



School Plan

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LINCOLN MIDDLE ACADEMY OF EXCELLENCE

Arkansas Comprehensive School Improvement Plan

2013-2014

Lincoln Middle Academy of Excellence

Arkansas Consolidated School Improvement Process

Lincoln Middle Academy of Excellence will use research-based instructional strategies to provide opportunities for enrichment and accelerated achievement in literacy, mathematics, and science. We will strive to meet the needs of the whole child and maximize parental involvement and preparation for college and career readiness by providing a safe and orderly environment where students can achieve proficiency in these academic areas.

Grade Span: 5-6

Title I: Title I Schoolwide

School Improvement: SI_4

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Priority 1: Improve Mathematics skills.

Goal: To improve students' mathematical problem-solving skills and ability to respond to multiple choice and open response items. Sixth grade will have an emphasis on geometry and measurement in multiple choice and geometry and data analysis in open response. Fifth grade

will have an emphasis on geometry in multiple choice and geometry and data analysis in open response. In measurement there will be an emphasis on perimeter and area, and making conversions. In data analysis, students' will improve in interpreting data, such as mean, median and mode and using inference when reading a graph. In geometry, students will improve in transformations, plotting points, to draw, identify, and classify a figure, nets for cubes, and congruent figures.

Priority 2: Improve literacy skills

Goal: To improve students' reading comprehension strategies with an emphasis on analyzing information from the text, drawing inferences from the text, close reading, and to improve their ability to respond to writing multiple choice items and open response items in literary, content, and practical passages.

Priority 3: Wellness

Goal: The Lincoln Middle Academy Of Excellence will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 4: Charter School

Goal: The Lincoln Middle Academy of Excellence will use a schoolwide interdisciplinary approach for instruction in literacy, mathematics, and science. The goal is to produce high academic achievement in a high-poverty school by using monthly curriculum modules, periodic assessment, frequent communication and involvement of parents, instructional/leadership coaching, academic and conduct rewards, and a safe and orderly environment.

Priority 5: Targeted Improvement Plan

Goal: LMAE will strengthen teacher and leader practices, ensure school wide focus on increasing student's reading comprehension, provide opportunities for parents/community participation in ways that foster college and career readiness, and continue to provide focused instruction in the tested areas to ensure that students reach their maximum potential. LMAE will ensure that all students and students with disabilities meet the Math and Literacy AMOs in 2015.

Priority 1: All students will improve mathematics skills.

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| Supporting Data: | <ol style="list-style-type: none"> 1. SCHOOLWIDE: NEEDS ASSESSMENT For the 2013 year in Mathematics relect 43% proficient in the combined population, 41% African American, 51% Caucasian, 43% Economically Disadvantaged and 9% Students with Disabilities. For the 2012 year in Mathematics reflect 42% proficient in the combined population, 49% African American, 53.5% Caucasian, 42% Economically Disadvantaged and 8.5% Students with Disabilities. Hispanic and EL did not meet the "n" number. The math benchmark data for 2013 indicates that Geometry for both fifth and sixth grade is LMAE's weakest strand. An analysis of benchmark data in this strand shows trends for fifth and sixth grade. Sixth Grade also shows weakness in Measurement in the perimeter and area. We looked at the lowest skills and found for Fifth Grade to be draw and identify 2D patterns, nets for cubes, transformations and congruent figures. Sixth Grade weakest skills in Geometry to be transformations, plotting points and draw, identify, classify a figure. Benchmark data also indicates that our students are not scoring proficient on the open response items in all strands. The average open response score on each strand out of a total of 8 points are: Strand Average Open Response Score Numbers and Operations 2 (25%) Algebra 3 (38%) Geometry 1.5 (19%) Measurement 2.5 (31%) Data Analysis and Probability 1.5 (19%) 2. An analysis of the 2010-2011 5-6 NRT data concludes that the students' weakest areas are Data Interpretations, and Measurement which all involve problem solving. This was consistent with the 2011 Benchmark. 3. After analyzing the data from the Benchmark, NRT, the data concludes that students' greatest weaknesses are in Geometry and Measurement for both grades. The results conclude the need for instruction for mastery on |
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transformations, plotting points and draw, identify, classify a figure in Geometry for Sixth Grade. Fifth Grade needs for Geometry are draw and identify 2D patterns, nets for cubes, transformations, and congruent figures. Both grades show needs in Measurement on perimeter and area. The results also conclude the need for engaging activities, using math manipulatives, engaging math games, problem solving involving higher order thinking skills, and high yield teaching strategies. Based on this data, teachers will need ongoing job embedded professional development that focuses on standards based lessons that engage the students in the mathematical concepts (including the weak areas), incorporate higher order thinking skills and best instructional strategies. Teachers will also need more professional development on analyzing student work and using data to guide instruction. Throughout the past year, teachers took part in professional development in the use of high yield strategies for classrooms. Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement by Marzano was the basis for this professional development. Strategies were discussed and modeled for the teachers. This year on-going Classroom Walk Throughs will be conducted to see that these strategies are being effectively implemented in the classroom. Time has been set aside for weekly 90 minute teacher team meetings in order for our math teachers and instructional facilitator to meet as a group to discuss any math issues. Pre/ Post-test, BMQQ, and POW data will be used, remediation strategies will be discussed and plans will be made to address specific areas of concern.

4. Attendance Rate: In 2009, the attendance rate for the school was 91.1%. In 2010, the attendance rate for the school was 93.3%. In 2011 the attendance rate was 93.5%. in 2012 the attendance rate was 95%.

Goal	To improve students' mathematical problem-solving skills and ability to respond to multiple choice and open response items. Sixth grade will have an emphasis on geometry and measurement in multiple choice and geometry and data analysis in open response. Fifth grade will have an emphasis on geometry in multiple choice and geometry and data analysis in open response. In measurement there will be an emphasis on perimeter and area, and making conversions. In data analysis, students' will improve in interpreting data, such as mean, median and mode and using inference when reading a graph. In geometry, students will improve in transformations, plotting points, to draw, identify, and classify a figure, nets for cubes, and congruent figures.
Benchmark	Lincoln Middle Academy of Excellence is identified as a school in need of improvement in Math for the 2013-2014 school year. The All Students Group, the Targeted Achievement Gap Group (TAGG), and the ESEA Subgroups of African American, White, Economically Disadvantaged, and Students with Disabilities did not meet the 2013 Performance and Growth Targets. It is expected that the All Students Group will meet or exceed the 2014 math performance target of 63.41% and the growth target of 58.43% , the Targeted Achievement Gap Group performance target of 63.41% and growth target of 58.43%, the African American subgroup performance target of 59.02% and the growth target of 48.03%, the Caucasian subgroup performance target of 81.71% and the growth target of 80.77%, the Economically Disadvantaged subgroup performance target of 63.41% and the growth target of 58.43%, and the Students with Disabilities subgroup performance target of 45.69% and the growth target of 42.19%. The subgroups of Hispanic and English Learners did not meet the "n" number to be counted as subgroups.

Intervention: SCHOOLWIDE REFORM STRATEGIES: Implement Standards Based Math.				
Scientific Based Research: About Teaching Mathematics: A K-8 Resource, Third Edition. Burns, Marilyn. Math Solution Publications. 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

COORDINATION AND INTEGRATION: Title IIA funds will be used to hire one Instructional Facilitator (1 FTE) to work with classroom teachers as a mentor on best practices. The Instructional Facilitator will work with classroom teachers on developing lessons for best practices. This person will help monitor students achievement on target tests given throughout the school year. This person will help teachers to move all students (including special education students) to proficiency. The Instructional Facilitator will work with students for extra support in and outside of the regular classroom. Title I funds will be used to provide training in the areas of math. (Susan Lindsey) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	Title II-A - Employee \$13548.00 Benefits: Title II-A - Employee \$53038.00 Salaries: ACTION BUDGET: \$66586
SCHOOLWIDE PROFESSIONAL DEVELOPMENT: Title I funds will be used for LMAE staff to attend GREC trainings, E2E trainings, eDoctrina trainings, ABC training, and/or conferences such as the National Middle School Conference, NCTM, Middle Level Conference, and or Charter School Conference to provide the opportunity for staff to address their professional growth needs. Administrators, coaches, and/or teachers will attend the conference. Staff will participate in sessions that will update their content knowledge, increase the strategies/skills needed to enhance classroom instruction and that address the areas of need in math. Strategies learned at any sessions will be shared with the staff during team meetings or faculty/curriculum meetings in order to enhance the professional practice of all teachers to improve student achievement. Substitutes, contracted through SubTeach USA, will be hired for teachers to attend conferences and trainings. Registration, travel and other expenses will be paid from these funds. Action Type: Professional Development	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	Title I - Purchased Services: \$3500.00 ACTION BUDGET: \$3500

Action Type: Title I Schoolwide				
SCHOOLWIDE PROFESSIONAL DEVELOPMENT: Title I funds will be used for curriculum unit development workshops to be conducted with all teachers, including special education teachers, with the emphasis being placed upon the use of instructional strategies that incorporate higher-order thinking skills and student learning activities into the math curriculum. Stipends will be paid for teachers to attend after regular school hours. Funds will be used to purchase materials and supplies such as math resource books, chart tablets, notebooks, binders, manipulatives, etc. that are necessary for the professional development and classroom implementation. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	- District Staff - Teachers	Title I - Employee \$1880.00 Benefits: Title I - Employee \$7800.00 Salaries: Title I - Materials & Supplies: \$5203.00 ACTION BUDGET: \$14883
SCHOOLWIDE COLLABORATION: Special Ed. teachers and regular ed. teachers will work together to provide all students with modifications and ways to be successful in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Annette Wilson	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
Student Academic Improvement plans will be written on all students below proficient on the Benchmark Exam. These plans will be written with the teacher, parent and students being involved. Students who are below proficient will receive individualized instruction, small group remediation, extra computer time to work on skills they were not proficient in and extra support materials sent home. Evaluation of student performance will be conducted on a four to five week schedule. Unit Post-tests will be used to evaluate students' progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Karen Barton	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$

COORDINATION/INTEGRATION and INTEGRATION OF PROGRAMS/SERVICES: The past 2 years the district has used target testing from Arkansas Target Interim Assessment Project. They provided target assessments based on the 5th & 6th grade Benchmark Exams and aligned with the schools curriculum and pacing guides. The tests were scored by PCG for the Instructional Facilitator and classroom teachers to analyze and provide extra remediation for any student falling below proficient on the target assessments. An analysis of the data from the past 2 years concludes that the weakest areas in multiple choice for LMAE students are in Geometry and Measurement for both grades. The data also showed that open response items tend to be the weakest area overall for our students. This is consistent with the Benchmark data. Due to cost, the move to CCSS, and the implementation of teacher-made units, the district will use pre & post tests designed by Facilitators and teachers. These assessments will be based on the CCSS alignment. The tests will be administered online and scored through eDoctrina for the Instructional Facilitator and classroom teachers to analyze and provide extra remediation for any student falling below proficient on the assessments. Baseline data will be gathered during the 2013-2014 school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
The LMAE Improvement plan is based on a comprehensive needs assessment. The plan incorporates the required components of a schoolwide plan. Each required component is embedded throughout the data analysis, interventions and/or actions. The plan is reviewed and revised annually. Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: \$

			Title Teachers	
All teachers have been involved in curriculum mapping and alignment, allowing the gaps and repeats to be identified. Curriculum document/pacing guides correlating instruction to the Common Core Standards have been developed. Teachers will use the curriculum/pacing guides to document student learning expectations in their lesson plans. During the 2013-2014 school year the alignment process will continue to be utilized in the on-going curriculum revisions. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Title I funds will be used to provide a district after school benchmark camp two days a week at Lincoln Middle Academy of Excellence for 16 days first semester and 16 days second semester lasting 2 hours each day. The purpose of the program is for teachers to provide additional instruction for specific students who are at risk of not achieving academic proficiency and to help reinforce and provide extra time needed for students to become proficient in skills needed for the state mandated assessments. Students requiring additional intervention will be invited to attend. Students will be invited based on the following criteria: 1) student grades 2) CRT scores 3) results of the most recent literacy interim assessment and 4) teacher observation. Pre/post test (DRA) will be used to evaluate the success of the program. A district instructional specialist, one (1) site coordinators, up to four teachers (4) and one (1) paraprofessional will be hired as needed to implement the program at Lincoln Middle Academy of Excellence. Materials and supplies will be purchased to support the program. Title I and NSLA funds will be used to provide transportation and snacks. The funds are budgeted in the district plan. Student DRA assessments were used as the pre and post assessments for the students in grades 5-6. Of the approximately 50	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$

students attending the program, a growth/gain (or scores remaining the same) of 100% was made from the beginning-of-the-year to the end-of-the year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education				
Title I funds will be used to purchase calculators and batteries needed to run the calculators so the teachers can provide students with opportunities for the use of calculators within the higher-order thinking skills math instruction. Batteries will also be purchased for CPS remotes used to gain instant data to ensure student mastery. Action Type: Technology Inclusion	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	District Staff	Title I - Materials & \$5000.00 Supplies: ACTION BUDGET: \$5000
Teachers will implement instructional strategies that focus on the use of problem-solving skills in solving open-response questions. Student progress will be monitored through the administration of tests based upon the released items of the Benchmark exam. Any student (including special education) not meeting proficiency on this test will receive extra support. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	- District Staff - Performance Assessments	ACTION BUDGET: \$
All beginning teachers will be mentored by a certified teacher who has been through the Pathwise training. Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
COORDINATION/INTEGRATION: Title VI State funds and technology funds will be used for the Forrest City School District to purchase instructional technology materials needed to support student achievement. Items such as scanners for the use of transferring instructional materials to the smartboard, CPS systems for an instant way to help teachers ensure students have mastered the skills	Tom Darnell	Start: 07/01/2013 End: 06/30/2014	District Staff	Title VI State - \$1907.00 Materials & Supplies: ACTION \$1907

