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School Plan

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MORRILTON JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

It is the mission of Morrilton Junior High School to ensure that all scholars become proficient in the core subject areas, with an emphasis on literacy and math, in a safe, nurturing and technologically enhanced environment.

Grade Span: 7-8

Title I: Not Applicable

School Improvement: SI_M

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Priority 1: Literacy

Goal: All students will demonstrate measurable growth in literacy with an emphasis on open-response writing and reading comprehension skills to meet AYP. By the spring of 2011, 75.70% of the combined population and each subgroup will obtain proficiency in literacy on the ACTAAP assessment to meet AYP.

Priority 2: Math

Goal: To improve math skills and problem solving strategies, with an emphasis on open response and algebraic functions to meet AYP. By spring of 2011, 73.41% of the combined population and each subgroup will obtain proficiency in math for the ACTAAP assessment to meet AYP.

Priority 4: Wellness

Goal: Morrilton Junior High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the learning community.

Priority 1: To improve students' literacy skills and strategies to meet AYP of 75.70%.

Supporting
Data:

1. 1. Combined Population: Grade 7 Augmented/Benchmark Exam: In 2010, 74% scored proficient or advanced. In 2009, 63% scored proficient or advanced. In 2008, 53.7 % scored proficient or advanced. In 2007, 49.1% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Combined Population: Grade 8 Augmented/Benchmark Exam: In 2010, 75% scored proficient or advanced. In 2009, 71% scored proficient or advanced. In 2008, 57% scored proficient or advanced. In 2007, 60.4% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content and practical passages. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
2. 1. Students with Disabilities (IEP): Grade 7 Augmented/Benchmark Exam: In 2010, 17% scored proficient or advanced. In our building during the 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 30% scored proficient or advanced. In 2007, 8.7% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 8 Augmented/Benchmark Exam: In 2010, 8% scored proficient or advanced. In our building during the 2009 school year, there were fewer than "10" Students with Disabilities

- (IEP) students tested. In 2008, 3.7% scored proficient or advanced. In 2007, 6.7% scored proficient or advanced.
3. 1. English Language Learners (ELL): Grade 7 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners (ELL) tested. 2. English Language Learners (ELL): Grade 8 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners(ELL) tested.
 4. 1. Economically Disadvantaged (ESD): Grade 7 Augmented/Benchmark Exam: In 2010, 68% scored proficient or advanced. In 2009, 53% scored proficient or advanced. In 2008, 46.3% scored proficient or advanced. In 2007, 40.4% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Economically Disadvantaged (ESD): Grade 8 Augmented/Benchmark Exam: In 2010, 69% scored proficient or advanced. In 2009, 60% scored proficient or advanced. In 2008, 45.8% scored proficient or advanced. In 2007, 55.7% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
 5. 1. Caucasian: Grade 7 Augmented/Benchmark Exam: In 2010, 73% scored proficient or advanced. In 2009, 67% scored proficient or advanced. In 2008, 59.8% scored proficient or advanced. In 2007, 54.6% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Caucasian: Grade 8 Augmented/Benchmark Exam: In 2010, 78% scored proficient or advanced. In 2009, 78% scored proficient or advanced. In 2008, 60.7% scored proficient or advanced. In 2007, 62.8% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
 6. 1. African-American: Grade 7 Augmented/Benchmark Exam: In 2010, 71% scored proficient or advanced. In 2009, 47% scored proficient or advanced. In 2008, 35.1% scored proficient or advanced. In 2007, 36.6% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. African-American: Grade 8 Augmented/Benchmark Exam: In 2009, 56% scored proficient or advanced. In 2009, 50% scored proficient or advanced. In 2008, 42.5% scored proficient or advanced. In 2007, 48.8% scored proficient or advanced. The 4 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 4 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style.
 7. 1. Hispanic: Grade 7 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students tested. 2. Hispanic: Grade 8 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students tested.
 8. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Reading Comprehension, Grade 7: In 2009, 53.5% had an NPR score of 50, or above. In 2008, 52.5% had an NPR score of 50, or above. In 2007, 49.1% had an NPR score of 50, or above. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Reading Comprehension, Grade 8: In 2009, 49.6% had an NPR score of 50, or above. In 2008, 47.7% had an NPR score of 50, or above. In 2007, 50.2% had an NPR score of 50, or above.
 9. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the 7th grade Augmented Benchmark and SAT 10 exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the four most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional

development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Priority: reading practical passages, open response writing, and making inferences. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in departmental teams and as an entire faculty bi-monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.

10. 1. Morrilton Junior High School Attendance Rate: In 2010, the attendance rate was 94.33%. In 2009, the attendance rate was 94.33%. In 2008, the attendance rate was 97.7%. In 2007, the attendance rate was 93.9%.

Goal All students will demonstrate measurable growth in literacy with an emphasis on open-response writing and reading comprehension skills to meet AYP. By the spring of 2011, 75.70% of the combined population and each subgroup will obtain proficiency in literacy on the ACTAAP assessment to meet AYP.

