

# School Plan

WYNNE JUNIOR HIGH SCHOOL  
PO BOX 69, WYNNE, AR 72396

Arkansas Comprehensive School Improvement Plan

2011-2012

Preparing students to meet tomorrow's challenges

Grade Span: 6-8

Title I: Not Applicable

School Improvement: SI\_7

## Table of Contents

### Priority 1: Literacy

**Goal:** Goal 1: Through a comprehensive literacy program, all sixth grade students will improve on the open response section in the reading content passages, the multiple choice section on the literary passage and practical, the writing multiple choice section, and the writing content and style domains on the writing section on the 2012 6th grade Benchmark Exam. All seventh grade students will improve on the open response reading literary passages, the reading multiple choice content section for literary passages the writing multiple choice, and the writing content and style domains on the writing section on the 2012 7th grade Benchmark Exam. All eighth grade students will improve on the open response section in the reading literary passages, the writing multiple choice section, and the content and style domains in the writing section on the 2012 8th grade Benchmark Exam.

### Priority 2: Mathematics

**Goal:** To improve achievement levels in mathematics by targeting the areas of greatest concern as identified by the analysis of trend data documented on the Arkansas Benchmark assessments. The focus areas are: 1) WJH Students with Disabilities & African-American students exhibit a gap in achievement in all strands, 2) Grade 6 all populations Open Response items in all strands; Multiple-Choice Items in Geometry & Measurement strands. 3) Grade 7 all populations Open Response items in all strands 4) Grade 8 all populations Open Response items in Algebra, Geometry, Measurement, & Data Analysis & Probability; Multiple-Choice items in Algebra, Measurement, and Data Analysis/Probability.

### Priority 3: Parents will become partners through the Parent Involvement Program

**Goal:** To improve student achievement through increased parental involvement.

### Priority 4: Students will improve behavior and develop the foundations for a safe, drug free lifestyle

**Goal:** All students at Wynne Junior High School will acquire knowledge and develop attitude and character traits needed to build a foundation for a drug-free lifestyle and increased appropriate school behavior.

### Priority 5: Health and Wellness

**Goal:** Promote and encourage students to make improved health and lifestyle choices.

### Priority 6: Scholastic Audit

**Goal:** Curriculum in core content areas will be aligned (Standard 1).

**Goal:** School leadership will practice the research-based leadership skills to build capacity in all staff members and create a supportive learning culture (Standard 7).

**Goal:** Professional development will be based on an analysis of teacher and student needs (Standard 6).

### Priority 7: State Directed / Restructuring: (Other)

**Goal:** Restructuring at WJHS will include the initiation of the following curriculum projects: Co-Teaching in one section of the 7th and 8th grade Math and Literacy classes, hiring JBHM as an educational curriculum consultant helping to implement Response to Intervention model, Special Education teachers and new teachers will be trained in TLI (6 - 8th grade), and the implementation of new rigorous curriculum programs (6 - 8th grade). WJHS will continue the following high yield, best practice educational strategies with daily 95 minute Math and Literacy classes for all students (6 - 8th grade), daily Professional Learning Community periods for Math and Literacy teachers, bi-monthly Success periods (6 - 8th grade), and Benchmark Push activities (6 - 8th grade) prior to the Benchmark Test.

### Priority 8: Special Education - Disproportionality

**Goal:** DECREASE THE RELATIVE PROPORTION OF AFRICAN AMERICAN TO CAUCASIAN STUDENTS RECEIVING SPECIAL SERVICES.

Priority 1: All students in grade 6, 7, & 8 will improve on open response in Literary Passages.

1. 1-A. Benchmark-6th Grade Literacy Exam 2008-9 Tested & Percent of Students Scoring Proficient/Advanced: 218 students: 67.9% of Combined Students 58 students: 51.7% of African/American Students 2 students: 100% of Hispanic Students 160 students: 71.9% of Caucasian Students 122 students: 55.7% of Econ. Disadvantaged Students 0 students: N/A of LEP Students 24 students: 8.3% of Students with Disabilities 2009-10 Tested & Percent of Students Scoring Proficient/Advanced: (215 Students Tested) 138 Students: 64% of Combined Students 32 Students: 46% of African American Students 105 Students: 73% of Caucasian Students 71 Students: 55% of Econ. Disadvantaged Students 0 Students: 0% of Students with Disabilities 2010-# Tested & Percent of Students Scoring Proficient/Advanced: (192 Students Tested) 148 Students: 77% of Combined Students 46 Students: 65% of African American Students 100 Students: 84% of Caucasian Students 80 Students: 70% of Econ. Disadvantaged Students 0 Students: 0% of Students with Disabilities 2010-11 Tested & Percent of Students Scoring Proficient/Advanced: 227 Students: 62% of Combined Students 72 Students: 48.0% of African American Students 2 Students: 100.0% of Hispanic Students 151 Students: 68% of Caucasian Students 144 Students: 54% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 38 Students: 13% of Students with Disabilities The lowest identified areas for the combined population were: Literary Passage and writing in Multiple Choice, Open Response was Content Passage and Content/Style in Writing.

2. 1-B. Benchmark-7th Grade Literacy Exam 2008-# Tested & Percent of Students Scoring Proficient/Advanced: 248 Students: 60.9% of Combined Students 80 Students: 37.5% of African/American Students 5 Students: 80% of Hispanic Students 114 Students: 71.7% of Caucasian Students 141 Students: 48.9% of Econ. Disadvantaged Students 28 Students: 7.0% of Students with Disabilities 2009-# Tested & Percent of Students Scoring Proficient/Advanced: (214 Students Tested) 154 Students: 72% of Combined Students 28 Students: 52% of African American Students 122 Students: 78% of Caucasian Students 68 Students: 58% of Econ. Disadvantaged Students 0 Students: 0% of Students with Disabilities 2010-# Tested & Percent of Students Scoring Proficient/Advanced: (211 Students Tested) 152 Students: 72% of Combined Students 39 Students: 61% of African American Students 112 Students: 76% of Caucasian Students 81 Students: 65% of Econ. Disadvantaged Students 7 Students: 21% of Students with Disabilities 2010-11 Tested & Percent of Students Scoring Proficient/Advanced: 193 Students: 66% of Combined Students 70 Students: 60% of African American Students 3 Students: 66.0% of Hispanic Students 119 Students: 69% of Caucasian Students 112 Students: 58% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 16 Students: 6% of Students with Disabilities The lowest identified areas for the combined population were: Literary Passage and writing in Multiple Choice, Open Response in Literary Passage and Content/Style in Writing.
3. 1-C. Benchmark-8th Grade Literacy Exam 2008 # Tested & Percent of Students Scoring Proficient/Advanced: 249 Students: 71.1% of Combined Students 73 Students: 45.2% of African/American Students 2 Students: 100% of Hispanic Students 172 Students: 81.4% of Caucasian Students 139 Students: 56.1% of Econ. Disadvantaged Students 28 Students: 10.7% of Students with Disabilities 2009-# Tested & Percent of Students Scoring Proficient/Advanced: (257 Students Tested) 176 Students: 68% of Combined Students 44 Students: 53% of African American Students 127 Students: 76% of Caucasian Students 84 Students: 59% of Econ. Disadvantaged Students 0 Students: 0% of Students with Disabilities 2010-# Tested & Percent of Students Scoring Proficient/Advanced: (216 Students Tested) 185 Students: 86% of Combined Students 38 Students: 72% of African American Students 144 Students: 90% of Caucasian Students 91 Students: 80% of Econ. Disadvantaged Students 3 Students: 14% of Students with Disabilities 2010-2011 Tested & Percent of Students Scoring Proficient/Advanced: 209 Students: 72% of Combined Students 66 Students: 59% of African American Students 1 Students: 0% of Hispanic Students 141 Students: 77% of Caucasian Students 125 Students: 64% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 31 Students: 16% of Students with Disabilities The lowest identified areas for the combined population were: Writing in Multiple Choice, Open Response in Literary and Content Passage and Content/Style domain in Writing.
4. Stanford-10 Achievement Test Scores 2008 administration National Percentile Rank of Mean National NCE: Gr 8 (combined) Reading Comprehension 52% Comprehensive Language 41% Gr 7 (combined) Reading Comprehension 49% Comprehensive Language 38% Gr 6 (combined) Reading Comprehension 49% Comprehensive Language 47%
5. Stanford-10 Achievement Test Scores 2009 administration National Percentile Rank of Mean National NCE: Gr 8 (combined) Reading Comprehension 48.3% Comprehensive Language 43.8% Gr 7 (combined) Reading Comprehension 52.5% Comprehensive Language 48.3% Gr 6 (combined) Reading Comprehension 45% Comprehensive Language 44.6%
6. Iowa Test of Basic Skills Achievement Test Scores 2010 administration National Percentile Rank of Mean National NCE: Gr 8 (combined) Reading Comprehension 62% Comprehensive Language 53% Gr 7 (combined) Reading Comprehension 52% Comprehensive Language 46% Gr 6 (combined) Reading Comprehension 46% Comprehensive Language 47%
7. Iowa Test of Basic Skills Achievement Test Scores 2011 administration National Percentile Rank of Mean National NCE: Gr 8 (combined) Reading Comprehension 52% Comprehensive Language 53% Gr 7 (combined) Reading Comprehension 48% Comprehensive Language 49% Gr 6 (combined) Reading Comprehension 41% Comprehensive Language 46%

Supporting Data:

Goal

Goal 1: Through a comprehensive literacy program, all sixth grade students will improve on the open response section in the reading content passages, the multiple choice section on the literary passage and practical, the writing multiple choice section, and the writing content and style domains on the writing section on the 2012 6th grade Benchmark Exam. All seventh grade students will improve on the open response reading literary passages, the reading multiple choice content section for literary passages the writing multiple choice, and the writing content and style domains on the writing section on the 2012 7th grade Benchmark Exam. All eighth grade students will improve on the open response section in the reading literary passages, the writing multiple choice section, and the content and style domains in the writing section on the 2012 8th grade Benchmark Exam.

Benchmark

WJH will meet Adequate Yearly Progress (AYP) for all students. In 2011-2012 the Caucasian students had 73% proficient, African American population had 57.6% proficient, Economically Disadvantaged Students had 60.4% proficient and Students with Disabilities had 20.4% proficient which placed the school in S17. In 2011-2012 WJH will increase the scores for all sub-groups.

Intervention: 1. Literacy will be taught to all 6th, 7th, and 8th grade students across the curriculum using comprehensive, research based, educational strategies in 2011-2012 school year as stated in our actions.

Scientific Based Research: 1. Dorn, L. & Soffos, C. (2005). Teaching for Deep Comprehension A Reading Workshop Approach. Portland, ME: Stenhouse Publishers. 2. Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. 3. Marzano, R. (2001). Classroom Instruction that Works. Alexandria: ASCD. 4. The International Reading Association (2002). Summary of the National Reading Panel Report: Teaching Children to Read. Newark: Author. 5. Reeves, D. B. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA. ASCD. 6. Murawaski, W. & Dieker, L. (2004). Tip and Strategies for Co-Teaching at the Secondary Level: Teaching Exceptional Children, 36(5), 52-58. 7. Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
3. The Literacy Instructional staff, under the leadership of the Literacy coach, will review and upgrade Literacy	Bundy Hickey	Start: 07/01/2011	• District Staff	

curriculum maps and coordinate pacing guides to unify instruction to ensure curriculum alignment with Arkansas Frameworks. (Scholastic Audit 1.1d) Action Type: ADE Scholastic Audit Action Type: Alignment	Literacy Coach	End: 06/30/2012	• Teachers	ACTION BUDGET: \$
4. Employ Bundy Hickey, .50 FTE NSLA Literacy Coach, to assist staff in curriculum develop and instruction/assessment by leading professional learning communities, providing professional development, modeling lessons, supporting new instructional and assessment strategies, providing guidance and input through classroom observations, and maintaining a close professional support system with the principal, assistant superintendents and teachers. The Literacy coach will support efforts to narrow both the African American and Students with Disabilities achievement gaps. Materials and supplies will be purchased from NSLA funds to support the literacy program. (Scholastic Audit 1.1c and 6.2f) Action Type: ADE Scholastic Audit Action Type: Collaboration	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff	PD (State-223) - \$1500.00 Materials & Supplies: NSLA (State-281) - \$6022.00 Employee Benefits: NSLA (State-281) - \$27650.00 Employee Salaries:  ACTION BUDGET: \$35172
1. The Literacy Coach, Bundy Hickey, will attend professional development provided by WSD, ADE, CREC TLI and other state, regional, and national conferences/workshops for literacy instruction and assessment. The professional development will focus on middle level best practices and the identified concerns relating to underperforming students. Training fees and travel expenses will be provided and stipends paid to support Literacy instruction. T.L.I. training will be ongoing through the school year and summer break. Action Type: ADE Scholastic Audit Action Type: Professional Development	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	• District Staff • Outside Consultants	PD (State-223) - Purchased Services: \$500.00  ACTION BUDGET: \$500
6. Literacy staff will receive professional development through local, state and other related conferences to improve comprehensive literacy instructional strategies to strengthen content and literary open response passages. Sub USA will be contracted to provide teacher release time from NSLA funds. Action Type: Professional Development	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	• District Staff • Outside Consultants	NSLA (State-281) - Purchased Services: \$2100.00  ACTION BUDGET: \$2100
18. The library media specialist, Tammie Warren, will attend the Arkansas Association of Instructional Media Conference that will identify the librarians role in raising student achievement through writing, building independent readers, and fostering school-wide reading success. The training and travel expenses will be paid from Title VI funds. Action Type: Professional Development	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	• Outside Consultants	Title VI State - Purchased Services: \$1000.00  ACTION BUDGET: \$1000
16. Student learning expectations will be monitored and assessed frequently with multiple opportunities for all students to excel reading passages. All teachers will analyze TLI reports monthly through the use of Data Walls. (Scholastic Audit 1.1f) Action Type: ADE Scholastic Audit	Bundy Hickey, Literacy Coach; Literarcy Staff	Start: 06/30/2011 End: 07/01/2012	• District Staff • Teachers	ACTION BUDGET: \$
11. Literacy staff, under the direction of the Literacy coach, will collaborate to identify and teach reading and writing SLE's in content areas and ensure that writing is used as a tool to demonstrate learning that makes connections across disciplines focusing on open response Literary and Content Passages. Action Type: Collaboration	Bundy Hickey, Literacy Coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
14. WJH staff will help all students develop an understanding of quality work and articulate what is required to be proficient. Indicators of quality work will be	Bundy Hickey, Literacy	Start: 07/01/2011 End:	• Performance Assessments	ACTION BUDGET: \$

reviewed and discussed regularly and rubrics will be made available for students to use in assessing their work effort and product. Rubrics addressing classroom assignments utilizing Open Response items will be the primary focus and drive instruction in all disciplines. (Scholastic Audit 2.1c & 4.1c) Action Type: ADE Scholastic Audit	Coach	06/30/2012		
13. WJHS is in School Improvement Year 7. Corrective actions and steps to help students meet the challenging state academic standards for 2011-2012 include C-7(5) implementation of an extended day and summer enrichment program, and C-7(6)the organization of the Literacy program will be restructured to include a time-frame which will allow all students to be scheduled in a 95 minute daily literacy instructional block which exceeds state required minutes. This will continue the bell schedule that allows an additional 50 minute increase of class time as it was in previous school years. (1.1g and 3.1a) WJH will work with local and state school improvement committees to formulate a program to move students from S17 to proficiency in literacy and mathematics. Funds are set aside in TVI, NSLA and stimulus funds to implement a program in FY 2011-2012. Action Type: ADE Scholastic Audit	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
12. All Literacy teachers will log PLC meetings in a journal which will be monitored by the principal twice monthly. Literacy teachers will be involved with Professional Learning Community activities and projects.(Scholastic Audit 6.2f) Action Type: ADE Scholastic Audit	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
9. Special education teachers and aides will be hired to provide daily instruction in literacy, as well as other related curriculums. 8.5 FTE teachers are Hicks, Emerson, Britton, Gahr, Stafford, Byassee, Haynes, Hay, and Pagan; and Easley, special education designee. Four teachers' aides are Hamrick, Conley, Wilson, and Young. Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. The Literacy coach, math coach, staff, and outside consultants, under the direction of building principal, will mentor staff by modeling effective lessons, classroom observations, team teaching, training sessions, collaborative planning sessions, attend training session and or conferences. Conference expense (1750 math) will be paid and substitutes will be hired across the curriculum through Sub Teach USA from Professional Development funds. (4) (4) Emphasis will be placed on staff new to the building and programs. (6.1a) (1800 lit) Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services: \$3800.00  ACTION BUDGET: \$3800
15. Teachers will implement comprehension components of Reader's Workshops. Pre and Post assessments developed using the Compass computer software will be administered in the computer lab in order to evaluate student growth. Scholastic Audit (4.1f) (61.d) Action Type: ADE Scholastic Audit	Bundy Hickey, Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10. Administrators will support and evaluate teachers using TAS evaluations, observations, and/or teachers' records.(6.1b, 6.2c,7.1k) Action Type: ADE Scholastic Audit	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
8. Sixty hours of required professional development will be provided to all WJHS teachers including 6 hours of technology, 2 hours of Arkansas History and 2 hours of parental involvement for teachers and 3 hours for administrators in accordance with "Act 307." Action Type: Professional Development	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
5. The Learning Institute will provide interim assessments for Literacy throughout the school year. District will contract services with Learning Institute for student data. These assessments will be used for identifying students with deficiencies and allow for instructional revisions. A	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Materials & Supplies: \$800.00