being presented, smartboards to present instruction, calculators, batteries, and headphones will be purchased. Additional funds are budgeted in the district ACSIP. Action Type: Technology Inclusion				BUDGET:
SCHOOLWIDE HIGHLY QUALIFIED: The Forrest City School District will recruit and maintain highly qualified teachers. Members of the Forrest City School District will attend meetings on ways to recruit and maintain highly qualified teachers. Staff members will attend teacher recruitment across the state. The district will work to retain these teachers by keeping salaries competitive, training teachers on academic initiatives, classroom management techniques and instructional techniques to ensure all students receive instruction by highly qualified teachers. Action Type: Title I Schoolwide	Joye Hughes	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Consumable materials and general supplies such as laminating film, construction paper, headphones, etc. will be used to support the standards based math program at LMAE. Action Type: Title I Schoolwide	Judy Murray, Title I Secretary	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Central Office - District Staff	ACTION BUDGET: \$
SCHOOLWIDE COLLABORATION: The Forrest City School District conducted a peer review of the Lincoln Middle Academy of Excellence's ACSIP Tuesday, September 24, 2013. A team made up of teachers and/or instructional facilitators from each school reviewed a partner school's ACSIP. An approval rubric was completed for each plan and submitted to the district office. If necessary, after the peer review process, Lincoln Middle Academy of Excellence was required to make revisions to its ACSIP. Although the ACSIP is written for the fiscal year 2011-2012, the school is adopting the plan as a two-year plan. Action Type: Collaboration Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Books and resources purchased with Title I funds will be in a professional library. These resources will be available in the instructional facilitators room for teachers to check	Susan Lindsey	Start: 07/01/2013 End:	Administrative Staff	ACTION BUDGET: \$

out as needed. These resources will be used for model lessons and professional development during team meetings. Action Type: Professional Development Action Type: Title I Schoolwide		06/30/2014	Teachers	
The principal and assistant principal will use iPads when conducting classroom walk throughs in all subject areas. Based on data compiled from CWTs, the Leadership Team will reflect on the data and translate that information into action steps in response to what the current trends and patterns reflect. If necessary, more professional development opportunities may be provided for teachers. The team will also determine the support necessary for the implementation of the action steps. As the action plan is implemented, continuing CWTs will be used to monitor the success of the action plan. This will be a continuing cycle throughout the school year. Using baseline data collected throughout the 2011-2012 school year it was determined that strengths were in the areas of Focusing on Curriculum (91%) and Learning Objectives Evident to the Students (82%). The data also shows weakest areas to be Teaching in Whole Groups (55%), Small Group (18%), and Pairs (6%). This shows the need to decrease the Whole Group instruction and increase Small Group and Pair instruction. In order to achieve this, strategies were discussed during weekly Study Group meetings and were modeled in classrooms as needed. Continuing CWTs were used to monitor the implementation of small group or paired instruction during the 2012-2013 school year. The end of year data reveals that Whole Group instruction declined from 55% to 51%, Small Group instruction remained at 18%, and Paired Instruction rose from 6% to 37%. CWTs will continue to be used to monitor the implementation of small group or paired instruction during the 2013-2014 school year. Action Type: Professional Development Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Lincoln teachers will complete a Professional Growth Plan	Shirley Taylor	Start:	Administrative	

and turn it into the principal. This plan will outline professional goals the teacher intends to accomplish, activities designed to meet those goals, and a review of goal accomplishments. The teacher and principal will meet to review those goals near the end of the school year. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation		07/01/2013 End: 06/30/2014	Staff Teachers	ACTION BUDGET: \$
Materials and supplies to support classroom teachers will be purchased using NSLA funds. Action Type: Equity	ShirleyTaylor	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
An Apperson Scanning Computer System is located in the Math Facilitator's office. This system enables data to be collected and assessed from interim and common, teacher made assessments. Action Type: Professional Development	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Title 1 funds will be used to provide a three week Summer Enrichment Program for grades 5-6. Students who require additional intervention will attend the summer camp. Title I funds will employee teachers (6) and a site coordinator (1). Pre/post tests will be used to evaluate the success of the program. Materials and supplies will be purchased to support the program. Title I funds will be used to provide transportation and food services. The funds for the summer school program are budgeted in the district's ACSIP. Students attending the Kool Kids Blitz Summer School Program at Lincoln Middle Academy of Excellence were given the DRA assessment and there was a growth/gain of 65% for the twenty-six students that were tested. Action Type: Collaboration Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Title I funds will be used to purchase the web based program IXL Math. This program offers practice skills designed to develop students' basic arithmetic skills, offers real-world problems, has a variety of question	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & \$2050.00 Supplies:

types, and has a built in assessment system that assesses student understanding on an ongoing basis. Teachers will be able to take students to the computer lab or check out one of the mobile labs in order for their students to access the program. This program will also be accessible at home for every Lincoln student. Baseline data will be collected during the 2013-2014 school year. Materials and supplies for cleaning and sanitizing computers and keyboards will be purchased. Title I funds will be used to purchase headphones complete with microphones for the computer labs. These headphones will be used to integrate technology into the classroom. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide				Title I - Purchased Services: \$2500.00 ACTION BUDGET: \$4550
Title I funds will be used to purchase materials for teachers to use to make anchor charts to support instruction in math/science classes.	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Teachers - Teaching Aids	Title I - Materials & Supplies: \$750.00 ACTION BUDGET: \$750
Title 1 funds will be used for math trainings to plan strategies that will improve student achievement. Trainings will be conducted by the math facilitator, E2E content specialist, or by the GREC math specialist. Title 1 funds will be used to hire substitutes, through SubTeach USA, in order for teachers to attend trainings. Action Type: Professional Development	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Outside Consultants - Teachers	Title I - Purchased Services: \$2520.00 ACTION BUDGET: \$2520
All teachers have a Standards Based Bulletin Board in their classroom. This bulletin board will have examples of recent student work that meets or exceeds the standards for a particular CCSS. Examples of work that is working towards the standard will also be displayed. Teachers will give written feedback to the students by attaching post-it notes to the papers. These bulletin boards will be changed frequently and will be checked during focus	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

walks conducted by the principal, assistant principal, or instructional facilitators.				
Title 1 funds will be used to support all math programs. Materials and supplies such as ink and paper needed for the Risograph and teacher/facilitator developed assessments will be purchased.	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments • Teachers • Teaching Aids	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Title I funds will be used for eDoctrina training for the teachers. Teachers will be trained on how to use the eDoctrina program for assessments and how to access the data reports on the assessments. This training will be provided by the instructional facilitators and will be offered after school hours with stipends paid for those attending. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers	Title I - Employee Benefits: \$408.00 Title I - Employee Salaries: \$1700.00 ACTION BUDGET: \$2108
Total Budget:				\$102804
Intervention: Lincoln Middle Academy of Excellence will implement the turnaround model: Elbow to Elbow Educational Consulting Services (E2E)				
Scientific Based Research: Joyce, B. R., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.; Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research- based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.; Barnes, F., & Miller, M. (2001). Data analysis by walking around. The School Administrator, 58(4), 20-22, 24-25.; Northwest Regional Educational Laboratory. (2005). Teachers learning together: Improving instruction through professional learning teams: A guide for school leaders. Portland, OR : Author.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION/INTEGRATION:The LMAE Leadership team meets weekly. The team was the decision making body and worked to guide the implementation of the America's Choice design. The leadership team and/or math instructional facilitator conducted	Sharesa White	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: \$

focus walks to collect evidence of implementation and to make decisions for teacher meetings and follow-ups. The effectiveness of America's Choice was evaluated using baseline data for SY 2009-2010 consisting of Math Benchmark scores, TLI Math scores, and focus walk data. Our baseline data for 2010 showed a decrease of 3%. We continued to implement the program, expanding it to all classrooms. The 2011 results showed an increase of 5%. The 2012 results showed a decrease of 1.5%. Upon evaluating the effectiveness of the America's Choice model, and seeing a decline in student achievement, the decision was made to select another turnaround model for LMAE. Lincoln Middle Academy of Excellence has chosen Elbow 2 Elbow Educational Consulting Services (E2E) as the turnaround model for the SY 2012-2013. E2E will provide leadership, math, and literacy support and follow-up. Baseline data collected from the 2012-13 Benchmark Assessment reflected that 89 out of 216 fifth grade students scored proficient or advanced in math. Baseline data collected from the 2012-2013 Benchmark Assessment reflected that 89 out of 216 fifth grade students scored proficient or advanced in math. Based on the analyzed data, 41% of fifth grade students achieved the proficient or advanced level in math. Data collected from the 2012-2013 Benchmark Assessment indicated that 97 out of 220 sixth grade students scored proficient or advanced in math. Based on this data, 44% of sixth grade students performed on the proficient or advanced level in math. Baseline data collected from the 2012-2013 Benchmark Assessment revealed that 186 out of 436 fifth and sixth grade students at Lincoln scored proficient or advanced in mathematics, which indicates that 43% of all fifth and sixth grade students performed on the proficient or advanced level on the math assessment. Action Type: Collaboration Action Type: Program Evaluation			Teachers	
E2E consultants will work with teachers of special populations to teach them strategies for increasing student achievement, specifically aimed at reaching their target population. Instructional leaders will be using the Classroom Walkthrough process as the baseline assessment tool that will be used throughout the engagement, along with classroom assessment data to monitor progress. Baseline data using the curriculum unit pre-/post-tests	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Teachers	ACTION BUDGET: \$

will be used to monitor the progress of the Students With Disabilities as well as the combined population. This baseline data will be collected during the 2013-2014 school year. We have set quarterly IMO's to track the progress of these target populations. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide				
Specialists will work elbow to elbow with teachers to assist and support them in implementing Arkansas Common Core State Standards and high yield instructional strategies in lesson design and delivery. E2E specialists will assist with building capacity in instructional facilitators, teachers, support personnel and the principal ensuring educators that are sufficiently trained, supported, and equipped to lead the process of continuous school improvement. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Students will improve literacy skills.

Supporting Data:

1. SCHOOL-WIDE NEEDS ASSESSMENT: For the 2011 year in Literacy, benchmark scores reflect 49.4% Proficient in the combined population, 45.9 percent African American, 64.6 percent Caucasian, 49.4 percent Economically Disadvantaged, and 12.5 percent Students with Disabilities. Hispanic and EL did not meet the "n" number. For the 2012 year in Literacy, Benchmark scores reflect 46.7% Proficient in the combined population, 46.6% African American, 47.7% Caucasian, 45.1% Economically Disadvantaged, and 4.6% Students with Disabilities. Hispanic and LEP did not meet the "n" number. For the 2013 year in Literacy, Benchmark scores reflect 46% Proficient in the combined population, 44% African american, 54% Caucasian, 46.5% Economically Disadvantaged, and 9% Students with Disabilities. Hispanic and LEP did not meet the "n" number. According to 3 year trend data, LMAE students perform weakest in open response items for Literary 50%, Content 51%, and Practical 44%. Another area of concern is Writing multiple choice with 44%.
2. In order to address the weaknesses concluded from the Benchmark data, teachers will be using an integrated reading and writing approach that will allow time for guided reading and more differentiated instruction in the classroom. Students will also receive social studies infused with Literacy through the use of content (informational) reading , historical fiction and writing in response to the learning on the unit of study for social studies. This supports the shift to Common Core State Standards by making literacy a fundamental part of gaining knowledge through other disciplines.
3. An analysis of NRT data concludes that the weakest areas in multiple choice for LMAE students are choosing appropriate

- strategies, vocabulary, making inferences, and using thinking skills. This is consistent with the Benchmark data.
4. Teachers at LMAE have taken part in professional development in the use of high yield strategies for classrooms. Classroom Instruction That Works - Research-Based Strategies for Increasing Student Achievement by Marzano was the basis for this professional development. Strategies were discussed and modeled for the teachers. The current data concludes that teachers will need ongoing job embedded professional development that focuses on which strategy to use in different circumstances to most effectively impact learning. Therefore, the Literacy teachers will view webinars of Dr. Jane Pollock on the use of the GANAG lesson plan format. Literacy teachers will be using a version of the GANAG lesson plan format for their weekly plans. This will aid the teachers in focusing on the high yield strategies that the students will be using in the lessons. This year on going Classroom Walk Throughs will be conducted to see that high yield strategies are being effectively implemented in the classroom and that higher level questioning techniques are being used. Time has been set aside for weekly teacher team meetings in order for the literacy teachers and instructional facilitator to meet as a group to discuss current data and how to use that data to effectively remediate and enrich. Unit pre/post test data will be used and plans will be made to address specific areas of concern.
 5. Attendance Rate: In 2009 the attendance rate for the school was 92.3%. In 2010 the attendance rate for the school was 93.3%. In 2011, the attendance rate for the school was 93.5%. In 2012, the attendance rate for the school was 95%.

Goal To improve students' reading comprehension strategies with an emphasis on analyzing information from the text, drawing inferences from the text, close reading, and to improve their ability to respond to writing multiple choice items and open response items in literary, content, and practical passages.

Benchmark Lincoln Middle Academy of Excellence is identified as a school in need of improvement in Literacy for the 2013-2014 school year. The All Students Group, the Targeted Achievement Gap Group (TAGG), and the ESEA Subgroups of African American, White, Economically Disadvantaged, and Students with Disabilities did not meet the 2013 Performance and Growth Targets. It is expected that the All Students Group will meet or exceed the 2014 literacy performance target of 61.92% and the growth target of 67.26% , the Targeted Achievement Gap Group performance target of 66.15% and growth target of 67.26%, the African American subgroup performance target of 59.22% and the growth target of 65.52%, the Caucasian subgroup performance target of 73.47% and the growth target of 75%, the Economically Disadvantaged subgroup performance target of 61.92% and the growth target of 67.26%, and the Students with Disabilities subgroup performance target of 34.05% and the growth target of 31.25%. The subgroups of Hispanic and English Learners did not meet the "n" number to be counted as subgroups.