Benchmark By spring of 2011, 75.70% of the combined population and each subgroup will obtain proficiency on the Literacy portion of the ACTAAP to meet AYP by concentrating efforts on the Inference Strands and answering open response questions for Practical Reading. The sub population of African Americans will continue meet AYP. The sub group population of Economically disadvantaged population will continue to meet AYP.

Intervention: Implement a vertically and horizontally aligned curriculum to improve reading and writing across the curriculum.				
Scientific Based Research: (D'Arcangelo, Marcia. 2002) The Challenge of Content-Area Reading. Educational Leadership, Vol. 60. No. 3. ASCD. (Jacobs, Vicki A. 2002). Reading, Writing, and Understanding. Educational Leadership. Vol. 60. No. 3. ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Media Specialist will schedule literacy classes every other week so students will have the opportunity to check out books. Students will be evaluated by taking Accelerated Reader quizzes and meeting percentage goals. Action Type: Collaboration	Donna Horita, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library 	_____ ACTION BUDGET: \$
Vertical and horizontal curricular alignment and continue common formative assessments among grade levels and disciplines to provide data for mastery of learning that will prepare students for the state assessment. These formative assessments will be administered during the first three quarters with the state formative assessment being given during the fourth quarter. Interventions will be determined by students' scores. Scores below the baseline of 80%, teachers will initiate interventions to assist students in reading proficiency. Time will be structured for teachers to disaggregate the data. To EVALUATE: Data based on	Jordan Schneider, Beth DuVall, Charlotte McDowell, Elizabeth Rollans - literacy teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	_____ ACTION BUDGET: \$

<p>formative assessment will be used to determine progress. Data collected during the 2010-2011 school year will be used as a baseline to determine remediation and intervention needs. Action Type: Alignment Action Type: Program Evaluation</p>				
<p>Enhance systemic change, faculty members will train and improve their understanding and implementation of the "Seven Correlates of Effective Schools". Selected faculty members and/or administration will be sent to the annual Effective Schools Conference. To raise ACTAAP scores and to keep on the cutting edge of instruction, literacy and reading teachers will be sent to relevant conferences relating to literacy. Action Type: Professional Development</p>	<p>Danny Ketcherside, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To encourage PARENTAL INVOLVEMENT, MJHS will host a Parent Involvement Meeting in October and inform parents about educational expectations at the local and state levels. Lead teachers will be responsible for communicating the exact date and expectations with all building teachers. Shawnya Rogers will facilitate for the non-core departments. Action Type: Parental Engagement</p>	<p>Melynda Hawkins-Thomas - Beth Sommers, Beth DuVall, Danita Eustice, Shawnya Rogers - facilitators</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>In order to improve instructional strategies and curriculum alignment, opportunities for teachers to visit effective teachers within the SCCSD along with other school districts will be provided in order to observe best practices. Observation of above and below grade level teaching is encouraged. Action Type: Collaboration Action Type: Professional Development</p>	<p>Danny Ketcherside, Principal, Beth Stewart, School Improvement Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Cross curricular writing will be conducted at quarterly meetings with faculty in order to discuss areas of concern. Meetings will be held by a lead teacher. The following teachers will lead this action: 1st quarter - Elizabeth</p>	<p>Kim Prather, Chris Aishman, Melynda Hawkins-Thomas, Elizabeth Rollans - Implementation Leaders</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Rollans; 2nd quarter - Chris Aishman; 3rd quarter - Melynda Hawkins-Thomas; 4th quarter - Kim Prather. A common rubric will be used for evaluation of cross curricular writing. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>Shawnya Rogers and Sonia Kibe will serve as parent facilitators for MJHS. Sonia Kibe will maintain information packets in the counselors office that offer advice for improving parenting skills and provide tips for students' success at school. A volunteer resource book is on file in the office. Shawnya Rogers and Sonia Kibe will create a log of Parent Volunteers willing to aid in day to day projects as well as extra curricular activities. Action Type: Parental Engagement</p>	<p>Shawnya Rogers and Sonia Kibe - Parent facilitators.</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • School Library 	<p>Local Revenue: \$300.00</p> <hr/> <p>ACTION BUDGET: \$300</p>
<p>Revise and enhance the literacy pacing guides for learning expectations that correlate to the Arkansas Curriculum Frameworks and address the basic and below basic areas of the ACTAAP. Quarterly formative assessments will be given to assess student mastery. Time will be structured for teachers to work on pacing guides. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Jordan Schneider, Beth DuVall, Charlotte McDowell, Elizabeth Rollans - literacy teachers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>A reward system titled BONES based on high achievement in the following areas : 1) Good Behavior 2) Good Grades 3) Good Attendance 4) Accelerated Reading/Accelerated Math. Accelerated Reading will be based on quarterly required testing results. Accelerated Math will be based on teacher recommendation and objectives mastered. A field trip will be taken each quarter advancing in significance as the year progresses. Action Type: Collaboration</p>	<p>Beth Duvall, Teacher, Sharon Lawrence, Teacher, Deborah Starr, Reading Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ACTION BUDGET: \$</p>
<p>A learning styles inventory will be administered to all students in September. The</p>	<p>Deborah Starr, Reading Specialist</p>	<p>Start: 07/01/2010</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