<p>data collection clerk Sherry Jumper will be hired to scan student assessments paid from math priority. Materials and supplies will be purchased to support the program (cpaper 800). Professional development and research will be provided for staff participating in the Learning Institute. Travel expense and stipends will be paid to staff attending training in Hot Springs. Substitute teachers will be hired to cover classrooms of staff attending TLI workshops. Materials are to be purchased from TVI.(expenditures paid on math priority). (2.1b and 2.1e)                  Action Type: ADE Scholastic Audit                  Action Type: Professional Development                  Action Type: Program Evaluation</p>				<p>ACTION BUDGET: \$800</p>
<p>17. Literacy and Social Studies staff will work collaboratively to teach units on global world studies in grade 6-8 classrooms. Classroom novels will be purchased to increase literacy knowledge through an intense study in the classrooms. Projects and field trips for each grade level will be used as a culminating activity such as Western Day, a Great Depression Unit, and a Holocaust field trip.                  Action Type: Collaboration                  Action Type: Technology Inclusion</p>	<p>David Stepp, Principal;                  Bundy Hickey, Literacy Coach</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>19. The literacy coach, building administration, select regular education and special education literacy teachers will attend the Arkansas Reading Association Conference in Little Rock, Arkansas, November 17-18; Another group of select teachers will attend Dr. Tim Rasinski's "Maximizing Reading Achievement for Your Struggling Students" in Memphis, Tennessee, on November 17, 2011. Subs will be hired; travel expenses and registration fees will be paid. (7.1e/1.1d/6.1e) \$                  Action Type: ADE Scholastic Audit                  Action Type: Professional Development                  Action Type: Special Education</p>	<p>Literacy Coach</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>20. WJH will purchase subscriptions to educational websites for curriculum support and differentiated instruction from NSLA funds.                  Action Type: Technology Inclusion</p>	<p>Bundy Hickey, Lit Coach</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) \$400.00                  - Materials &amp; Supplies:                  ACTION BUDGET: \$400</p>
<p>Total Budget:</p>				<p>\$43772</p>

Intervention: 2. WJHS will utilize research based instructional strategies and techniques to secure increased achievement in 2011-2012 school year as stated in our actions.

Scientific Based Research: 1. Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. 2. Marzano, R. (2001). Classroom Instruction that Works. Alexandria: ASCD. 3. Reeves, D. B. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA. ASCD. 4. Murawaski, W. & Dieker, L. (2004). Tip and Strategies for Co-Teaching at the Secondary Level: Teaching Exceptional Children, 36(5), 52-58. 5. Rothstein, R. (2004). Class and Schools, Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap. Washington, D.C.: Economic Policy Institute.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>1. Professional development for Literacy/Math instruction and assessment in middle level best practices will be provided by the district, Crowley's Ridge Educational Cooperative, ADE, ASCD, NASSP, NCSM, TiCal, National Middle school and other local/state/national conferences as well as model school visits. The professional development will be aligned with ACSIP and focus on the identified concerns relating to achievement gaps and underperforming African American students and Students with Disabilities. Travel expense, registration fees, materials and supplies and substitutes through SUB Teach USA will be provided from Professional Development funds.                  Action Type: Professional Development</p>	<p>David Stepp, Principal;                  Bundy Hickey, Literacy Coach</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>PD (State-223) - Purchased Services: \$7000.00                  PD (State-223) - Materials &amp; Supplies: \$143.00                  PD (State-223) - Employee Benefits: \$1320.00                  PD (State-223) - Employee: \$6000.00</p>

				Salaries:  ACTION BUDGET: \$14463
6. Wynne Junior High School will employ a Highly Qualified grade 8 Literacy teacher, A. Kirk, .66 FTE to reduce class size (CSR). The pupil teacher ratio, prior to adding the teacher in grade 8 was 1: 88.76. The additional personnel will reduce the pupil teacher ratio to 1: 71.17 in grade 8. NSLA funded class size reduction personnel will be used to improve student achievement. By reducing the pupil teacher ratio the learning climate will be enhance and additional gains will be made in Open Response. The 2011 Benchmark scores will reflect an increase in student achievement as a result of the additional personnel. Action Type: Collaboration	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$6733.00 NSLA (State-281) - Employee Salaries: \$25746.00  ACTION BUDGET: \$32479
5. Classroom libraries in will be enhanced to surround and immerse students in age appropriate reading with added emphasis on books which motivate African American students and Students with Disabilities. Literacy and Special Education staff will work together to select classroom libraries. Libraries will be purchased from NSLA funds. Action Type: Collaboration Action Type: Special Education	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$2800.00  ACTION BUDGET: \$2800
3. The mapping and alignment documents will be reviewed throughout the year during PLC time and on selected staff development days. Teachers will update maps using their new curriculum and EMC Mirrows and Windows textbooks. Documents will be assessed for effectiveness with all teachers for possible revision, restructure, or added emphasis based on current interim assessments. Data Walls will be updated after each IA. The documentation of analysis will be in the data notebook located in the Literacy Coach's office. Action Type: Program Evaluation Action Type: Special Education	Bundy Hickey, Literacy Coach; David Stepp Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Professional development will be recorded, monitored and evaluated through the use of MyLearning Plan software (funded in Scholastic Audit). Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Carl Easley, Interim Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. Teachers will receive professional development related to the implementation of Common Core. Substitutes will be hired from Sub Teach USA with professional development funds. \$ Action Type: Alignment Action Type: Professional Development	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$49742

Intervention: 3. Tutoring will be provided in 2011-2012 school year as stated in our actions.

Scientific Based Research: Downey C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. Marzano, R. (2001). Classroom Instruction That Works. Alexandria: Assoc. for Supervision and Curriculum Development. Humphrey, J. (1998). Supporting the Development of Strong Middle Grade Readers. Nassp Bulletin, 86-92.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. Eligibility for tutoring will be based on students who did not pass the CRT, students who were close to failing the CRT, and students who are in danger of failing the CRT based on interim assessments and classroom assessments. Students will participate as schedules allow. (1.1c) Action Type: ADE Scholastic Audit	Bundy Hickey, Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Students will be tutored by a certified literacy teacher.(1.1e) Action Type: ADE Scholastic Audit	Bundy Hickey,	Start: 07/01/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	

	literacy coach	End: 06/30/2012	• Teachers	ACTION BUDGET: \$
5. The effectiveness of the tutoring program will be monitored through monthly interim assessments, classroom performance and annual CRT.(1.1d) Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Bundy Hickey, Literacy Coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
1. The master schedule will be adjusted to allow each literacy teacher a 45 minute grade level PLC time.(1.1c, 6.2f) Action Type: ADE Scholastic Audit	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
3. Different resources such as the computer lab will be made available for student use during tutoring time.(1.1g) Action Type: ADE Scholastic Audit	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff	ACTION BUDGET: \$
6. Instructional services, materials, and teacher tutoring will be acquired to improve instruction for ELL students and parents as needed. Budgeted from ELL funds. (see WHS for ELL expenditures) Action Type: Parental Engagement Action Type: Program Evaluation	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	• Outside Consultants • Performance Assessments • Teaching Aids	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 4. Elements from Reader's Workshop will be utilized in literacy to strengthen students' reading comprehension strategies in 2011-2012 school year as stated in our actions.

Scientific Based Research: Mirrows and Windows (2012). Minnesota: EMC Publishing, LLC. Glencoe Literature (2005). New York: McGraw Hill Glencoe. Goudvis, G & Harvey, S. (1999). Strategies That Work. Portland: Stenhouse Pub. Biancarosa, C. & Snow, C. E. (2006). Reading Next - A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed). Washington, D.C. Alliance for Excellent Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. WJHS will provide training for new teachers as necessary in Reader's Workshop. Subs will be hired and stipends will be provided. Training in Reader's Workshops will be held for the literacy staff during PLC with support from CREC.(6.1c) Action Type: ADE Scholastic Audit Action Type: Professional Development	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Outside Consultants	ACTION BUDGET: \$
1. Literacy materials will be purchased to support teachers' implementation of the Reader's Workshop in the classroom. Action Type: Collaboration	Bundy Hickey, Literacy Coach	Start: 07/01/2011 End: 06/30/2012	• District Staff	NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
3. Teachers will analyze (identify strengths and weaknesses) classroom assessments, Interim Assessments, and Compass results monthly to assure upward mobility in the African American, Economically Disadvantaged, and the Students with Disabilities sub groups. Data Walls will be updated monthly.(1.1f) Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Bundy Hickey literacy coach	Start: 07/01/2011 End: 06/30/2012	• Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: \$
Total Budget:				\$500

Intervention: 5. Teachers will utilize writing strategies in 2011-2012 school year as stated in our actions.

Scientific Based Research: Language Essentials (2012). Minnesota: EMC Publishing, LLC. Auman, Mareen (2003). Step Up To Writing. Longmont: Sopris West. Glencoe McGraw Hill (2005). Writer's Choice. New York: Author. Fletcher, R. and Portalupi, J. (2005). Writer's Notebook. Portsmouth: Heinemann. Greenberg, D. and Helsel, L. (2007). Helping Struggling Writers Succeed: A self-regulated Strategy Instruction Program. The Reading Teacher, 60, 752-760.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. WJHS teachers will receive literacy guidance and mentoring provided by the literacy coach and outside consultants.(6.1b)	Bundy Hickey,	Start: 07/01/2011	• District Staff	ACTION

Action Type: ADE Scholastic Audit Action Type: Professional Development	literacy coach	End: 06/30/2012	Outside Consultants • Teachers	BUDGET: \$
5. Teachers will analyze Interim Assessment data after each writing module is completed in order to make instructional decisions. Data Walls be will updated after each IA.(1.1f) Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• Teachers	ACTION BUDGET: \$
2. Teachers will utilize elements from Writer's Workshop to teach the elements of content, style, sentence formation, usage, and mechanics. Action Type: Collaboration	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
6. Teachers will analyze (identify strengths and weaknesses) classroom assessments and Interim Assessments to meet students' need for immediate feedback.(4.1b) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
3. Students will be provided with a grade level rubric that will be used to score all essays. Teachers will provide weekly model lesson to ensure students' understanding of the writing rubric. Action Type: Collaboration	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
4. Administrators will support and evaluate teachers using TAS evaluations, observations, and/or teachers' records.(6.2f, 7.1k) Action Type: ADE Scholastic Audit	David Stepp, principal	Start: 08/21/2011 End: 05/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 6. Teachers will teach vocabulary in 2011-2012 school year as stated in our actions.				
Scientific Based Research: Bloodgood, J. (2004)Bringing Words to Intermediate Classrooms. The Reading Teacher, 58, 250-263. Ganske, K. (2000). Word Journeys. New York: Guilford Press. Gill, S.R. (2007). Learning about Word Parts with Kispiration. The Reading Teacher, 61, 79-84. Mountain, L. (2008). Research-Based Vocabulary. Educators Publishing Service, 1 - 11.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Each teacher in grades 6-8 will utilize explicit teaching procedures for vocabulary instruction for literacy and core curriculum classes. Action Type: Alignment	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
2. Teachers will develop and use vocabulary mini-lessons to improve students' reading and writing vocabulary. Action Type: Collaboration	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
3. The literacy coach will provide teachers with a list of key Benchmark terms to be taught to ensure student success on the CRT and on classroom assessments. Action Type: Collaboration	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
4. Administrators will support and evaluate teachers using TAS evaluations, observations, and teachers' records.(6.2f,7.1k) Action Type: ADE Scholastic Audit	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff	ACTION BUDGET: \$
5. All students will take vocabulary tests as part of the regular classroom assessments. Teachers will monitor student growth through students' tests scores, reading comprehension, and content and style scores in writing. Action Type: Collaboration	Bundy Hickey, literacy coach	Start: 07/01/2011 End: 06/30/2012	• Performance Assessments • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 7. A pre-AP literacy course is offered to eighth grade students in 2011-2012 school year as stated in our actions.				
Scientific Based Research: The College Board (2002). The AP Vertical Teams Guide for Literacy. Biancarosa, G. and Snow, C. (2006). Reading Next: A Vision for Action and Research in Middle and High School Literacy. Dole, J. (2006). Help with teaching reading comprehension: Comprehension instructional frameworks. The Reading Teacher,59,742-753.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. An eighth grade pre-AP teacher, Holly Campbell, will provide and implement strategies to challenge and	David Stepp, principal	Start: 07/01/2011	• Administrative	PD (State-

increase students' achievement in a designed pre-AP classroom environment. PD funds will pay for a Pre-Advance Workshop in English/Social Studies on July 14-15. (6.1c) Action Type: ADE Scholastic Audit Action Type: Professional Development		End: 06/30/2012	Staff • Outside Consultants • Teachers	223) - \$170.00 Purchased Services:  ACTION BUDGET: \$170
3. Materials and supplies needed for the pre-AP class will be purchased. Additional classroom novels will be purchased to support the rigor in the pre-AP curriculum. (1.1d, 1.1e) Action Type: ADE Scholastic Audit	David Stepp, principal, Holly Campbell, pre-AP literacy teacher	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	NSLA (State-281) - \$700.00 Materials & Supplies:  ACTION BUDGET: \$700
4. Students enrolled in the pre-AP literacy course will be assessed using teacher-made assessments following the AP guidelines. (1.1f) Action Type: ADE Scholastic Audit	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
5. Administrators will support and evaluate the pre-AP teacher and program using TAS evaluations, observations, and/or teachers' records. (7.1k) Action Type: ADE Scholastic Audit Action Type: Program Evaluation	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
2. In an attempt to improve the African American student numbers in the pre-AP Literacy block the WJH school held open enrollment for students and parents. The goal of WJH is to increase 5% enrollment of African American students each year in pre-AP classrooms. Action Type: Collaboration Action Type: Parental Engagement	Holly Campbell, pre-AP Literacy	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$870

Intervention: 8. Provide professional development for differentiated instruction in special education literacy classes to address gaps in achievement levels among the IEP population group in 2011-2012 school year as stated in our actions.

Scientific Based Research: Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. Tomlinson, C. (2006). Integrating Differentiated Instruction & Understanding by Design. Alexandria: Association for Supervision and Curriculum Development. Show What You Know. Principal Leadership 9(1), 48-52.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The literacy coach will collaborate with the Literacy and special education staff to develop strategies which will be utilized to differentiate literacy instruction and RTI in the special education literacy classrooms as presented by Jane Marie Dewally. Materials will be purchase to support the PD effort in RTI. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Literacy Coach; David Stepp Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Outside Consultants • Teachers	PD (State-223) - \$150.00 Materials & Supplies:  ACTION BUDGET: \$150
2. Special Education Literacy teachers will utilize the differentiated teaching model to provide special education students with high levels of learning opportunities to access the same rigorous curriculum as that of their non-handicapped peers. Assessments may be modified per IEP and overall effectiveness of the differentiation will be reflected by an increase in the 2011 Benchmark scores. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$150

Intervention: 9. WJHS will provide resources to create data driven and technology rich classroom environments that support teaching and assessment of literacy through the use of technology and best practices in 2011-2012 school year as stated in our actions.