Intervention: Implement Parental Involvement within the school.				
Scientific Based Research: Failure is not an option. Blankstein, Alan. Corwin Press. 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
At the beginning of the school year, several Parent Involvement meetings will take place. These meetings will be scheduled at different times to accommodate parents' work schedules. Parents will be given a volunteer selection list to fill out at this time. The parents	Kameisha Davis	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$

will return these to the school and a volunteer resource book will be combined. At this meeting the district's commitment to parental involvement will be discussed. This statement will also be in the school newsletter. The school process for resolving parental concerns will be addressed during this meeting and included in the student handbook. During the school year LMAE will host at least four Parent Involvement meetings. Action Type: Collaboration Action Type: Parental Engagement				
Information packets will be given to each parent at the beginning of the school year. These packets will have information such as: school calendar, building map, staff listing. Action Type: Parental Engagement	Carla Busby	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
SCHOOLWIDE PARENTAL INVOLVEMENT: There is an area set aside in the school library for parenting materials. The parents are encouraged to come in and check out these materials. Parents will be informed of these materials through the school newsletter as well as through parental involvement articles in the local paper. There will be materials for parents to work with their children on skills in the frameworks and tested on the Benchmark exam. There is also an area set aside in the front hall of LMAE for parents who are waiting to speak to teachers or administrators. This area also has materials and resources for parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Kris Renigar & Kameisha Davis	Start: 07/01/2013 End: 06/30/2014	School Library	ACTION BUDGET: \$
Parents will be informed of activities in the community and school relating to responsible parenting. Action Type: Collaboration Action Type: Parental Engagement	Carla Busby & Kameisha Davis	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - District Staff - Teachers	ACTION BUDGET: \$

			Title Teachers	
Tips for how parents can foster their child's success will be sent out through several local businesses. These will be available for all parents. Action Type: Collaboration Action Type: Parental Engagement	Kameisha Davis	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - District Staff - Teachers - Title Teachers	ACTION BUDGET: \$
SCHOOLWIDE PARENTAL INVOLVEMENT: A school/parent compact will be signed by each teacher, parent and students. These are located in the student handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
There will be two parent teacher conferences during 2013-2014 school year. These conferences will be held September 24, 2013 and February 25, 2014. Parents who attend all these meetings will be recognized at our end of year Parent Teacher meeting. Action Type: Parental Engagement	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
A parent newsletter outlining information related to academic school activities, upcoming parent programs, and tips for their child's success will be published and sent to parents throughout the school year. Action Type: Parental Engagement	Sharon McDuffey	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Teachers	ACTION BUDGET: \$
SCHOOLWIDE PARENTAL INVOLVEMENT: All stakeholders will be notified of the Title I Annual Report to the Public. This will be done through various media in the community and notes sent home by students. The meeting will inform parents of the rules governing the Title I program. Parents will be informed of their rights under the law. Parents will be informed of the curriculum used in the school and the different types of assessments used: National, State and District level.	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
Parents will be surveyed in writing to evaluate the effectiveness of the parental involvement plan. They will respond to questions about the academic quality of their child's education, if they feel they are welcomed in their child's school, if they feel they have become more active in their child's school and what they would like to see happen in their child's school to support the school-parent communication line. Baseline data will be collected once surveys are returned. The 2012-2013 data results show 81% agree with the academic quality of their child's education; 94% feel they are welcome in their child's school; 30% feel they are active in their child's school and 52% want to become more active; 22% of parents would like to attend homework assistance workshops; 25% of parents would like to know how to make learning fun; and 20% want training on having a successful conference. Action Type: Parental Engagement Action Type: Program Evaluation	Kameisha Davis	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: \$
SCHOOLWIDE PARENTAL INVOLVEMENT: Parents will receive a letter informing them if their school is in school improvement. It will give an explanation of school improvement, tell why the school has been identified, how the school and district are addressing the problem of low achievement and explain to the parents their options. Action Type: Parental Engagement Action Type: Title I Schoolwide	Maura Lawrence	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: \$
SCHOOLWIDE TRANSITION: Transition from fourth grade to middle school and middle school (6th grade) to Jr. High will be supported by a variety of parent meetings, parent night programs, beginning of the year parent meetings, along with invitations for students and parents to visit the schools. LMAE hosted a "Step Up to Lincoln" night on May 13, 2013. This event was held to give	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$

parents of 4th graders an opportunity to visit the school, receive a copy of the supply list and the "Year at a Glance", and to meet the Lincoln staff. This was attended by approximately 100 parents and students. A similar event will be held in the spring of 2014. Action Type: Equity Action Type: Title I Schoolwide				
Parents at LMAE will be encouraged to become involved with the Parent Teacher Organization. Meetings are held throughout the school year. Action Type: Parental Engagement	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
COORDINATION/INTEGRATION: NSLA funds will be used to pay one teacher a stipend for being the school parental involvement facilitator. This teacher will work extended time conducting workshops, planning activities and getting information in order for parents. Action Type: Parental Engagement	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • District Staff	NSLA (State-281) \$2500.00 - Employee Salaries: NSLA (State-281) \$547.00 - Employee Benefits: ACTION BUDGET: \$3047
Parents will be invited to a meeting where the Instructional Facilitators will provide assistance to parents in understanding how to monitor a child's progress using the standards and academic assessments. Other support for parental involvement activities will be provided as parents may request. Action Type: Parental Engagement	Claire Dearing and Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
The parent facilitator will have a parent meeting to provide instruction and tips to parents on how to incorporate developmentally appropriate learning activities in the home. Action Type: Parental Engagement	Carla Busby	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
The Title 1 parent coordinator for the District will be	Kameshia Davis	Start:		

invited to a Professional Learning Community meeting in order to educate teachers, principals and other staff in the importance of effective communication, value and utility of contributions of parents. Action Type: Parental Engagement		07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The Title One Department will hire one Parent Involvement Coordinator (1 FTE) to oversee the Title I Parent Center and to ensure effective parental involvement activities are conducted in the Lincoln Middle Academy of Excellence. The Parent Involvement Coordinator will ensure that the school builds parental capacity for involvement by: Providing assistance to parents in understanding content on how to monitor a child's progress including standards and academic assessments; Providing materials and training to help parents work with their children to improve academic achievement; Educating teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents; Coordinating and integrating parent involvement programs and activities; Ensuring that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and Providing other reasonable support for parental involvement activities as parents may request. The Parent Coordinator, paraprofessionals, and parents will attend parent workshops and conferences as they become available throughout the year. Travel and expenses will be paid and materials will be purchased to train and assist parents who are working with their children in language arts and math skills. The salary and benefits (.20 FTE) for this position is budgeted in the Lincoln Middle Academy of Excellence's ACSIP and the materials/supplies, travel and expenses are budgeted in the district ACSIP. (This meets the Title I requirement that 1% of the Title I Allotment be spent on parent involvement and is supplemental to state requirement.) One certified teacher will be hired part time by the district to facilitate parental involvement activities and	Joye Hughes, Interim Superintendent	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	Title I - Employee \$7065.00 Salaries: Title I - Employee \$1925.00 Benefits: ACTION BUDGET: \$8990

oversee the Parent Center in the school. The teacher will be paid a stipend by the district. Action Type: Parental Engagement				
Total Budget:				\$12037
Intervention: SCHOOLWIDE REFORM STRATEGIES: Lincoln Middle Academy of Excellence will implement a Comprehensive Literacy approach.				
Scientific Based Research: Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Southern Regional Education Board. 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title 1 funds will be used to purchase materials and supplies such as chart tablets, index cards, sentence strips, notebooks, binders, etc needed to support the Instructional Facilitator and classroom teachers in implementing best practices. Action Type: Collaboration Action Type: Title I Schoolwide	C. Dearing	Start: 07/01/2013 End: 06/30/2014	Teaching Aids	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Academic Improvement Plans will be written on all students below proficient on the Benchmark Exam. These students will receive individualized instruction, small group remediation, extra computer time,intensive targeted interventions, and extra support. Six unit pre-post tests will be given throughout the year to monitor student progress. Action Type: AIP/IRI Action Type: Parental Engagement	Karen Barton	Start: 07/01/2013 End: 06/30/2014	- Performance Assessments - Teachers	ACTION BUDGET: \$
Teachers trained in Literacy Lab will continue to implement strategies in the classroom. Through Lit Lab students will have more exposure to quality literature. In order to expose the students to more literature, all students will participate in the Accelerated Reader program; therefore, they will become better readers and better writers. The AR program is used to enhance techniques that are a part of the Lit Lab. When students complete a book, they will take an online AR comprehension test scoring at least 80% for mastery. Due to building construction	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Teachers	Title I - Purchased Services: \$2500.00 Title I - Materials & Supplies: \$1100.00 ACTION BUDGET: \$3600

during the 2010-2011 school year the program did not begin until January. Therefore, the data is only for a 4 month period. 67% of sixth graders showed growth and 78% of fifth graders showed growth. No data was available for 2011-2012 due to technology issues in the building. During the 2012-2013 school year, 79% of 5th graders improved their Independent Reading Level (IRL). 70% of 6th graders showed an improvement in IRL. LMAE currently has one teacher and the principal participating in Literacy Lab. Title I funds will be used for registration, travel and to hire substitutes, through SubTeach USA, in order for them to attend the trainings. Title I funds will also be used to purchase professional texts and instructional materials. Action Type: Program Evaluation Action Type: Title I Schoolwide				
SCHOOLWIDE PROFESSIONAL DEVELOPMENT: Title I funds will be used for curriculum development workshops to be conducted with all teachers, including encore teachers, with the emphasis being placed upon ways the encore classes can support the literacy curriculum units of instruction. Stipends will be paid in order for teachers to attend this training after regular school hours. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff	Title I - Employee Benefits: \$216.00 Title I - Employee Salaries: \$900.00 ACTION BUDGET: \$1116
SCHOOLWIDE PROFESSIONAL DEVELOPMENT: Title I funds will be used for Lincoln staff members to attend ABC trainings, GREC trainings, E2E trainings, and/or conferences; such as state, regional or national conferences, in order to address their professional growth needs. Staff members may also attend the Arkansas Charter School conference and participate in sessions that will help them implement high yield strategies in the charter school setting. Staff will participate in sessions that will update their content	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	Title I - Purchased Services: \$3500.00 ACTION BUDGET: \$3500

knowledge, increase the strategies/skills needed to enhance classroom instruction and that address the areas of need in reading. Strategies learned at any sessions will be shared with the staff during team meetings or faculty/curriculum meetings in order to enhance the delivery of classroom instruction of all teachers to improve student achievement. Substitutes, contracted through SubTeach USA, will be hired for teachers to attend conferences and trainings. Registration, travel and other expenses will be paid from these funds. Action Type: Professional Development Action Type: Title I Schoolwide				
Title I funds will be used to support all reading programs. Materials and supplies such as ink and paper needed for the risograph and teacher/facilitator developed assessments will be purchased. Action Type: Alignment Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
The Lincoln Middle Academy of Excellence Improvement plan is based on a comprehensive needs assessment. The plan incorporates the required components of a school wide plan. Each required component is embedded throughout the data analysis, interventions and/or actions. The plan is reviewed and revised annually. Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: \$
Unit pre & post tests will be used to monitor student achievement. These assessments will be designed to meet the rigor of CCSS. Teachers will use the data from these tests to plan instruction focusing on skills that are between 30%-70% for small group remediation and those below 30% for whole class instruction. Once students take the assessments, those students not meeting proficiency will receive small group remediation.	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Collaboration				
Title I funds will be used for a Title I Paraprofessional (1.0 FTE) to be hired to assist with the AR program. The AR Coordinator will facilitate the implementation of the Accelerated Reader program and the paraprofessional will work under her guidance. The paraprofessional will also assist with classroom instruction under the direction of the classroom teacher. Title 1 funds, if available, will be used to purchase materials, such as AR quizzes, to support the implementation of the Accelerated Reader program. Software support will be purchased, if funds are available, for the AR program and the STAR program which is used with the AR program for testing. We evaluate this program through the use of diagnostic reports. This program is used to increase students' reading ability and comprehension skills. All students participate in this program. Students must score at least 80% on each quiz. During the 2009-10 school year 93% of the fifth graders showed growth and 96% of the sixth graders showed growth. In 2010-11 78% of fifth graders showed growth and 67% of sixth graders showed growth. Due to technology issues we were not able to access the data to evaluate this program for 2011-2012. 2012-2013 data showed that 79% of 5th graders and 70% of 6th graders showed growth in their IRL. This process will continue to be used to evaluate the program during the 2013-2014 school year.(Cathy Coats) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	- Central Office - District Staff - School Library - Teachers	Title I - Employee Salaries: \$20076.00 Title I - Employee Benefits: \$6247.00 ACTION BUDGET: \$26323
Title I funds will be used for technical support and subscription renewal contracted through Reading	Judy Murray	Start: 07/01/2013	District Staff	Title I - Purchased \$5324.00

Renaissance to support the AR program. We will also purchase the STAR Reading online program with these funds. Action Type: Technology Inclusion		End: 06/30/2014		Services: ACTION BUDGET: \$5324
Title I funds will be used to provide a district after school benchmark camp two days a week at Lincoln Middle Academy of Excellence for 16 days first semester and 16 days second semester lasting 2 hours each day. The purpose of the program is for teachers to provide additional instruction for specific students who are at risk of not achieving academic proficiency and to help reinforce and provide extra time needed for students to become proficient in skills needed for the state mandated assessments. Students requiring additional intervention will be invited to attend. Students will be invited based on the following criteria: 1) student grades 2) CRT scores 3) results of the most recent literacy interim assessment and 4) teacher observation. Pre/post test (DRA) will be used to evaluate the success of the program. A district instructional specialist, one (1) site coordinators, up to four teachers (4) and one (1) paraprofessional will be hired as needed to implement the program at Lincoln Middle Academy of Excellence. Materials and supplies will be purchased to support the program. Title I and NSLA funds will be used to provide transportation and snacks. The funds are budgeted in the district plan. Student DRA assessments were used as the pre and post assessments for the students in grades 5-6. Of the approximately 50 students attending the program, a growth/gain (or scores remaining the same) of 100% was made from the beginning-of-the-year to the end-of-the year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
COORDINATION/INTEGRATION: Title IIA funds will be used to hire one Instructional Facilitator (1 FTE) to work with classroom teachers as a mentor on best practices. The Instructional Facilitator will work with classroom teachers on developing lessons for best practices. This person will help monitor students achievement on unit pre-post tests given throughout the school year. This person will help the teachers to move all students (including special education) to proficiency. The Instructional Facilitator will work with students for extra support in and outside of the regular classroom. (Claire Dearing) Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	Title II-A - Employee \$56415.00 Salaries: Title II-A - Employee \$14296.00 Benefits: ACTION BUDGET: \$70711
All beginning teachers will be mentored by a certified teacher who has been through the Pathwise training. Action Type: Alignment Action Type: Equity	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Two Title I Teachers (2.0 FTE) will be hired to teach intervention classes throughout the day. Substitutes will be provided through SubTeach USA as needed. Title I funds will also be used to purchase cleaning materials and supplies for the computers. Student progress will be monitored through the use of pre- and post-tests included in the Fast ForWord program and STAR reports. The past 3 years the My Reading Coach program was used. Baseline data for the 2010-2011 school year showed that students averaged a 24% increase from pre-test to post-test. The majority of students receiving My Reading Coach during 2011-2012 were students with a DRA score of 20 or below and many were identified Students with Disabilities. Students who remained in the program for the entire year showed an average gain of 15.52%, while those	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers • Title Teachers	Title I - Employee \$119066.00 Salaries: Title I - Employee \$28174.00 Benefits: Title I - Materials & \$100.00 Supplies: Title I - Purchased \$1680.00 Services: ACTION BUDGET: \$149020

