

## School Plan

**MORRILTON JUNIOR HIGH SCHOOL  
1400 POOR FARM ROAD, MORRILTON, AR 72110**

### Arkansas Comprehensive School Improvement Plan

#### 2005-2006

It is the mission of Morrilton Junior High School to ensure that all students 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: Title I Schoolwide

School Improvement: A

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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 skills, to meet AYP.

##### Priority 2: Math

**Goal:** To improve Math Skills and Strategies, with an emphasis on problem solving, open-ended response and algebraic functions to meet AYP.

##### Priority 3: Special Education

**Goal:** To meet the needs of all students in the regular classroom and reduce the number of minority students referred for special education services.

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

1. 8th Grade Benchmark Literacy Exam: On the combined population of students: In 2004, 197 students were tested and 49% scored proficient or advanced. In 2003, 189 students were tested and 23% scored proficient or advanced. In 2002, 182 students were tested and 20% were proficient and advanced. Students showed consistent areas of need in: Reading Open Response, literary content and practical passage types; Writing content and style domains. IEP Students: In 2004, 33 students were tested and 3% scored proficient or advanced. In 2003, 20 students were tested and 0% scored proficient or advanced. Students showed consistent areas of need in: Reading Open Response, literary content and practical passage types; Writing content and style domains.
2. Students: There was no significant subpopulation of LEP students. In 2004, 0 students were tested.
3. SES students: In 2004, 122 students were tested and 23% scored proficient or advanced. In 2003, 113 students were tested and 14% scored proficient or advanced. In 2002, 79 students were tested and 7% scored proficient or advanced. Students showed consistent areas of need in: Reading Open Response, literary content and practical passage types; Writing content and style domains.
4. Ethnicity: African American: In 2004, 45 students were tested and 40% scored proficient or advanced. In 2003, 47 students were tested and 17% scored proficient or advanced. In 2002, 47 students were tested and 6% scored proficient or advanced. Caucasian: In 2004, 139 students were tested and 53% scored proficient or advanced. In 2003, 125 students were tested and 27% scored proficient or advanced. In 2002, 124 students were tested and 24% scored proficient or advanced.
5. Attendance Rate: In 2005, the attendance rate for Morrilton Middle School was 94.4%. In 2004, the attendance rate for Morrilton Middle School was 94%. In 2003, the attendance rate for Morrilton Middle School was 94.2%.
6. Graduation Rate: In 2005, the graduation rate for Morrilton High School was n/a%. In 2004, the graduation rate for Morrilton High School was n/a%. In 2003, the graduation rate for Morrilton High School was 85.4%.
7. Criterion-referenced assessment: 7th Grade STAR Reading: in 2005, 193 students were tested and the average Percentile Rank was the 33rd percentile. 8th Grade Reading: In 2005, 178 students were tested and the average Percentile Rank score was the 32nd percentile.

Supporting  
Data:

Goal All students will demonstrate measurable growth in literacy, with an emphasis on open-response writing and reading skills, to meet AYP.

Benchmark By spring 2006, the combined population and each subgroup will increase the percent of students scoring proficient by 6.83%, the increase of AYP, on the literacy portion of the ACTAAP. All subgroups will meet AYP standards or will decrease the percentage of non-proficient students in each sub-group by 10 %.

Intervention: 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
Purchase additional Accelerated Reader books, software, and quizzes to assist students in reading. Action Type: Professional Development Action Type: Alignment Action Type: AIP	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teaching Aids</li> <li>Teachers</li> <li>School Library</li> <li>Performance Assessments</li> <li>Administrative Staff</li> </ul>	Local Revenue: \$5000.00 <hr/> ACTION BUDGET: \$5000
The media center will be used for free-flow and scheduled class use. Increase the flow and volume of library check-outs by students by rewarding students for challenges to check out a set number of volumes in a day. Action Type: Collaboration	Donna Horita, Media Specialist	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>School Library</li> </ul>	<hr/> ACTION BUDGET: \$
Continue to align vertically and horizontally the curriculum and develop common assessments among grade levels and disciplines to provide data for mastery of learning that will prepare students for the state assessment. Create a timeline of Learning expectations from the Arkansas Frameworks and create school-generated grade level assessments conducted at the 4 week and then 5 week intervals. Action Type: Professional Development Action Type: Plan Evaluation Action Type: Collaboration Action Type: Alignment Action Type: AIP	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>Performance Assessments</li> <li>District Staff</li> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Enhance systemic change by training the school staff to understand and implement the Seven Correlates of Effective Schools and sending staff members to the Heartland Effective Schools Conference. Action Type: Professional Development Action Type: Plan Evaluation Action Type: Collaboration	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>District Staff</li> <li>Administrative Staff</li> </ul>	PD (State-223): \$1704.00 <hr/> ACTION BUDGET: \$1704
Provide staff development to vertically align curriculum to make instruction more efficient	Shawn Halbrook, Principal;	Start: 08/10/2005 End:	<ul style="list-style-type: none"> <li>Teachers</li> <li>District Staff</li> <li>Administrative</li> </ul>	<hr/> ACTION BUDGET: \$