Scientific Based Research: Fox, C. (2007, July). Professional Development: From Technophobes to Tech Believers. The Journal, 36-38. Miners, Z. & Pascopella, A. (2007, October). The New Literacies: Students are immersed in 21st century "new literacy"

technologies, but are schools preparing them for the future? District Administration, 26-35. Jackson, A. and Turner, G. (2000) Turning Points 2000: Educating Adolescents in the Twenty-First Century. Teachers College Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>3. Purchase or upgrade Interactive Boards, LCD projectors, and document cameras. Purchase netsbooks, computer, and one i-pad for literacy/math instructors to use in a manner to enhance learning. Teachers will be surveyed regarding technology at least annually to determine what is and is not needed in both teaching and assessment, and used in both formative and summative assessments developed by the staff. NSLA and TVI funds will be utilized to purchase the equipment and technology related materials. Action Type: Technology Inclusion</p>	<p>David Stepp, Principal; Beau Kemp, Technology Supervisor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<p>Title VI State - Materials &amp; Supplies: \$612.78 Title VI State - Capital Outlay: \$8000.00 NSLA (State-281) - Capital Outlay: \$4200.00 NSLA (State-281) - Materials &amp; Supplies: \$6746.00 <b>ACTION BUDGET: \$19558.78</b></p>
<p>2. Professional development will be provided for all teachers in the use of technological resources in the classroom setting. Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>David Stepp, Principal; Janet Smith, Technology Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	<p><b>ACTION BUDGET: \$</b></p>
<p>5. The district technology team will develop an internal auditing system to better calculate the frequency and appropriate usage of high yield practices in the use of technology and technological instruction at WJH. Action Type: Technology Inclusion</p>	<p>Beau Kemp, Technology Supervisor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p><b>ACTION BUDGET: \$</b></p>
<p>1. District funds will be used to employ Janet Smith .67 FTE, a district level technology integration specialist, to provide teacher training on the retrieval of achievement data from on-line sources and in the compilation and analysis needed to support revisions in instructional practices. Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Carl Easley, Interim Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>General Revenue: \$48332.00 <b>ACTION BUDGET: \$48332</b></p>
<p>4. A software program such as Compass and/or other researched based programs will be utilized to support at risk students in the WJH school. The selected program will align with state standards and assist in raising student performance and closing achievement gaps. The program will utilized in the ALE classroom setting as well as the WJH computer lab. Summative and formative evaluations included with the software program will determine the effectiveness of the program. (Expeditures budgeted in math priority). Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p><b>ACTION BUDGET: \$</b></p>
<p>6. WJHS will continue to use the TLI Manager software program to assist with data analysis for both the literacy, math, science curriculum departments. Action Type: Technology Inclusion</p>	<p>Math and Literacy Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	<p><b>ACTION BUDGET: \$</b></p>
<p><b>Total Budget:</b></p>				<p><b>\$67890.78</b></p>

Intervention: 10. An Alternative Learning Environment (ALE) will be provided in 2011-2012 school year as stated in our actions.				
Scientific Based Research: Heller, D. (2002). The Power of Gentleness. Educational Leadership 59(8), 76-69. Holloway, J. (2002) Do Smaller Classes Change Instruction? Educational Leadership 59(5), 91-94. Kohn, A. (1996). Beyond Discipline. Alexandria, VA: Association for Supervision and Curriculum Development. Montgomery County Public Schools (1980). A Preliminary Evaluation of the Pilot In-School Suspension Program, 1980-81. Montgomery Co., MD: Author. (Eric Document Reproduction No. ED 228359). Taylor, J. & Baker, R. (2002). Discipline and the Special Education Student. Educational Leadership 59(4), 28-30.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2. ALE staff will be employed using Alternative Learning funds: Twyla Sherland .50 FTE, Jackie England .25 FTE, Betty Ligon \$30.67 per hr. and two aides Michelle Stevens, and Tony Jones .25 FTE each (Funds for both Literacy and Math allocated in Literacy Priority). Substitutes contracted through Sub Teach USA paid from district funds. Materials and supplies purchased for ALE staff and students. Action Type: Collaboration	Glenda Vance, ALE Supervisor, David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ALE (State-275) - \$6660.00 Employee Benefits: ALE (State-275) - \$33339.00 Employee Salaries: <hr/> ACTION BUDGET: \$39999
1. District Alternative Learning staff will attend professional development local and state workshops related to behavior management, core curriculum and differentiated instruction, such as CPI, to be paid from Professional Development funds. Substitutes from Sub Teach USA and stipends will be provided. Action Type: Professional Development	David Stepp, Principal, Glenda Vance, ALE Supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
3. Compass, an on-line, research-based program will be utilized to support at-risk WJHS students at ALE. aligns with state standards and assists in raising student performance and closing the achievement gaps. The program will be utilized in the ALE classroom setting as well as the WJHS computer lab. Action Type: Alignment Action Type: Technology Inclusion	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Students identified as having deficiencies in the classroom based on discipline records or classroom performance will be scheduled into ALE. Action Type: Equity	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
5. An intake conference with student's parents, school administration, school counselor, and ALE teacher determines student placement in ALE. Action Type: Collaboration Action Type: Parental Engagement	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$39999

Intervention: 11. Extended Day Program will be provided for literacy enrichment in 2011-2012 school year as stated in our actions.				
Scientific Based Research: Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. Schmoker, Mike (1996). Results, the Key to School Improvement. Alexandria, VA: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
7. Two literacy/math teachers (2 staff x 6 days x 1.75 hrs x \$35.00 per hr), one lead teacher (1 staff x 6 days x 2 hrs x \$38.00 per hr), one computer lab clerk(1 staff x 6 days x 2 hrs x \$16.00 per hr). The program will focus on students who did not make AYP on the 2011 state assessment. Staff will plan, teach, and analyze data for an extended day program at the end of March through first week of April 2012. This program will be funded with NSLA funds. Action Type: Program Evaluation	Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$305.00 Employee Benefits: NSLA (State-281) - \$1400.00 Employee Salaries: <hr/> ACTION BUDGET: \$1705

6. Remediation materials to include Buckle Down booklets will be purchased for the extended day program. A pre and post exam will be given to students to measure growth on skills. NSLA funds will be used to purchase these materials. Action Type: Program Evaluation	Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$800.00  ACTION BUDGET: \$800
5. Students will take the Buckle Down pre-test. Teachers will analyze the pre-test to determine students learning expectations to be reviewed during the extended day program. Action Type: Program Evaluation	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1. Students will learn literacy/math test taking strategies using Buckle Down test prep materials designed for Arkansas. Action Type: AIP/IRI	Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
2. Students will complete the Buckle Down post test in April 2012 on the last day of the extended day program. Teachers will analyze the results to determine the success of the extended day materials. Action Type: Collaboration Action Type: Program Evaluation	Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
3. Formative assessments from Buckle Down will be used to guide student instruction during the extended day program. Action Type: AIP/IRI Action Type: Alignment	Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Extended day placement will focus on the WJH targeted subgroup: Students who were not proficient on both sections of the Benchmark exam. Once the subgroup has been placed, if space is available, the program will extend an invitation to other students who were not proficient on the Benchmark exam. A rating scale will be formed as a guide for student placement in the extended day program. Action Type: AIP/IRI Action Type: Collaboration	Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8. Parents of students selected to attend the extended day program will be notified by a letter. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Blake Marsh - Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$2505

Priority 2: Improve mathematics skills.

1. Benchmark-6th Grade Mathematics Exam 2008 - # Tested and Percent of Students Scoring Proficient/Advanced  
 218 Students: 78.4% of Combined Students 58 Students: 63.8% of African/American Students 157 Students: 83.4% of Caucasian Students 123 Students: 69.9% of Economically Disadvantaged Students 1 Student: 100% of LEP Students 24 Students: 25.0% of Students with Disabilities 2009-# Tested & Percent of Students Scoring Proficient/Advanced: (215 Students Tested) 173 Students: 80.4% of Combined Students 46 Students: 66% of African American Students 128 Students: 89% of Caucasian Students 98 Students: 75 % of Econ. Disadvantaged Students 17 Students: 44% of Students with Disabilities The lowest identified area for the combined population was: Measurement in Open Response. Data Analysis in Multiple Choice. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: (192 Students Tested) 163 Students: 85% of Combined Students 52 Students: 73% of African American Students 109 Students: 92% of Caucasian Students 90 Students: 78% of Econ. Disadvantaged Students 6 Students: 38% of Students with Disabilities The lowest identified area for the combined population was: Measurement in Open Response. Data Analysis in Multiple Choice. 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 227 Students: 78% of Combined Students 72 Students: 61% of African American Students 2 Students: 100% of Hispanic Students 151 Students: 82% of Caucasian Students 144 Students: 67% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 38 Students: 26% of Students with Disabilities
2. Benchmark-7th Grade Mathematics Exam 2008 - # Tested & Percent of Students Scoring Proficient/Advanced:  
 248 Students: 76.2% of Combined Students 80 Students: 56.3% of African/American Students 160 Students: 85.6% of Caucasian Students 141 Students: 65.4% of Economically Disadvantaged Students 28 Students: 17.9%

of Students with Disabilities 2009-# Tested & Percent of Students Scoring Proficient/Advanced: (214 Students Tested) 176 Students: 82% of Combined Students 41 Students: 76% of African American Students 131 Students: 84% of Caucasian Students 86 Students: 74% of Econ. Disadvantaged Students 4 Students: 19% of Students with Disabilities The lowest identified areas for the combined population were: Number and Operations in Open Response. Geometry in Multiple Choice. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: (211 Students Tested) 179 Students: 84% of Combined Students 46 Students: 73% of African American Students 132 Students: 89% of Caucasian Students 97 Students: 78% of Econ. Disadvantaged Students 12 Students: 35% of Students with Disabilities The lowest identified areas for the combined population were: Data Analysis/Probability in Open Response. Data Analysis/Probability in Multiple Choice. 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 193 Students: 87.0% of Combined Students 80 Students: 79.0% of African American Students 3 Students: 100.0% of Hispanic Students 119 Students: 91.0% of Caucasian Students 112 Students: 83.0% of Econ. Disadvantaged Students 0 Students: N/A % of LEP Students 16 Students: 32.0% of Students with Disabilities.

Supporting Data:

3. Benchmark-8th Grade Mathematics Exam 2008 # Tested & Percent of Students Scoring Proficient/Advanced 249 Students: 71.1% of Combined Students 73 Students: 41.1% of African/American Students 172 Students: 83.1% of Caucasian Students 139 Students: 52.5% of Economically Disadvantaged Students 28 Students: 17.6% of Students with Disabilities 2009-# Tested & Percent of Students Scoring Proficient/Advanced: (257 Students Tested) 187 Students: 72% of Combined Students 45 Students: 54% of African American Students 138 Students: 83% of Caucasian Students 89 Students: 60% of Econ. Disadvantaged Students 4 Students: 15% of Students with Disabilities The lowest identified areas for the combined population were: Number/Operations and Geometry strands with both Multiple Choice & Open Response. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: (216 Students Tested) 170 Students: 79% of Combined Students 34 Students: 64% of African American Students 133 Students: 83% of Caucasian Students 79 Students: 69% of Econ. Disadvantaged Students 3 Students: 14% of Students with Disabilities The lowest identified areas for the combined population were: Number/Operations in Open Response. Data Analysis/Probability in Multiple Choice. 2011-# Tested & Percent of Students Scoring Proficient/Advanced: 209 Students: 74.0% of Combined Students 66 Students: 65.0% of African American Students 1 Student: 100.0% of Hispanic Students 141 Students: 77.0 % of Caucasian Students 125 Students: 71.0% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 31 Students: 13.0% of Students with Disabilities
4. ITBS Achievement Test Scores National Percentile Rank of Mean National NCE 2008 Administration Grade 6 Mathematics Problem Solving: 61.8% Grade 7 Mathematics Problem Solving: 56.7% Grade 8 Mathematics Problem Solving: 63.6%
5. ITBS Achievement Test Scores National Percentile Rank of Mean National NCE 2009 Administration Grade 6 Mathematics Problem Solving: 67% Grade 7 Mathematics Problem Solving: 63% Grade 8 Mathematics Problem Solving: 75%
6. ITBS Achievement Test Scores National Percentile Rank of Mean National NCE 2010 Administration Grade 6 Mathematics Problem Solving: 71% Grade 7 Mathematics Problem Solving: 66% Grade 8 Mathematics Problem Solving: 77%
7. ITBS Achievement Test Scores National Percentile Rank of Mean National NCE 2011 Administration Grade 6 Mathematics Problem Solving: 57% Grade 7 Mathematics Problem Solving: 59% Grade 8 Mathematics Problem Solving: 60%

Goal

To improve achievement levels in mathematics by targeting the areas of greatest concern as identified by the analysis of trend data documented on the Arkansas Benchmark assessments. The focus areas are: 1) WJH Students with Disabilities & African-American students exhibit a gap in achievement in all strands, 2) Grade 6 all populations Open Response items in all strands; Multiple-Choice Items in Geometry & Measurement strands. 3) Grade 7 all populations Open Response items in all strands 4) Grade 8 all populations Open Response items in Algebra, Geometry, Measurement, & Data Analysis & Probability; Multiple-Choice items in Algebra, Measurement, and Data Analysis/Probability.

Benchmark

WJH will meet Adequate Yearly Progress(AYP)/Safe Harbor for all students focusing on Students with Disabilities and African American students. In 2010-2011 the Student with Disabilities population had 28.1% proficient which placed the school in S17. In 2011-2012 WJH will increase the Students with Disabilities population percent of proficient to 35.2% or greater in order to reach Safe Harbor. The African American population had 70.2% proficient which fell 3.2% short of AYP. The Caucasian population had 84.4% proficient and the Economically Disadvantaged population had 75.3% proficient both of which met standards. WJH will increase these percents to meet the 82.28% proficiency requirements for 2011-2012.

Intervention: 1. A comprehensive standards based math program, Connected Mathematics Project (CMP), will be used as the primary curriculum for all students at WJH in 2011/2012 school year as stated in our actions. Special Education students will also receive additional curriculum programs.