in the program for one semester averaged a 10% gain. During the 2012-2013 school year, students showed an average gain of 13.6%. The decision has been made to drop My Reading Coach and use the Fast ForWord program that is offered through our Special Services Department. The Fast ForWord Reading Program is an online reading intervention program designed for K-12 students who are struggling and reading below grade level. Both Title I teachers and the paraprofessional have been trained in the use of this program. Baseline data for Fast ForWord will be gathered in the 2013-2014 school year. (Pam Jones and Sherry Rhea) Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Title 1 funds will be used for literacy trainings to plan strategies that will improve student achievement. Training will be for implementing the Gates model curriculum that is being implemented in all literacy classes during the current school year and professional development as determined necessary through CWTs. The training will be conducted by the literacy facilitator, E2E content specialist, Achieving By Changing coach, or by the GREC literacy specialist. Title 1 funds will be used to hire substitutes, through SubTeach USA, in order for teachers to attend the trainings. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Teachers	Title I - Purchased Services: \$5040.00 ACTION BUDGET: \$5040
Web based programs will be purchased for teachers through the technology department. These sites have activities for students, lesson plan helpers for teachers, and other teacher support materials. These	Tom Darnell	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: \$

web based programs include: Brain Pop, Ed Helper, Quia and Math Stories, and Reading A-Z. Workshops will be conducted on using these web based programs. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide			Teachers	
SCHOOLWIDE HIGHLY QUALIFIED: The Forrest City School District will recruit and maintain highly qualified teachers. Members of the Forrest City School District will attend meetings on ways to recruit and maintain highly qualified teachers. Staff members will attend teacher recruitments across the state. The district will work to retain these teachers by keeping salaries competitive, training teachers on academic initiatives, classroom management techniques and instructional techniques to ensure all students receive instruction by highly qualified teachers. Action Type: Title I Schoolwide	Joye Hughes, Interim Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Teachers have used the Daily Grammar Practice program the past 5 years to improve students grammar and writing skills. Evidence of improvement in these areas was gathered from the Benchmark data. In studying the Benchmark data, the 3 year trend shows that students in both 5th and 6th grades are maintaining in the 70-80% range for sentence formation, usage and mechanics. Rather than continue using an isolated approach through Daily Grammar practice, we will incorporate grammar and mechanics instruction into the writing conferences and mini-lessons held in literacy classes. This will support the move from teaching Arkansas Framework SLEs to the Common Core State Standards. The facilitator and E2E consultants will help by providing on site PD. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Outside Consultants - Teachers - Title Teachers	ACTION BUDGET: \$
Title I funds will be used to purchase consumable	Judy Murray,	Start:	Administrative	

materials and general supplies such as laminating film, construction paper, etc. that will be used to support the comprehensive literacy approach at Lincoln Middle Academy of Excellence. Action Type: Title I Schoolwide	Title I Secretary	07/01/2013 End: 06/30/2014	- Staff - Central Office - District Staff	ACTION BUDGET: \$
Title I funds will be used to purchase materials such as composition books, chart tablets, markers, etc to support the implementation of the literacy curriculum units in the classrooms. Action Type: Title I Schoolwide	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	Title I - Materials & Supplies: \$2500.00 ACTION BUDGET: \$2500
A professional library containing professional books and resources is available to all staff. These resources are available in the instructional facilitators room for staff to check out as needed. These resources will also be used for model lessons and professional development during team meetings. Action Type: Professional Development Action Type: Title I Schoolwide	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Title I funds will be used to hire one Title I paraprofessional (1 FTE) to assist with the Fast ForWord classes. The paraprofessional will work under the supervision of the teachers. (Lillian Williams) Action Type: Collaboration Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers - Title Teachers	Title I - Employee Salaries: \$20075.00 Title I - Employee Benefits: \$6247.00 ACTION BUDGET: \$26322
COORDINATION/INTEGRATION: NSLA funds will be used to hire additional teachers (4 FTE's) one 5th grade and two 6th to work with students. Class size with the 5th grade teacher will be 1:19, without the 5th grade teacher it would be 1:21; class size with the 6th grade teacher will be 1:20, without the 6th grade teacher it would be 1:24. One (1 FTE) teacher will be	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	District Staff	NSLA (State-281) - Employee Salaries: \$198637.00 NSLA (State-281) - Employee: \$49660.00

hired to work with students on Science. Substitutes, hired through SubTeach USA, will be used when needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity				Benefits: NSLA (State-281) - Purchased Services: \$2400.00 ACTION BUDGET: \$250697
NSLA funds will be used to hire an assistant for the library media center. This assistant will work with the librarian and teachers to foster a positive learning environment for all students. School libraries can have a positive impact on student achievement when the program is adequately staffed, and resources and funding are available to support the program. NSLA funds will be used to support the library by purchasing technical support for computer check out system, materials and supplies that foster academic growth for both students and teachers. A print-rich environment leads to more reading and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability and writing style. Professional Development will be provided for the media specialist and assistant. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kris Renigar	Start: 07/01/2013 End: 06/30/2014	- District Staff - School Library	NSLA (State-281) - Employee Salaries: \$17260.00 NSLA (State-281) - Employee Benefits: \$5552.00 NSLA (State-281) - Materials & Supplies: \$1500.00 NSLA (State-281) - Purchased Services: \$555.00 ACTION BUDGET: \$24867
The principal, assistant principal and instructional facilitators will conduct classroom walk throughs in all subject areas. Based on data compiled from CWTs, the team will reflect on the data and translate that information into action steps in response to what the current trends and patterns reflect. If necessary, more professional development opportunities may be provided for teachers. The team will also determine	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

the support necessary for the implementation of the action steps. As the action plan is implemented, continuing CWTs will be used to monitor the success of the action plan. This will be a continuing cycle throughout the school year. Using baseline data collected throughout the 2011-2012 school year it was determined that strengths were in the areas of Focusing on Curriculum (91%), and Learning Objectives Evident to the Students (82%). The data also shows weakest areas to be Teaching in Whole Groups (55%), Small Group (18%), and Pairs (6%). This shows the need to decrease the Whole Group instruction and increase Small Group and Pair instruction. In order to achieve this, strategies were discussed during weekly Study Group meetings and were modeled in classrooms as needed. Continuing CWTs were used to monitor the implementation of small group or paired instruction during the 2012-2013 school year. The end of year data reveals that Whole Group instruction declined from 55% to 51%, Small Group instruction remained at 18%, and Paired Instruction rose from 6% to 37%. CWTs will continue to be used to monitor the implementation of small group or paired instruction during the 2013-2014 year. Action Type: Professional Development Action Type: Program Evaluation				
A teacher will go to the homes and tutor ELL students in English. ELL instructional materials will be purchased to use at school and to use in the after school tutoring program. Instructional accommodations will be individualized to meet each student's needs. LEP students will use the Rossetta Stone computer program. Unit pre-post tests, Benchmark Exams and ELDA will be used to evaluate the effectiveness of the ELL program. ELL funds will be used for this program. The funds are budgeted in the district plan. Action Type: Collaboration	C.K. Williams	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
NSLA funds will be used to support the classrooms. Materials and supplies needed will be purchased. Action Type: Equity	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	District Staff	NSLA (State-281) - Materials & Supplies: \$11000.00 ACTION BUDGET: \$11000
The Gates Model Curriculum Maps were used as a springboard for ELA unit development and alignment documents during the 2012-2013 school year. Title 1 funds will be used for refining these curriculum units and planning lessons for the units of study. Teachers will be given time to develop lessons that incorporate some of the higher yield strategies and will be able to document student learning expectations and the use of these strategies in their lesson plans. Stipends will be paid in order for teachers to attend after normal school hours. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Computers - Teachers - Teaching Aids	Title I - Employee Benefits: \$1344.00 Title I - Employee Salaries: \$5600.00 ACTION BUDGET: \$6944
COORDINATION/INTEGRATION and INTEGRATION OF PROGRAMS/SERVICES: The past 2 years the district has used target testing from Arkansas Target Interim Assessment Project. They provided target assessments based on the 5th & 6th grade Benchmark Exams and aligned with the schools curriculum and pacing guides. The tests were scored by PCG for the Instructional Facilitator and classroom teachers to analyze and provide extra remediation for any student falling below proficient on the target assessments. An analysis of the data from the past 2 years concludes that the weakest areas in multiple choice for LMAE students are analyzing information from the text, vocabulary, drawing inferences, and using text	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

features and text structure to pull information. The data also showed that open response items tend to be the weakest area overall for our students. This is consistent with the Benchmark data. Due to cost, the move to CCSS, and the use of units aligned to the Gates Curriculum Model, the district will use pre & post tests designed by Facilitators and teachers. These assessments will be based on the CCSS and aligned with the curriculum units of study. The tests will be administered online and scored through eDoctrina for the Instructional Facilitator and classroom teachers to analyze and provide extra remediation for any student falling below proficient on the assessments. Baseline data will be gathered during the 2013-2014 school year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
Title 1 funds will be used to provide a three week Summer Enrichment Program for grades 5-6. Students who require additional intervention will attend the summer program. Title I funds will employ teachers and a site coordinator. Pre/post tests will be used to evaluate the success of the program. Materials and supplies will be purchased to support the program. Title I funds will be used to provide transportation and food services. The funds for the summer program are budgeted in the district's ACSIP. Students attending the Kool Kids Blitz Summer School Program at Lincoln Middle Academy of Excellence were given the DRA assessment and there was a growth/gain of 65% for the twenty-six students that were tested. Action Type: Collaboration Action Type: Title I Schoolwide	Sandra Mills, Supervisor of Federal Programs	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
The school's mission statement will be revisited	Shirley Taylor,	Start:	• Administrative	

annually, evaluated and revised as needed. This process will be conducted during schoolwide planning meetings. Action Type: Collaboration Action Type: Title I Schoolwide	Principal	07/01/2013 End: 06/30/2014	• Staff Teachers	ACTION BUDGET: \$
A team of five (administrators and teachers) completed the Comprehensive Literacy for Adolescent Student Success (CLASS) training offered by the ADE during the 2012-2013 school year. Strategies from that training will be incorporated in the literacy units used in the ELA classes. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
COORDINATION/INTEGRATION: Lincoln Middle Academy of Excellence has implemented the 25 Books Campaign in both 5th and 6th grades to develop sufficient vocabulary, to encourage students to read more, and to improve students' reading proficiency. Students read books that are matched to their independent reading levels and keep reading folders to document what they read. An end of year celebration was held in May 2012 with 115 students meeting the goal. We fell short of our goal to increase that number by 20% in 2012-2013. We had 124 students meet their goal. We plan to increase that number by 10% in the 2013-2014 school year. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
All teachers will have a Standards Based Bulletin Board in their classroom. This bulletin board will have examples of recent student work that meets or exceeds the standards for a particular CCSS. Examples of work that is working towards the standard will also be displayed. Teachers will give written feedback to the students by attaching post-it	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$

notes to the papers. These bulletin boards will be changed frequently and will be checked during focus walks conducted by the principal, assistant principal, or instructional facilitators. Action Type: Alignment				
COORDINATION/INTEGRATION: The literacy instructional facilitator will conduct teacher team meetings and study groups for support and training to help teachers implement the curriculum units based on the Gates Model Curriculum Maps. Focus during team meetings will also be on Common Core State Standards and the use of data to drive our instruction. Discussion of student work samples will be an integral part of the team meetings in order to ensure that instruction is at the rigor that is necessary for student achievement. Action Type: Collaboration Action Type: Professional Development	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
NSLA funds will be used to purchase a Risograph or a copier for instructional materials. Action Type: Equity	Shirley Taylor	Start: 08/19/2013 End: 06/02/2014	District Staff	NSLA (State-281) - Purchased Services: \$1500.00 NSLA (State-281) - Capital Outlay: \$5000.00 ACTION BUDGET: \$6500
NSLA funds will be used to purchase iPads for student instructional use. Action Type: Technology Inclusion	Tom Darnell	Start: 08/19/2014 End: 06/02/2014		NSLA (State-281) - Purchased Services: \$5000.00 NSLA (State-281) - Capital Outlay: \$25000.00

				ACTION BUDGET: \$30000
Title I funds will be used to purchase materials for teachers to use to make anchor charts to support instruction in the literacy/social studies classes. Action Type: Title I Schoolwide	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Teachers - Teaching Aids	Title I - Materials & Supplies: \$750.00 ACTION BUDGET: \$750
Title I funds will be used for eDoctrina training for the teachers. Teachers will be trained on how to use the eDoctrina program for assessments and how to access the data reports on the assessments. This training will be provided by the instructional facilitators and will be offered after school hours with stipends paid for those attending. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Computers - Performance Assessments - Teachers	Title I - Employee Salaries: \$1700.00 Title I - Employee Benefits: \$408.00 ACTION BUDGET: \$2108
Title I funds will be used to purchase headphones complete with microphones for the computer labs. These headphones will be used to integrate technology into the classroom. In addition, earbuds will be purchased for the mobile labs. Action Type: Technology Inclusion	Shirley Taylor, Principal	Start: 07/01/2013 End: 06/30/2014	- Computers - District Staff	Title I - Materials & Supplies: \$2250.00 ACTION BUDGET: \$2250
Title I funds will be used to provide after school professional development for all Lincoln teachers. Stipends will be paid for those attending. This PD will include activities for engaging students in the learning, effective high yield strategies, and necessary professional development as evidenced through Classroom Walk Throughs. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Performance Assessments - Teachers	Title I - Materials & Supplies: \$1030.00 Title I - Employee Salaries: \$3800.00 Title I - Employee Benefits: \$912.00