results will be shared with all faculty members for the purpose of differentiating instruction. Action Type: Alignment Action Type: Collaboration	and Sonia Kibe, Counselor	End: 06/30/2011		
To address the discrepancy between male and female student achievement scores, the school will schedule some classes by gender grouping and utilize differing strategies between the two groups. To EVALUATE the program, gender class teachers will meet quarterly to discuss strategies used and note successes. Action Type: Alignment Action Type: Equity	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Utilizing NSLA funds (1130 and 1140)the district will provide three .125 FTE (Schneider, and McDowell), teachers to provide Literacy Labs/English Intervention for scholars that are not performing at a proficient level. Highly Qualified Teachers Teachers will be paid with NSLA funds for the percentage of the salary when the teacher is teaching in Literacy Lab. The action will exceed the state standards for services provided to students. These classes are above state standards. Rule 6.07.3 of the Student Special Needs Funding. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$9276.00 Employee Salaries: NSLA (State-281) - \$2009.00 Employee Benefits: <hr/> ACTION BUDGET: \$11285
Total Budget:				\$11585

Intervention: Disaggregate literacy assessment data and utilize the information to improve instruction and student achievement.

Scientific Based Research: (Johnson, J.H. (1997)). Data-driven school improvement. ERIC Digest, Number 109. Eugene, OR: ERIC Clearinghouse on Educational Management. ERIC No. ED401595; Protheroe, N. (2001). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. ERS spectrum, 19 (3), 4-9. ERIC No. EJ3634688.)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative assessments developed by the literacy department will be used to document students' mastery of the intended learning goals outlined in the literacy pacing guides and the weak areas of the ACTAAP. These formative assessments will be administered during the first three quarters with the state formative assessment being given during the fourth quarter. Interventions will be determined by student scores. Scores below the baseline of 80%, the teachers	Jordan Schneider, Beth DuVall, Charlotte McDowell, Elizabeth Rollan - literacy teachers Deborah Starr - Reading Specia	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$

will initiate interventions to assist students in reading proficiency. Time will be structured for teachers to disaggregate the data. To EVALUATE: Data based on formative assessment will be used to determine progress. Data collected during the 2010-2011 school year will be used as a baseline to determine remediation and intervention needs. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
To enhance PARENTAL INVOLVEMENT and improve parent-home school relations, MJHS will use the Pinnacle Gradebook Software to provide parents with access to their students' grades. Action Type: Parental Engagement Action Type: Technology Inclusion	Jordan Schneider, Beth DuVall, Charlotte McDowell, Elizabeth Rollans - literacy teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Computers • Outside Consultants • Teachers 	ACTION BUDGET: \$
Based on previous year's ACTAAP scores, literacy teachers will develop three common quarterly assessments concentrating on areas of needed improvement. Action Type: Collaboration	Beth Duvall, Jordan Schneider, Charlotte McDowell, Elizabeth Rollans - Literacy teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Data walls will be constructed for use by teachers. The wall will contain data for individual students in the area of literacy, math and science. The data wall will be contained in a secure room. Action Type: Collaboration Action Type: Professional Development	Deborah Starr, Reading Specialist, Beth Stewart, School Improvement Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Improve student achievement in reading by supplementing instruction with the Renaissance Reading Program.				
Scientific Based Research: Peak, J.P., & M.W. DeWalt. "Reading Achievement: Effects of Computerized Reading Management and Enrichment." ERS Spectrum 12, no.1 (1994): 31-34.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate the progress of students using the Accelerated Reader program with the STAR assessment in early September, December, and May. EVALUATION of this intervention will be accomplished by using the baseline data collected in September 2010, to establish a reference point of each student's scores. Student scores will be progress monitored and intervention for struggling students will be initiated. Action Type: Collaboration Action Type: Program Evaluation	Jordan Schneider, Beth DuVall, Charlotte McDowell, Elizabeth Rollans - literacy teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Use Accelerated Reader Enterprise to increase the number of available tests. Action Type: Technology Inclusion	Danny Ketcherside, principal; Donna Horita, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$

Building level PROFESSIONAL DEVELOPMENT will be provided concerning technology and how to incorporate its inclusion across the curriculum in order to improve scores on the ACTAAP. Action Type: Professional Development Action Type: Technology Inclusion	Elizabeth Rollans, literacy teacher, Danny Ketcherside, Building level tech. coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
Purchase library materials to foster the use of the library and increase reading among students. The students will read library books in their literacy classes and take Accelerated Reading tests over the books. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Donna Horita, media specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> School Library Teachers 	Local Revenue: \$6000.00 ACTION BUDGET: \$6000
Continue a reward system titled BONES based on high achievement in the following areas : 1) Good Behavior 2) Good Grades 3) Good Attendance 4) Accelerated Reading/Accelerated Math. Accelerated Reading will be based on quarterly required testing results. Accelerated Math will be based on teacher recommendation and objectives mastered. A field trip will be taken each quarter advancing in significance as the year progresses. Action Type: Collaboration Action Type: Equity	Beth Duvall, Sharon Lawrence, Deborah Starr	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Public Library School Library 	ACTION BUDGET: \$
Total Budget:				\$6000

Intervention: Provide research-based intervention programs for students in literacy.