Scientific Based Research: Aramaki, Kelly. (D 2002). The Impact of Collaboration, Assessment-driven Instruction, and Site-based Professional Development on an Elementary School. New Horizons for Learning. Retrieved from <http://www.newhorizons.org>  
 Conklin, M., Grant, Y., Ludema, H., Rickard, A., Rivette, K. (2006). Prentice Hall Connected Mathematics Project: Research and Evaluation Summary. New Jersey: Pearson Prentice Hall. Downey, Carolyn J. (2003). Leaving No Child Behind - 50 Ways to Close the Achievement Gap. Curriculum Management Systems, Inc. Johnston, IA. Reeves, Douglas B. (1998). Making Standards Work - How to Implement Standards-based Assessments in the Classroom, School, and District. Denver, CO: Center for Performance Assessment. Grouws, D.A. (2000). "Improving Student Achievement in Mathematics, Part 1: Research Findings." Columbus, OH: ERIC Clearinghouse for Science, Mathematics and Environmental Education. (ERIC Document Reproduction service No. ED463952)  
 Lovett, J. (2006). TI-Navigator System Helps Increase Comprehension Levels Among Middle-Grade Students. "TI Navnews," 1(4), 1-3. Winebrenner, S. (2006). Teaching Kids with Learning Difficulties in the Regular Classroom: Ways to Challenge & Motivate Struggling Students to Achieve Proficiency with Required Standards. Minneapolis, MN: Free Spirit Publishing Inc. The National Council Of Teachers Of Mathematics. (2006). Curriculum Focal Points for Pre-kindergarten through Grade 8 Mathematics: A Quest for Coherence. Reston, VA: NCTM.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>2. The Learning Institute will be contracted to develop assessments that will be administered eight times during the school year for approximately 660 students in grades 6-8 from TVI funds. Teachers will analyze the results of the interim assessments and teacher-made tests to evaluate the effectiveness of CMP and make instructional decisions. (1.1f) (cpaper 500) Materials and supplies will be purchased along with the copy machine expense to support TLI assessments from TVI funds. A data collection clerk (Sherry Jumper) will be employed from NSLA Funds to compile, scan, and distribute data to WJH staff. Professional development will be provided by TLI to select staff, stipends and substitutes (Sub Teach USA) will be paid from Professional Development funds. TLI will hire to train teachers in portal training, interpreting data, and scoring open response.(4)(4) (2.1b and 2.1e)                      Action Type: ADE Scholastic Audit                      Action Type: Alignment                      Action Type: Professional Development                      Action Type: Program Evaluation</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011                      End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$16354.00                      NSLA (State-281) - Materials &amp; Supplies: \$2925.00                      NSLA (State-281) - Employee Benefits: \$1654.00                      NSLA (State-281) - Employee Salaries: \$5670.00  <hr/>                     ACTION BUDGET: \$26603</p>
<p>3. In order to create a supportive learning culture, the administrative staff, math coach and/or teachers of Wynne Junior High will attend local, state, regional and national conferences that target the needs of special education students, regular education students, curriculum changes (CCSS) and leadership skills. Registration, travel expenses, stipends, and substitutes will be paid from Title VI or professional development funds.(6.1b, 6.sf, 7.1c, 7.1k).                      Action Type: ADE Scholastic Audit                      Action Type: Professional Development                      Action Type: Special Education</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011                      End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
<p>4. The district will hire 1.0 FTE NSLA Math Coach, Sharon Sisk to support and assist teachers in analysis of effective instructional strategies, classroom assessments, related resources, and by presenting model lessons. Professional development, registration fees, and travel expenses in and out of state, stipends, materials and supplies will be provided.                      Action Type: Collaboration                      Action Type: Professional Development                      Action Type: Technology Inclusion</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011                      End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$1000.00                      NSLA (State-281) - Employee Benefits: \$14140.00                      NSLA (State-281) - Employee Salaries: \$57100.00                      PD (State-223) - Materials &amp; Supplies: \$1500.00  <hr/>                     ACTION BUDGET: \$73740</p>
<p>21. Math teachers have a 45 minute PLC period in addition to a 45 minute classroom prep in order to (1) use student work to plan and make decisions (2) analyze student work: classroom assessments and interim assessments (3) create a plan of action to address the weaknesses identified when student work is analyzed (4) align and</p>	<p>Sharon Sisk Math Coach</p>	<p>Start: 07/01/2011                      End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

pace curriculum (5) create assessments (6) include special education teachers: special education teachers help regular education teachers understand the needs of special education students and regular education teachers help special education teachers understand the content (7) create and maintain updates on data walls(4.1e, 4.1f, 6.1b, 6.1d, 6.2c, 6.2f). Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration				
5. The math curriculum has been aligned to Arkansas Mathematics Frameworks. The alignment will be updated throughout the year as the curriculum is modified and the frameworks are revised. This will take place during teacher's PLC periods (1.1a). Action Type: ADE Scholastic Audit Action Type: Alignment	Sharon Sisk, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
12. Special education teachers will meet weekly to collaborate with regular education teachers in order to align assessments (both formative and summative) Special education co-teach staff will meet daily with regular education teachers during PLC period. (4.1d, 4.1e, 4.1f). Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Sharon Sisk - Math coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
20. CMP endorses students working in cooperative groups and relies heavily on classroom dialogue for conceptual development. Students with disabilities will experience this in their classroom. (4.1c, 4.1f). Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Special Education	Sharon Sisk -Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
17. Pre/Post assessment results will be broken down by CMP module (a module is a book; each grade has approximately 8 books) in order to determine students' weakest area. Alterations will be made to the pacing guides based on these results (1.1f). Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Sharon Sisk - Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
28. NSLA funds will be utilized to purchase classroom sets of graphing calculators. This will include 30 TI-84 and 30TI-73 graphing calculators to replace broken and out dated hand held devises. NSLA funds to purchase wall caddies and replacement supplies for current graphing calculators. Action Type: Technology Inclusion	David Stepp, Principal; Sharon Sisk - Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$8148.00 Materials & Supplies:  ACTION BUDGET: \$8148
22. In order to address the needs of advanced students, a preAP math course is offered to eighth grade students (1.1d, 1.1e). Action Type: ADE Scholastic Audit	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
9. Eighth grade teacher, Kristy Marrs, will implement strategies learned at the AP course to increase students' achievement. PD funds will pay for July 27-28 Pre Advance Workshop in Math. (1.1d, 1.1e). Action Type: ADE Scholastic Audit Action Type: Professional Development	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services: \$170.00  ACTION BUDGET: \$170
23. Materials and supplies needed for the preAP class will be purchased to enhance mathematical skills and techniques (1.1d, 1.1e). Action Type: ADE Scholastic Audit	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$700.00  ACTION BUDGET: \$700

<p>29. The administrative staff, math teachers, and mathematics coach will visit model schools in order to successfully integrate special education students in the regular math program. Subs will be hired and expenses paid. (6.2f, 7.1c). Action Type: ADE Scholastic Audit</p>	<p>Sharon Sisk , Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>24. Characteristics of a CMP classroom include the following: (1) 95 minutes of instruction (2) exploratory approach utilizing appropriate technology (3) cooperative learning groups (4) rich mathematical conversations (student led) (5) teacher facilitates learning through questioning (6) student artifacts posted. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>David Stepp - principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>25. Math coach, Sharon Sisk, and select staff will attend monthly coaches training at Crowley's Ridge Educational Coop, coaches training at The Learning Institute and selected professional development for implementation of the Common Core State Standards. Travel expense and registration will be provided from Professional Development funds. Action Type: Professional Development</p>	<p>Sharon Sisk - Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>14. Math coach, Sharon Sisk will: (1) participate in PLC during which she will model instructional strategies and model how to effectively implement technology (2) do classroom observations (3) assess needs of teachers (4) create a plan of action to address needs (i.e. model lesson in the classroom). Action Type: Collaboration</p>	<p>Sharon Sisk, Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>15. Staff attending conferences and workshops will return and share what they have learned. Action Type: Collaboration</p>	<p>David Stepp, principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>16. Materials needed such as chart paper, chart markers, tech supplies, and items printed by high school East Lab, highlighters for training staff and incorporating techniques in classrooms, and batteries for calculators will be purchased. Action Type: Professional Development</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - \$1250.00 Materials &amp; Supplies:  ACTION BUDGET: \$1250</p>
<p>30. Teachers will keep a journal of all PLC meetings. The principal will participate in meetings twice a month. Journals will be checked by administrators during this time. (6.2f and 7.1k) Action Type: ADE Scholastic Audit Action Type: Collaboration</p>	<p>David Stepp, principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>26. Administrators will support and evaluate the math teachers by using TAS evaluation, observations, and/or teacher's records (7.1k). Action Type: ADE Scholastic Audit</p>	<p>David Stepp, principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>7. (CMP) Connected Mathematics Program curriculum will be used in grades 6-8. This curriculum focuses on the five mathematical strands and embeds sequenced problems to develop a coherent, connected curriculum. Higher level thinking and problem solving skills are developed using interest of middle level students. The CMP curriculum will be reviewed annually for its strengths as determined by annual Benchmark scores. Materials and supplies needed to support this program will be purchased. Action Type: Program Evaluation</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - \$500.00 - Materials &amp; Supplies:  ACTION BUDGET: \$500</p>
<p>10. Forty-eight of required sixty professional development hours will be provided to all WJHS teachers including 6 hours of technology, 2 hours of Arkansas History and 2 hours of parental involvement for teachers and 3 hours</p>	<p>David Stepp, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>

for administrators in accordance with "Act 307". Action Type: Professional Development				
19. Wynne Junior High School is in School Improvement Year 7. Corrective actions and steps to help students meet the challenging state academic standards for 2011-2012 include C-7(5) implementation of an extended day and summer enrichment programs, implementing the Co-Teach curriculum model, and C-7(6) restructuring of the math program to include a time-frame which will allow all students to be scheduled in a 95 minute daily CMP instructional block which exceeds state required minutes. (1.1g and 3.1a) Action Type: ADE Scholastic Audit	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
27. Compass, an on-line research-based software program, will be secured to support at risk students in the WJH school. The Compass on-line contract will be paid from Title VI funds. The program will align with state standards and assist in raising student performance and closing the achievement gaps. The program will be utilized in the ALE classroom setting as well as the WJHS computer lab. Summative and formative evaluations included with the software program will determine the effectiveness of the program. This is year one of a three year contract. (6.1d, 1.1e) Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$13435.00  ACTION BUDGET: \$13435
1. Teachers will collaborate with parents and students to develop and implement AIP's in accordance with "Act 35". Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8. The Wynne Junior High staff will participate in professional development provided through the Crowley's Ridge Cooperative related to and supportive of grade 6-8 curriculum. District has contracted with the Cooperative for an annual fee @100.00 per staff member for professional development training. The Crowley's Ridge Cooperative will support academic efforts in all core subjects for students at \$2.00 per student to be paid from district funds. Action Type: Collaboration Action Type: Professional Development	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	PD (State-223) - Purchased Services: \$6200.00 General Revenue: \$1290.00  ACTION BUDGET: \$7490
11. In an attempt to improve the African American student numbers in the pre-AP Mathematics block the WJH school held open enrollment for students and parents. The goal of WJH is to increase 5% enrollment of African American students each year in pre-AP classrooms. Action Type: Parental Engagement	Kristy Marrs, pre-AP Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
36. Science teachers will utilize services of The Learning Institute by administering 4 interim assessments during the 2011-2012 school year for approximately 660 students in grades 6-8. Teachers will analyze the results of the interim assessments to evaluate the effectiveness of their curriculum. Professional development will be provided by TLI for select staff. Stipends and substitutes will be paid from Professional Development funds. Action Type: Professional Development Action Type: Program Evaluation	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
32. The Science department will be involved with the Delta STEM Education Center to continue it's partnership with the ASU GK12 initiative. Linda Kellim will provide professional development. Action Type: Professional Development	David Stepp - Principal, Vanessa Pribble - Science Dept. Chairman	Start: 07/01/2011 End: 06/01/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
37. Two math and literacy teachers from each grade (6, 7, 8) and the Literacy and Mathematics coach will be	David Stepp -	Start: 06/01/2012		NSLA

employed for two days during June 2012 to develop a transitional curriculum map aligned to the Common Core State Standards in Math & Literacy which are to be implemented in the 2012-2013 academic year. One day Stipends for fourteen staff will be paid from NSLA funds and 6 hours of professional development will be given. Action Type: Alignment Action Type: Collaboration	Principal, Sharon Sisk, Math Coach	End: 06/30/2012		(State-281) - \$516.00 Employee Benefits: NSLA (State-281) - \$2380.00 Employee Salaries:  ACTION BUDGET: \$2896
38. Dry erase boards (4'x4' or larger)& supplies will be purchased and installed adjacent to the Smartboard in each Math classroom. These dry erase boards will be purchased with Title VI funds.	David Stepp, Principal	Start: 10/01/2011 End: 06/30/2012	• Teaching Aids	Title VI State - Materials & Supplies: \$2005.00  ACTION BUDGET: \$2005
32. Math staff will receive professional development through local, state and other related conferences to improve Math instructional strategies to strengthen student learning outcomes. Sub USA will be contracted to provide teacher release time from NSLA funds.	David Stepp - Principal, Sharon Sisk - Math Coach	Start: 07/01/2011 End: 06/30/2012	• Teachers • Teaching Aids	NSLA (State-281) - \$2100.00 Purchased Services:  ACTION BUDGET: \$2100
<b>Total Budget:</b>				<b>\$139037</b>

Intervention: 2. Extended day program will be provided for mathematics enrichment in 2011/2012 school year as stated in our actions.

Scientific Based Research: Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. Schmoker, Mike (1996). Results, the Key to School Improvement. Alexandria, VA: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
8. Two will be hired to plan, teach, and analyze data for the extended day math program. Funds budgeted in Literacy ACSIP. Action Type: AIP/IRI Action Type: Collaboration	Blake Marsh, Asst. Principal	Start: 02/01/2011 End: 04/30/2012	• Computers • District Staff • Teachers	ACTION BUDGET: \$
6. Students will take the Buckle Down pre test the first day of extended day. Teachers will analyze the pre-test in order to determine student learning expectations to be reviewed during the extended day program. Action Type: AIP/IRI Action Type: Program Evaluation	Blake Marsh - Lead Teacher	Start: 02/01/2011 End: 04/30/2012	• Performance Assessments • Teachers	ACTION BUDGET: \$
7. Students will take Buckle Down post test the last day of extended day. Teachers will analyze data to determine the success of the extended day program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Blake Marsh - Assistant Principal	Start: 02/01/2011 End: 04/30/2012	• Performance Assessments • Teachers	ACTION BUDGET: \$
1. Formative assessments from Buckle Down will be purchased and used to guide instruction. Funded in Literacy part of plan. Action Type: Alignment	Blake Marsh - Lead Teacher	Start: 02/01/2011 End: 04/30/2012	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: \$
2. Students scoring basic or below basic on the mathematics Benchmark exam and who fall in subgroups African American, economically disadvantaged, and students with disabilities will be targeted for the extended day program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	Blake Marsh - Assistant Principal	Start: 02/01/2011 End: 04/30/2012	• Administrative Staff	ACTION BUDGET: \$
5. Parents of students selected to attend the extended day program will be notified by a letter.	Blake Marsh -	Start: 02/01/2011	• District Staff	

Action Type: AIP/IRI Action Type: Parental Engagement	Assistant Principal	End: 04/30/2012	• Teachers	ACTION BUDGET: \$
4. Transportation will be provided for students selected to attend extended day. Funded in Literacy. Action Type: AIP/IRI Action Type: Equity	Blake Marsh - Assistant Principal	Start: 02/01/2011 End: 04/30/2012	• Administrative Staff	ACTION BUDGET: \$
3. The district will purchase materials needed for the extended day program. Funded in Literacy area of plan. Action Type: AIP/IRI Action Type: Alignment	Blake Marsh - Assistant Principal	Start: 02/01/2011 End: 04/30/2012	• Administrative Staff • Teachers • Teaching Aids	ACTION BUDGET: \$
9. WJHS will use NSLA funds to operate the extended day program. Funded in Literacy priority.	David Stepp - Principal	Start: 02/01/2011 End: 04/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 3. An Alternative Learning Environment (ALE) will be provided in 2011/2012 school year as stated in our actions.

Scientific Based Research: Heller, D. (2002). The Power of Gentleness. Educational Leadership 59(8), 76-69. Holloway, J. (2002) "Do Smaller Classes Change Instruction?" Educational Leadership 59(5), 91-94. Kohn, A. (1996). Beyond Discipline. Alexandria, VA: Association for Supervision and Curriculum Development. Taylor, J. & Baker, R. (2002). "Discipline and the Special Education Student". "Educational Leadership 59(4)", 28-30.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. ALE staff will be employed using ALE and district funds: Twyla Sherland .50 FTE, Jackie England.25 FTE; Betty Ligon \$30.67 per hr. and two aides, Michelle Stevens and Tony Jones, .25 FTE each. (Funds for both Literacy and Math allocated in Literacy Priority). Additional district staff: Josh Pagan, Clark McBride, Susan Gilbert, and Katie Moore will support ALE student curriculum. Substitutes contracted through Sub Teach USA. Action Type: Collaboration	David Stepp, Principal; Keith Watson, Principal	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
3. ALE will be monitored through analysis of student performance, disciplinary records, and the ability of the student to maintain longer periods of time in the regular classroom setting. Action Type: Program Evaluation Action Type: Technology Inclusion	Jackie England, ALE Instructor; Blake Marsh, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	• Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: \$
2. The district will purchase instructional materials and supplies needed to support the ALE program. Action Type: Equity	Blake Marsh - Assistant Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teaching Aids	ACTION BUDGET: \$
7. Compass, an on-line, research-based program will be utilized to support at-risk WJHS students at ALE. Compass aligns with state standards and assists in raising student performance and closing the achievement gaps. The program will be utilized in the ALE classroom setting as well as the WJHS computer lab. Action Type: Alignment Action Type: Technology Inclusion	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	• Computers • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: \$
5. Professional development, technical support, and student training will be provided to ALE staff and students for the selected computer software. Action Type: Professional Development	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
4. Students identified as having deficiencies in the classroom based on discipline records or classroom performance will be scheduled into ALE. Action Type: Equity	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$
6. Intake and exit conferences with student's parents, school administration, school counselor, and ALE teacher determines student placement in ALE, educational plan and exit plan. Exit meetings are scheduled the week prior to each 9-week period.	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • Teachers	ACTION BUDGET: \$

Efforts are made to transition students back to the regular school on a half time or full time basis at the beginning of marking periods. A counselor, assistant principal, or dean are assigned to closely monitor the progress of the transitioned ALE student. Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$0

Intervention: 4. WJH will investigate and implement differentiated instruction in Special Education Mathematics classes to address gaps in achievement levels among the IEP population group in 2011/2012 school year as stated in our actions.

