahna Davis) 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.<br/>Action Type: Collaboration<br/>Action Type: Professional Development</p>   | John West, Ahna Davis | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| <p>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.<br/>Action Type: AIP/IRI<br/>Action Type: Collaboration<br/>Action Type: Equity<br/>Action Type: Parental</p> | John West             | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |

|               |  |  |  |     |
|---------------|--|--|--|-----|
| Engagement    |  |  |  |     |
| Total Budget: |  |  |  | \$0 |

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

1. 2013 7TH GRADE BENCHMARK LITERACY: 81% of total population scored proficient/advanced. 79% SES (95/125) proficient/advanced. 83% LEP (5/6) proficient/advanced. 32% IEP (9/28) proficient/advanced. 83% Minority (29/35) proficient/advanced. Literary: MC 78% OR 49% Content: MC 75% OR 74% Practical: MC 84% OR 55% Writing: MC 65% Content 74% Style 94% Sentence Formation 98% Usage 95% Mechanics 95%. 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. Literary: 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. Literary: 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. 2013 8TH GRADE BENCHMARK LITERACY: 84% of total population scored proficient/advanced. 77% SES (91/123) proficient/advanced. 33% LEP (2/6) proficient/advanced. 30% IEP (8/27) proficient/advanced. 76% Minority (31/41) proficient/advanced. Literary: MC 80% OR 81% Content: MC 85% OR 71% Practical: MC 78% OR 48% Writing: MC 68% Content 76% Style 98% Sentence Usage 98% Usage 98% Mechanics 98%. 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. 2013 SAT 10/ITBS 7th Grade Reading: 59th percentile 7th Grade Language: 48th percentile 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. 2013 SAT 10/ITBS 8th Grade Reading: 60th percentile 8th Grade Language: 53rd percentile 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

Supporting Data:

5. 2013 SAT 10/ITED 9th Grade Reading Vocabulary: 59th percentile 9th Grade Reading Comprehension: 57th percentile 9th Grade Reading Total: 59th percentile 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. 2012-2013 TLI (The Learning Institute) Areas of Concern for 7TH GRADE READING: RI.6.3(A) (47% Corr.),RI.6.4 (62% Corr.),RL.6.4(A) (63% Corr.),RI.6.5(B) (56% Corr.),RL.6.4(B) (46% Corr.),RI.6.2(B) (43% Corr.),RL.6.5(B) (62% Corr.),RL.6.3(A) (57% Corr.) 2012-2013 TLI (The Learning Institute) Areas of Concern for 7TH GRADE WRITING: L6.1a(12% Corr.),L6.1c(7% Corr.),LP.6.4.1f(27% Corr.),LP.6.3.1a(35% Corr.),L61d(37% Corr.),L6.2a(50% Corr.),L6.1b(66% Corr.),LP.6.5.1a(66% Corr.),LP.6.3.1f(61% Corr.), LP.6.51d(61% Corr.) 2012-2013 TLI (The Learning Institute) Areas of Concern for 8TH GRADE READING: RL7.5(A)(9% Corr.), RI.7.4(25% Corr.), RL7.5(B)(35% Corr.), RL7.6 (45% Corr.), RI.7.6(53% Corr.), RL7.2(B)(60% Corr.),RI.7.1(B)(60% Corr.),RI7.3(A)(60% Corr.), RI.7.2(B)(57% Corr.), RL7.3(B)(63% Corr.) 2012-2013 TLI (The Learning Institute) Areas of Concern for 8TH GRADE WRITING: L7.1a(29% Corr.),LP.7.5.1a(36% Corr.),LP.7.6.2a(42% Corr.), L7.2a(40% Corr.),LP.7.6.1c (56% Corr.), LP.7.3.1a(43% Corr.), L7.1c(64% Corr.), L7.5a(46% Corr.), L7.1b(64% Corr.) 2012-2013 TLI (The Learning Institute) Areas of Concern for 9TH GRADE READING: Text Features - (38% Corr.),Article Details - (63% Corr.),Main Idea - (66% Corr.),Inference - (59% Corr.), Literary Element Analysis - (62% Corr.),Literary Devices - (59% Corr.),Analysis - (49% Corr.),Vocabulary - (47% Corr.),Author's Purpose - (22% Corr.) 2012-2013 TLI (The Learning Institute) Areas of Concern for 9TH GRADE WRITING: Active/Passive Voice - (21% Corr., Parallel Structure - (23% Corr.),Semicolons - (44% Corr.),Sentence Combination - (29% Corr.),Pronouns - (31% Corr.),Verb Conjugation/Tenses - (60% Corr.), Fragments/Run-Ons - (65% Corr.),Subject-Verb Agreement - (38% Corr.),Rhetorical Strategies - (45% Corr.), Literary Devices - (41% Corr.) 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: 2012-2013 First Semester: 7th Grade: 41 out of 408. Math-14, English-21, Science-14, Social Studies-13. 8th Grade: 52 out of 361. Math-27, English-29, Science-7, Social Studies-21. 9th Grade: 28 out of 362. Math-13, English-16 Social Studies- 1, Science-7. 2012-2013 Second Semester: 7th Grade: 36 out of 408. Math-19, English-17, Science-15, Social Studies-12. 8th Grade: 60 out of 361. Math-43, English-15, Social Studies-26, Science- 12. 9th Grade: 41 out of 362. Math-18, English-17, Science-5, Social Studies-3. 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: 2012-2013 School Year 98% 2011-2012 School Year 99%, 2010-2011 School Year 98%, 2009-2010 School Year 97.5%
9. 2012-2013 Discipline Report: 527 total incidents 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 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 was 83.43% proficient or advanced. 81% of 7th grade combined population, among the ESEA groups, 87% of the Caucasian population, 75% of the African American population, 94% of the Hispanic population, among the TAGG groups, 32% of the IEP population, and 79% of the economically disadvantaged population were Advanced/proficient in Literacy. We did not meet AMO. In 2012-2013, 84% of the 8th grade combined population, among the ESEA groups, 91% of the Caucasian population, 91% of the African American population, 91% of the Hispanic population, among the TAGG groups, 30% of the IEP population, and 77% of the economically disadvantaged population were proficient or advanced in literacy. We met AMO for the combined population.