Scientific Based Research: Metzker, Bill. (2003). "Time and Learning". ERIC Clearinghouse.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use Title II-A funds to provide 1 FTE reading specialist -(2297-037)-(Deborah Starr) to assist students that are not reading on grade level based on the STAR assessment and benchmark results. Action Type: Equity	Annette Henderson, Federal Programs Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	Title II-A - Employee \$49028.00 Salaries: Title II-A - Employee \$12223.00 Benefits: ACTION BUDGET: \$61251
Online AIPs will be written for students not performing at the proficient level on the 2010 ACTAAP literacy assessment. AIPs will then be provided to parents by October 20 at Parent/Teacher conferences. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Deborah Starr, Reading Specialist, Danny Ketcherside, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
Reading remediation using SRA reading kits as a supplementary service during the school day for the reading specialist. Action Type: AIP/IRI Action Type: Equity	Deborah Starr, reading specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Continue frequent monitoring and assessment of all student learning. Each student will take the MJHS quarterly assessment to evaluate mastery of the learning goals for the literacy program. These formative assessments will be administered during the first three quarters with the state formative assessment being given during the fourth quarter. Evaluation of this intervention will be determined by student scores. If the scores are below the baseline of 80%, the department will initiate interventions to assist students in reading proficiency. Time will be given within the department to disaggregate the data. To EVALUATE: Data based on formative assessment will be used to determine progress. Data collected during the 2010-2011 school year will be used as a baseline to determine remediation and intervention needs. Time will be given each quarter to discuss findings. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Jordan Schneider, Beth DuVall, Charlotte McDowell, Elizabeth Rollans - literacy teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
A parent center will be maintained at MJHS to provide resources to assist parents of struggling students. The primary Parent Center is housed at MIS in the office suites. Teachers will write prescriptions for struggling students. Claire Pruitt is the district Parent Center facilitator. Action Type: Parental Engagement	Claire Pruitt, District Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
The reading specialist will provide professional development for teachers in order to utilize effective instructional strategies. Action Type: Collaboration Action Type: Equity	Deborah Starr, Reading Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>To promote PARENTAL INVOLVEMENT, MJHS will continue to promote Parent-Teacher Partnerships. The teacher facilitators for the programs are Shawnya Rogers and Sonia Kibe.</p> <p>Action Type: Parental Engagement</p>	<p>Shawnya Rogers and Sonia Kibe-facilitators</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Continue to use computers to supplement instruction with computer-based reading software.</p> <p>Action Type: Technology Inclusion</p>	<p>Deborah Starr - reading specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Building level PROFESSIONAL DEVELOPMENT will be provided concerning essay and open response style writing and how to incorporate its inclusion across the curriculum in order to improve scores on the ACTAAP.</p> <p>Action Type: Collaboration</p>	<p>Danny Ketcherside-principal Kim Prather, Chris Aishman, Melynda Hawkins -Thomas, Elizabeth Rollans - implementation lead</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To provide students with additional time on task and continued opportunities to learn, students scoring 690 and below on the literacy portion of the ACTAAP will have a remediation period.</p> <p>Action Type: Alignment</p>	<p>Danny Ketcherside - principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>MJHS will provide a study skills intervention for students identified as needing point in time remediation based on formative assessments, AIP plans, or state CRT assessment.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	<p>Danny Ketcherside, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title VI State - Employee Salaries: \$6750.00 Title VI State - Employee Benefits: \$1464.01 ACTION BUDGET: \$8214.01</p>
<p>Revise a TWO-YEAR IMPROVEMENT PLAN to address needs in literacy with an emphasis on content reading, style and content writng, and open-response writing to increase the number of students scoring proficient in literacy in the African-American and Low-socioeconomic subgroups. Data will be disaggregated for these groups at the beginning of the year by Deborah Starr. MJHS faculty, as a group, will revise the plan.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Danny Ketcherside, Principal; Deborah Starr, ACSIP Chair; Annette Henderson, Deputy Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

PARENTAL ENGAGEMENT: To assist parents in resolving parental concerns and to better assist all students academically, the Morrilton Junior High School will have a policy explaining the process for seeking resolution to any issues involving a parent of a student. Action Type: Parental Engagement	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Building level principal and central office staff will conduct CWTs to gather data to monitor the use of high-yield teaching strategies, including differentiation, and the movement of instructional practices to the higher levels of Bloom's taxonomy. Action Type: Alignment Action Type: Equity	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office Computers Teachers 	ACTION BUDGET: \$
Provide an Extended Learning Opportunity for scholars that are educationally disadvantaged to close the achievement gap. The ELO will meet for 39 days for 1.5 hours per day (3:30 to 5:00 p.m.) and will utilize 3 certified staff members to meet the learning needs of the scholars served by MJHS. Action Type: Collaboration Action Type: Equity	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title VI Federal - Employee Salaries: \$0.00 Title VI Federal - Employee Benefits: \$0.00 ACTION BUDGET: \$0
Incorporate RTI team to assist in meeting students' academic and behavioral needs in the area of literacy. Hold RTI meetings as needed throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$69465.01

Priority 2: Students will improve their math skills and problem solving strategies by concentrating efforts on student learning expectations that were below 50% for the last 2 years. These standards include solving real world percent problems and understanding relationships among units in the same system of measurement.