Scientific Based Research: Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. Tomlinson, C. (2006). Integrating Differentiated Instruction & Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. Show What You Know. Principal Leadership 9(1), 48-52.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. The math coach will collaborate with the mathematics and special education staff to develop strategies which will be utilized to differentiate and modify instruction in the special education math classrooms. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Sharon Sisk - Math Coach; Glenda Vance - Special Education Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
1. Special Education Math teachers will utilize the differentiated teaching model to provide special education students with high levels of learning opportunities and modified instruction to access the same rigorous curriculum as that of their non-handicapped peers. Assessments may be modified per IEP and overall effectiveness of the differentiation will be reflected by an increase in the 2012 Benchmark scores. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Sharon Sisk - Math Coach; Glenda Vance - Special Education Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Parent involvement and attendance at school activities and conferences will be increased.

- Attendance by parents of students in grades 6 - 8 at scheduled parent/teacher conference days: School year 2009 - 10 Total 41% School year 2008 -09 Total 59% School year 2010-11 Total 40%
- Average attendance totals for PTSA meetings 1) School year 2010-11: 10 2) School year 2008 -09: 21 3) School year 2009 - 10: 10
- 2010-11 Math/Literacy Nights and Book Fair night were attended by a total of 148 parents. 2008 - 09 Math/Literacy night grades 6 -8 and Pre-Ap night for grade 8 were attended by a total of 137. 2009 - 10 Math/Literacy night grades 6 -8, Pre-AP night, & Book Fair night were attended by a total of 213.
- Sixth grade orientation night (2010) was attended by parents/guardians of 170 sixth grade students. Sixth grade orientation night (2009) was attended by parents/guardians of 140 sixth grade students. Sixth grade orientation night (2011) was attended by parents/guardians of 156 sixth grade students.

Goal To improve student achievement through increased parental involvement.

Benchmark Parental participation in parent activities will increase for the 2011-2012 school year.

Intervention: 1. Implement a comprehensive parental involvement program in 2011/2012 school year as stated in our actions.				
Scientific Based Research: Rosemond, J. (2006). The New! Six-Point Plan for Raising Happy, Health Children. Kansas City, MO: Andrews McMeel Publishing. ASCD. (2003). How To Support and Improve Mathematics Education in Your School. Alexandria: ASCD. Danielson, Charlotte.(2002). Enhancing Student Achievement - A Framework for School Improvement. Alexandria, VA: ASCD Levine, M. (2005). Ready or Not, Here Life Comes. New York: Simon and Schuster.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
15. The parental involvement plan will be reviewed, evaluated, and revised in compliance with the needs of parents, students, school, and ACT 307 yearly. An advisory committee will review an analysis of the data taken from the annual parental involvement survey conducted in April and data taken from attendance at planned events and will formulate suggestions for revisions. Action Type: Collaboration	Administrators- David Stepp & Blake Marsh, Parent Coordinator- Sherry Breckenridge, Parent Facilitator- Lori Cothorn	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Program Evaluation				
4. Parents and community members will be selected to serve on an advisory committee made up of all stakeholders including alumni to provide advice and guidance for school improvement. The committee will meet with the school administration and staff periodically to review data and provide input for a supportive learning environment. (7.1k) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement	Parent Coordinator- Sherry Breckenridge	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
24. Informational seminars are conducted by the WJHS and WHS counselors for students in the sixth, seventh, and eighth grades and their parents to inform them of high school course selections, Smart Core Curriculum, and preparations for post-secondary opportunities. Action Type: Parental Engagement	Terri Everett, Laura Fowler, Kelly Vaught, David Stepp	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
9. The school will employ with district funds a Wynne Junior High School Parent Facilitator, Lori Cothorn, (to work with a Parent Coordinator .125 FTE NSLA, Sherry Breckenridge- this position is above state requirement). The building parent facilitator and the district parent coordinator will plan programs focusing on helping parents have a clearer understanding of their role in student achievement, conduct evaluations of parental involvement activities, and serve as a liaison for parents and community patrons. Materials, training, and information will be provided from NSLA funds. (300 cpaper) Action Type: Collaboration Action Type: Parental Engagement	Principal-David Stepp	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Employee Benefits: \$868.00 NSLA (State-281) - Salaries: \$3025.00 General Revenue: \$1947.00 <hr/> ACTION BUDGET: \$6340
1. A survey will be developed and administered to parents, staff members, and students at the end of the school year (April) to determine the effectiveness of the parental involvement program. The survey will be available on-line and hard copies will be available in the media center as well. Questions for the survey will address the six standards outlined in Joyce Epstein's research of strong parental involvement programs. Data from the survey will be used to guide revisions in the program. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Principal- David Stepp, Parent Coordinator- Sherry Breckenridge, Parent Facilitator- Lori Cothorn, Librarian-Tammie War	Start: 03/01/2012 End: 05/31/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
3. Informational Packets which are age and grade appropriate will be developed and distributed to all families in Wynne Junior High. The packets will include, but will not be limited to, such things as requirements of Act 307, grade schedules, teacher conference times, parent visitation nights, curriculum offerings, school calendar of WJH events, and general practices of the school. Action Type: Parental Engagement	Principal-David Stepp, Parent Coordinator- Sherry Breckenridge, Parent Facilitator- Lori Cothorn	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
5. Parental Resources will be purchased with NSLA funds for the parent area of the school library. A list of the materials available for parent check-out, along with the procedures for parents to use in accessing the materials will be made available to parents. A monthly newsletter will be developed and distributed to families. (funds are available in action 6). Action Type: Parental Engagement	Librarian- Tammie Warren, Parent Facilitator- Lori Cothorn	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>2. Parents and community members will be invited to attend an open assembly to recognize students' achievements. Action Type: Parental Engagement</p>	<p>Principal-David Stepp, Counselors</p>	<p>Start: 05/01/2012 End: 05/31/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>23. The Parent Coordinator and/or Parent Facilitator will attend 13th Annual Parent Involvement Conference. Travel expense, conference fees, and substitutes will be paid from district. Action Type: Collaboration Action Type: Professional Development</p>	<p>Principal-David Stepp, Parent Coordinator-Sherry Breckenridge, Parent Facilitator-Lori Cothorn</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>18. A volunteer survey will be developed and utilized in matching parents' interest, talents, and availability to teachers' and students' needs. The surveys will be used to develop a volunteer directory which will be placed in an area accessible to all staff members. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Asst. Principal-Blake Marsh, Parent Coordinator-Sherry Breckenridge, Parent Facilitator-Lori Cothorn</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>14. An active PTSA unit (Parent Teacher Student Association) will be maintained at Wynne Junior High School. Parents, teachers, and students will be encouraged to join and attend the PTSA meetings and events. The organization will serve as an advisory and support group for parents and will assist with recognizing and planning student recognition for outstanding achievement. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Parent Facilitator-Lori Cothorn</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8. Parents and community patrons will meet with faculty members, students, and administrators to collaborate in updating and revising the school handbook for students. Each Wednesday in the month of May school handbook open meetings are held to resolve parental and student concerns. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Asst. Principal-Blake Marsh, Handbook Committee</p>	<p>Start: 05/01/2012 End: 05/31/2012</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>12. Technology will be utilized as a tool to open and promote two way and meaningful communication between the school and home. Parents will be made aware of the availability of computers in the Parent Center and the Wynne Junior High School media center for parent use with Ed-Line and other technological applications. The district parent coordinator and building parent facilitator will assist parents in accessing the web-sites. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Principal- David Stepp, Tech. Support- Janet Smith, individual teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10. NSLA funds will be set aside to support the District Parent Center for grade 6-8 materials, supplies, books, parent kits, training, meetings, photo development and software. Action Type: Equity Action Type: Parental Engagement</p>	<p>Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - \$200.00 Materials &amp; Supplies:  ACTION BUDGET: \$200</p>
<p>6. WJHS will publish a periodic news release. The periodic news release will include school activities, testing schedules, including standardized testing schedules, team projects and plans, community activities involving students, and informational parent nights. Copies of the calendar/news release will be sent to all parents and published on the school web-page. Materials and paper supplies will be purchased from NSLA funds. (500 cpaper &amp; ccounts) Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>David Stepp, Principal; Lori Cothorn, Parent Facilitator; Kristy Marrs, Math Dept. Chair</p>	<p>Start: 07/01/2011 End: 05/31/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - \$1000.00 Materials &amp; Supplies:  ACTION BUDGET: \$1000</p>

22. Parents will be notified by mail, newspaper, School Messenger phone system and Annual Report to Patrons on channel 17 that WJHS has been identified as being in school improvement year 7. Explanation of school improvement and parent options will be discussed during a parent meeting as well as through written and video notification. School Messenger will be paid from NSLA funds. Action Type: Parental Engagement Action Type: Technology Inclusion	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$1592.00 Purchased Services:  ACTION BUDGET: \$1592
17. Parents will voluntarily serve as guest speakers and resources in classrooms. A Volunteer Resource Book listing parent volunteers and their area of expertise is maintained as a teacher resource. Action Type: Parental Engagement	Sherry Breckenridge, Parent Coordinator; Lori Cothorn	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. Staff development opportunities will include but not limited to 2 hours of parental involvement training provided by Sherry Breckenridge, Parent Coordinator and/or outside consultants, to teachers and 3 hours of parental involvement training for administrators in accordance with "Act 307". Action Type: Parental Engagement	Sherry Breckenridge, Parent Coordinator; Lori Cothorn	Start: 07/01/2011 End: 05/31/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
16. Parents will be invited and encouraged to attend the three required Parent Visitation Days on September 22, 2011, November 15, 2011, and February 7, 2012. Faculty will be available to discuss student achievement, remediation, intervention, and discipline. The librarian will open the Book Fair to parents during the Sept. 22 Parent visitation. Action Type: Collaboration Action Type: Parental Engagement	David Stepp, Principal; Tammie Warren, Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
19. WJHS will have a fall and spring Math/Literacy parent night. Purposes of the Math/Literacy Nights will include, but not be limited to, providing parents an overview of the Math/Literacy programs through engaging activities and helping parents better understand their child's benchmark scores. Action Type: Parental Engagement	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
11. Parent surveys will be used to evaluate the effectiveness of parents night's and will be retained by the principal. Sign in sheets will be kept. (4.1g) Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Program Evaluation	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$9132

Priority 4: All students at Wynne Junior High School will gain knowledge and attitudes to develop improved behavior which will contribute to a safe, drug-free, healthy, and orderly environment that encourages a responsible and productive lifestyle.

- Supporting Data:
- In school year 2008 - 09, at Wynne Junior High School, there were 150 incidents of disorderly conduct (including classroom disturbance), 29 incidents of insubordination, 1 tobacco incident, 1 bullying incident, 5 incidents of fighting, 1 incident of drugs, and 3 truancy incidents. (Some incidents involve repeat offenders.) In school year 2009 - 10, at Wynne Junior High School, there were 37 incidents of disorderly conduct (including classroom disturbance), 2 incidents of insubordination, 2 incidents of fighting, 1 incident of drugs. (Some incidents involve repeat offenders) In school year 2010-2011, at Wynne Junior High School, there were 41 incidents of disorderly conduct, 6 incidents of insubordination, 0 tobacco incidents, 0 bullying incidents, 10 incidents of fighting, 1 incident of drugs, and 2 truancy incidents.
  1. In school year 2008 - 09, at Wynne Junior High School, there were 128 in-school suspensions, 27 out-of-school suspensions, and 40 corporal punishments. 2. In school year 2009 - 10, at Wynne Junior High School, there were 25 in-school suspension, 14 out-of-school suspensions, and 28 corporal punishments. 3. In school year 2010-2011, at Wynne Junior High School, there were 25 in-school suspensions, 35 out-of-school suspensions, 1 expulsion and 0 corporal punishments.
  - There have been 14 discipline actions involving suspension for tobacco use at Wynne Junior High in the past three years.
  - An average of 76 incidents of "disorderly conduct" that resulted in office discipline referrals have occurred in each of the past three years at Wynne Junior High School.
  - The average daily attendance for the 2010 school year as stated on the NORMES 2010-2011 AYP Report was 95.2% for Wynne Junior High. The average daily attendance for the 2009 school year as stated on the NORMES 2008 - 2009 School Report Card was 94.5 for Wynne Junior High. The average daily attendance for the 2008 school year as stated on the NORMES 2007-08 AYP Report was 94.3%.
  -

Goal All students at Wynne Junior High School will acquire knowledge and develop attitude and character traits needed to build a foundation for a drug-free lifestyle and increased appropriate school behavior.

Benchmark The percentage of students demonstrating appropriate safe, drug-free and orderly behavior will improve as indicated by a 10% reduction in the number of students who are referred to the office for inappropriate school behavior by the end of the 2011-12 school year.

Intervention: 1. Students will receive instruction from teachers and staff who be trained in effective strategies for developing and encouraging appropriate student behavior in a safe, drug free environment regarding drug abuse, positive personal qualities, decision-making, and alternatives to violence and bullying in the 2011/2012 school year as stated in our actions.				
Scientific Based Research: Beane, A. (2005). The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K - 8. Minneapolis, MN. Free Spirit Publishing. Beaudoin, M. & Taylor, M. (2004). Breaking the Culture of Bullying and Disrespect, Grades K - 8 Best Practices and Successful Strategies. Thousand Oaks, CA: Corwin Press. D'Alessandro, B. (2002). Choices: Helping Your Child Make the Right Ones. Boulder: R.J. Reynolds. Kagan, S. (2001). Teaching for Character and Community. Educational Leadership 59(2), 50-56. Levine, M. (2005). Ready or Not, Here Life Comes. New York: Simon and Schuster. Flay, B.R., and Allred,C.G. (2003). Long-term Effects of the Positive Action Program-A Comprehensive, Positive Youth Development Program. American Journal of Health Behavior, 27(Supp 1), S6-S21.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
3. Parents of Wynne Junior High School students will be kept informed about ongoing character education, student achievement and safe/drug-free activities, through the use of school calendar, websites, channel 17, radio and local newspaper. Effectiveness of the action will be measured by examination of the building parent coordinator's binder and parent survey results. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Michael Hinton, SRO; Sherry Breckenridge, Parent Coordinator; Lori Cothren, Parent Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> </ul>	ACTION BUDGET: \$
4. Additional surveillance equipment for buses will be purchased for character education, violence prevention and to support a drug-free environment for students in the Wynne Junior High School. Evaluation of the effectiveness of the actions will be through a decrease in inappropriate behavior as reflected in bus discipline incidents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	David Stepp, Principal;	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
5. The school counselors will attend conferences in state to build knowledge in improvement of the existing character education program, safe/drug-free schools, and career readiness in order to share this information with students, parents, and staff. This could include conferences such as the ArSCA/ADE conferences in Hot Springs, Nov. 2011, the CRESC COOP counselors trainings in Harrisburg in October and February, Regional counselor meetings,etc. Counselors will conduct sessions to share this information. Effectiveness will be assessed by parent/student/staff survey and reflection. Professional Development and materials will be paid from NSLA funds and local revenue. Action Type: Professional Development Action Type: Program Evaluation	David Stepp,Principal; Laura Fowler, Counselor; Terri Everett, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	PD (State-223) - \$1500.00 Purchased Services:  ACTION BUDGET: \$1500
1. Professional educational materials and supplies will be secured for students, staff, and parents on the dangers of tobacco use, alcohol/drug abuse, and teenage pregnancy. Students will be encouraged to make healthy choices and live safe, drug free life style. Action Type: Wellness	David Stepp, Principal; Health Teachers; Laura Fowler,Counselor; Terri Everett, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
A school resource officer will be maintained for grades 6-8 to promote social awareness, character education, and a safe/drug free environment. Action Type: Collaboration	Chief of Police-Jeff Sanders	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1500

Priority 5: Students will continue learning the importance of maintaining a healthy lifestyle.