and effective. Action Type: Professional Development Action Type: Collaboration Action Type: Alignment	Annette Henderson, Director of CIA	05/31/2006	Staff	
Institute a "Family Literacy Night" to inform parents about writing and reading expectations at the local and state Levels. Action Type: Parental Engagement Action Type: Equity Action Type: Collaboration	Shawn Halbrook, Principal; Janet Carner, Reading Specialist; Donna Horita, Media Specialist	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Library</li> <li>Community Leaders</li> <li>Administrative Staff</li> </ul>	Title I - Materials & \$200.00 Supplies:  ACTION BUDGET: \$200
Provide opportunities for teachers to visit high performing school to observe "best practices" to improve open-response strategies. Action Type: Professional Development Action Type: Plan Evaluation Action Type: Collaboration	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>District Staff</li> <li>Administrative Staff</li> </ul>	Local Revenue: \$200.00  ACTION BUDGET: \$200
Develop appropriate rubrics for Open-response writing in the core subject areas. Action Type: Professional Development Action Type: Plan Evaluation Action Type: Collaboration Action Type: Alignment	Shawn Halbrook, Principal	Start: 08/19/2006 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>Outside Consultants</li> <li>District Staff</li> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Require weekly writing projects across the curricular disciplines. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use STAR assessments and locally generated benchmark assessment to evaluate student growth and development Action Type: Plan Evaluation Action Type: Collaboration	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>Performance Assessments</li> <li>Computers</li> </ul>	ACTION BUDGET: \$
The Reading Specialist will assist the classroom teachers implementing reading strategies. Action Type: Collaboration Action Type: Equity	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$7104
Intervention: Disaggregate literacy assessment data.				
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
For assistance with instructional alignment, common pre-assessments will be given to document students'	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>Performance Assessments</li> <li>Computers</li> </ul>	ACTION BUDGET: \$

academic achievement level. Action Type: Plan Evaluation Action Type: Collaboration Action Type: Alignment			<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	
Provide professional development and curriculum team meetings to ensure alignment of curriculum, instruction, and assessment. Action Type: Professional Development Action Type: Collaboration	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Continue to align vertically and horizontally district curriculum with Arkansas Standards, the Benchmark Assessment, and the ITBS assessment. Action Type: Plan Evaluation Action Type: Collaboration Action Type: Alignment	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide a class period for a certified staff member to perform the duties as a data coach to aggregate and disaggregated assessment data. Action Type: Plan Evaluation Action Type: Alignment	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>District Staff</li> <li>Computers</li> <li>Administrative Staff</li> </ul>	Local Revenue: \$5538.00 ACTION BUDGET: \$5538
Disaggregate locally generated benchmark assessment data. Action Type: Plan Evaluation	Bob Newman	Start: 08/19/2005 End: 05/31/2006		ACTION BUDGET: \$
Total Budget:				\$5538

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
Identify program participants for Academy of Reading. Action Type: Special Education Action Type: Plan Evaluation Action Type: Parental Engagement Action Type: AIP	Shawn Halbrook	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implement Renaissance place, Accelerated Reader, STAR programs by making the program accessible in all classrooms. Action Type: Equity Action Type: AIP	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Local Revenue: \$5000.00 ACTION BUDGET: \$5000
Provide professional development training on the Accelerated Reader program for teachers not previously trained, including special education teachers	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223): \$6000.00 ACTION \$6000