Supporting Data:

1. Combined Population: Grade 7 Augmented Benchmark Exam: In 2010, 77% scored proficient or advanced. In 2009, 64% scored proficient or advanced. In 2008, 66.2% scored proficient or advanced. In 2007, 60.2% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in geometry, numbers and operations, and Algebra.
2. Combined Population: Grade 8 Augmented Benchmark Exam: In 2010, 59% scored proficient or advanced. In 2009, 58% scored proficient or advanced. In 2008, 55.2% scored proficient or advanced. In 2007, 48.9% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest

- identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and data analysis and probability. 3. Combined Population: End of Course Algebra Exam: In 2009, 93.3% scored proficient or advanced. In 2008, 100% scored proficient or advanced. In 2007, 100% scored proficient or advanced.
2. 1. Students with Disabilities (IEP): Grade 7 Augmented Benchmark Exam: In 2010, 25% scored proficient or advanced. In 2009, 0% scored proficient or advanced. In 2008, 40.0% scored proficient or advanced. In 2007, 13% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in geometry, numbers and operations, and Algebra. 2. Students with Disabilities (IEP): Grade 8 Augmented Benchmark Exam: In 2010, 17% scored proficient or advanced. In 2009, 58% scored proficient or advanced. In 2008, 55.2% scored proficient or advanced. In 2007, 48.9% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and data analysis and probability. 3. Students with Disabilities (IEP): End of Course Algebra Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" Students with Disabilities (IEP) given the EOC Algebra test.
 3. 1. English Language Learners (ELL) Grade 7 Augmented Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learner students tested. 2. English Language Learners (ELL): Grade 8 Augmented Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learner students tested. 3. English Language Learners (ELL): End of Course Algebra Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners given the EOC Algebra test.
 4. 1. Economically Disadvantaged (ESD): Grade 7 Augmented Benchmark Exam: In 2010, 71% scored proficient or advanced. In 2009, 58% scored proficient or advanced. In 2008, 57.5% scored proficient or advanced. In 2007, 52.1% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in geometry, numbers and operations, and Algebra. 2. Economically Disadvantaged (ESD): Grade 8 Augmented Benchmark Exam: In 2010, 52% scored proficient or advanced. In 2009, 49% scored proficient or advanced. In 2008, 41.7% scored proficient or advanced. In 2007, 41.8% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and data analysis and probability. 3. Economically Disadvantaged (ESD): End of Course Algebra Exam: In 2009, 87.5 % scored proficient or advanced. In 2008, 100% scored proficient or advanced. In 2007, 100% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed no significant weaknesses in this subgroup. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in geometry.
 5. 1. Caucasian: Grade 7 Augmented Benchmark Exam: In 2010, 74% scored proficient or advanced. In 2009, 66% scored proficient or advanced. In 2008, 72.8% scored proficient or advanced. In 2007, 67.6% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in geometry, numbers and operations, and Algebra. 2. Caucasian: Grade 8 Augmented Benchmark Exam: In 2010, 62 % scored proficient or advanced. In 2009, 65% scored proficient or advanced. In 2008, 62.5% scored proficient or advanced. In 2007, 54.7% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and data analysis and

- probability. 3. Caucasian: End of Course Algebra Exam: In 2009, 100 % scored proficient or advanced. In 2008, 100% scored proficient or advanced. In 2007, 100% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed no significant weaknesses in this subgroup. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed no significant weaknesses in this subgroup.
6. 1. African-American: Grade 7 Augmented Benchmark Exam: In 2010, 85% scored proficient or advanced. In 2009, 50% scored proficient or advanced. In 2008, 48.6% scored proficient or advanced. In 2007, 46.3% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in geometry, numbers and operations, and Algebra. 2. African-American: Grade 8 Augmented Benchmark Exam: In 2010, 41% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 41.7% scored proficient or advanced. In 2007, 41.8% scored proficient or advanced. The lowest identified area (s) (based on the 4 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 4 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and data analysis and probability. 3. African-American: End of Course Algebra Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" African-American students given the EOC Algebra test.
 7. 1. Hispanic: Grade 7 Augmented Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students tested. 2. Hispanic: Grade 8 Augmented Benchmark Exam: In our building during the 2010, 2009 and 2008, school years, there were fewer than "10" Hispanic students tested. In 2007, 50% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in all open response. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and data analysis and probability. 3. Hispanic: End of Course Algebra Exam: In our building during the 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students were given the EOC Algebra test.
 8. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, Grade 7: In 2009, 51.5% had an NPR score of 50, or above. In 2008, 58.9% had an NPR score of 50, or above. In 2007, 59.2% had an NPR score of 50, or above. 1. ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, Grade 8: In 2009, 67.1% had an NPR score of 50, or above. In 2008, 66.5% had an NPR score of 50, or above. In 2007, 55.2% had an NPR score of 50, or above.
 9. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the 7th grade Augmented Benchmark and SAT 10 exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the four most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: numbers and operations, Algebra, geometry and measurements. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in departmental teams, and as an entire faculty bi-monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.
 10. 1. Morrilton Junior High School Attendance Rate: In 2010, the attendance rate was 91.13%. In 2009, the attendance rate was 94.33%. In 2008, the attendance rate was 97.7%. In 2007, the attendance rate was 93.9%.