1. BMI classifications for students at Wynne Junior High School 2010-11--No report available 2009-10 - Healthy or underweight students Grade 6: 46.5% Male & 43.9% Female Grade 8: 57.4% Male & 57.% Female 2008-09 - Healthy or underweight students Grade 6: 50.5% Male & 50.5% Female Grade 8: 59.8% Male & 65.5% Female
2. 2010-2011 School Health Index-- The local school health committee viewed five modules and reached the following conclusion: Wynne Junior High attained scores in School Health Policies and Environment 80%, Health Education 81%, Physical Education and Other Physical Activity Programs 96%, Nutrition Services 83%, and Family and Community Involvement 78%. 2009-2010 School Health Index - The local school health committee viewed five modules and reached the following conclusion: Wynne Junior High attained scores in School Health Policies and Environment 81%, Health Education 96%, Physical Education and Other Physical Activity Programs 100%, Nutrition Services 58%, and Family and Community Involvement 100%. 2008-2009 School Health Index - The local school health committee viewed five modules and reached the following conclusion: Wynne Junior High attained scores in School Health Policies and Environment 66%, Health Education 70%, Physical Education and Other Physical Activity Programs 95%, Nutrition Services 52.3%, and Family and Community Involvement 56%.
3. 2010-11 More than half (60.3%) of the students at Wynne Junior High School qualify for free or reduced meals. 2009-10 More than half (59%) of the students at Wynne Junior High School qualify for free or reduced meals. 2008-09 More than half (59%) of the students at Wynne Junior High School qualify for free or reduced meals.

Supporting Data:

Goal Promote and encourage students to make improved health and lifestyle choices.  
 Benchmark Physical Fitness Test in P.E. Class at the beginning and end of each P.E. course.

Intervention: Students will receive instruction in P.E. and health class regarding increased awareness of personal health and wellness in 2011/2012 school year as stated in our actions.				
Scientific Based Research: D'Alessandro, B. (2002). Choices: Helping Your Child Make the Right Ones. Boulder: R.J. Reynolds. Kagan, S. (2001). Teaching for Character and Community. Educational Leadership 59(2), 50-56. Levine, M. (2005). Ready or Not, Here Life Comes. New York: Simon and Schuster.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Students will receive health and physical wellness instruction from PE/Health staff who are provided professional growth training through workshops in state, such as the AHPERD conference, promoting health/wellness, character education, and substance abuse prevention. Upon return, PE/Health staff will present information for WJHS faculty. Subs will be hired and expenses paid. Action Type: Program Evaluation Action Type: Wellness	David Stepp, Principal; PE/Health Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Assessment of action effectiveness will be through student and faculty surveys, student responses to the Arkansas Risk Behavior Survey, and examination of data relating to wellness including the school health index. Action Type: Wellness	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Wynne Junior High School will provide and monitor educational programs in Health, PE, and Nutrition. These programs will be aligned with the Arkansas State Department of Education state curriculum frameworks in 2011/2012 school year as stated in our actions.				
Scientific Based Research: Arkansas Department of Education. (2005). School Health Index. Little Rock, AR. Arkansas Department of Educaiton. (2006). 2005 Arkansas School Report Card. Little Rock, AR. Arkansas Center for Health Improvement. (2007) Assessment of Childhood and Adolescent Obesity Report. Little Rock Rock, AR.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. CPR First Aide training will be provided for staff to promote a safe healthy environment. Stipends will be paid in August to train staff in CPR/First Aide from professional development funds. Action Type: Wellness	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
3. Due to the high percentage of overweight students at Wynne Junior High School, a school health and nutrition committee will supervise the implementation of state nutrition standards. Distict wellness policy will be distributed to parents and students. Evaluation of the action will be made through data collected from parent and student surveys and comparison of data from the School Health Index. Action Type: Program Evaluation Action Type: Wellness	David Stepp, Principal; PE/Health Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Results of the 2010-11 School Health Index Report targets Physical Education and Other Physical Activity Programs as a module warranting additional focus. Due to this data, Physical	David Stepp, Principal; PE/Health	Start: 07/01/2011 End:	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION \$

Education and Health instruction will be a required course for every student at Wynne Junior High School to provide physical activity and follow state curriculum standards. Evaluation of effectiveness will be through comparison of the fitness pre- and post-test scores. Action Type: Wellness	Teachers	06/30/2012		BUDGET:
Pursuant to Section 724C of the McKinney-Vento Homeless Assistance Act, as reauthorized by the No Child Left Behind Act of 2001, a homeless liaison (Sherry Breckenridge) will be designated to assist school personnel to ensure that homeless students are identified and have full opportunity to enrollment for educational and other services for which they are eligible. Clothing, food items, health needs, materials and supplies may be purchased to assist children in the transition of entering a new school. Funds will be set aside by building and support secured from local and state community resources Action Type: Collaboration Action Type: Wellness	Sherry Breckenridge, Homeless Liaison, David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	Local Revenue: \$800.00 General Revenue: \$200.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1000

Priority 6: WJHS had a Scholastic Audit during the 2006-2007 school year. WJHS will address the recommendations of the report over a period of 3 to 5 years; however, the focus set for year one (08-09) will be continued this year (year two, 09-10, year three 2010 - 2011, year four 2011-2012) and will address standards 1, 6, & 7 and indicators 1.1c, 1.1d, 6.1b, 6.1d, 6.2c, 6.2f, 7.1c, & 7.1k. WJHS made AYP in the 2005 - 2006 school year. WJHS was also mandated to implement the America's Choice curriculum during the 2006 - 2007 school year, because AYP had not been met for two consecutive school years. WJHS will continue to contract educational consultant JBHM during the 2011 - 2012 school year (year one was 2009 - 2010).

- The Arkansas Department of Education conducted a Scholastic Audit of Wynne Junior High School during the period of 1/21/2007 - 1/26/2007. Based on the Scholastic Audit Performance levels, the level of performance for each of the 9 Standards for school improvement of Wynne Junior High School are as follows: Standard 1 - Curriculum: Level 2, Standard 2 - Classroom Evaluation/Assessment: Level 2, Standard 3 - Instruction: Level 2, Standard 4 - School Culture: Level 2, Standard 5 - Student, Family and Community Support: Level 2, Standard 6 - Professional Growth, Development and Evaluation: Level 2, Standard 7 - Leadership: Level 2, Standard 8 - School Organization and Fiscal Resources: Level 2, Standard 9 - Comprehensive and Effective Planning: Level 2.
- 2007 Scholastic Audit Summary: Standard - 1 - Academic Performance - Curriculum Curriculum 1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations. 1.1b District initiates, facilitates discussions among schools regarding curriculum standards 1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points 1.1e School curriculum provides specific links to continuing education 1.1f Systematic process for monitoring, evaluating and reviewing curriculum 1.1g Curriculum provides access to an academic core In Standard 1: Academic Performance - Curriculum 71% of the 7 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (1.1a, 1.1b, 1.1e, 1.1f and 1.1g). While 29% of the 7 Indicators were in level 1 little or no development and implementation (1.1c and 1.1d). Standard - 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment 2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards 2.1b Teachers collaborate in the design of authentic assessment 2.1c Students can articulate what is required to be proficient 2.1d Test scores are used to identify curriculum gaps 2.1e Assessments designed to provide feedback on student learning for instructional purposes 2.1f Performance standards communicated, evident in classrooms, observable in student work 2.1g ACTAAP coordinated by school and district leadership 2.1h Samples of student work are analyzed In Standard 2: Academic Performance - Classroom Evaluation/Assessment 87% of the 8 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (2.1a, 2.1c, 2.1d, 2.1e, 2.1f, 2.1g and 2.1h). While 13% of the 8 Indicators were in level 1 little or no development and implementation (2.1b). Standard - 3 - Academic Performance - Instruction Instruction 3.1a Evidence that effective and varied instructional strategies are used in all classrooms 3.1b Instructional strategies and learning activities are aligned 3.1c Instructional strategies/activities are consistently monitored...diverse student population 3.1d Teachers demonstrate content knowledge 3.1e Evidence that teachers incorporate the use of technology 3.1f Instructional resources are sufficient to deliver the curriculum 3.1g Teachers examine and discuss student work 3.1h Homework is frequent and monitored, tied to instructional practice In Standard 3: Academic Performance - Instruction 100% of the 8 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 3.1f, 3.1g and 3.1h). Standard - 4 - Learning Environment - School Culture School Culture 4.1a Leadership support for a safe, orderly and equitable learning environment 4.1b Leadership creates experiences that all children can learn 4.1c Teachers hold high expectations for all students 4.1d Teachers, staff involved in decision-making processes regarding teaching and learning 4.1e Teachers accept their role in student success 4.1f School assigns staff...opportunities for all students 4.1g Teachers communicate regularly with families 4.1h Evidence that the teachers and staff care 4.1i Multiple communication strategies...to all stakeholders 4.1j Evidence that student achievement is highly valued In Standard 4: Learning Environment - School Culture 9% of the 11 Indicators were in level 3 fully functional and operational level of development and implementation (4.1a), 73% of the 11 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (4.1b, 4.1c, 4.1d, 4.1g, 4.1h, 4.1i and 4.1j), and 18% of the 11 Indicators were in level 1 little or no development and implementation (4.1e and 4.1f). Standard - 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support 5.1a Families and the community are active

Supporting Data:

partners 5.1b All students have access to all the curriculum 5.1c Reduce barriers to learning 5.1d Students are provided opportunities to receive additional assistance 5.1e School maintains an accurate student record system In Standard 5: Learning Environment - Student, Family and Community Support 20% of the 5 Indicators were in level 3 fully functional and operational level of development (5.1e) and implementation and 80% of the 5 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (5.1a, 5.1b, 5.1c and 5.1d). Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development 6.1a Support for the long-term professional growth of the individual staff members 6.1b The school has an intentional plan for building instructional capacity 6.1c Staff development priorities..alignment..goals for student performance 6.1d Plans for school improvement directly connect goals for student learning 6.1e Professional development is on-going and job-embedded 6.1f Professional development planning connect student achievement data Professional Growth and Evaluation 6.2a Clearly defined evaluation process 6.2b Leadership provides the fiscal resources for the appropriate professional growth 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency 6.2d A process of personnel evaluation which meets or exceeds standards set in statute 6.2e The school/district improvement plan identifies specific instructional needs 6.2f Evaluation process to provide teachers..change behavior and instructional practice In Standard 6: Learning Environment - Professional Growth, Development and Evaluation 67% of the 12 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (6.1a, 6.1c, 6.1e, 6.1f, 6.2a, 6.2b, 6.2d and 6.2e) and 33% of the 12 Indicators were in level 1 little or no development and implementation (6.1b, 6.1d, 6.2c and 6.2f). Standard - 7 - Efficiency - Leadership Leadership 7.1a Leadership has developed and sustained a shared vision 7.1b Leadership decisions focused on student academic data 7.1c All administrators have a growth plan 7.1d Evidence that the leadership team disaggregates data 7.1e Leadership ensures all instructional staff...access to curriculum related materials 7.1f Leadership ensures that time is protected...instructional issues 7.1g Leadership plans and allocates resources 7.1h School/district leadership provides policy and resource infrastructure 7.1i Process for the development and the implementation of the local school board of education policy 7.1j Local school board of education/school have intentional focus on student academic performance 7.1k Principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency. In Standard 7: Efficiency - Leadership 9% of the 11 Indicators were in level 3 fully functional and operational level of development and implementation (7.1h), 73% of the 11 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (7.1a, 7.1b, 7.1d, 7.1e, 7.1f, 7.1g, 7.1i and 7.1j), and 18% of the 11 Indicators were in level 1 little or no development and implementation (7.1c and 7.1k). Standard - 8 - Efficiency - School Organization and Fiscal Resources Organization of the School 8.1a School is organized...use of all available resources 8.1b All students have access to all the curriculum 8.1c Staff are allocated based upon the learning needs of all students 8.1d Staff makes efficient use of instructional time 8.1e Staff...planning vertically and horizontally across content areas 8.1f Schedule aligned with the school's mission Resource Allocation and Integration 8.2a Clearly defined process provides equitable and consistent use of fiscal resources 8.2b Budget reflects decisions directed by an assessment of need 8.2c District and local school board of education analyze funding and other resource requests 8.2d Resources are allocated and integrated to address student needs In Standard 8: Efficiency - School Organization and Fiscal Resources 30% of the 10 Indicators were in level 3 fully functional and operational level of development and implementation (8.2a, 8.2c and 8.2d) and 70% of the 10 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (8.1a, 8.1b, 8.1c, 8.1d, 8.1e, 8.1f and 8.2b). Standard - 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs 9.1a Collaborative process used to develop the vision, beliefs, mission Development of the Profile 9.2a Planning process involves collecting, managing and analyzing data 9.2b Use data for school improvement planning Defining Desired Results for Student Learning 9.3a School and district plans reflect learning research, expectations for student learning 9.3b Analyze their students' unique learning needs 9.3c Results for student learning are defined Analyzing Instructional and Organizational Effectiveness 9.4a Strengths and limitations are identified 9.4b Goals for building, strengthening capacity Development of the Improvement Plan 9.5a Steps for school improvement aligned with improvement goals 9.5b ACSIP identifies resources, timelines 9.5c Evaluating the effectiveness of the ACSIP 9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results Implementation and Documentation 9.6a ACSIP is implemented as developed 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning 9.6c The school evaluates the degree to which it achieves the expected impact 9.6d Evidence of attempts to sustain the commitment to continuous improvement In Standard 9: Efficiency - Comprehensive and Effective Planning 94% of the 16 Indicators were in level 2 of the performance levels which indicates limited development or partial implementation (9.1a, 9.2a, 9.2b, 9.3a, 9.3b, 9.3c, 9.4b, 9.5a, 9.5b, 9.5c, 9.5d, 9.6a, 9.6b, 9.6c and 9.6d) and 6% of the 16 Indicators were in level 1 little or no development and implementation (9.4a).

- 3. CRESC Professional Development Needs Survey Report for Wynne Junior High School. (2010) Total Staff Responding: 44 Top three response values: Content K - 12 = Best Practices (32), Assessment = Benchmark Strategies (31), & Supervision = Positive Behavior Support (24).

Goal Curriculum in core content areas will be aligned (Standard 1).  
 Evidence of curriculum alignment will be shown in data collected from The Learning Institute Interim Assessment Benchmark scores. WJHS will attempt to increase average scores for Math, Reading, and Writing from 2010 - 2011 year average to 2011 - 2012 year average.

Intervention: 1. Curriculum will be aligned in all core content areas in 2011/2012 school year as stated in our actions.
Scientific Based Research: Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. Marzano, R. (2001). Classroom Instruction that Works. Alexandria: ASCD. Reeves, D. B. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA. ASCD. Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: ASCD. The College Board (2002). The AP Vertical Teams Guide for Literacy.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Core staff will meet in subject area committees - pre school in service week and October 10 and November 4, Staff Development Days. WJHS faculty will examine state curriculum standards to evaluate and revise alignment. Administrators will participate and guide future activities including: meeting outline, faculty surveys, and classroom assessments. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Administrators will analyze the effectiveness of curriculum alignment through classroom assessments, TAS evaluations, bi-weekly PLC meetings, TLI (Interim Assessment)data, Compass data and data walls. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal School leadership will practice the research-based leadership skills to build capacity in all staff members and create a supportive learning culture (Standard 7).

Benchmark Evidence of leadership skills will be shown through the attendance and successful completion of professional development addressing team building skills, listening skills, site-based management, instructional and organizational leadership as in the Scholastic Audit deficit areas.

Intervention: 1. School leadership will practice research based leadership skills to build capacity in all staff members and create a supportive learning culture in 2011/2012 school year as stated in our actions.				
Scientific Based Research: Fabor, S. (2006). How to Teach Reading When You're Not a Reading Teacher. Nashville: Incentive Publications. Show What You Know. Principal Leadership 9(1), 48-52.Fox, C. (2007, July). Professional Development: From Technophobes to Tech Believers. The Journal, 36-38.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2. WJHS school leadership will attend state and national educational conferences (EX: ASCD, National Middle School, NASSP, NCSM) focusing on the development of team building skills, listening skills, site based management, instructional and organizational leadership, as evidenced by staff development records. Carl Perkins and Professional Development funds may be used for conferences that have vocational related presentations. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	PD (State-223) - \$2000.00 Purchased Services:  ACTION BUDGET: \$2000
1. School leadership will maintain active membership in professional organizations which encourage development of leadership skills and competencies as evidenced by membership records. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
3. WJHS has been classified as S17 and will continue planning for restructuring. Administration and select staff will visit other districts that have increased student achievement through restructuring or districts that are meeting standards with a concentration in the area of Students with Disabilities. Action Type: ADE Scholastic Audit	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$2000

Goal Professional development will be based on an analysis of teacher and student needs (Standard 6).