**Benchmark** In 2013-1014 we will achieve or exceed 85.09% AMO.

| 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.<br>Action Type: Collaboration  | Dean Buist         | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | 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 3 hours of | John West          | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |

|   |                             |  |   |                         |
|---|-----------------------------|--|---|-------------------------|
| <p>data disaggregation, Instructional Leadership and/or fiscal management development within their 60 hours. Professional development documentation will provide evidence.<br/> Action Type: Alignment<br/> Action Type: Collaboration<br/> Action Type: Professional Development<br/> Action Type: Technology Inclusion</p>  |                             |  |   |                         |
| <p>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.<br/> Action Type: AIP/IRI<br/> Action Type: Parental Engagement</p> | Ahna Davis                  | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                                | <hr/> ACTION BUDGET: \$ |
| <p>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.<br/> Action Type: Alignment<br/> Action Type: Collaboration</p>   | David Howard and Ahna Davis | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                                | <hr/> ACTION BUDGET: \$ |
| <p>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.<br/> Action Type: Professional Development</p>   | Kevin Floyd                 | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |

|   |  |  |  |                                |
|---|--|--|--|--------------------------------|
| <p>English classes, including special education classes will, purchase and use, literature novels based in their content area to improve reading skills. Formative assessment will determine effectiveness. Action Type: Professional Development<br/>Action Type: Special Education</p>  | <p>John West,<br/>Ahna Davis,<br/>Amy McFarland,</p>               | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                           | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Teachers will use released items periodically throughout the year to prepare students for the benchmark exam. Formative assessment will determine effectiveness. Action Type: Alignment<br/>Action Type: Collaboration</p>   | <p>Dean Buist,<br/>Amy McFarland,Jan<br/>Loyd, Kevin<br/>Floyd</p> | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                           | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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</p>   | <p>Kevin Floyd,<br/>Ahna Davis</p>                                 | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                        | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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</p>   | <p>Connie Kirk,<br/>Ahna Davis</p>                                 | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                        | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>A Kagan coach (Ahna Davis) 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.</p> | <p>John West,<br/>Ahna Davis</p>                                   | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |



|  |  |  |  |                         |
|--|--|--|--|-------------------------|
| Action Type: Professional Development  |  |  |  |                         |
| 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.<br>Action Type: Special Education<br>Action Type: Technology Inclusion   | Holly Shannon                                    | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>School Library</li> <li>Teaching Aids</li> </ul>  | <hr/> 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.<br>Action Type: Special Education<br>Action Type: Technology Inclusion | John West  | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| Teachers will utilize curriculum maps and begin implementing Common 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.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity  | Dean Buist,<br>Ahna Davis,<br>Melanie<br>Deurkop | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |

|   |  |  |  |                                |
|---|--|--|--|--------------------------------|
| <p>All CJHS faculty will post student friendly Objectives on the board every day. Classroom walk-through's will provide evidence.<br/>Action Type: ADE Scholastic Audit<br/>Action Type: Alignment</p>  | <p>John West,<br/>David Howard,<br/>Ahna Davis</p> | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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.<br/>Action Type: Collaboration<br/>Action Type: Equity<br/>Action Type: Professional Development</p>  | <p>Dean Buist,<br/>Ahna Davis</p>                  | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>                                 | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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.<br/>Action Type: Alignment<br/>Action Type: Collaboration<br/>Action Type: Professional Development</p> | <p>Ahna Davis,<br/>Melanie<br/>Deurkop</p>         | <p>Start:<br/>07/01/2013<br/>End:<br/>06/30/2014</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |

|   |   |  |  |                                |
|---|---|--|--|--------------------------------|
| <p>CJHS sent 4 educators, 1 counselor and 1 administrator (Meredith Jones, Kevin Floyd, DeAnne Tonnessen, Lance Schictl, Angie Simon and Terri Duncan) to the Nuts and Bolts Conference in Destin, Florida June 12-15, 2013. 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 2013.<br/>Action Type: Alignment<br/>Action Type: Collaboration<br/>Action Type: Professional Development</p>  | <p>Kevin Floyd, DeAnne Tonnessen, Lance Schictl, Angie Simon</p>                        | <p>Start: 07/01/2013<br/>End: 06/30/2014</p> | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                               | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>CJHS sent 2 administrators (West and Howard) 4 teachers (Sheets, Tonnessen, Hill, Sawyer) and 1 counselor (Bates) to a Renaissance conference in Scottsdale, AZ July 11-12, 2013. Those 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 professional development in August 2013 and throughout the year. A school-wide program called "Show your PRIDE" will be implemented throughout the year to recognize student achievement.<br/>Action Type: Alignment<br/>Action Type: Collaboration<br/>Action Type: Professional Development</p> | <p>David Howard, John West, Matt Sheets, Ericka Hill, Hannah Sawyer, Jennifer Bates</p> | <p>Start: 07/01/2013<br/>End: 06/30/2014</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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.</p>  | <p>John West</p>  | <p>Start: 07/01/2013<br/>End: 06/30/2014</p> | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                               | <hr/> <p>ACTION BUDGET: \$</p> |

|   |            |  |  |                   |
|---|------------|--|--|-------------------|
| CJHS staff will have access to Cabot Links. 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. | Ahna Davis | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| Total Budget:   |            |  |  | \$0               |

- Priority 3: To increase family and community awareness about healthy lifestyle choices and to provide information regarding total wellness.
- School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results for 2012-2013 were 70.25% and indicate a weakness in Family and Community Involvement.
  - 2012-2013 Body Mass Index (BMI) was measured for 8th grade only. 147 males were tested with 55.8% scoring healthy or underweight, 19.7% overweight, and 24.5% obese. 178 females were tested with 60.1% scoring healthy or underweight, 15.2% overweight, and 24.7% obese. 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.
  - Free and Reduced Lunch at Junior High South: 2012-2013 36%
- Supporting Data:

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

Benchmark By School Year 2013-2014, 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' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler  
<http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyiscal.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.<br>Action Type: Parental | LeAnna Cook and Ahna Davis | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Community Leaders</li> </ul> | ACTION BUDGET: \$ |

|   |   |                                      |   |                   |
|---|---|--------------------------------------|---|-------------------|
| Engagement<br>Action Type: Professional Development<br>Action Type: Wellness  |   |                                      |   |                   |
| The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information.<br>Action Type: Parental Engagement<br>Action Type: Wellness  | Ahna Davis, Lori Harmon, Brandon Jay, and Mary Emily Nash | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| 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 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.<br>Action Type: Parental Engagement<br>Action Type: Professional Development<br>Action Type: Wellness | Erin Wilkes   | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>                     | ACTION BUDGET: \$ |
| 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.<br>Action Type: Wellness  | Diana Dalton  | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>  | ACTION BUDGET: \$ |
| 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.<br>Action Type: Parental Engagement<br>Action Type: Wellness  | Lori Harmon, Brandon Jay and Mary Emily Nash              | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>  | ACTION BUDGET: \$ |
| The school will invite community leaders to discuss with students the need for a healthy lifestyle and share  | Brandon Jay, Lori Harmon, Steve Porter, Mary Emily        | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community</li> </ul>                             | ACTION BUDGET: \$ |

|   |                             |                                      |   |                   |
|---|-----------------------------|--------------------------------------|---|-------------------|
| 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.<br>Action Type: Wellness  | Nash and Zachary Prothro    |                                      | <ul style="list-style-type: none"> <li>Leaders</li> <li>Teachers</li> </ul>                 |                   |
| 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.<br>Action Type: Parental Engagement | Jennifer Bates, Angie Simon | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>    | ACTION BUDGET: \$ |
| 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.<br>Action Type: Parental Engagement<br>Action Type: Wellness  | Diana Dalton                | Start: 07/01/2013<br>End: 06/30/2014 | <ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul> | ACTION BUDGET: \$ |
| 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, 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.<br>Action Type: Wellness   | Kelly Spencer               | Start: 07/01/2013<br>End: 06/30/2014 |   | ACTION BUDGET: \$ |
| A Graduate mentoring  | Terena                      | Start:                               | <ul style="list-style-type: none"> <li>Community</li> </ul>                                 |                   |

|   |                |  |   |                   |
|---|----------------|--|---|-------------------|
| 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.<br>Action Type: Parental Engagement   | Woodruff       | 07/01/2013<br>End:<br>06/30/2014           | <ul style="list-style-type: none"> <li>Leaders</li> <li>Teachers</li> </ul> | 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:<br>07/01/2013<br>End:<br>06/30/2014 |   | 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.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity | Jennifer Bates, Angie Simon | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>       | ACTION BUDGET: \$ |
| Implement all components of   | Jennifer                    | Start:                                     | <ul style="list-style-type: none"> <li>Administrative</li> </ul> | _____             |

|   |                       |  |  |                   |
|---|-----------------------|--|--|-------------------|
| 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 because parental involvement boosts student achievement in the school.<br>Action Type: Collaboration<br>Action Type: Parental Engagement | Bates, Angie<br>Simon | 07/01/2013<br>End:<br>06/30/2014           | <ul style="list-style-type: none"> <li>Staff</li> <li>Teachers</li> </ul>                | ACTION BUDGET: \$ |
| 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.<br>Action Type: Collaboration<br>Action Type: Parental Engagement<br>Action Type: Professional Development   | John West             | Start:<br>07/01/2013<br>End:<br>06/30/2014 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul> | 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.<br>Action Type: Collaboration<br>Action Type: Parental Engagement   | John West             | Start:<br>07/01/2013<br>End:<br>06/30/2014 |  | ACTION BUDGET: \$ |
| Total Budget:   |                       |  |  | \$0               |

• Planning Team

| Classification    | Name           | Position                   | Committee   |
|-------------------|----------------|----------------------------|-------------|
| Classroom Teacher | Beavert, Chris | Track                      | Wellness    |
| 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 | Bridges, Jerry | PE                         | Wellness    |
| Classroom Teacher | Brown, Roy     | Science Teacher            | Mathmatics  |