Goal To improve math skills and problem solving strategies, with an emphasis on open response and algebraic functions to meet AYP. By spring of 2011, 73.41% of the combined population and each subgroup will obtain proficiency in math for the ACTAAP assessment to meet AYP.

Benchmark By spring of 2011, 73.41% of the combined population and each subgroup will obtain proficiency on the math portion of the ACTAAP to meet AYP by concentrating efforts in 7th grade on solving real world percent problems and understanding relationships among units of measurement within the same system. 8th grade will concentrate efforts on problem solving strategies using algebraic functions.

Intervention: Frequent monitoring and immediate feedback utilized by the Morrilton Junior High School Mastery Learning of Math Model, integrating the Seven Correlates of Effective Schools and implementation of the Professional Learning Community Model.				
Scientific Based Research: Heibert, J., et. al. (1997). Designing Classrooms for Learning Mathematics with Understanding. Portsmouth, NH: Heinemann. Dufour, R., et.al. (2004). Whatever It Takes. National Education Service; Bloomington, IN. Lezotte, L. and McKee, K. Assembly Required. Effective Schools Products Ltd. Okemos, MI.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use MJHS Mathematics Curriculum which has cumulative benchmark data for 3 years and Mastery Learning Model which is aligned to the AR Mathematics Frameworks to assess student mastery. Quarterly common assessments will be given to assess student mastery. The MJHS Mastery Learning of Math Unit Test will be used as formative assessments leading up to the quarterly assessment. Those students not proficient or advanced (80% or above) on the Unit Test will be remediated until mastery is achieved. Evaluation will be determined by student scores on the final test of each unit. If the scores are below the baseline of 80%, the department will initiate point in time remediation to assist students in reaching proficiency. Flex days will be utilized to provide time for revisions. To EVALUATE, data based on formative assessment will be used to determine progress. Data collected during the 2010-2011 school year will be used as a baseline to determine remediation and intervention needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Kim Prather, James Ellis, Shauna Starr-Andrews, Beth Sommers, Mike Casey - mathematics teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize the School Messenger system to promote parent/home school relations. Action Type: Parental Engagement Action Type: Technology Inclusion	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	ACTION BUDGET: \$
Hold two Parent/Teacher Conferences throughout the school year to provide information to parents about the learning progress of their child(ren). Action Type: Collaboration Action Type: Parental Engagement	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

A monthly math department newsletter will be sent to parents and posted on the school website explaining learner expectations each month to enhance parent/home school relations. Mike Casey will be in charge of this. Action Type: Collaboration Action Type: Parental Engagement	Mike Casey - Implementation leader	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
To enhance systemic change, faculty will continue to improve their understanding of the Seven Correlates of Effective Schools. Selected staff members and/or administration will be sent to the annual Effective Schools Conference. To raise ACTAAP scores and to keep on the cutting edge of instruction, mathematic teachers will be sent to relevant conferences. Action Type: Professional Development	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
Hold Parent Involvement Meeting in October and provide information on Accelerated Math, Quarterly Assessment Data, expectations of the students, and samples of the math and science curriculum. Lead teachers will be responsible for communicating the exact date and expectations with all building teachers. Shawnya Rogers will be the facilitators for non-core teachers. Action Type: Collaboration Action Type: Parental Engagement	Melynda Hawkins -Thomas, Shawnya Rogers, Beth DuVall, Beth Sommers, Danita Eustice - facilitators	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
In order to MENTOR TEACHERS, improve instructional strategies, and vertically align curriculum, opportunities for teachers to visit effective teachers within SCCSD and other districts will be provided in order to observe best practices. Observation of teachers below and above grade level is encouraged. Action Type: Collaboration	Danny Ketcherside, Principal, Beth Stewart, School Improvement Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
The Math Lead Teacher will contact the UCA Math and Science Center and arrange for building level training. TI-84 Silvers will be incorporated into instruction. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Danny Ketcherside - principal, Joni Merideth - facilitation leader	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Disaggregate math assessment data and utilize data to improve instruction and student achievement.				
Scientific Based Research: (Johnson, J.H. (1997). Data-Driven school improvement. ERIC Digest, Number 109. Eugene, OR: ERIC Clearinghouse on Educational Management. ERIC No. ED401595; Protheroe, N. (2001). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. ERS spectrum, 19(3), 4-9. ERIC No. E33634688.)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will take quarterly formative assessments and Mastery Learning Math unit tests created by the Math department using the MJHS pacing guide and the Arkansas Curriculum frameworks to	Kim Prather, James Ellis, Shauna Starr-Andrews, Beth Sommers,	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$