Action Type: Title I Schoolwide				ACTION BUDGET: \$5742
Total Budget:				\$636814
Intervention: Lincoln Middle School will participate in 60 hours of professional development offered by the Forrest City School District.				
Scientific Based Research: Sparks, Dennis.Designing Powerful Professional Development for Teachers and Principals. National Staff Development Council.Oxford,OH.2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Three hours of professional development will be offered on Parental Involvement. Action Type: Professional Development Action Type: Title I Schoolwide	Carla Busby	Start: 07/01/2013 End: 06/30/2014	- District Staff - Teachers	ACTION BUDGET: \$
All professional development is aligned with student achievement. Comparison of the 2009-2010 and 2010-2011 Benchmark scores in Literacy showed a 2.5% decrease and in Math an increase of 5%. A comparison of the 2010-2011 and the 2011-2012 Benchmark scores showed a decrease in Literacy of 1.4% and a decrease in Math of 1.5%. Comparison of the 2011-2012 and the 2012-2013 Benchmark scores in Literacy showed a decrease of 0.7% and a decrease in Math of 7%. 2013-2014 Benchmark scores will be used for evaluation. Action Type: Program Evaluation	Joye Hughes, Interim Superintendent	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
The principal of Lincoln Middle Academy of Excellence will participate in in-service provided by the Arkansas Department of Education and other state and national organizations dealing with effective parental involvement strategies, data disaggregation, instructional leadership and fiscal management. Action Type: Professional Development	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants	ACTION BUDGET: \$
Teachers, administrators, and classified school employees shall be involved in the design, implementation, and evaluation of their respective	Shirley Taylor	Start: 07/01/2013 End:	Administrative Staff	ACTION BUDGET: \$

professional development offerings. Surveys will be given to all stakeholders to determine the effectiveness of the professional development offerings. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development		06/30/2014	- District Staff - Teachers	
Six (6) hours of professional development was offered at Lincoln Middle Academy of Excellence for Grade Level Data Disaggregation and Vertical Subject Area Data Disaggregation. This involved teachers across all content areas. Action Type: Professional Development Action Type: Title I Schoolwide	Joye Hughes, Interim Superintendent	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - District Staff - Teachers	ACTION BUDGET: \$
Two hours of professional development will be provided on LMAE 2013 ESEA Accountability Report, Critical Task Analysis Action Plan and Next Steps and expectations for Lincoln Middle Academy of Excellence during the 2013-2014 school year. Action Type: Professional Development Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Six (6) hours of technology training will be provided for all teachers. Teachers will receive training on the district's technology security policy. The technology department will also offer technology workshops throughout the summer and provide onsite technology training throughout the school year to meet the needs of teachers at each school. Additional trainings will be held for new teachers to be introduced to technology at use in the district (Trouble Ticket, GroupWise, Shoebox, Lesson Plans, Grade Quick, etc.) Ongoing data analysis will be conducted throughout the year using target assessments and classroom assessments. Action Type: Professional Development Action Type: Technology Inclusion	Tom Darnell	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants - Teachers	ACTION BUDGET: \$
Six hours of professional development will be provided to teachers on Data Disaggregation, Code of Ethics training, OCR, Child Maltreatment, and Building Level	Shirley Taylor	Start: 07/01/2013 End:	Administrative Staff	ACTION BUDGET: \$

specific topics. Action Type: Professional Development Action Type: Title I Schoolwide		06/30/2014	- District Staff - Teachers	
Professional development will be offered throughout the year to ensure that teachers are prepared to teach all students. This professional development will be specific to the needs of Lincoln Middle Academy of Excellence as determined by the 5th & 6th Grade Benchmark Exam and the NRT. Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - District Staff - Teachers	ACTION BUDGET: \$
Teachers will use IDEA, a part of AETN, to receive professional development. These professional development activities support academic instruction as well as instructional techniques. Action Type: Professional Development Action Type: Technology Inclusion	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Computers - Teachers	ACTION BUDGET: \$
The Forrest City School District will allow teachers at Lincoln Middle Academy of Excellence thirty (30) hours of flex day professional development for the 2013-2014 school year. Action Type: Professional Development	Joye Hughes	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Professional Development funds will be used to support Lincoln teachers. Funds will be used to send teachers to various state and regional conferences and workshops.	Shirley Taylor	Start: 08/19/2013 End: 06/02/2014		PD (State-223) - \$5000.00 Purchased Services: ACTION BUDGET: \$5000
On June 4, 2013, three hours of Face to Face training was provided at Lincoln Middle Academy of Excellence for Teacher Excellence Support System (TESS). This involved teachers across all content areas. Twenty one (21) hours of computer training for TESS Online Training was provided at LMAE in the computer lab.	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - District Staff	ACTION BUDGET: \$

This involved teachers across all content areas. The training was offered June 4 - 7, 2013. If a teacher was unable to attend this training, arrangements were made for the teacher to receive training at another time. Action Type: Professional Development Action Type: Technology Inclusion				
Total Budget:				\$5000
Intervention: Lincoln Middle Academy of Excellence will implement the turnaround model: Elbow To Elbow Educational Consulting Services (E2E)				
Scientific Based Research: Joyce, B. R., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.; Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research- based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.; Barnes, F., & Miller, M. (2001). Data analysis by walking around. The School Administrator, 58(4), 20-22, 24-25.; Northwest Regional Educational Laboratory. (2005). Teachers learning together: Improving instruction through professional learning teams: A guide for school leaders. Portland, OR : Author.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COORDINATION/INTEGRATION: The Lincoln Middle Academy of Excellence leadership team meets weekly. The team was the decision making body and worked to guide the implementation of the America’s Choice design. The leadership team and /or literacy instructional facilitator conducted focus walks to collect evidence of implementation and to make decisions for teacher meetings and follow ups. The effectiveness of America’s Choice was evaluated using baseline data for SY 2009-2010 consisting of Literacy Benchmark scores, interim assessment scores, and focus walk data. Evaluation of 2011 Literacy Benchmark data showed a decrease from 51.9% proficient in 2010, to 49.4% proficient in 2011, and a decrease to 48% in 2012. Upon evaluating the effectiveness of the America’s Choice model, and seeing a continual decline in student achievement, the decision was made to select another turnaround model for LMAE. Lincoln Middle Academy of Excellence has chosen Elbow 2 Elbow Educational Consulting Services (E2E) as the turnaround model for the SY 2012-2013. E2E will provide leadership, math, and literacy support and follow-up	Shareesa White	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Specialists will work elbow to elbow with teachers to assist and support them in implementing Arkansas Common Core State Standards and high yield instructional strategies in lesson design and delivery. E2E specialists will assist with building capacity in instructional facilitators, teachers, support personnel and the principal ensuring educators that are sufficiently trained, supported, and equipped to lead the process of continuous school improvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
E2E consultants will work with teachers of special populations to teach them strategies for increasing student achievement, specifically aimed at reaching their target population. Instructional leaders will be using the Classroom Walkthrough process as the baseline assessment tool that will be used throughout the engagement, along with classroom assessment data to monitor progress. Baseline data using the curriculum unit pre-/post-tests will be used to monitor the progress of the Students With Disabilities as well as the combined population. This baseline data will be collected during the 2013-2014 school year. We have set quarterly IMO's to track the progress of these target populations. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Improve School Wellness

- Supporting Data:
1. SCHOOL WIDE NEEDS ASSESSMENT The Lincoln Middle Academy of Excellence Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2012-2013: 220 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and obese: Fifth grade Males - N/A, Females N/A Sixth grade Males - 42.5%, Females - 51% Body

Mass Index Data SY 2011-2012: 224 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and obese: Fifth grade Males - N/A, Females - N/A Sixth grade Males - 44.7%, Females - 52% Body mass Index Data SY 2010-11: 2226 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and obese: Males - 47.2%, Females - 40.8%

2. The School Health Index Evaluation data presented indicates the results for each module of the Lincoln Middle Academy of Excellence evaluation for the 2010-2011, 2011-2012, and 2012-2013 school years. The scores are listed as high, medium or low for each module for each year. Module 1 - School Health Policies and Environment – 2010/2011 Medium 67%, 2011/2012 Medium 63%, 2012/2013 Medium 65% Module 2 - Health Education – 2010/2011 Low 17% 2011/2012 Low 25%, 2012/2013 Low 14% Module 3 - Physical Education and Other Physical Activity Programs - 2010/2011 Medium 79%, 2011/2012 High 88%, 2012/2013 Medium 75% Module 4 - Nutrition Services – 2010/2011 Medium 64%, 2011/2012 Medium 62%, 2012/2013 Medium 61% Module 5 - School Health Services – 2010/2011 N/A, 2011/2012 N/A, 2012/2013 N/A Module 6 - School Counseling, Psychological, and Social Services – 2010/2011 N/A, 2011/2012 N/A, 2012/2013 N/A Module 7 - Health Promotion for Staff – 2010/2011 N/A, 2011/2012 N/A, 2012/2013 N/A Module 8 - Family and Community Involvement – 2010/2011 Low 33%, 2011/2012 Medium 61%, 2012/2013 Low 27% Modules 1 and 4 remained in the medium percentage range. Module 3 decreased from the high percentage range to the medium percentage range. Module 8 decreased from the medium percentage range to the low percentage range. Module 2 remains in the low percentage range and is the area in need of improvement. Modules 5, 6, and 7 are not applicable.

Goal The Lincoln Middle Academy Of Excellence will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY 2013-2014 there will be a decrease of the average Body Mass Index for students by one half percent as evaluated by the annual Body Mass Index Screening and there will be an increase of at least 10% in the School Health Index score for each required module.

Intervention: Support Wellness and implement practices to provide opportunities for students to practice healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center(FNIC) website. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman,et al. Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14,1996/Vol.45/No.RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol.46/No.RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Forrest City School District and the Lincoln Middle Academy of Excellence will continue to involve parents in physical activity and nutrition education through	E. Rayford	Start: 07/01/2013 End:	Administrative Staff	ACTION BUDGET: \$

homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Wellness		06/30/2014	- District Staff - Teachers	
The Lincoln Middle Academy of Excellence and the Forrest City School District will continue to: (1)provide support to ensure successful implementation of the Wellness Policies; (2)provide resources and professional development to improve the overall school nutrition environment; and (3)promote the health and physical activity curriculum and student health. Action Type: Wellness	Robert Newmon	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
The Lincoln Middle Academy of Excellence and the Forrest City School District has developed district wellness policies in collaboration with the District Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five(5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit. Action Type: Wellness	Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
The Forrest City School District will continue to support the Lincoln Middle Academy of Excellence with the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful	Joye Hughes, Interim Superintendent	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$

implementation. Action Type: Wellness				
The Nutrition and Physical Activity Committee as part of the Lincoln Middle Academy of Excellence ACSIP Committee will continue to frequently monitor Goals and evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Program Evaluation Action Type: Wellness	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
The Forrest City School District Child Nutrition Department will implement the Fresh Fruit and Vegetable Program for the 2012-2013 school year. The Fresh Fruit and Vegetable Program will support Wellness and implement activities to provide opportunities for students to practice healthy food choices resulting in increased academic performances. Action Type: Wellness	Evelyn Rayford	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
NSLA funds will be used to hire one nurse (1FTE) to provide health services for students. Healthy children learn better, and students today have increasingly complex needs for nursing care. School Nurses are needed to help facilitate learning for all students, especially those with asthma, food allergies, obesity, vision deficiencies, mental and behavioral problems, and those who need prescribed medicine during the course of the school day. The Forrest City School District has the additional nurse to ensure that our students receive the medical treatments needed to be successful academically. Materials and supplies needed will be purchased. Training and travel will be paid for the nurse. Action Type: Alignment Action Type: Collaboration Action Type: Equity	A. McNeary	Start: 07/01/2013 End: 06/30/2014	• District Staff	NSLA (State-281) \$34859.00 - Employee Salaries: NSLA (State-281) \$9404.00 - Employee Benefits: ACTION BUDGET: \$44263
Total Budget:				\$44263

Priority 4:	Lincoln Middle Academy of Excellence will continue to operate as a conversion charter school for the 2013 - 2014 school year. 1. SCHOOLWIDE NEEDS ASSESSMENT: Lincoln Middle Academy of Excellence serves all 5-6 grade students in the Forrest City School District. Until the 2012-2013 school year it served as the first time that all students in the Forrest City School District were in the same building. As a result, students of various cultures, economic, and racial backgrounds converged for the first time at LAME. Unfortunately, this convergence experience at LMAE has been marred by a decline in enrollment and a steady trend of students who are proficient or advanced leaving the school, and therefore, leaving the district. Over the past four years, 39 proficient or advanced students (22-African American, 16-Caucasian, 1-Hispanic) have withdrawn from Lincoln Middle School. The decline in enrollment from 2007 to 2009 is a vivid indicator of the need to revitalize the educational program at Lincoln. 2. The ongoing high poverty rate (87% of which 72% are eligible for free lunch), coupled with a growing problem of low achievement alludes to the urgency of implementing an educational program that is specifically designed to address these characteristics of high poverty/low achievement. 3. The purpose of NCLB is to close the achievement gap in America by mandating schools to implement instructional strategies that will promote incremental growth over a period of years and result in all students performing at the level of proficiency by 2013-2014. LMAE is now on ALERT on the Arkansas School Improvement list. Also, the three sub-populations at Lincoln (African-American, Economically Disadvantaged, and Students with Disabilities) are on the School Improvement List. It is imperative, therefore, that research-based strategies are used which have the capacity to produce "turnaround" results at Lincoln Middle School. The Lincoln community has decided to be proactive in positioning the school to be removed from the Arkansas School Improvement list. 4. In literacy 50.6% of the school population falls below proficiency. In math, 49% of the school population falls below proficiency. Accelerated turnaround efforts are needed to produce a greater and faster decline in the percentage of students at basic and below basic in literacy and math. 5. In science, approximately 78% of the fifth grade population scored at basic and below basic in 2011. This provides a clear signal for a heavy dose of fundamental skills in science instruction, the infusion of science concepts across subject areas, and the availability of science enrichment opportunities in the future.
Supporting Data:	
Goal	The Lincoln Middle Academy of Excellence will use a schoolwide interdisciplinary approach for instruction in literacy, mathematics, and science. The goal is to produce high academic achievement in a high-poverty school by using monthly curriculum modules, periodic assessment, frequent communication and involvement of parents, instructional/leadership coaching, academic and conduct rewards, and a safe and orderly environment.
Benchmark	Lincoln Middle Academy of Excellence will meet Adequate Yearly Progress for combined population and all sub-groups in Literacy. For the 2010-2011 school year the Combined Population had 49.4% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 34.4% to have 83.3% proficient for the 2011-2012 school year. For the 2010-2011 school year the African-American Population had 45.9% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 37.9% to have 83.8% proficient for the 2011-2012 school year. For the 2010-2011 school year the Caucasian Population had 64.6% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 19.2% to have 83.8% for the 2011-2012 school year. For the 2010-2011 school year the Economically Disadvantaged Population had 49.4% proficient, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 34.4% to

have 83.8% proficient for the 2011-2012 school year. For the 2010-2011 school year the Students with Disabilities had 12.5% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 71.3% to have 83.8% proficient for the 2011-2012 school year. Lincoln Middle Academy of Excellence 2011 AYP Status is on Alert.