Benchmark Committee-based, teacher and student need-driven professional development will be provided for Wynne Junior High School Staff addressing the needs as revealed on the CRESC Staff Development Survey. Staff development time, addressing these specific needs during the 2011-2012 school year.

Intervention: 1. Professional development will be based on an analysis of teacher and student needs in 2011/2012 school year as stated in our actions.				
Scientific Based Research: Sullivan, C.C., & Drury D. W. (2002). Building Capacity Professional Development for New and Experienced Teachers. Alexandria, VA: National School Boards Association. CRESC Professional Development Needs Survey Report for Wynne Junior High School. (April, 2008) Based on your latest School Improvement Plan and Benchmark/ITBS data, select a maximum of three (s) areas which best identify your professional development needs. Total Staff Responding: 56 Top three response values: Instructional Strategies (35), Assessment (26), Educational Technology (23).				

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Results from the Crowleys Ridge Co-Op on-line professional development faculty survey will be analyzed and utilized to design a professional development model for the 2011-2012 school year as evidenced by professional development records. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. WJHS will maintain a professional development committee that is representative of various grade levels and subject areas as evidenced by building committee membership lists and records of committee meetings. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
3. Professional development addressing the faculty expressed need of intervention strategies and assessment for IEP students in the regular classroom will be provided by outside consultants as evidenced by professional development records. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. My Learning Plan computer software will continue to be used to record and evaluate professional development activities. Building and district surveys will be used as a follow up to professional development. (6.1e, 6.1f) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	PD (State-223) - \$908.00 Purchased Services: ACTION BUDGET: \$908
Total Budget:				\$908

Priority 7: Wynne Junior High School will implement its Restructuring curriculum program during the 2011 -2012 school year. WJHS will form a committee, meet regularly, and discuss WJHS's restructuring implementation plan.

Supporting Data:

- 2009 - 10 Percentage Proficient and Above by Subgroups (AMO) grades 6 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 77 2. African American 65 3. Caucasian 84 4. Economically Disadvantaged 70 5. Student with Disabilities 0 2008 - 09 Percentage Proficient and Above by Subgroups (AMO) grades 6 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 68.5 2. African American 52.7 3. Caucasian 73.5 4. Economically Disadvantaged 56.7 5. Student with Disabilities 22.2 2010 - 11 Percentage Proficient and Above by Subgroups (AMO) grades 6 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 62 2. African American 48 3. Caucasian 68 4. Economically Disadvantaged 54 5. Student with Disabilities 13
- 2009 - 10 Percentage Proficient and Above by Subgroups (AMO) grades 7 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 72 2. African American 61 3. Caucasian 76 4. Economically Disadvantaged 65 5. Student with Disabilities 21 2008 -09 Percentage Proficient and Above by Subgroups (AMO) grades 7 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 61.6 2. African American 41.8 3. Caucasian 70.3 4. Economically Disadvantaged 50.4 5. Student with Disabilities 16.7 2010 -11 Percentage Proficient and Above by Subgroups (AMO) grades 7 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 66 2. African American 60 3. Caucasian 68 4. Economically Disadvantaged 58 5. Student with Disabilities 6
- 2009 - 10 Percentage Proficient and Above by Subgroups (AMO) grades 8 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 86 2. African American 72 3. Caucasian 90 4. Economically Disadvantaged 80 5. Student with Disabilities 14 2008 - 09 Percentage Proficient and Above by Subgroups (AMO) grades 8 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 71.8 2. African American 44.8 3. Caucasian 82 4. Economically Disadvantaged 56.3 5. Student with Disabilities 14.8 2010 - 11 Percentage Proficient and Above by Subgroups (AMO) grades 8 as stated in the School Performance Report by NORMES Literacy Percent Proficient Status 1. Combined Population 72 2. African American 59 3. Caucasian 77 4. Economically Disadvantaged 64 5. Student with Disabilities 16
- 2009-2010 will mark the first year of the three year Restructuring Plan. In 2011 - 2012, WJHS will continue to review, modify, and adjust the restructuring plan as needed.
- WJHS students surveyed in spring of 2011 stated that they felt the Success Period and Benchmark Push

Activities were beneficial to them. WJHS's CRT scores showed growth from the previous year.

**Goal** Restructuring at WJHS will include the initiation of the following curriculum projects: Co-Teaching in one section of the 7th and 8th grade Math and Literacy classes, hiring JBHM as an educational curriculum consultant helping to implement Response to Intervention model, Special Education teachers and new teachers will be trained in TLI (6 - 8th grade), and the implementation of new rigorous curriculum programs (6 - 8th grade). WJHS will continue the following high yield, best practice educational strategies with daily 95 minute Math and Literacy classes for all students (6 - 8th grade), daily Professional Learning Community periods for Math and Literacy teachers, bi-monthly Success periods (6 - 8th grade), and Benchmark Push activities (6 - 8th grade) prior to the Benchmark Test.

**Benchmark** WJHS will attempt to meet its AYP goal by implementing a Restructuring Plan during the 2009-2010 school year and continuing in year three (2011 - 2012). WJHS will restructure the Special Education curriculum, hire an outside educational consulting firm, and also use other best educational practices and strategies. All students will benefit from new curricula and hired educational consultants.

Intervention: 1. Academic Performance: WJHS will continue the Co-Teach model in one section of Math and Literacy in the 7th and 8th grade.				
Scientific Based Research: 1. Honawar, V. (2008). Working Smarter By Working Together. Education Week, 27, 25-27. 2. Marzano, R. (2001). Classroom Instruction that Works. Alexandria: ASCD. 3. Moreillon, J. (2007). Show Them What We Do: Strategies for Collaborative Teaching. School Library Media Activities Monthly, 24,1, 2007. 4. Murawaski, W. & Dieker, L. (2004). Tip and Strategies for Co-Teaching at the Secondary Level: Teaching Exceptional Children, 36(5), 52-58. 5. Scruggs, T. et. al (2007). CO-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research Exceptional Children, 73, 4, 392-416. 6. Thousand, J. (2005). The Many Faces of Collaborative Planning and Teaching. Theory Into Practice, 45 (3), 239-248.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. WJHS will implement the Co-Teach model in the 7th and 8th grade. One section of Literacy and Math will be offered in each grade. Subs will be hired and stipends will be provided. Action Type: Professional Development Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Special Education teachers who are teaching in the Co-Teach model will be provided with a daily PLC period. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
3. Materials and supplies will be purchased to support the Co-Teach model. A year's subscription to IXL Math will be purchased and use in the 7th and 8th grade Co-Teach classrooms. IXL is a research based educational site to be used individually with the students or as a classroom teach in conjunction with the Smartboard. Action Type: Collaboration	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$250.00  ACTION BUDGET: \$250
4. Administrators and teachers will support and evaluate the co-teach program through student surveys, classroom walk-throughs, and students' scores on Interim Assessments and the CRT. Action Type: Special Education	David Stepp - Principal, Glenda Vance - Spec Ed District Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
5. Materials & supplies will be purchased from NSLA to support the co-teach model in both Math & Literacy. Action Type: Collaboration	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
<b>Total Budget:</b>				<b>\$1250</b>

Intervention: 2. Academic Performance: WJHS will employ JBHM Educational Consulting Firm during the 2011-2012 school year.				
Scientific Based Research: Collaborative Analysis of Student Work , Georgea M. Langer, Amy B. Colton, Loretta S. Goff; 2003 Classroom Instruction that Works, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock; 2001 What Works in School, Rober J. Marzano; 2003 Fulfilling the Promise of the Differentiated Classroom, Carol Ann Tomlinson; 2003 Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc. Issues Related to Judging the Alignment of Curriculum Standards and Assessments, Applied Measurement in Education, Webb, Norman L.; 2007				

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. WJHS will employ JBHM Educational Consulting Firm for 3 days during the 2011-2012 school year. This action will be funded using PD funds. Action Type: Professional Development Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223) - \$4500.00 Purchased Services:  ACTION BUDGET: \$4500
2. WJHS will hire JBHM (an educational consulting firm) in an attempt to help improve its special education curriculum. Action Type: Professional Development Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
3. JBHM Education Group will be contracted to assist in the implementation of Response to Intervention program. This process uses iStep as a screening process to identify students needing extra instruction to achieve proficiency. This action will be funded using SE Early Intervening Funds. Action Type: Professional Development Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Administrators and teachers will support and evaluate the JBHM RTI program using student surveys, classroom walk-throughs, and students' scores on Interim Assessments and the CRT. Classroom teachers will document use of Differentiated Instruction within their lesson plans for remediation of identified Tier 1 students.	David Stepp, principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
5. The JBHM RTI Program leads teachers into a microscopic analysis of students who are struggling and then assists the teacher in addressing these needs by implementation of research based strategies specifically designed to address the needs of all students who are below proficient. The objective is to minimize the effects of learning barriers and close the achievement gap. Implementation of the strategies will be evaluated by the principal, reflected in educational consultant's work reports and measurable goals are established in the findings reports. Assessment data from TLI will be used to drive classroom instruction and students will be promptly informed of the results of testing and remediation will take place by the classroom teacher.	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
6. Teachers will print a copy of major assessments for each student giving them the opportunity to write on the assessment. This will allow the student to apply test taking strategies that have been taught in the classroom. Action Type: AIP/IRI	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. Remediation for RTI will be conducted in the Literacy coaches office - room 306. Three to four netbooks & accessories will be purchased & room 306 will be made wireless. RTI high yield strategies will be implemented to narrow the achievement gap. Action Type: Technology Inclusion	David Stepp - Principal, Beau Kemp - Technology Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title VI State - Materials \$3000.00 & Supplies:  ACTION BUDGET: \$3000
8. Response to Intervention will be implemented 20 minutes per day in literacy & 10 minutes per day in math at the beginning of class after bell work. RTI will allow instruction for those students identified through the iStep screening process.	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$7500
Intervention: 3. Efficiency: WJHS will continue its daily 95 minutes of both Math and Literacy classes for all students during the 2011-2012 school year.				

Scientific Based Research: 1. Dorn, L. & Soffos, C. (2005). Teaching for Deep Comprehension A Reading Workshop Approach. Portland, ME: Stenhouse Publishers. 2. Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. 3. Marzano, R. (2001). Classroom Instruction that Works. Alexandria: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The Literacy and Math departments at WJHS will continue to include a time-frame which will allow all students to be scheduled in a 95 minute daily literacy instructional block which exceeds state required minutes. This will continue the bell schedule that allows an additional 50 minute increase of class time as it was in previous school years. (1.1g and 3.1a) WJH will work with local and state school improvement committees to formulate a program to move students from S17 to proficiency in literacy and mathematics. Action Type: ADE Scholastic Audit	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Administrators and teachers will support and evaluate this program through student surveys, classroom walk-throughs, and students' scores on Interim Assessments and the CRT.	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 4. Efficiency: In 2011 - 2012, WJHS will continue with its commitment to developing a Professional Learning Community by giving Math and Literacy teachers a daily PLC period.

Scientific Based Research: 1. Marzano, R. (2001). Classroom Instruction that Works. Alexandria: ASCD. 2. Moreillon, J. (2007). Show Them What We Do: Strategies for Collaborative Teaching. School Library Media Activities Monthly, 24,1, 2007. 3. Thousand, J. (2005). The Many Faces of Collaborative Planning and Teaching. Theory Into Practice, 45 (3), 239-248.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. All Literacy and Math teachers will meet with the principal twice a month and math or literacy coach twice a month. Literacy and Math teachers have a 45 minute PLC period in addition to a 45 minute classroom prep in order to (1) use student work to plan and make decisions (2) analyze student work: classroom assessments, interim assessments and updating the data walls (3) create a plan of action to address the weaknesses identified when student work is analyzed (4) align and pace curriculum (5) create assessments (6) include special education teachers: special education teachers help regular education teachers understand the needs of special education students and regular education teachers help special education teachers understand the content (7) all content teachers will analyze data walls following each interim assessment (8) tutor available students during PLC period (9) work on student data wall by analyzing TLI data. (4.1e, 4.1f, 6.1b, 6.1d, 6.2c, 6.2f). Action Type: Collaboration Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Teachers will participate in professional learning communities to promote rigor and best practices in student achievement. WJHS will implement a faculty study of professional articles based on scientific research during the 2011-2012 school year. The literacy coach will mentor and provide support to staff in content areas. (6.1b) Action Type: ADE Scholastic Audit Action Type: Professional Development	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
3. WJHS faculty and staff will attend local and state conferences/workshops in order to promote Professional Learning Community atmosphere. Faculty will present to WJHS staff a systematic approach to insure teachers receive training information obtained at the conference. Subs will be hired, stipends and expenses will be paid. Action Type: ADE Scholastic Audit Action Type: Professional Development	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Administrators will support and evaluate the PLC periods through drop in visits, monthly meetings, monthly reflections, and collaborative journals.	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 5. Academic Performance: WJHS will continue it's monthly Success period program during the 2011-2012 school

year.				
Scientific Based Research: 1. Bonwell, Charles C. and Eison, James A. (1991) Active Learning: Creating Excitement in the Classroom. ERIC Clearinghouse on Higher Education Washington DC.   FGK28050 George Washington Univ. Washington DC. 2. Harmin, M (1994). Inspiring active learning: A handbook for teachers. Alexandria,VA: Association for Supervision and Curriculum Development. 3. Liekin, R. & Zaslavsky, O. (1997). Facilitating Student Interactions in Mathematics in a Cooperative Learning Setting. Journal for Research in Mathematics Education, 28(3), 331-354. 4. Malloy, C., & Jones, M. (1998). An Investigation of African American Students' Mathematical Problem Solving. Journal for Research in Mathematics Education, 29(2), 143 - 163. 5. Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Success Period will meet twice a month during an activity period in order to give math and literacy teachers an opportunity to address student AIPs. Action Type: AIP/IRI	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. Students' deficiencies identified on Academic Improvement Plan (AIP) will be addressed during the Success Period. Action Type: AIP/IRI	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
3. Completion of student AIP will serve as an assessment of the effectiveness of the Success Period. Action Type: AIP/IRI	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Activities used during the Success Period will be selected through collaboration with the math and literacy coaches using the following criteria: (1) hands on and engaging, (2) addresses numerous skills on AIP. NCTM Illuminations website will be used as resources. Math and Literacy coaches have been trained in selecting appropriate supplemental material. Action Type: AIP/IRI Action Type: Collaboration	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
5. Students will be given strategies to help in developing ideas and giving sufficient evidence of thought process on open response items. This has been identified as a weakness through analysis of the CRT data. Action Type: AIP/IRI	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
6. Teachers will collaborate with parents on AIP development and progress. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Math and Literacy Coach,	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. Materials and supplies for math and literacy activities will be purchased from Title VI funds to support current programs to increase student achievement during small group enrichment sessions in Mathematics and Literacy. Action Type: AIP/IRI	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
8. Students identified as scoring basic or below basic on the 5th, 6th, and 7th grade Arkansas Benchmark exam will be scheduled in a Success period with a math and/or literacy teacher. Action Type: AIP/IRI	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
9. Teachers will identify individual student's deficiencies from the 2011 Benchmark exam and create individualized student packets for remediation of those SLE's. Supporting documents outlining the process used to identify deficiencies are located in student portfolios and in math and literacy coaches' files. Action Type: AIP/IRI	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10. WJHS will run a shortened bell schedule in order to create an extra class period that will last 55 minutes. Action Type: AIP/IRI	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
11. Students will participate in activities specific to their deficiencies. Lessons designed to address the deficiencies will be developed	Math & Literacy	Start: 07/01/2011	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

through collaboration with the literacy coach, Bundy Hickey, math coach Sharon Sisk and grade level teachers. Action Type: AIP/IRI Action Type: Special Education	Coach	End: 06/30/2012	Staff • District Staff • Teachers	ACTION BUDGET: \$
12. Students who are at risk for not attaining proficiency will be assigned a math or literacy teacher during success period. Teachers will identify individual student's deficiencies from the latest Benchmark exam and TLI interim assesement data. Action Type: AIP/IRI Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
13. Students will be given strategies to help in developing ideas and giving sufficient evidence of thought process on open response items. Action Type: Special Education	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
14. Students will be given strategies to help answer multiple choice items with specific guidance in avoiding distracters. Action Type: Special Education	Math and Literacy Coach	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
15. Students will be given strategies to improve content, style, sentence formation, usage, and mechanics. Action Type: Special Education	Literacy Coach	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
16. Success Period will be evaluated through student surveys, classroom walk-throughs, and students' scores on Interim Assessments and the CRT.	David Stepp - principal	Start: 07/01/2011 End: 06/30/3012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
17. Non AIP students will be assigned to a Success Period where they will be given strategies and lessons to address Benchmark Test preparation. Action Type: AIP/IRI	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	• Teachers • Teaching Aids	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 6. Academic Performance: WJHS will continue its Benchmark Push activities during the 2011-2012 school year.