<p>evaluate student learning and the math program. Students not proficient or advanced (80% or above) on the unit test will be remediated until mastery is achieved. Scores below the baseline of 80%, teachers will initiate point in time remediation to assist students to reach proficiency. A comparison of the number of students scoring below proficient on the initial and final assesment will provide data. To EVALUATE, data based on formative assessment will be used to determine progress. Data collected during the 2009-2010 school year will be used as a baseline to determine remediation and intervention needs. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Mike Casey - mathematics teachers</p>		<ul style="list-style-type: none"> • Performance Assessments 	
<p>Evaluate the progress of students using the Accelerated Math program with the STAR assessment in early September, December, and May. EVALUATION of this intervention will be accomplished by using the baseline data collected in September 2010, to establish a reference point of each student's scores. Student scores will be progress monitored and intervention for struggling students will be initiated. Teachers will compile the data. Each teacher will meet with Mr. Ketcherside to discuss the data. Action Type: Technology Inclusion</p>	<p>Danny Ketcherside - principal, Beth Sommers - mathematics teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Data walls will be constructed for use by teachers. The data wall will contain data for individual students in the areas of literacy, math and science. The data wall will be contained in a secure room. Action Type: Collaboration Action Type: Professional Development</p>	<p>Deborah Starr, Reading Specialist, Beth Stewart, School Improvement Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Provide research-based intervention programs for students in math.

Scientific Based Research: Metzker, Bill. (2003). "Time and Learning." ERIC Clearinghouse

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers teaching 7th grade math, 7th grade Pre-Algebra, 8th grade Pre-Algebra, and 8th grade Algebra I will utilize the Renaissance Math program to supplement the existing curriculum at least once a week. Teachers teaching remediation math will utilize the Renaissance Math program on a daily basis. To EVALUATE: This action will be based on student mastery of math objectives. Teachers will set goals for each student to achieve during each quarter, as students acheive remediation goals they are provided enrichment</p>	<p>Kim Prather, James Ellis, Shauna Starr-Andrews, Beth Sommers, Mike Casey - mathematics teachers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>

activities. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion				
Online AIPs will be written for students not performing at the proficient level on the 2010 ACTAAP Math Assessment. AIPs will then be provided to parents by October 20, at Parent/Teacher conferences. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Kim Prather, Mike Casey, James Ellis, Shauna Starr- Andrews, Beth Sommers - math teachers; Danny Ketcherside, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Provide students with additional time on task and continued opportunities to learn, students scoring 690 and below on the mathematics portion of the ACTAAP will have a remediation period. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Utilize writing across the curriculum in math classes to enhance critical thinking skills and to improve open response outcomes. Teachers will collaborate schoolwide to create a common rubric to communicate the expected outcomes for writing assignments. Action Type: Collaboration	Jordan Schneider, Beth Duvall, Charlotte Ganus, Elizabeth Rollans, literacy teachers; Kim Prather, James Ellis, Shaun	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
The math department will provide other faculty members with strategies and materials that will be utilized to assist students. Teachers will use these as bell ringers. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kim Prather, James Ellis, Shauna Starr- Andrews, Beth Sommers, Mike Casey - math teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Initiate a TWO-YEAR IMPROVEMENT PLAN to address needs in math with an emphasis on practical mathematics and open-response writing to improve the number of students scoring proficient in math in the African-American subgroups. Action Type: Alignment	Danny Ketcherside, Principal; Deborah Starr, ACSIP Chair; Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity				
Provide extra math tutoring during the school day by having Highly Quailified Math Teachers provide extra math instruction during their plan time to educationally disadvantaged scholars. Action Type: Collaboration	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
The district will utilize NSLA Catagorical funds (1130 and 1140) to pay for three .375 FTE teachers (Prather,Sommers, Casey), one .562 FTE teacher (Ellis), and one .4831 teacher (Starr -Andrews)salaries and benefits of HQT teachers who will provide students with additional oppourtnty to learn and more time on task by receiving extra mathematics instruction taught by a HQT math instructor. Action Type: Collaboration Action Type: Equity	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011		NSLA (State-281) - \$22924.65 Employee Benefits: NSLA (State-281) - \$93485.90 Employee Salaries: ACTION BUDGET: \$116410.55
Total Budget:				\$116410.55

Priority 4: The Morrilton Junior High School Body Mass Index (BMI) presented indicates the percentage of students who may be at risk of making or continuing to make poor health choices.