|                   |                    |                            |                             |
|-------------------|--------------------|----------------------------|-----------------------------|
| Classroom Teacher | Bryant, Jennifer   | Special Education Teacher  | Literacy                    |
| Classroom Teacher | Buist, Dean        | English Teacher            | Literacy/ACSIP Committee    |
| Classroom Teacher | Burlin, Rhonda     | OC                         | Math                        |
| Classroom Teacher | Castillo, Kerry    | Social Studies Teacher     | Literacy                    |
| Classroom Teacher | Cates, Stacy       | Special Education Teacher  | Mathematics                 |
| 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 | Giles, Hannah      | English Teacher            | Literacy                    |
| Classroom Teacher | Goodwin, Ronnie    | Social Studies Teacher     | Literacy                    |
| Classroom Teacher | Gore, Tracy        | Science Teacher            | Mathematics                 |
| Classroom Teacher | Guthrie, Bonnie    | Behavior Lab               | Literacy                    |
| Classroom Teacher | Hamric, Donnie     | PE Teacher                 | Wellness                    |
| Classroom Teacher | Hann, Erica        | Band Teacher               | Mathematics                 |
| Classroom Teacher | Harmon, Lori       | Health Teacher             | Wellness/ACSIP Committee    |
| Classroom Teacher | Harper, Kimberly   | Special Education Teacher  | Mathematics                 |
| Classroom Teacher | Hennesy, Jodi      | English Teacher            | Literacy                    |
| 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 | Joyner, Alison     | Health/Coach               | Wellness                    |
| Classroom Teacher | Kelpine, LeAnna    | Vocational Teacher         | Mathematics                 |
| Classroom Teacher | Kephart, Jordan    | Math Teacher               | Mathematics                 |
| Classroom Teacher | Keyser, Donna      | Special Education Teacher  | Literacy                    |
| Classroom Teacher | Kirk, Connie       | Math Teacher - Chair       | Mathematics/ACSIP Committee |
| Classroom Teacher | Laney, Katie       | Special Ed                 | Literacy                    |
| Classroom Teacher | Lantrip, Julie     | Special Ed                 | 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                    |
| Classroom Teacher | Melder, Lee        | Science Teacher            | Mathematics                 |
| Classroom Teacher | Minter, Lauren     | OC/English Teacher         | Literacy                    |
| Classroom Teacher | Nash, Mary Emily   | Coach                      | Wellness                    |
| Classroom Teacher | Nix, Bobby         | Science Teacher            | Math                        |
| Classroom Teacher | O'Shields, Heather | Math Teacher               | Mathematics                 |
| Classroom Teacher | Osorio, Lina       | ESL                        | Literacy                    |
| Classroom Teacher | Pate, Wendy        | Behavior Lab               | Mathematics                 |
| Classroom Teacher | Patterson, Andrea  | Comp.Apps/KB/CO            | Mathematics                 |
| Classroom Teacher | Perrin, Cody       | Science Teacher            | Mathematics                 |
| 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                | Reynolds, Cara     | Math Teacher              | Mathematics     |
| Classroom Teacher                | Reynolds, Kara     | Band Teacher              | Mathematics     |
| Classroom Teacher                | Ross, LaDawn       | Math Teacher              | Mathematics     |
| Classroom Teacher                | Ruff, Corey        | Agri Teacher              | Literacy        |
| 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                | Taylor, Mandy      | Science Teacher           | Math            |
| Classroom Teacher                | Thompson, Steve    | Special Education Teacher | Literacy        |
| Classroom Teacher                | Tonnessen, DeAnne  | Special Education Teacher | Mathematics     |
| Classroom Teacher                | Tucker, Mike       | Basketball                | Wellness        |
| Classroom Teacher                | Turner, Lynn       | Special Education Teacher | Literacy        |
| Classroom Teacher                | White, Beth        | History Teacher           | Literacy        |
| Classroom Teacher                | White, Katy        | Choir Instructor          | Mathematics     |
| Classroom Teacher                | Wiggins, Shannon   | Art Teacher               | Mathematics     |
| Classroom Teacher                | Wilson, Kristin    | English Teacher           | Literacy        |
| Classroom Teacher                | Woolverton, Colby  | Health/Coach              | Wellness        |
| Non-Classroom Professional Staff | Bates, Jennifer    | Counselor                 | Literacy        |
| Non-Classroom Professional Staff | Shannon, Holly     | Librarian                 | Literacy        |
| Non-Classroom Professional Staff | Simon, Angie       | Counselor                 | 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                        | Davis, Ahna        | Asst. Principal           | ACSIP Committee |
| Principal                        | Howard, David      | Assistant Principal       | Literacy        |
| Principal                        | West, John         | Principal                 | Math            |