Benchmark Lincoln Middle Academy of Excellence will meet Adequate Yearly Progress for combined population and all sub-groups in Mathematics. For the 2010-2011 school year the Combined Population had 51% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 31.28% to have 82.28% proficient for the 2011-2012 school year. For the 2010-2011 school year the African-American Population had 45.1% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 37.18% to have 82.28% proficient for the 2011-2012 school year. For the 2010-2011 school year the Caucasian Population had 75.6% proficient on the Benchmark Exam. They met status. Lincoln Middle Academy of Excellence will increase that percent by at least 6.68% to have 82.28% proficient for the 2010-2011 school year. For the 2010-2011 school year the Economically Disadvantaged Population had 51% proficient on the Benchmark Exam, which put them on alert. Lincoln Middle Academy of Excellence will increase that percent by at least 31.28% to have 82.28% proficient for the 2010-2011 school year. For the 2010-2011 school year the Students with Disabilities had 25% proficient on the benchmark exam. This put them on alert. Lincoln Middle Academy of Excellence will increase the percent proficient by at least 57.28% to have 82.28% proficient for the 2010-2011 school year. Lincoln Middle Academy of Excellence 2011 AYP Status is on Alert. (A)

Intervention: Develop and implement monthly curriculum modules in order to support a continuous progress plan.				
Scientific Based Research: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE#2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/practiceguides .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A pacing guide was developed at the beginning of the year that identifies the CCSS that will be taught and assessed for each unit through eDoctrina. Pre-post tests will be administered for each unit for Literacy and Math. The results of each test will be analyzed in order to identify the standards that need to be emphasized. Action Type: Alignment	Claire Dearing & Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	- Computers - Outside Consultants - Performance Assessments - Teachers	ACTION BUDGET: \$
Teachers will use their weekly teacher team meeting time to use diagnostic information from the pre-post tests to plan intervention strategies which target CCSS with low test scores. Action Type: Collaboration Action Type: Professional Development	Claire Dearing & Susan Lindsey	Start: 07/01/2013 End: 06/30/2014	- Computers - Performance Assessments	ACTION BUDGET: \$

Teachers will "back-map" the target CCSS to identify any prerequisite standards that need to be re-taught for mastery. Students will be assigned to short-term remediation sessions to address deficiencies cited through back-mapping. Students may be pulled out of social studies (not to exceed 5 weeks) for intensive targeted interventions. Action Type: Alignment Action Type: Collaboration	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Computers - Performance Assessments - Teachers - Teaching Aids	ACTION BUDGET: \$
Develop and use a School-wide Literacy Initiative. All teachers in all subject areas will have the responsibility of infusing literacy lessons related to the CCSS. This also supports one of the big shifts in the CCSS; that literacy should be a fundamental part of gaining knowledge through other disciplines such as social studies, history and science. Reading skills are the core to building knowledge in these areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Outside Consultants - Performance Assessments - Teachers - Teaching Aids - Title Teachers	ACTION BUDGET: \$
Interdisciplinary teaming will be used to improve instruction and to accommodate the School-wide Literacy Initiative. These teachers have a common planning time 3 days a week in order to collaborate on the instructional needs of their students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Sharesa White	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers - Title Teachers	ACTION BUDGET: \$
Short-term academic and behavior goals will be established by each teacher, for each student. Short-term academic and behavior rewards will be provided to all students. Rewards such as trophies, medals and certificates have been purchased. These items have been purchased through a special grant received for charter school implementation. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sharesa White	Start: 07/01/2013 End: 06/30/2014	- Computers - Performance Assessments - Teachers	ACTION BUDGET: \$
The School-wide Literacy Initiative will be used to infuse important math and science concepts in all subject areas.	Shirley Taylor	Start: 07/01/2013	- Computers - Public Library	ACTION BUDGET: \$

Leveled trade books have been purchased and will be available to be rotated through classrooms as needed. In addition, trade books on various math topics, science topics, social studies topics, historical fiction, and biographies are available to correlate with current units of study. Three mobile laptop labs are available for teachers to check out to their classrooms in order to enhance instruction. Four additional laptops have been provided for administrators and facilitators to be used for curriculum, data, etc. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion		End: 06/30/2014	- School Library - Teachers - Teaching Aids - Title Teachers	BUDGET:
A "continuous progress" system will be used for remediation and enrichment purposes. A system will be designed to monitor the progress of all students, based on the mastery of CCSS. Each student will be able to work at his/her own pace in order to advance to the next course level in a subject area. A student will not be required to remain in a course for the entire school year. If the student is able to successfully master all of the standards for a particular course, he/she will have the opportunity to advance to a higher level course in that subject area. As a result, instructional groups will be based on the level of mastery of CCSS, rather than the sole reliance on grade levels, and strategies will be constantly employed to move students from one level of mastery to the next level. Continuous progress is designed to promote acceleration and fluidity in order to avoid students being "trapped" at one level of performance. Students will be assigned to courses that will meet their needs and push them to the next level of mastery. The monthly curriculum modules will facilitate the monitoring of acceleration and fluidity. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Performance Assessments - Teachers - Teaching Aids	ACTION BUDGET: \$
Aggressive efforts will be used to promote hands-on science. All students will have a weekly class in the science lab. Science kits are in the lab and additional materials have been placed in	Shirley Taylor	Start: 07/01/2013 End:	- Teachers - Teaching Aids	ACTION BUDGET: \$

science classrooms. Science will be offered at both grades, and Pre-AP science will be offered in the sixth grade. The continuous progress model will facilitate access to these courses, and each course will have a strong hands-on component. Action Type: Alignment Action Type: Equity		06/30/2014		
The continuous progress system is a true example of differentiated instruction. With the proper training, the teachers at Lincoln Academy of Excellence will recognize that every child is different, and a mechanism is needed that will (1)accelerate learning for all students;(2)allow individualized or small group re-teaching, as back-mapping reveals major deficiencies in prerequisite skills; (3)continue whole group instruction for students who do not have severe remediation needs; and (4)provide the opportunity for students who are proficient or advanced to move to higher levels of learning. To achieve this, monthly required professional development will be held for all teachers to address differentiated instruction. This professional development will be held during our weekly Professional Learning Community meetings or our Teacher Team meetings. A special grant was received for the Charter School implementation. Any expenditures needed will come from this grant. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: \$
Intensive Targeted Intervention will be provided for those students needing remediation due to their Benchmark, pre-post test, or DRA performance. Two (2) Title I teachers will have a period available each day to provide this intervention. They will have small groups of students for up to 5 weeks. These students will be determined by their mastery of CCSS. In addition, an intervention period will be set aside each day for students to receive remediation or enrichment as a result of their Benchmark scores, pre-post test, STAR, or DRA.	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Classroom teachers, along with the Title I teachers, will help implement this by providing guided reading, math navigator, literacy navigator, word attack skills, or computer instruction. 2011-2012 was the first year of implementation. In 2011 we began the school year with 5th graders having an average of 28 as a DRA score and 6th graders with an average DRA of 34. The 2011-2012 year ended with 5th graders averaging 34 and 6th grade averaging 44 on DRA. 5th grade had 10% of students on or above grade level at the beginning of 2011-2012 and ended with 34% of students on or above grade level. 6th grade began with 18% on or above grade level DRA and ended with 26% on or above grade level. The 2012-2013 began with 5th grade averaging a 34 DRA and 6th grade averaging 37. The year ended with 5th grade averaging a 38 DRA and 6th grade averaging 44. Action Type: Equity Action Type: Technology Inclusion				
Total Budget:				\$0
Intervention: Lincoln Middle Academy of Excellence will use periodic assessments in order to monitor student success.				
Scientific Based Research: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE#2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/practiceguides .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre-post tests will be given during the year for each unit of study in Literacy and Math. The results of the test will be used to identify needs for re-teaching, and a system will be used to monitor the occurrence and effectiveness of re-teaching. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Performance Assessments - Teachers - Title Teachers	ACTION BUDGET: \$
A data wall will be used to monitor the progress of students on their quarterly target assessments. Data will also be kept for DRA testing. These tests will be administered 2 times during	Claire Dearing & Susan Lindsey	Start: 07/01/2013 End:	- Administrative Staff - Computers - Performance	ACTION \$

the year. This data wall will be housed in the instructional facilitators' rooms and will therefore be available for weekly teacher meetings. The staff will examine and disseminate quarterly assessment results. These results will then be added to the data wall and student gains can then be charted. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education		06/30/2014	- Assessments - Teachers - Teaching Aids - Title Teachers	BUDGET:
Before and after school tutoring will be used, and all instruction provided during these sessions will be directly aligned to the students' monthly target CCSS, monthly academic goals, and monthly behavior goals. This will be funded through a special grant received for charter school implementation. Action Type: Alignment Action Type: Equity	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - District Staff - Performance Assessments - Teachers - Title Teachers	ACTION BUDGET: \$
Summer camp will be provided for students who have not mastered the grade level CCSS. This will be funded through a special grant for the charter school implementation. Action Type: Collaboration Action Type: Equity	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Performance Assessments - Teachers - Teaching Aids - Title Teachers	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Frequent Communication and Involvement with Parents				
Scientific Based Research: McChesney, J., & Hertling, E. (2000). The path to comprehensive school reform. Educational Leadership, 57(7), 10-15.: Payne, Ruby K. (2005). A framework for understanding poverty: Fourth revised edition. Highlands, TX: aha!Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Student agendas will be given to students and sent home daily in order for parents to be aware of daily assignments and	Carla Busby	Start: 07/01/2013	- Computers - Performance	ACTION \$

homework. These are to be signed nightly by the parent/guardian and returned to school the following day. Action Type: Equity Action Type: Parental Engagement		End: 06/30/2014	- Assessments - Teaching Aids	BUDGET:
Provide parents with a monthly standards-based progress report for each student. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Shareesa White	Start: 07/01/2013 End: 06/30/2014	- Computers - Performance Assessments - Teachers - Title Teachers	ACTION BUDGET: \$
All parents will be required to sign a parent contract. This contract shows their agreement to be involved and responsible for helping their child master needed skills. Action Type: Equity Action Type: Parental Engagement	Carla Busby	Start: 07/01/2013 End: 06/30/2014	Computers	ACTION BUDGET: \$
Form a Parent Council that will include a representative from each major attendance zone neighborhood. The Parent Council will meet on a regular basis to formulate school improvement recommendations and assist the building principal in identifying and providing parent training related to academic improvement. Action Type: Equity Action Type: Parental Engagement	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - Teachers	ACTION BUDGET: \$
Designate a staff member to serve as the Coordinator of Parent Instructional Activities. This individual will be responsible for the distribution of the parent activity kits (PAKS). These kits (PAKS) are linked to the target CCSS for each curriculum module. The parent activity kits (PAKS) will include daily academic and behavior goals and rewards. Action Type: Alignment Action Type: Parental Engagement	Carla Busby	Start: 07/01/2013 End: 06/30/2014	- Computers - Outside Consultants - Performance Assessments - Teaching Aids	ACTION BUDGET: \$
Provide College Night meetings for parents and students. Students and parents will be rewarded for attending school meetings with college representatives who will give a PowerPoint (or virtual) tour of their campuses and talk about ways to prepare for college. This will help to strengthen the "culture of college expectations" needed in the Delta. This will be funded by	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Community Leaders - Outside Consultants - Teachers	ACTION BUDGET: \$

a special grant received for charter school implementation. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Total Budget:				\$0
Intervention: Instructional Leadership/Coaching				
Scientific Based Research: Herman et al, Turning Around Chronically Low-Performing Schools, p.8.; Waters, T., Marzano, R.J., McNulty, B. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. A working paper. Mid-continent Research for Education and learning. Retrieved from www.mcrel.org.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All staff members have been assigned to a committee and are listed on a hierarchy chart that shows their committee assignment. The hierarchy is comprised of the following committees: Professional Development, School Climate, Curriculum, ACSIP/Scholastic Audit, Parent and Community Outreach, and SPRINT. There is a chair of each committee with staff members on the committees. These committees report to the the principal on a regular basis. Action Type: Equity Action Type: Professional Development	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
A School Leadership Team has been appointed consisting of the principal, assistant principal, instructional facilitators, teachers, and counselors. The Leadership Team will monitor student progress and engage the faculty in activities that will enhance instruction. This team meets on a weekly basis. Action Type: Collaboration Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Interdisciplinary teaming will be used to promote Professional Learning Communities. Action Type: Collaboration	Sharesa White	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
The instructional facilitators will meet periodically with leaders of the feeder school (Stewart) to study scope, sequence, and achievement. Meetings will also be held with leaders of the Jr.	Shirley Taylor	Start: 07/01/2013 End:	Administrative Staff	ACTION \$

High for the same purpose. Action Type: Alignment Action Type: Collaboration		06/30/2014	- Central Office - Teachers	BUDGET:
SCHOOLWIDE PROFESSIONAL DEVELOPMENT: Lincoln Middle Academy of Excellence staff will attend schoolwide professional development to infuse literacy skills in the areas of literacy, social studies, math, science, art, music, and physical education classes. These trainings will enhance content knowledge, increase strategies/skills needed to enhance classroom instruction and provide innovative and research based practices that deliver improved teacher effectiveness and student achievement. The trainings will be conducted by the literacy and math facilitators. Title 1 funds will be used to pay stipends for teachers to attend. Funds are budgeted in the Literacy and Math priorities. Action Type: Professional Development Action Type: Title I Schoolwide	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Academic and Conduct Rewards

Scientific Based Research: Chenoweth, K. (2007). "It's being done"

Actions	Person Responsible	Timeline	Resources	Source of Funds
Extrinsic and intrinsic rewards are key factors in motivating students to achieve. In particular, high-poverty students are more likely to respond in a positive manner to extrinsic rewards, and extrinsic rewards typically lead to internal motivation (intrinsic rewards). We will identify and publicize academic and behavior goals by publishing these in our city newspaper. Students who are proficient on their target assessments will also be recognized by having their names posted in the school hallways. Action Type: Equity	Maura Lawrence & Karen Barton	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
The curriculum modules will include rewards that are aligned with daily academic and behavior goals. A variety of rewards such as trophies, medals, and certificates have been purchased. This will be funded through a special grant received for charter	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

school implementation. Action Type: Collaboration				
Lincoln Bucks will be given out to students when they are caught exhibiting positive behavior. Lincoln Bucks may be earned while students are in the classroom, halls, or in the cafeteria. Any LMAE staff member may give out Lincoln Bucks at any point during the day. Mrs. Taylor or Mrs. White will draw up to 15 names per grade each Friday and those students will then get to use all of their earned bucks for the week in our Caught Being Good store. Action Type: Equity	S. Taylor/S. White	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: School Culture				
Scientific Based Research: Sergiovanni, T.J. (1991), The principalship: A reflective practice perspective. Boston, MA: Allyn & Bacon.; Deal, T., & Peterson, K. (2009). Shaping School Culture: Pitfalls, paradoxes,& promises. San Francisco, CA: Jossey-Bass.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Bulletin boards, signs, etc., will be used on a frequent basis to publicize academic and behavior goals, rewards, and success stories. This was funded through a special grant received for charter school implementation. Action Type: Program Evaluation	Sharesa White	Start: 07/01/2013 End: 06/30/2014	- Performance Assessments - Teachers	ACTION BUDGET: \$
A school motto has been developed using the school mascot (mustangs) to convey high expectations. M- motivated, U- understanding, S-service, T-task-oriented, A-actively involved, N-never give up, G-gap closer, S-self-respect. This is posted in every classroom and teachers refer to it in order to convey those high expectations of all students Action Type: Collaboration	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students will be required to wear school uniforms which exemplify the logo, motto, expectations, etc., of the school. All staff members (certified and non-certified) will be encouraged to wear similar uniforms. Action Type: Equity Action Type: Parental Engagement	Sharesa White	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