Action Type: Parental Engagement				BUDGET:
Evaluate the progress of students using the Accelerated Reader program with the STAR assessment at the end of the first semester and at the end of the year and by generating weekly Accelerated Reader Diagnostic reports. Action Type: Plan Evaluation Action Type: AIP	Shawn Halbrook	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use extrinsic motivation to encourage more reading using the Accelerated reader program. Action Type: AIP Action Type: Collaboration Action Type: Plan Evaluation	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Computers</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide two 15 minutes "status of the class" period to be rotated between the subject areas for Accelerated Reader support by teachers and time for reading and taking quizzes. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Purchase 10 additional computers for Accelerated Reader testing. Action Type: Technology Inclusion Action Type: Collaboration	Doug Adams, Superintendent	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>District Staff</li> <li>Computers</li> <li>Central Office</li> <li>Administrative Staff</li> </ul>	Local Revenue: \$15000.00  ACTION BUDGET: \$15000
Total Budget:				\$26000
Intervention: Provide 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
Identify students through school-based generated assessments and/or benchmarks to identify students in need of intervention. The students will receive intervention from highly qualified teachers. Action Type: Equity Action Type: Collaboration Action Type: Alignment Action Type: AIP Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Public Library</li> <li>Teachers</li> </ul>	Local Revenue: \$82588.00  ACTION BUDGET: \$82588
Provide 1.00 FTE Reading Specialist to assist students that are not reading on grade level based on the STAR assessment. Action Type: Plan Evaluation	Jerry Owens, Deputy Superintendent	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Title Teachers</li> <li>Teachers</li> <li>District Staff</li> <li>Administrative Staff</li> </ul>	Title II-A - Materials & Supplies: \$500.00

<p>Action Type: Equity</p>				<p>Title II-A - Employee Salaries: \$36567.00                  Title II-A - Employee Benefits: \$7919.00  <hr/>                 ACTION BUDGET: \$44986</p>
<p>Provide professional development for teachers in order to improve classroom management skills and instructional techniques. Strategies will focus on discipline, time on task, and a safe and orderly environment.                  Action Type: Professional Development</p>	<p>Shawn Halbrook, Principal</p>	<p>Start: 08/19/2005                  End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Local Revenue: \$200.00  <hr/>                 ACTION BUDGET: \$200</p>
<p>Purchase laptop computers to supplement instruction in the Reading Specialists room for computer-based reading software. Hardware and software installed.                  Action Type: Equity</p>	<p>Jerry Owens, Deputy Superintendent</p>	<p>Start: 08/19/2005                  End: 10/31/2005</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Teachers</li> <li>• District Staff</li> <li>• Computers</li> <li>• Central Office</li> <li>• Administrative Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$9997.87  <hr/>                 ACTION BUDGET: \$9997.87</p>
<p>Provide six class periods of English Intervention classes to give extra help and time to students that are not performing at the proficient level in the area of literacy. Students will be taken from elective classes to be placed in the intervention classes. Assessments will be given to determine the effectiveness of the intervention program.                  Action Type: Professional Development                  Action Type: Plan Evaluation                  Action Type: Parental Engagement                  Action Type: Equity                  Action Type: Collaboration                  Action Type: Alignment                  Action Type: AIP                  Action Type: Technology Inclusion</p>	<p>Shawn Halbrook, Principal</p>	<p>Start: 08/19/2005                  End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Library</li> <li>• Performance Assessments</li> <li>• Outside Consultants</li> <li>• District Staff</li> <li>• Computers</li> <li>• Central Office</li> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Write AIP's for students not performing at the proficient level on the 4 week/ 5 week locally generated benchmark assessments.                  Action Type: Plan Evaluation                  Action Type: Parental Engagement                  Action Type: Equity                  Action Type: Collaboration                  Action Type: Alignment                  Action Type: AIP</p>	<p>Shawn Halbrook, Principal</p>	<p>Start: 08/19/2005                  End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Performance Assessments</li> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

Purchase the Plato software to supplement instruction in the English Intervention classes. Action Type: AIP Action Type: Equity Action Type: Plan Evaluation Action Type: Technology Inclusion	Doug Adams, Superintendent	Start: 07/05/2009 End: 05/31/2006	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Computers</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	Local Revenue: \$3000.00 <hr/> ACTION BUDGET: \$3000
Provide 1.0 FTE Highly Qualified Paraprofessional to assist students not reading on grade level. Action Type: Equity Action Type: Collaboration	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>● Teaching Aids</li> <li>● Teachers</li> <li>● Administrative Staff</li> </ul>	Title I - Employee Salaries: \$14175.00 Title I - Employee Benefits: \$3070.00 <hr/> ACTION BUDGET: \$17245
<b>Total Budget:</b>				<b>\$158016.87</b>

Priority 2: Students will improve their math skills and strategies.