- Supporting Data:
1. BMI Data for SY 2007-2008: 343 students in grade 7th and 8th were assessed. The following percentages represent the students that are at risk of being overweight or are overweight: 7th grade: Males - 52.2%, females - 50.0% 8th grade: Males - 52.2%, females - 50.0% The following percentages represent the students that are healthy or underweight: 7th grade: Males - 47.8%, females - 50.0% 8th grade: Males - 47.8%, females - 50.0%
 2. BMI Data for SY 2006-2007: 321 students in grades 7th and 8th were assessed. The following percentages represents the students that are at risk of being overweight or are overweight: 7th grade Males - 41.6%, Females - 38.6% 8th grade Males - 35.5%, Females - 43.2%
 3. BMI Data for SY 2005-2006: 286 students in grades 7th and 8th were assessed. That is approximately 74% of the total student population. The following percentages represents the students that are at risk of being overweight or overweight: 7th grade Males- 49.4%, Females- 50.5% 8th grade Males- 44.3%, Females- 37.9%
 4. Conway County's unemployment rate according the USDA's Economic Research Service: 2005 - 5.0%, 2006 - 5.3%, 2007 - 5.0%

Goal Morrilton Junior High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the learning community.

Benchmark By SY 2007-2008 there will be a decrease of the average BMI for students by 1/2% as evaluated by the annual BMI screening.

Intervention: Support wellness of students by increasing their knowledge of the benefits of an active/healthy lifestyle.				
Scientific Based Research: Food and Nutrition Information Center's website: http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=1 http://win.niddk.nih.gov/publications/active.htm Active at Any Size: NIH Publication No. 04-4352 May 2004				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Each student at MJHS will have at least one semester of a physical activity class: athletics, physical education, or marching band. Action Type: Wellness	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Health education will be taught as a component of the physical education classes. Action Type: Collaboration Action Type: Wellness	Nick Harrell, Teacher and Sharon Lawrence, Teacher	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
BMI screenings will be conducted and calculated in accordance with the law to measure the progress of students' healthy lifestyle choices. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Susan Hoelzeman, Nurse	Start: 07/01/2010 End: 06/30/2011	• District Staff • Performance Assessments	ACTION BUDGET: \$
The student handbook will include information for parents on how to voice concerns about BMI testing and the school's commitment to involving parents in the decision making process. Action Type: Parental Engagement Action Type: Wellness	Danny Ketcherside, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ben Hogan	Band Director	Literacy
Classroom Teacher	Beth Duvall	7th English	Literacy
Classroom Teacher	Beth Sommers	7th Grade Math	Math
Classroom Teacher	Brandi Lewis	SPED	Literacy
Classroom Teacher	Charlotte McDowell	8th English	Literacy
Classroom Teacher	Chris Aishman	8th grade History	Literacy
Classroom Teacher	Danette Grant	7th Grade Literacy	Literacy
Classroom Teacher	Danita Eustice	7th Grade Geography	Literacy
Classroom Teacher	Deborah Starr	Reading Specialist	Literacy
Classroom Teacher	Donna Horita	Librarian	Literacy
Classroom Teacher	Elizabeth Rollans	8th Grade Literacy	Literacy
Classroom Teacher	James Ellis	8th Math	Math
Classroom Teacher	Jerome Long	7th Grade History	Literacy
Classroom Teacher	Joni Merideth	8th Grade Science	Math
Classroom Teacher	Jordan Schneider	7th Grade Literacy	Literacy
Classroom Teacher	Kelly Gilbert	Art	Math
Classroom Teacher	Kent Chambers	8th grade History	Literacy\Wellness
Classroom Teacher	Kim Lemley	SPED	Math
Classroom Teacher	Kim Prather	7th Math	Math
Classroom Teacher	Lee Ann Andrews	SPED	Literacy
Classroom Teacher	Melynda Hawkins-Thomas	7th Grade Science	Math
Classroom Teacher	Mike Casey	Algebra I	Math
Classroom Teacher	Mike Hampton	8th Science	Wellness/Math
Classroom Teacher	Nick Harrell	Physical Education	Math/Wellness
Classroom Teacher	Roberta Hicks	Information Technology	Literacy
Classroom Teacher	Shandee Gordon	Music	Math

Classroom Teacher	Sharon Lawrence	7th Grade Science	Literacy/Parent Community Relations
Classroom Teacher	Shauna Starr-Andrews	8th Grade Math	Math
Classroom Teacher	Shawnya Rogers	Career Orientation	Math
District-Level Professional	Annette Henderson	Deputy Superintendent	ALL
District-Level Professional	Doug Adams	Superintendent	ALL
District-Level Professional	Lisa Bryant	SPED	SPED
Non-Classroom Professional Staff	Beth Stewart	School Improvement Specialist	ALL
Non-Classroom Professional Staff	Doris Payne	ISS	Math
Non-Classroom Professional Staff	Janet Bradley	Food Service	Wellness
Non-Classroom Professional Staff	Joyce McReynolds	Paraprofessional	Literacy
Non-Classroom Professional Staff	Karri Gray	Administrative Assistant	Math and Parent/Learning Community Relations
Non-Classroom Professional Staff	Sonia Kibe	Counselor	SPED/Parent Community Relations
Non-Classroom Professional Staff	Susan Hoelzeman	Nurse	Wellness/Math
Non-Classroom Professional Staff	Susie Mooney	Administrative Assistant	Literacy and Parent/Learning Community Relations
Parent		Parent	Math
Parent		Parent	Literacy
Principal	Danny Ketcherside	Principal	ALL