Door mats with the school logo are at the main entrances of the building in order to improve the appearance of the building facility. Reading carpets are in every classroom in order to promote the school-wide literacy initiative and to provide a welcoming spot for students to read. New curtains are hanging on the stage in the cafeteria and new furniture has been placed in the main office. Many renovations have been made to the building to improve the overall appearance and we will uphold high standards of cleanliness at all times. This was funded through a special grant received for charter school implementation. Action Type: Collaboration	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - District Staff - Outside Consultants - Teachers	ACTION BUDGET: \$
A new mission statement for our school has been developed that can be measured. Modifications will be made as needed. Evidence used to measure effectiveness will be: ADE Smart Accountability intervention strategies; ADE Scholastic Audit indicators; Assessment of schoolwide emphasis; Documentation by instructional leaders; Teacher-made assessments; D2SC standards-based quarterly assessments; Parent surveys; Volunteer logs; Attendance logs; Survey on effectiveness of college night workshops; safety inspections. Action Type: Collaboration Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
School culture orientation for all student and staff newcomers will be provided. Students in each grade level will be brought to the cafeteria during the first full week of classes. The principal and assistant principal will speak to the students and also introduce staff members such as counselors, facilitators, and others that students may not see on a daily basis. Expectations for the student body will be discussed. Action Type: Equity	Shareesa White	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Targeted Improvement Plan

- Supporting Data:
- The Arkansas Department of Education conducted a Scholastic Audit of Lincoln Middle Academy of Excellence during the period of November 14 - 19, 2010. Based on the Scholastic Audit Performance Levels, the levels of performance for each of the 9 standards for school improvement of Lincoln Middle Academy of Excellence are these: Standard 1- Curriculum: Level 4 NE, 3 NE, 2 29%, 1 71%; Standard 2- Classroom Evaluation/Assessment: Level 4 NE, 3 13%, 2 25%, 1 62%;

Standard 3- Instruction: Level 4 Ne, 3 13%, 2 13%, 1 74%; Standard 4: School Culture - Level 4 NE, 3 NE, 2 45%, 1 55%; Standard 5: Student, Family and Community Support: Level 4 NE, 3 20%, 2 40%, 1 40%; Standard 6: Professional Growth, Dev. and Eval: Level 4 NE, 3, NE, 2 58%, 1 42%; Standard 7: Leadership: Level 4 NE, 3 9%, 2 64%, 1 27%; Standard 8: School Org and Fiscal Resources: Level 4 NE, 3 NE, 2 60%, 1 40%; Standard 9: Comprehensive and Effective Planning: Level 4 NE, 3 13%, 2 87%, 1 NE

2. Lincoln Middle Academy of Excellence will address the recommendations of the report over a period of 3 to 5 years; however the focus for year one (2011-12) will address Standard 3 - Instruction and the indicators are 3.1a) few teachers use effective and varied instructional strategies, 3.1c) feedback is general and does not assist teachers in their efforts to provide research-based, culturally-responsive strategies to meet the diverse needs of the students, 3.1d) few teachers demonstrate the content knowledge and pedagogy needed to challenge and motivate all students to high levels of learning; Standard 4 - School Culture and the indicators are 4.1b) school leadership does not demonstrate in practice the belief that all students can learn at high levels, 4.1c) most teachers do not set high academic expectations for all students, 4.1d) teachers and non-teaching staff are not always involved in both formal and informal decision-making processes regarding teaching and learning, 4.1i) the school does not have a written communication plan; Standard 5 - Parental Involvement and the indicator is 5.1d) tutorial programs listed in ACSIP have not been implemented; Standard 7 - Leadership and the indicator is 7.1f) there are no procedures established at the school for the purpose of protecting instructional time; Standard 8 - School Organization and Fiscal Resources and the indicator is 8.1a) the school is not organized to maximize the use of all available resources to support high student and staff performance
3. Lincoln Middle Academy of Excellence is identified as a school in need of improvement for Performance and Growth in Literacy for All Students and TAGG. The 2012 Literacy Performance AMO for All Students and TAGG was 53.46%; all students at LMAE scored 46.70% and TAGG scored 53.46%. The 2012 Literacy Growth AMO for All Students and TAGG was 59.99%; all students at LMAE scored 53.46% and TAGG scored 51.28%. The 2013 Literacy Performance AMO for All Students and TAGG was 57.69%; all students at LMAE scored 46.71% and TAGG scored 46.71%. The 2013 Literacy Growth AMO for All Students and TAGG was 63.63%; all students at LMAE scored 46.67% and TAGG scored 46.678%.
4. Lincoln Middle Academy of Excellence is identified as a school in need of improvement for Performance and Growth in Math for All Students and TAGG. The 2012 Math Performance AMO for All Students and TAGG was 55.28%; All Students at LMAE scored 48.46% and TAGG scored 45.01%. The 2012 Math Growth AMO for All Students and TAGG was 49.19%; All Students at LMAE scored 40.32% and TAGG scored 36.73%. The 2013 Math Performance AMO for All Students and TAGG was 59.34%; All Students at LMAE scored 42.63% and TAGG scored 42.63%. The 2013 Math Growth AMO for All Students and TAGG was 53.81%; All Students at LMAE scored 25.24% and TAGG scored 25.24%.
5. Lincoln Middle Academy of Excellence is identified as a school in need of improvement for Performance and Growth in Literacy for Students with Disabilities. The 2012 Literacy Performance AMO for SWD was 19.40% and SWD at LMAE scored 4.69%. The 2012 Literacy Growth AMO was 15.97% and SWD scored 13.21%. The 2013 Literacy Performance AMO for SWD was 26.73% and SWD at LMAE scored 15.38%. The 2013 Literacy Growth AMO was 23.61% and SWD scored 12.96%.
6. Lincoln Middle Academy of Excellence is identified as a school in need of improvement for Performance and Growth in Math for Students with Disabilities. The 2012 Math Performance AMO for SWD was 33.62% and SWD at LMAE scored 7.81%. The 2012 Math Growth AMO was 29.34% and SWD scored 7.55%. The 2013 Math Performance AMO for SWD was 39.66% and SWD at LMAE scored 13.85%. The 2013 Math Growth AMO was 35.77% and SWD scored 7.41%.

Goal	LMAE will strengthen teacher and leader practices, ensure school wide focus on increasing student's reading comprehension, provide opportunities for parents/community participation in ways that foster college and career readiness, and continue to provide focused instruction in the tested areas to ensure that students reach their maximum potential. LMAE will ensure that all students and students with disabilities meet the Math and Literacy AMOs in 2015.
Benchmark	All Students and TAGG will meet the established AMOs for Literacy Performance in 2013 (57.69%), 2014 (61.92%), and 2015 (66.15%). All Students and TAGG will meet the established AMOs for Literacy Growth in 2013 (57.69%), 2014 (67.26%), and 2015 (70.90%).
Benchmark	All Students and TAGG will meet the established AMOs for Math Performance in 2013 (59.34%), 2014 (63.41%), and 2015 (67.47%). All Students and TAGG will meet the established AMOs for Math Growth in 2013 (53.81%), 2014 (58.43%), and 2015 (63.05%).
Benchmark	LMAE will meet the established Performance AMOs for SWD in Literacy 2013 (23.61%), in 2014 (34.05%), and 2015 (41.38%). SWD will meet the established Literacy Growth AMOs in 2013 (23.61%), 2014 (31.25%), and 2015 (38.89%).
Benchmark	LMAE will meet the established Performance AMOs for SWD in Math 2013 (39.66%), in 2014 (45.69%), and 2015 (51.73%). SWD will meet the established Math Growth AMOs in 2013 (35.77%), 2014 (42.19%), and 2015 (48.61%).
	Interim Measurable Objectives: IMOs - CHANGE IN LEADER PRACTICES:
	By March 15, 2013, the Leadership Team will have met a total of 8 times. (completed March 15)
	From March 15 to May 31, 2013, the Leadership Team will have met a total of 9 times.
	By March 15, 2013, data protocols for Leadership and Instructional Teams will be developed and shared. (completed February 28)
	By May 31, 2013, the Leadership Team will participate in a mock data analysis meeting using the protocols developed.
Benchmark	The Leadership Team will develop a calendar of meetings including all data reporting meetings by September 15, 2013. The Leadership Team will expect 75% of the data that was scheduled to be reported during first quarter shared on time, 85% by the end of 2nd quarter, and 100% of scheduled data reports will be shared on time during 3rd and 4th quarter.
	By May 31, 2013, the 2013-14 Leadership Team members will be developed.
	By May 15, 2013, 150 CWTs will be conducted.
	By May 31, 2013, the Leadership Team will analyze CWT data and set quarterly IMO's for the 2013-14 school year.
	During the 2013-14 school year, Administrators and Instructional Facilitators will conduct a minimum of 250 CWTs per quarter.
	IMOs - CHANGE IN TEACHER PRACTICES:

By January 15, 2013, curriculum calendars for math will be finalized for the second semester. (completed January 15)

By March 15, 2013, the overarching themes for units being developed in literacy and math will be determined. (Completed March 15)

By May 15, 2013, Instructional Teams in both math and literacy will participate in a mock data analysis meeting using the protocols developed.

By February 28, 2013, the 5th and 6th grade Literacy teams will have chosen all anchor texts for units being developed. (completed February 28)

By April 12, 2013, the "Year at a Glance" document for Literacy and the monthly calendar of CCSS standards for Math will be complete. (completed April 12)

By May 31, 2013, the Leadership Team will determine a common lesson plan template to be used during the 2013-14 school year.

Beginning August 2013, 100% of the teachers will submit weekly lesson plans using a common form.

During the 2013 - 2014 school year, observation data will reflect 100% of instruction aligned to the established units.

By May 31, 2014, literacy and math will have completed and revised all curriculum documents.

IMOs - STUDENT ACHIEVEMENT:

From February 1 to April 5, 2013, weekly Benchmark quick quizzes will be used for identifying student remediation needs on highly tested Benchmark skills. (completed April 5)

By February 1, 2013, students will be selected begin to participate in the 12 week FastForward Reading pilot. (completed February 1)

By May 15, 2013, student growth data from FastForWord Reading will be analyzed to determine use of program for prescriptive individual interventions during the 2013-14 school year. If data supports implementation, IMOs will be developed related to individual student progress and achievement.

By May 31, 2013, 5th and 6th grade Math Benchmark Quick Quiz data will be analyzed and 2013-14 IMOs will be established to decrease the number of students scoring a 0 or 1 by 10% each quarter.

By May 15, 2013, school wide STAR data will be analyzed by the Leadership Team and shared with Instructional Teams.

By May 31, 2013, the 5th grade Literacy teachers will conduct individual student conferences related to STAR Reading growth and expectations for reading next year.

By September 30, 2013, baseline STAR Reading data will be analyzed and quarterly IMOs will be determined for the school year.

During the 2013-14 school year, 64% of All Students will be proficient/advanced on the Literacy and Math unit post-tests.

During the 2013-14 school year, 5th and 6th grade Literacy post-tests will show an increase in the percentage of SWD performing at a proficient level as follows: Unit 1 -15%, Unit 2 -20%, Unit 3 - 25%, Unit 4 - 30%, Unit 5 - 35%, and Unit 6 - 40%.

During the 2013-14 school year, 5th grade Math post-tests will show an increase in the percentage of SWD performing at a proficient level as follows: Unit 1 -26%, Unit 2 -30%, Unit 3 - 34%, Unit 4 - 38%, Unit 5 - 42%, Unit 6 - 46%, and Unit 7 - 46%.

During the 2013-14 school year, 6th grade Math post-tests will show an increase in the percentage of SWD performing at a proficient level as follows: Unit 1 -30%, Unit 2 -34%, Unit 3 - 38%, Unit 4 - 42%, Unit 5 - 46%, and Unit 6 - 46%.

IMOs - STUDENT SAFETY AND DISCIPLINE:

During the 2012 -13 school year, morning assemblies will be implemented. (completed and ongoing)

By May 1, 2013, a team of teachers will be established to begin conversations related to proactively addressing student behaviors and increasing positive faculty interactions with students.

IMOs - PARENT AND COMMUNITY ENGAGEMENT:

On March 26, 2013, a parent and community plan will be developed to increase involvement and effectively communicate with stakeholders. (completed March 26)

On May 13, 2013, a parent and student orientation will be hosted for upcoming 5th and 6th grade students.

By August 1, 2013, the literacy "Year At A Glance" will be attached to the student supply list and provided to students and parents through local vendors.

During the 2013 -14 school year, a minimum of one local business or community leader will participate by sharing their expertise on each themed unit of literacy instruction.