1. On the Algebra I End of Course Exam: The combined population of students: In 2005, 93 students were tested and 53% scored proficient or advanced. In 2004, 138 students were tested and 53% scored proficient or advanced. In 2003, 151 students were tested and 36% scored proficient or advanced. Students showed consistent areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations.
2. IEP Students: There was no significant subpopulation of IEP students. In 2005, there wer 0 students tested.
3. LEP Students: There was no significant subpopulation of LEP students. In 2005, there wer 0 students tested.
4. SES Students: In 2005, 58 students were tested and 66% scored proficient or advanced. In 2004, 87 students were tested and 57% scored proficient or advanced. In 2003, 59 students were tested and 22% scored proficient or advanced. Students showed consistent areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations.
5. Ethnicity: African American: In 2005, 26 students were tested and 43% scored proficient or advanced. In 2004, 41 students were tested and 46% scored proficient or advanced. In 2003, 59 students were tested and 13% scored proficient or advanced. Caucasian: In 2005, 56 students were tested and 51% scored proficient or advanced. In 2004, 86 students were tested and 58% scored proficient or advanced. In 2003, 95 students were tested and 45% scored proficient or advanced.
6. Norm-Referenced assessment: 9th grade ITED Total Math: In 2005, 197 students were tested and 55% scored at or above the 50th percentile. In 2004, 200 students were tested and 49% scored at or above the 50th percentile. SAT-9 assessment: 9th Grade Total Math: in 2003, Blank were tested and blank% scored at or above the 50th percentile.
7. Attendance Rate: In 2005, the attendance rate for Morrilton Middle School was 94.4%. In 2004, the attendance rate for Morrilton Middle School was 94%. In 2003, the attendance rate for Morrilton Middle School was 94.2%.
8. Graduation Rate: In 2005, the graduation rate rate for Morrilton High School was n/a%. In 2004, the graduation rate for Morrilton High School was n/a%. In 2003, the graduation rate for Morrilton High School was 85.4%.

Supporting Data:

Goal To improve Math Skills and Strategies, with an emphasis on problem solving, open-ended response and algebraic functions to meet AYP.

Benchmark By Spring of 2006, the combined population in each subgroup will increase the percent of students scoring proficient by 7.06%, to meet AYP, on the math portion of the ACTAAP.

Intervention: Improve scores by implementing the Mastery Learning Model.				
Scientific Based Research: "Heibert, J., et. al. (1997). Designing Classrooms for Learning Mathematics with Understanding. Portsmouth, NH: Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Continue to align district mathematics curriculum vertically and horizontally with the Arkansas standards, Benchmark exams and End of Course exam, and the ITBS assessment. Action Type: Alignment	Annette Henderson, Director of CIA	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Computers</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Hold math department meetings regularly each month. Action Type: Professional Development Action Type: Collaboration Action Type: Alignment	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Provide training for math teachers to assist them in ensuring student mastery and success, utilizing the Mastery Learning program. Action Type: Professional Development	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrative Staff</li> </ul>	Local Revenue: \$500.00  ACTION BUDGET: \$500
Evaluate the progress of students using the Accelerated Math Program by using the STAR assessment semi-annually and by generating quarterly Accelerated Math reports Action Type: Plan Evaluation	Shawn Halbrook	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Performance Assessments</li> <li>• District Staff</li> <li>• Computers</li> <li>• Administrative Staff</li> </ul>	Local Revenue: \$5000.00  ACTION BUDGET: \$5000
Have a "Math Family Night" to provide information on mastery learning, expectations of the students and samples of the Math Curriculum. Action Type: Parental Engagement Action Type: Collaboration	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• District Staff</li> <li>• Community Leaders</li> <li>• Administrative Staff</li> </ul>	Local Revenue: \$200.00  ACTION BUDGET: \$200
Create a timeline of Learning expectations from the Arkansas Frameworks and create school-generated locally assessments conducted at the 4 week and then 5 week intervals. Action Type: Technology Inclusion Action Type: Professional Development Action Type: Plan Evaluation Action Type: Equity Action Type: Collaboration Action Type: Alignment Action Type: AIP	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• District Staff</li> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Purchase 5 Dry-Erase Boards with Graphing Grids. Action Type: Equity	Doug Adams, Superintendent	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Local Revenue: \$1500.00  ACTION BUDGET: \$1500
Purchase 2 classroom sets of Texas Instruments Calculator to assist students in Algebra I and Pre-Algebra classes Action Type: Technology	Doug Adams, Superintendent	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Teachers</li> <li>• Central Office</li> </ul>	Local Revenue: \$7200.00