Scientific Based Research: 1. Downey C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. 2. Marzano, R. (2001). Classroom Instruction That Works. Alexandria: Assoc. for Supervision and Curriculum Development. 3. The College Board (2002). The AP Vertical Teams Guide for English.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The school will conduct an augmented Benchmark push program prior to the Arkansas Benchmark test. This will consist of a building wide writing and math prompt session. Staff will focus on weak math areas of all students. Extra support will be given to students with disabilities, economically disadvantaged students and African American students in an effort to remove the Wynne Junior High from School Improvement Status Year Seven. Teacher Instructional Tools will be purchased to support student test preparation. Action Type: Alignment Action Type: Collaboration	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
3. Benchmark Push Acitivities will be evaluated through student and teacher surveys, classroom walk-throughs, and students' scores on Interim Assessments and the CRT.	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
2. Math and Literacy coaches will facilitate a BenchMark pull out of target students for Benchmark test preparation. TLI data will be used to determine those target students. Action Type: AIP/IRI	Sharon Sisk, Math Coach - Bundy Hickey, Literacy Coach	Start: 01/16/2012 End: 04/30/2012	• District Staff	ACTION BUDGET: \$

Total Budget:				\$0
Intervention: 7. Academic Performance: WJHS will implement a variety of high yield data driven strategies and supplemental curriculum resources during the 2011-2012 school year to add rigor to the classroom.				
Scientific Based Research: 1. Downey, C. (2003). Leaving No Child Behind: 50 Ways to Close the Achievement Gap. Des Moines: Curriculum Management Systems. 2. Gregory, G. and Kuzmich, L. 2004. Data Driven Differentiation in the Standards- Based Classroom. Thousand Oaks, CA: Corwin Press. 3. Nunley, K. (2006). Differentiating the High School Classroom. Corwin Press, Thousand Oaks: CA. 4. Reeves, D. B. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA. ASCD. 5. Tomlinson, C.A. 2001. How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition. Alexandria, VA: ASCD. 6. Tomlinson, C.A. 1999. The Differentiated Classroom Responding to the Needs of All Learners. Alexandria, VA: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. WJHS will purchase a subscription to Scope magazine to support the 7th grade literacy classroom. Textbook funds will be used.	Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
2. WJHS will purchase a subscription to a Scholastic magazine to support the special education literacy classroom. Textbook funds will be used. Action Type: Special Education	Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
3. WJHS will take a team of regular education and special education teachers to visit model schools performing well on the benchmark to view strategies that will increase student achievement. Subs will be hired and expenses paid. Funds will be budgeted in the Literacy Priority. Action Type: Collaboration Action Type: Special Education	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4. Materials and supplies will be purchased to support new programs. Supplemental textbooks will be used in Co-Teach classes, Special Education classes and Resource classes.	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
5. In order to create a supportive learning culture, select staff of Wynne Junior High will attend regional, state, national, or other appropriate conferences/workshops that target the needs of special education students and leadership skills. Registration, travel expenses, stipends, and substitutes will be paid from PD (6.1b, 7.1c, 7.1k). Action Type: Professional Development	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	PD (State-223) - \$2000.00 Purchased Services: ACTION BUDGET: \$2000
6. Administrators will survey teachers on new curriculum items and strategies derived from them.	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. WJHS will contract Discovery Ed for the use of United Streaming from general funds. Action Type: Technology Inclusion	David Stepp - Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	General Revenue: \$1295.00 ACTION BUDGET: \$1295
9. WJHS will team with the Smart Accountability group in order to improve student achievement. Action Type: Collaboration	David Stepp-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
12. In 2011 - 2012, WJHS will implement the following items for it's 45 to 60 day plan: * Continue daily double blocking of Math and Literacy for all WJHS students * Continue to contract JBHM consultants to attempt to help	David Stepp - principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	PD (State-223) - \$1250.00

<p>close the achievement gap by implementing RTI program at WJHS * Continue to implement the Co Teach curriculum model in one section of 7th &amp; 8th grade Math and Literacy * WJHS faculty will analyze previous year's test data to guide curriculum planning and alignment * Continue to use Math/Literacy PLC period for student test data analysis and curriculum planning. * WJHS faculty will view and analyze TLI Data Assessment wall created and updated by the Math/Literacy departments. * WJHS faculty will post and update Word Walls, SLE's and objectives. * WJHS faculty recognizes that the first fifteen minutes of class sets the tone for the entire instructional period. * Literacy department will teach benchmark terms and strategies with an emphasis on multiple choice and open response most tested skills. * Math and Literacy will pre-test all students using Compass Learning computer program. * Literacy will pre - test all students reading level by using the STAR program. * WJHS faculty will develop Success Period student lists with an emphasis on struggling learners. * WJHS will implement a daily RTI period in both Math &amp; Literacy curriculums. * Math &amp; Literacy teachers will tutor struggling students at least 20 minutes a week during PLC period. * On October 10, 2011, - Math, Literacy, and Science teachers will participate in a TLI reports training workshop held at the WJHS campus. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$1250</p>
<p>10. Title VI funds will be used to purchase and improve technology for classroom usage. Smartboards or smart products purchased and LCD projector units and bulbs will be replace. Action Type: Technology Inclusion</p>	<p>David Stepp - principal, Beau Kemp - Technology Director</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title VI State - Materials &amp; Supplies: \$1300.00</p> <hr/> <p>ACTION BUDGET: \$1300</p>
<p>Total Budget:</p>				<p>\$5845</p>

Priority 8: Reduce Special Education Disproportionality.

- Supporting Data:
1. In 2009-10, focus monitoring data from ADE showed that the African American representation in Special Education compared to African American students in the general population had decreased to a difference of 10.40%. However, in 2008-09, focus monitoring data from ADE showed that African American representation in Special Education exceeded the states three year average plus one standard deviation (13.41%). In 2007-08, African American students in special education exceed the number of African American students in the general population 10.50%.
  2. The Arkansas State School Board ruled on September 7, 2005 to annex the Parkin School District to the Wynne School District. Administrators and staff members at each campus processed student records to determine strategies and actions to appropriately schedule students and determine their level of proficiency in relation to the state benchmark proficiency levels.
  3. In 2007-08, out of 111 referrals/transfers, 33 were African American. Of these referrals, 27% were transfers, 12% were Parkin residents, 45% teacher referrals and 15% parent referrals. In 2008-09, 35 of the 103 referrals/transfers were African American with 37% being transfers, 14% Parkin residents, 9% teacher referrals, and 40% parent referrals. In 2009-10, of the 97 referrals/transfers 36 were African American students. Of those, 47 % were transfers, 22% were Parkin residents, 14% were teacher referrals and 38% were parent referrals.
  4. Early Intervention data 2007-2008 indicates that out of 21 African American students in grades K-5 who received early intervention services only 5 were referred, evaluated and placed. Early intervention data from 2008-2009 indicates that out of 23 African American students in grades K-5 who received early intervention services only 7 were referred, evaluated and placed in special education. Early Intervention data from 2009-2010 indicates that out of 23 African American students in grades K-5 who received early interventions 5 were referred, evaluated and placed in special education.

Goal: DECREASE THE RELATIVE PROPORTION OF AFRICAN AMERICAN TO CAUCASIAN STUDENTS RECEIVING SPECIAL SERVICES.

Benchmark: WJHS WILL REDUCE THE RELATIVE PROPORTION OF AFRICAN AMERICAN STUDENTS AND CAUCASIAN STUDENTS RECEIVING SPECIAL EDUCATION SERVICES TO WITHIN ONE STANDARD DEVIATION OF THE STATE AVERAGE BY THE END OF THE 2011-2012 SCHOOL YEAR.

Intervention: Barton Reading and Spelling strategies will be used in grades 6-8 for those students identified as at-risk in literacy to prevent referral and placement of students in special education.

Scientific Based Research: 1. Benton School District-Benton, Arkansas. Intensive Reading Intervention Report for the School Year

2006-2007. 2. <http://www.bartonreading.com/research2.html> Significant Gains Demonstrated in Reading after Utilizing the Barton Reading & Spelling Program. Campbell, D. & Nobsisch, T. June 2009. 3. [www.dys-add.com/FloridaCampbellStudy.pdf](http://www.dys-add.com/FloridaCampbellStudy.pdf) Components of Effective Reading Instruction. Spear-Swerling, L. (2005). [www.idonline.org/article](http://www.idonline.org/article)

Actions	Person Responsible	Timeline	Resources	Source of Funds
3. Consultation services will be provided during the school year. Subs will be hired, materials purchased, and expenses paid through ARRA STIMULUS FUNDS. Action Type: Professional Development Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
5. Students will be identified using previous year's data and current DIBELS testing to determine what tier of intervention is needed to address deficits. Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
2. Student progress will be monitored for the effectiveness of the Barton Reading and Spelling interventions with the Barton Assessment as students progress through the program by teachers trained in the Barton Program. Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
6. Students in grades 6-8 who are identified as at risk in literacy will be provided early intervention literacy skill with the Barton Program one period daily at the Wynne Junior High School by a highly qualified teacher who has been trained in the Barton method. Federal government stimulus funds will be used. Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Co-Teaching will be implemented at the Junior High School to provide more support for those students who are identified as at-risk and to prevent the referral and placement of students in special education.

Scientific Based Research: 1. Teaching Exceptional Children. Benefits of Co-Teaching in Secondary Mathematics Classes. Magiera, K., Smith, C., Zigmond, N., Gebauer, K. (Jan/Feb 2005) vol. 34 no.3. 2. Tips and Strategies for Co-Teaching at the Secondary Level. Murawski, W. & Dieker, L. Teaching Exceptional Children. Vol. 36 no. 5 (2004). 3. Leading In A Culture of Change. Fullan, M. (2001) 4. Co-Instructing at the Secondary Level: Strategies for Success. Rice, N., Drame, E., Owens, L. & Frattura, E. Teaching Exceptional Children. Vol. 39. No. 6.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The Co-Teaching method to will continued to be used in a 7th and 8th grade math class and a 7th and 8th grade English class in the 2010-2011 Action Type: Professional Development Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
3. Students will be monitored for progress using the DIBELS in Literacy and TLI Interim Assessments in Literacy and Mathematics. Action Type: Program Evaluation Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
4. Consultation services will be provided during the school year at Wynne Junior High School. Staff will attend additional training out of district on Co-Teaching. Subs will be hired and expenses paid through ARRA FUNDS. Action Type: Professional Development Action Type: Special Education	David Stepp, Principal; Glenda Vance - Special Education Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
5. Teachers will be sent to additional professional development on Co-Teaching at the Crowley's Ridge CO/OP, in state workshops, out of state conferences, and receive in-house training from highly qualified trainers. Subs will be hired and expenses paid from ARRA STIMULUS FUNDS Action Type: Professional Development Action Type: Special Education	David Stepp, Principal; Glenda Vance - Special Education District Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
2. Additional in house training will be provided for the Co-Teaching Model during the school year. Subs will be hired, materials purchased and expenses paid through Local and ARRA STIMULUS FUNDS Action Type: Professional Development Action Type: Special Education	David Stepp, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Total Budget:	\$0
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• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adair Kirk	teacher	Literacy
Classroom Teacher	Allison Parker	teacher	Mathematics
Classroom Teacher	Amber Whitaker	Teacher	Safe and Drug Free School
Classroom Teacher	April Smith	teacher	Health and Wellness
Classroom Teacher	Chrissy Craig	teacher	Science
Classroom Teacher	Cindy Lumley	Teacher	Science
Classroom Teacher	Clark McBride	teacher	Parental Involvement
Classroom Teacher	Connie Britton	teacher,	Literacy; Parental Involvement
Classroom Teacher	Debbie Sorrels	teacher	Safe and Drug Free School
Classroom Teacher	Derrek Aynes	teacher	Science
Classroom Teacher	Holly Campbell	Chairman	Literacy
Classroom Teacher	Holly Melton	Teacher	Literacy
Classroom Teacher	Jamie Mangrum	teacher	Safe and Drug Free School
Classroom Teacher	Jarrold Bailey	teacher	Safe and Drug Free School
Classroom Teacher	Jennifer Schmitz	teacher	Mathematics
Classroom Teacher	JoAnn Bassham	teacher	Literacy
Classroom Teacher	Joni Williams	teacher	Health and Wellness
Classroom Teacher	Josh Pagan	Teacher	Safe and Drug Free School
Classroom Teacher	Judy Hagler	teacher	Mathematics
Classroom Teacher	Kara Doss	Teacher	Literacy
Classroom Teacher	Kathy Emerson	Teacher	Parental Involvement
Classroom Teacher	Katie Moore	teacher	Literacy
Classroom Teacher	Kelly Vaught	teacher	Parental Involvement
Classroom Teacher	Kristy Marrs	Chair	Mathematics
Classroom Teacher	Laura Byassee	teacher;	Mathematics
Classroom Teacher	Laura Owens	teacher	Literacy
Classroom Teacher	Lesia Hicks	teacher	Health and Wellness
Classroom Teacher	Lori Cothorn	Teacher; Parent Facilitator	Parental Involvement
Classroom Teacher	Lynne Clayton	teacher	Mathematics
Classroom Teacher	Mari Porter	teacher	Literacy
Classroom Teacher	Marilyn Johnson	teacher	Mathematics
Classroom Teacher	Mary Bob Hay	teacher	Safe and Drug Free School
Classroom Teacher	Mary Mays	Teacher	Parental Involvement
Classroom Teacher	Melissa Gahr	teacher	Parental Involvement
Classroom Teacher	Nick Wooster	teacher	Health and Wellness
Classroom Teacher	Rachel Houston	teacher	Literacy
Classroom Teacher	Renee Coffey	teacher	Mathematics
Classroom Teacher	Robin Bethell	teacher	Mathematics
Classroom Teacher	Saldoph Russell	Teacher	Safe and Drug Free School
Classroom Teacher	Scott Davis	Teacher	Health and Wellness
Classroom Teacher	Sharon Hunter	teacher	Literacy
Classroom Teacher	Shatavia Robinson	teacher	Science
Classroom Teacher	Sherman Washington	teacher	Science
Classroom Teacher	Susan Gilbert	teacher	Health and Wellness
Classroom Teacher	Trent Haynes	teacher	Parental Involvement
Classroom Teacher	Vanessa Pribble	teacher	Science
Classroom Teacher	Wendy Stafford	Teacher	Safe and Drug Free School

Classroom Teacher	Zane Sturm	teacher	Parental Involvement
Community Representative	Holly Jarrett	PTSA President	Parental Involvement
Community Representative	Michael Hinton	School Resource Officer	Safe and Drug Free School
District-Level Professional	Bundy Hickey	Literacy Coach	Literacy
District-Level Professional	Sharon Sisk	Math Coach	Mathematics
District-Level Professional	Sherry Breckenridge	District Parent Coordinator	Parental Involvement
Non-Classroom Professional Staff	Laura Fowler	counselor	Safe and Drug Free School
Non-Classroom Professional Staff	Robbie Roach	Dean of Students	Mathematics, Literacy, Safe and Drug Free Schools, Parental Involvement
Non-Classroom Professional Staff	Tammie Warren	librarian	Parental Involvement
Non-Classroom Professional Staff	Terri Everett	counselor	Health and Wellness
Non-Classroom Professional Staff	Valerie Marr	Migrate Worker	Parental Involvement
Parent	Jay Caldwell	Alumni	Parental Involvement
Parent	Kelly Devazier	Alumni	Parental Involvement
Parent	Kim Vines	Parent	Parental Involvement
Parent	Leigh Trail	Parent	Parental Involvement
Parent	Sherry Jumper	parent	Parental Involvement
Principal	Blake Marsh	Assistant Principal	Mathematics, Literacy, Safe and Drug Free Schools, Parental Involvement
Principal	David Stepp	Principal	Mathematics, Literacy, Safe and Drug Free Schools, Parental Involvement