Intervention: Change in leader practice and school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap

Scientific Based Research: Sam Redding, The Mega System. Deciding. Learning. Connecting. A Handbook for Continuous Improvement Within a Community of the School.. Academic Development Institute, Effective Teaming, Sam Redding, Handbook on Restructuring and Substantial

School Improvement. Learning Forward. (n.d.). Standards for professional learning. Retrieved from <http://www.learningforward.org/standards/leadership> Redding, S. (2006). The mega system. Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school. Lincoln, IL: Academic Development Institute.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID07 A Leadership Team consisting of the principal, teachers who lead Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour or more each meeting): Instructional Team Leaders will be chosen by each department to serve on Leadership team. The Leadership Team will continue to meet every Monday from 2:18 – 3:20 am. Action Type: Collaboration	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
ID08 The Leadership Team will serve as a conduit of communication to the faculty and staff: The Leadership Team will determine indicators to be assessed/planned based on Instructional Team recommendations and will also provide guidance on the development of the TIP. Leadership Team members will be responsible for continuously informing their team members of the work being accomplished after each meeting. Action Type: Collaboration	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
By May 31, 2013, The Leadership Team members will be determined for the 2013-2014 school year.	Shirley Taylor, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of the individual teachers: By May 31, 2013, each department will review their 2012-13 CWT data and determine their 2013 first quarter IMO. Quarterly CWT data reporting dates and Instructional Team progress reporting dates will be included on the 2013-2014 Leadership Team calendar. Action Type: Professional Development	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

ID07 The Leadership Team monitors school-level student learning data: The Leadership Team will continue to meet weekly. A calendar for all Leadership Team meetings including the data reporting date for ELA, Math, SWD progress, Attendance/ Tardy, and STAR data will be included on calendar. All team members share a role in data that is reported and will operate with protocols developed that ensure efficiency and timeliness. Scheduled data reports will ensure that student achievement data (all students and SWD) and school wide reading data is the basis of all discussion and decision making. Leadership meeting agendas, sign in sheets, and minutes will be used as evidence of midterm and quarterly data reports. Action Type: Collaboration Action Type: Professional Development	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development: The Leadership Team will analyze 2012 -13 CWT data to determine professional development needs. Quarterly IMO's for the 2013-2014 school year will be developed. Instructional Facilitators and outside consultants will provide job-embedded professional development on the identified areas for growth. In August 2013, CWT quarterly data reporting dates will be included on the Leadership Team calendar. Action Type: Professional Development	Shirley Taylor, Principal	Start: 09/01/2013 End: 05/31/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
IE07 The principal monitors curriculum and classroom instruction regularly: During the 2013 spring semester, a CWT goal of conducting 150 IMOs for the May district meeting will be established. During the 2013-14 school year, a schedule will be developed to ensure that school leaders meet the quarterly goal of 250 CWTs. Action Type: Professional Development	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Staff will participate in sessions that will update their content knowledge, increase the strategies/skills needed to enhance classroom instruction and that address the	Shirley Taylor, Principal	Start: 09/01/2013 End:	• Administrative Staff	ACTION BUDGET: \$

areas of need in reading. Strategies learned at any sessions will be shared with the staff during team meetings or faculty/curriculum meetings in order to enhance the delivery of classroom instruction of all teachers to improve student achievement. Action Type: Professional Development		05/31/2015	Teachers	
Program Evaluation: Leadership team meeting agendas, sign in sheets, minutes and data reports will provide evidence of implementation. CWT and Indistar will also be maintained and reports will be readily available. Action Type: Program Evaluation	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
1003a Grant: E2E Consultants will provide job-embedded professional development that includes data analysis for the purpose of determining individual student needs, ensuring horizontal and vertical alignment, and creating academic action plans to provide systematic reteaching of skills not mastered. Professional Development will also emphasize the use of High Yield Strategies and the use of consistent differentiation of instruction for targeted students. Other specific activities will include the development of instructional calendars; lesson plans; assistance with implementation of research-based instructional practices; development of informal assessments and scheduling; assistance with curriculum development and alignment of instructional materials; data analysis of interim assessment results and use of the results to inform instruction; weekly department and small group sessions with the principal, instructional coaches, and teachers focusing on increasing student achievement; use of high-yield strategies modeling and coaching in the classroom; Classroom Walk-Through coaching and support for the principal and the leadership team; and participation and networking opportunities for the principal and the teachers in an online community environment.	Shirley Taylor	Start: 09/01/2013 End: 06/04/2014	Outside Consultants	Title I 1003(a) - Materials & Supplies: \$277.36 Title I 1003(a) - Purchased Services: \$49840.00 ACTION BUDGET: \$50117.36
Total Budget:				\$50117.36
Intervention: Change in teacher practice and school/team structures to support instructional practices and teacher effectiveness for students				

contributing to the achievement gap

Scientific Based Research: Sam Redding, Handbook on Restructuring and Substantial School Improvement. Sam Redding, The Mega System. Deciding. Learning. Connecting. A Handbook for Continuous Improvement Within a Community of the School.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment in Literacy. The Common Core Curriculum Maps from the Gates Model will be used as a springboard for ELA unit development and alignment documents. During 2013 spring semester, two full days of planning and four after school sessions for each grade will be provided to determine anchor text, develop the "Year-At-A-Glance" document, and begin unit lesson development. Title 1 funds will be used to purchase class sets of anchor texts as well as other related reading materials for students. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Claire Dearing	Start: 07/01/2013 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: \$
IIIA01: During the 2013-14 school year upcoming Literacy and Math units will be developed prior to the beginning of each quarter. Teachers will use Instructional Team planning time to reflect on current instruction and revise accordingly. The instructional facilitator and outside consultants will provide job-embedded PD to facilitate developing and revising units. All ELA and Math documents will be completed and revised by May 2014. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Claire Dearing & Susan Lindsey	Start: 07/01/2013 End: 05/31/2014	• Teachers	ACTION BUDGET: \$
IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment in Math. CCSS standards will be used to develop units that are focused on the common mathematical themes/clusters. A curriculum calendar depicting standards addressed each week will be developed. During 2013 spring semester, two full days of planning and four after school sessions will be provided to determine resources and begin developing lessons on units of	Susan Lindsey	Start: 07/01/2013 End: 06/30/2015	• Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: \$

instruction. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Instructional Facilitators and outside consultants will maintain a school wide focus on improving reading comprehension and mathematical fluency by providing job-embedded professional development related to planning and preparing for instruction, using formative assessments that guide instruction, data analysis, and creating a classroom environment conducive to instruction. Action Type: Collaboration Action Type: Professional Development	Sharesa White	Start: 07/01/2013 End: 06/30/2015	Outside Consultants	ACTION BUDGET: \$
IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction: Teachers will submit weekly lesson plans to administrators. Lesson plans will be posted in each classroom in a designated location. CWT observation data will be used to determine fidelity to written plans. Intensive support will be provided for teachers not meeting expectation. Action Type: ADE Scholastic Audit	Shirley Taylor	Start: 07/01/2013 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
Program Evaluation: Updated alignment documents, weekly lesson plans, and CWT observation data will provide evidence of implementation. Action Type: Alignment Action Type: Program Evaluation	Shirley Taylor	Start: 07/01/2013 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Student Progress and Achievement				
Scientific Based Research: Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using technology-enhanced assessments: STAR Reading. In Assessment: In special and inclusive education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.U.S. Department of Education: National Center on Response to Intervention. (2010). Review of progress-monitoring tools [Review STAR Reading]. Washington, DC: Author. Available online from http://www.rti4success.org/progressMonitoringTools				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will be tested on STAR and the reading data will be shared with both Leadership and Instructional Teams. The 5th	Claire Dearing	Start: 07/01/2013	- Administrative Staff - Computers	ACTION \$

grade Literacy teachers will conduct individual student conferences related to STAR Reading growth and expectations for the 2013-14 school year. Action Type: Alignment Action Type: Technology Inclusion		End: 06/30/2014	• Outside Consultants • Teachers	BUDGET:
All students will take the STAR assessment quarterly. Data will be available for all classroom teachers. Teachers will receive training on how to use data to determine both individual and classroom weaknesses. This data will also be used to determine Intensive Targeted Intervention (ITI) placement. The Leadership Team will monitor quarterly progress. Renaissance data specialists will provide guidance on setting goals for student growth following each student screening/progress monitoring. Baseline data from Fall testing will be used to develop quarterly IMO's. Action Type: Equity Action Type: Technology Inclusion	Claire Dearing	Start: 07/01/2013 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: \$
IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction: ELA and Math teachers will use unit pre/post testing as an instructional tool. E2E consultants and the instructional facilitators will provide job embedded professional development on instructional strategies, curriculum alignment, lesson planning, and data analysis. Each teacher will be required to analyze classroom data for both combined population and SWD using a common form. Data analysis at the classroom level will require teachers to address strengths, weaknesses, and their plan for remediation. The ELA/ Math departments will analyze classroom level data collectively in a regularly scheduled data meeting. This meeting will have a Special Education representative to provide any necessary assistance in terms of meeting the needs of SWD. Departmental Data will be monitored through the Leadership Team structure. ELA and Math department data meeting dates and the dates that ELA/Math data will be shared during Leadership will be established in August 2013. Action Type: Alignment Action Type: Collaboration	Claire Dearing & Susan Lindsey	Start: 08/19/2013 End: 05/31/2014	• Administrative Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: \$

Action Type: Equity Action Type: Professional Development				
IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results: ELA and Math teachers will track unit pre and post-tests and STAR Reading data. Math teachers will also track Benchmark Quick Quizzes every other week and maintain a record of student progress. Benchmark Literacy/Math results, Diagnostic Reading Assessment (DRA), and STAR data will be used to determine intervention placement and progress throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Claire Dearing & Susan Lindsey	Start: 08/19/2013 End: 05/31/2014	- Administrative Staff - Performance Assessments - Teachers	ACTION BUDGET: \$
Program Evaluation: Updated student achievement data for both SWD and All Students will be reflected in Instructional and Leadership Team minutes. Instructional Facilitators will have data posted/filed and available as evidence.	Shirley Taylor	Start: 07/01/2013 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Student safety and discipline to support closing the achievement gap				
Scientific Based Research: DuFour, Richard, Robert Eaker, and Rebecca DuFour. On Common Ground: The Power of Professional Learning Communities. Bloomington, IN: National Education Service, 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
During the 2012-13 school year, LMAE will implement morning assemblies in order to start each school day on a positive note and reduce concerns associated with student behavior. Students will gather in the cafeteria, receive morning announcements, and will then be escorted by their teacher to their homeroom class. Action Type: ADE Scholastic Audit	Shirley Taylor, Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
By May 1, 2013, a team of teachers will be established to begin conversations related to proactively addressing student behaviors and increasing positive faculty interactions with students. Action Type: Collaboration	Shareesa White, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

Program Evaluation: Sign in sheets, minutes, and planning documents will provide evidence of current implementation. Action Type: Program Evaluation	Shirley Taylor, Principal	Start: 07/01/2013 End: 05/31/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Parent and community engagement				
Scientific Based Research: Parent, Family, Community Involvement in Education. Education Policy and Practice Department, Center for Great Public Schools 1201 16th St., NW, Washington, D.C. 20036				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent/student orientation for upcoming 5th grade and 6th grade students will be hosted on May 13, 2013. The main focus will be to generate excitement about the upcoming school year and to "advertise" the themed units that are a part of the TIP. Prior to the event, the Literacy Instructional facilitator will be interviewed on the local radio KBFC/KXJK Morning Show and will share information regarding the themes of the Literacy units and May 13th orientation session. Action Type: Parental Engagement	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Community Leaders - Teachers	ACTION BUDGET: \$
A letter/phone calls will be sent to strategically chosen local business and community members asking them to share in the goal of developing "Community in the Classroom". These contacts will be invited to share their expertise as it relates to the current themes that the students are studying. Action Type: Parental Engagement	Claire Dearing	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Community Leaders - Teachers	ACTION BUDGET: \$
The Literacy "Year at a Glance" will be attached to the student supply list and provided to students and parents through local vendors. Action Type: Parental Engagement	Claire Dearing	Start: 07/01/2013 End: 08/31/2013	- Administrative Staff - Community Leaders - Teachers	ACTION BUDGET: \$
Program Evaluation: Parent/Community sign in sheets and minutes from both Instructional and Leadership Team will provide	Shirley Taylor,	Start: 08/19/2013	Administrative Staff	ACTION BUDGET: \$

evidence of implementation. Action Type: Program Evaluation	Principal	End: 06/30/2015	- Community Leaders - Outside Consultants - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	B.J. Lane	Member	Math
Business Representative	Shafay Watson	Member	Literacy
Classroom Teacher	Angela Sartin	Math/Science Teacher	Math
Classroom Teacher	Annette Wilson	Special Education Teacher	ACSIP
Classroom Teacher	Annette Wilson	Special Education Teacher	Literacy
Classroom Teacher	April Carter	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Ashley Higginbotham	Music Teacher	Literacy
Classroom Teacher	Cardolin Record	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Carla Busby	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Cathy Coats	Title I Aide	Literacy
Classroom Teacher	Cheryl McNutt	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Chris Oswalt	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Christopher Hagler	Math/Science Teacher	Math
Classroom Teacher	Cindy Yarberry	Math/Science Teacher	Math
Classroom Teacher	Delois Morgan	Math/Science Teacher	Math
Classroom Teacher	Glean Dean Ferrell	Special Education Teacher	Literacy
Classroom Teacher	Glenda Devasier	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Jason Ring	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	JeriJean Danielson	Special Education Teacher	Literacy
Classroom Teacher	Latania Willis	Math/Science Teacher	Math
Classroom Teacher	Laura Oliver	Math/Science Teacher	Math
Classroom Teacher	Lenora Winston	Math/Science Teacher	Math

Classroom Teacher	Lewis Ethridge	PE	Wellness
Classroom Teacher	Lisa Morgan	Math/Science Teacher	Math
Classroom Teacher	Lorraine Rogers	Special Education Teacher	Math
Classroom Teacher	Mary Allen	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Mary Allen	Literacy/Social Studies Teacher	ACSIP
Classroom Teacher	Mary Hall	Aide	Literacy
Classroom Teacher	Mattie Watson	Math/Social Studies Teacher	Math
Classroom Teacher	Murline Byers	In School Suspension Aide	Literacy
Classroom Teacher	Pamela Jones	Title I Teacher	Literacy
Classroom Teacher	Renee Ratton	Math/Science Teacher	Math
Classroom Teacher	Robin Smith	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Sharon McDuffey	Art Teacher	Math
Classroom Teacher	Sheila Joplin	Special Education Teacher	ACSIP
Classroom Teacher	Sheila Joplin	Special Education Teacher	Math
Classroom Teacher	Sherry Rhea	Title I Teacher	Literacy
Classroom Teacher	Shirley King	Literacy/Social Studies Teacher	Literacy
Classroom Teacher	Susan Wheeler	Science Teacher	Math
Community Representative	B.J. Lane	Member	ACSIP
Community Representative	Shafay Watson	Member	Literacy
District-Level Professional	Sharesa White	Assistant Principal	ACSIP
District-Level Professional	Sharesa White	Assistant Principal	Math
District-Level Professional	Shirley Taylor	Principal	Literacy
District-Level Professional	Shirley Taylor	Principal	ACSIP
Non-Classroom Professional Staff	Alma McNeary	Nurse	Wellness
Non-Classroom Professional Staff	Claire Dearing	Literacy Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Claire Dearing	Literacy Instructional Facilitator	ACSIP
Non-Classroom Professional Staff	Karen Barton	Counselor	Math
Non-Classroom Professional Staff	Kris Renigar	Librarian	Literacy
Non-Classroom Professional Staff	Lillian Williams	Aide	Literacy
Non-Classroom Professional Staff	Maura Lawrence	Counselor	Math
Non-Classroom Professional Staff	Susan Lindsey	Math Instructional Facilitator	ACSIP
Non-Classroom Professional Staff	Susan Lindsey	Math Instructional Facilitator	Math
Parent	Cindy Snellson	Parent	Literacy

Parent	Stacy Casey	Parent	Math
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