Inclusion				ACTION BUDGET: \$7200
Total Budget:				\$14400
Intervention: Disaggregate assessment data.				
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
Provide a class period for a certified staff member to aggregate and disaggregated test data as data coach. This will allow the school to change instruction to meet the needs of students. Action Type: Plan Evaluation Action Type: Alignment Action Type: AIP	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> </ul>	Local Revenue: \$5538.00  ACTION BUDGET: \$5538
Provide professional development to ensure alignment of curriculum, instruction, and assessment. Action Type: Professional Development Action Type: Alignment	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$5538
Intervention: Provide 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
Provide a 1.00 FTE math instructor to lower class size and help to provide 6 periods of Math intervention classes for students not performing at the proficient level. Action Type: Equity Action Type: AIP	Dough Adams, Superintendent	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Utilize the Renaissance Math Program as the catalyst in the Math Intervention classes. Action Type: Technology Inclusion Action Type: Equity Action Type: Collaboration Action Type: AIP	Shawn Halbrook, Principal	Start: 08/10/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teachers</li> <li>Outside Consultants</li> <li>Administrative Staff</li> </ul>	Local Revenue: \$2600.00  ACTION BUDGET: \$2600
Purchase 10 computers for the Math Classrooms to be able to have students to access the Renaissance Math program. Action Type: Technology Inclusion Action Type: AIP	Doug Adams, Superintendent	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>Teaching Aids</li> <li>Performance Assessments</li> <li>Computers</li> <li>Central Office</li> <li>Administrative Staff</li> </ul>	Local Revenue: \$15000.00  ACTION BUDGET: \$15000
Each Teacher will provide an AIP for each student	Shawn Halbrook, Principal	Start: 08/19/2005	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrative</li> </ul>	ACTION BUDGET: \$

performing below the proficient level on the 4 week/5 week locally generated benchmark assessments. Action Type: Plan Evaluation Action Type: Parental Engagement Action Type: Equity Action Type: Alignment Action Type: AIP		End: 05/31/2006	Staff	
Purchase Scantron Test sheets for the locally generated benchmark assessments. Action Type: Technology Inclusion	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	Local Revenue: \$1000.00 <hr/> ACTION BUDGET: \$1000
Locally generated benchmark assessments and STAR assessments will be given to evaluate the program effectiveness. Action Type: Plan Evaluation	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$18600

Priority 3: Over representation of minority representation receiving special education services.

- In 2005, the South Conway County School District had an overall minority population of 25.34% The minority representation in the special education population was 32.73%. Since the percentage of minority students in special education is significantly higher than the district's overall percentage of minority students, the South Conway County School District has made the over-representation of minority students in special education a priority to decrease the disproportionate number of minorities being placed in special education.

Supporting Data:

Goal To meet the needs of all students in the regular classroom and reduce the number of minority students referred for special education services.

Benchmark To reduce the number of minority students referred and identified for special education services to a ratio equal to the proportion of minority students in the general population.

Intervention: Implement policies and procedures to reduce the disproportionate placement of minority students in special education.				
Scientific Based Research: Pre-referral Intervention: Problem Solving Methods and Curriculum-based Measurement. Rural Special Education Quarterly, Summer 2002, Weishaar, Mary Konya; Weishar, Phillip; Bust, Christy. Last Chance to Become Readers: Pre-referral Interventions, Nov-Dec 2003, Montgomery, Judy; Moore-Brown, Barbara.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Student Learning Team comprised of parent, principal, counselor, SPED teacher, teachers from other disciplines, and a referring teacher will meet to form Academic Improvement Plans that include specific interventions to assist students that are struggling academically. Action Type: AIP Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Shawn Halbrook, Principal	Start: 08/19/2005 End: 05/31/2006	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Criterion Reference Assessment will be given at every 4 week mark and 9 week mark during a quarter in the core subject areas. If students are not performing at the proficient level, an AIP with interventions will be developed to assist students. Action Type: Plan Evaluation Action Type: Equity Action Type: AIP</p>	Shawn Halbrook, Principal	<p>Start: 08/19/2005 End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>STAR test will be administered during the first week of school to identify those students at risk in reading. Those students at risk will be placed in interventions classes to raise learning and achievement levels. Action Type: AIP Action Type: Equity</p>	Shawn Halbrook, Principal	<p>Start: 08/19/2005 End: 09/06/2005</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers assigned to the Student Learning Team will receive professional development for the SLT process. Action Type: Professional Development</p>	Shawn Halbrook, Principal	<p>Start: 08/19/2005 End: 09/06/2005</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students identified as needing early intervention will receive additional assistance in the math and english intervention classes. Action Type: AIP Action Type: Collaboration Action Type: Equity</p>	Shawn Halbrook, Principal	<p>Start: 08/19/2005 End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> <li>Teachers</li> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Using previous years data regarding referral and placement of students in Special Education, the numbers will be reduced by 10%. Action Type: Plan Evaluation Action Type: Special Education</p>	Shawn Halbrook, Principal, Student Learning Team Members and Dean Newell, Director of Special Education	<p>Start: 08/19/2005 End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Implement "Best Practices" researched based book studies to improve classroom management, instructional strategies and parent/teacher relations. Action Type: Collaboration Action Type: Professional Development</p>	Shawn Halbrook, Principal	<p>Start: 08/19/2005 End: 05/31/2006</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>Local Revenue: \$1000.00</p> <p>_____</p> <p>ACTION BUDGET: \$1000</p>
<p>Total Budget:</p>				<p>_____</p> <p>\$1000</p>

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ann Hall	8th English	Literacy
Classroom Teacher	Beth Duvall	7th English	Literacy
Classroom Teacher	Beth Sommers	7th Math	Math

Classroom Teacher	Bob Newman	8th Grade Math	Math
Classroom Teacher	Chris Aishman	8th grade History	Literacy
Classroom Teacher	Chris Hill	8th Grade Science	Math
Classroom Teacher	Connie Martin	SPED	Math
Classroom Teacher	Danita Eustice	7th Grade Geography	Literacy
Classroom Teacher	Ed Duncan	Art	Math
Classroom Teacher	Eric Capp	Physical Education	Math
Classroom Teacher	Fritz Heidenreich	8th Grade History	Literacy
Classroom Teacher	Gail Betts	8th Grade Math	Math
Classroom Teacher	Greg Jones	Computer Technology	Math
Classroom Teacher	Jan Mendoza	7th Grade English	Literacy
Classroom Teacher	Joni Merideth	7th Grade Science	Math
Classroom Teacher	Kim Hodge	Physical Education	Literacy
Classroom Teacher	Kim Prather	7th Math	Math
Classroom Teacher	Laura Malik	7th Grade Science	Math
Classroom Teacher	Lori Wolfe	8th Grade English	Literacy
Classroom Teacher	Lynn Scroggins	SPED	Literacy
Classroom Teacher	Melynda Thomas	8th Grade Science	Math
Classroom Teacher	Nancy Hoyt	SPED	Literacy
Classroom Teacher	Robert Clark	Music	Literacy
Classroom Teacher	Roberta Hicks	Information Technology	Literacy
Classroom Teacher	Shandee Gordon	Music	Math
Classroom Teacher	Shawnya Rogers	Career Orientation	Literacy
Classroom Teacher	Wendy Porter	7th Grade History	Literacy
District-Level Professional	Annette Henderson	Director of Curriculum, Instruction, and Assessment	Literacy
District-Level Professional	Dean Newell	Director of Special Education	Parent/Learning Community Relations
District-Level Professional	Doug Adams	Superintendent	Math and Parent/Learning Community Relations
District-Level Professional	Jerry Owens	Deputy Superintendent	Parent/Learning Community Relations
Non-Classroom Professional Staff	Adena Mourot	Paraprofessional	Math
Non-Classroom Professional Staff	Carolyn Hodge	Administrative Assistant	Math
Non-Classroom Professional Staff	Jan Huett	Paraprofessional	Math
Non-Classroom Professional Staff	Judy Horner	Counselor	Math
Non-Classroom Professional Staff	Susan Hoelzeman	Nurse	Math
Non-Classroom Professional Staff	Susie Mooney	Administrative Assistant	Literacy
Non-Classroom Professional Staff	Tammy McDonald	Paraprofessional	Math
Parent	Shannon Ferguson	Parent	Math
Principal	Shawn Halbrook	Principal	Literacy, Math, and Parent/Learning Community Relations